



# UNITED INDEPENDENT SCHOOL DISTRICT INFORMATIONAL ITEM

**TOPIC:** 2013-2014 Bilingual Department Program Evaluation and TELPAS Results

**SUBMITTED BY:** Carmen A. Pompa, Director of Bilingual/ESL/DUAL/Foreign Language

**OF:** Curriculum & Instruction Department

**APPROVED FOR TRANSMITTAL TO SCHOOL BOARD:** \_\_\_\_\_

**DATE ASSIGNED FOR BOARD CONSIDERATION:** September 17, 2014

## INFORMATIONAL REPORT:

Presentation of the Bilingual Department Program Evaluation and TELPAS (Texas English Language Proficiency Assessment) results for the English language learners of our district for the 2013-2014 school year.



BILINGUAL PROGRAM  
EVALUATION/TELPAS  
2013-2014 SCHOOL YEAR

BY: CARMEN A. POMPA, DIRECTOR

PRESENTED TO THE BOARD OF TRUSTEES SEPTEMBER 9, 2014  
United Independent School District





# §89.1265

## §89.1265. Evaluation.

- (a) All districts required to conduct a bilingual education or English as a second language program shall conduct periodic assessment and continuous diagnosis in the languages of instruction **to determine program impact and student outcomes in all subject areas.**
- (b) Annual reports of educational performance shall reflect the academic progress in either language of the limited English proficient students, **the extent to which they are becoming proficient in English, the number of students who have been exited from the bilingual education and English as a second language programs, and the number of teachers and aides trained** and the frequency, scope, and results of the training. These reports shall be retained at the district level to be made available to monitoring teams according to §89.1260 of this title (relating to Monitoring of Programs and Enforcing Law and Commissioner's Rules).
- (c) Districts **shall report to parents the progress of their child as a result of participation in the program** offered to limited English proficient students in English and the home language at least annually.
- (d) **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 the Texas Education Code, §11.253, for the purpose of improving student performance for limited English proficient students.**

*Source: The provisions of this §89.1265 adopted to be effective September 1, 1996, 21 TexReg 5700; amended to be effective April 18, 2002, 27 TexReg 3107*

Texas

## §89.1267. Standards for Evaluation of Dual Language Immersion Program Models.

- (a) A school district implementing a dual language immersion program must conduct annual formative and summative evaluations collecting a full range of data **to determine program impact on student academic success.**
- (b) The success of a dual language immersion program is evident by students in the program demonstrating high levels of language proficiency in English and the other language and mastery of the Texas essential knowledge and skills for the foundation and enrichment areas. **Indicators of success may include scores on statewide student assessments in English, statewide student assessments in Spanish (if appropriate), norm-referenced standardized achievement tests in both languages, and/or language proficiency tests in both languages.**

Source: The provisions of this §89.1267 adopted to be effective May 28, 2012, 37 TexReg 3822.

§89.1265 (a, d)



- Priority is to service all campuses
- Implement new initiatives according to the needs of our ELLs
- Correlate initiatives with the District Improvement Plan and all stakeholders

## United Independent School District Bilingual/ESL/DUAL and Foreign Language Department Plan 2013-2014

Carmen A. Pompa, Director

### Mission Statement

United, the Bilingual Department strives to enhance the development of bilingual, bicultural, and biliterate students in an evolving globally technological society therefore producing capable leaders for a better tomorrow. Additionally, the Bilingual Department will collaborate with district and campus administrators, teachers, students, and parents to augment the knowledge base about best practices in bilingual education, this collaboration will provide an effective multicultural environment and most importantly, set a *standard of excellence* achievable by all stakeholders.

**SUPERINTENDENT**  
**MR. ROBERTO J. SANTOS,**

Associate Superintendents  
Mr. Eduardo Zuniga, Support Services  
Dr. Guadalupe C. Gorordo, Instruction

Assistant Superintendents  
Ms. Laida Benavides, Business & Finance  
Mr. David Garcia, Human Resources  
Mr. Enrique Rangel, Facilities/Construction/Student Services  
Ms. Gloria Rendon, Administration

§89.1265 (a, b)



UISD Enrollment/ELL Enrollment/ EXIT History						
School Year	Enrollment	ELL Enrollment	%	Number of EXITS	%	Based on:
2013-2014	42,956	16,857	39%	2,198	13%	STAAR
2012-2013	42,549	16,945	40%	2,193	13%	STAAR
2011-2012	41,467	16,984	41%	2,497	15%	TELPAS
2010-2011	41,223	17,524	42%	2,207	13%	TAKS
2009-2010	40,128	17,431	43%	1,937	11%	TAKS
2008-2009	39,321	18,042	46%	1,514	8%	TAKS
2007-2008	38,855	18,613	48%	847	5%	TELPAS REVISED
2006-2007	37,264	17,201	46%	688	4%	TAKS

As of: May 1, 2014

Compiled by: UISD Bilingual Dept.  
Source: IRIS reports 2014

**EXIT CRITERIA FOR 2013-2014: LEP students for whom the LPAC has recommended linguistic accommodations on the STAAR reading or writing test may not be considered for EXIT.**



# ENGLISH LANGUAGE LEARNERS AT UISD

## 2013-2014 SCHOOL YEAR 16,857 ELLs (LEP Count) 208 Parental Denials

2013-2014

Source: Year in Review 13-14

Instructional setting	Total enrollment	ELL Population	ELL %
(26) Elementary	20,867	12,868	61.7%
(9) Middle Schools	10,023	2,502	25.0%
(4) High Schools	12,066	1,487	12.3%
Totals	42,956	16,857	39.2%
Recent Immigrant/Recent Arrival	16,857	1,546 RI/RA	9% RI/RA

§89.1265 (a, b)  
Systems

Source: IRIS & Tyler

	Bilingual Dual	ESL 2 Content Based	Gifted and Talented	Section 504	CTE 2 & 3	CTE LEP	CTE SE
Number Phase-in 1 Level 2 and above	31	130	232	81	931	75	31
<b>English 1</b>							
Total Tests	44	830	251	307	1850	406	145
% Met Phase-in 1 Level 2 and above	70%	16%	92%	26%	50%	18%	21%
Number Phase-in 1 Level 2 and above	45	71	343	81	1536	60	36
<b>English 2</b>							
Total Tests	54	583	359	219	2742	466	157
% Met Phase-in 1 Level 2 and above	83%	12%	96%	37%	56%	13%	23%
Number Phase-in 1 Level 2 and above	47	391	312	144	800	113	52
<b>Algebra 1</b>							
Total Tests	52	675	317	232	1061	212	101
% Met Phase-in 1 Level 2 and above	90%	58%	98%	62%	75%	53%	51%
Number Phase-in 1 Level 2 and above	20	307	307	123	946	111	36
<b>Biology</b>							
Total Tests	22	508	307	167	1077	187	65
% Met Phase-in 1 Level 2 and above	91%	60%	100%	74%	88%	59%	55%
Number Phase-in 1 Level 2 and above	15	164	118	75	1100	147	55
<b>US History</b>							
Total Tests	17	242	119	93	1259	214	90
% Met Phase-in 1 Level 2 and above	88%	68%	99%	81%	87%	69%	61%



**MS**

**Spring 2014 STAAR Results At a Glance**  
**Sum of All Grades (6th - 8th)**  
**Special Program Evaluation**

Preliminary

Source: Year in Review 13-14

	Reading		Mathematics		Writing		Science		Social Studies	
	Met Std.	% Met	Met Std.	% Met	Met Std.	% Met	Met Std.	% Met	Met Std.	% Met
All Students	9999	72%	9998	75%	3342	65%	3288	67%	3287	55%
Special Education	751	55%	751	60%	243	50%	218	62%	218	51%
Section 504	657	49%	657	50%	208	39%	201	45%	201	39%
Dyslexia	196	49%	196	53%	55	35%	68	49%	68	35%
Gifted and Talented	1574	98%	1574	98%	519	98%	495	97%	495	90%
Bilingual Dual	319	84%	318	84%	92	85%	95	86%	95	67%
English as a Second Language	2437	36%	2438	51%	817	26%	654	34%	653	21%

§89.1265 (a, b,)





# Elem

## Spring 2014 STAAR Results At a Glance Sum of All Grades (3rd - 5th) Special Program Evaluation

Preliminary

Source: Year in Review 13-14

	Reading			Mathematics			Writing			Science		
	Tested	Met Std.	%	Tested	Met Std.	%	Tested	Met Std.	%	Tested	Met Std.	%
All Students	9567	6984	73%	9571	7334	77%	3154	2368	75%	3236	2226	69%
Special Education	775	566	73%	776	608	78%	256	165	64%	271	169	62%
Section 504	754	410	54%	756	390	52%	256	113	44%	274	124	45%
Dyslexia	190	119	63%	190	99	52%	64	20	31%	67	31	46%
Gifted and Talented	1483	1444	97%	1483	1446	98%	486	477	98%	544	513	94%
Bilingual Early Transition	3939	2306	59%	3942	2629	67%	1341	930	62%	1015	468	46%
Bilingual Dual	813	652	80%	813	676	83%	171	145	85%	163	142	87%
English as a Second Language	633	346	55%	634	404	64%	164	105	64%	273	127	47%

DUAL Program 2013-2014 Cohort OLPT Mastery - Level 5

DISTRICT	2013-2014 Cohort	Oral				Writing			
		English		Spanish		English		Spanish	
		#	%	#	%	#	%	#	%
Kindergarten	889	260	29%	311	35%				
1st grade	978	347	35%	399	41%	63	6%	92	9%
2nd grade	889	395	44%	286	32%	179	20%	249	28%

§89.1265 (a, b,)

# 38 DUAL GRADUATES 2013-2014



**UHS**  
**AHS**  
**USHS**

DUAL graduate pin, Letter of completion, DUAL Seal on Diploma



Source: Year in Review 13-14

# TEJAS LEE ASSESSMENT BOY-EOY

Grade level	Number of students tested in Tejas LEE	Students now transitioning into English to TPRI assessment
Kindergarten	BOY 1,126	1 student
	EOY 1,125	
First grade	BOY 1,317	335 students
	EOY 982	
Second grade	BOY 498	356 students
	EOY 142	

**Indication that our Bilingual Spanish dominant students in the Early Transition Program and DUAL Program are transitioning into English instruction.**



# TELPAS

§89.1265 (a, b, c)

TELPAS (Texas English Language Proficiency Assessment System) is an assessment program for students in Texas public schools who are learning the English language.

- ✘ **Beginning** —Students who receive this rating are in the early stages of learning English. These students have a small vocabulary of very common words and little ability to use English in academic settings. These students often communicate using English they have memorized.
- ✘ **Intermediate** —Students who receive this rating are able to use common, basic English in routine academic activities but need considerable English-language support to make learning understandable. Socially, these students are able to communicate simply about familiar topics and are generally able to understand conversations but may not comprehend all the details.
- ✘ **Advanced** —Students who receive this rating are able to understand and use academic English in classroom activities when given some English-language support. In social situations, these students can understand most of what they hear but have some difficulty with unfamiliar grammar and vocabulary.
- ✘ **Advanced High** —Students who receive this rating are able to use academic English in classroom activities with little English-language support from others, even when learning about unfamiliar material. Students at this level have a large enough vocabulary in English to communicate clearly and fluently in most situations.

# Spring 2014 TELPAS Proficiency Ratings

Grades K-12

Listening		Speaking		Writing		Reading		Composite															
Scored	15512	Scored	15471	Scored	15379	Scored	15428	Scored	15345														
AdvH Adv	7501	4086	2501	1264	1264	18190	4184	3143	1954	4129	4400	3804	3046	2134	5278	4538	3478	3824	5385	1537	2509		
Int	49%	26%	17%	8%	8%	40%	27%	20%	13%	27%	29%	25%	20%	14%	34%	29%	23%	25%	35%	23%	17%	17%	
Beg																							
AdvH Adv																							
Int																							
Beg																							

## TELPAS 2014

### AMAO 1 (Progress) and AMAO 2 (Attainment) Report by Campus

	AMAO 1 Progress* (Target = 50.0 %)		AMAO 2 Attainment (1-4 Years LEP Target 15.0%)		AMAO 2 Attainment (5+ Years LEP Target 29 %)					
District	Number Assessed	Number Matched	Number Assessed	Number Met ADH	Number Assessed	Number Met ADH				
District	15345	12426	6935	55.8%	8878	2083	23.4%	4507	1717	38.1%

Source: TELPAS Summary Report 2014



# ELL PROGRESS TO PARENTS

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- ✘ Every year within the first 30 days of school the parents of ELLs receive a letter of progress in English and Spanish about their child's academic progress. Campus principals submit a **VERIFICATION DOCUMENT** to verify that all letters were sent home on or before the **DUE** date.
- ✘ Campus Principals also provide a Progress report on week 3 and a Report card on week 6 (Elem & MS) week 9 (HS) for all parents of all students being serviced.
- ✘ All ELLs from 1<sup>st</sup>-11<sup>th</sup> grade have an **ELL Plan for Success (NEW INITIATIVE for 13-14)** where the progress is monitored every six weeks through a LEP failure reports and new interventions are assigned as recommended by the LPAC committee and the teacher(s) of the ELLs.

§89.1265 (c)

Professional Development Trainings for Bilingual Department  
Coordinator ~~§§. 126B (6), 610~~

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- ✘ Rigor and Relevance 8/7/2013
- ✘ TABE conference 10/09/2013
- ✘ DUAL language Region XX 11/07/2013
- ✘ ACE-LERA 12/03/2013
- ✘ Sheltered Instruction 2/5/2014
- ✘ ABYDOS state conference 2/20/2014
- ✘ Lynn Erickson Concept Based 4/11/2014
- ✘ Title III Symposium 7/29/2014

More trainings are found in the Bilingual department binder for 2013-2014

§89.1265 (b, d)



**Bilingual Department Training Calendar @ A Glance 2013-2014 for Compliance**

Date	Time	Activity/Topics	Target Audience	Location	Person Responsible	Delivery Mode	SRN #
Thurs., Aug. 8	8 - 5	Tyler Updates	LPAC Clerks	C & Lab Room #75	Bilingual Dept.	ILT	X
Tues., Aug. 13	8 - 3:30	SLO IPAD 101 Training	3 <sup>rd</sup> Grade DUAL Teachers Cluster 1	Zaffirini Library	Bilingual Dept.	ILT	13521300
Thurs., Sept. 5	8 - 5	LPAC - BOY Team Meeting	LPAC Team (Administrator & Clerk Only)	UHS Annex Band Hall	Bilingual Dept.	ILT	12201300
Thurs., Sept. 5	1.5 hrs.	LPAC Framework (New Administrators & New Teachers Only)	LPAC Committee	N/A	Bilingual Dept.	WBT (Adobe)	22741350
Fri., Sept. 6	12:30 - 2	LPAC Framework for Parents	LPAC Parents	SAC 1	Bilingual Dept.	ILT	X
Thurs., Sept. 12	2:30 - 5	New LPAC Admin. Training (optional)	New LPAC Administrators & New Principals	C&L Room #75	Bilingual Dept.	ILT	12281300
Fri., Sept. 27	1 - 3	ARD/LPAC Coll. Meeting - Elem./Secondary	LPAC Admin., Diagnosticians	Brantley Hall Room Pompa/Martha #5	Carmen Pompa/Martha Moke	ILT	13531300
Tues., Oct. 15	8 - 12	LPAC Meeting AM=(Elementary)	LPAC Team	SAC 2	Bilingual Dept.	ILT	12201301
Tues., Oct. 15	1 - 5	LPAC Meeting PM=(Secondary)	LPAC Team	SAC 2	Bilingual Dept.	ILT	12201302
Fri., Nov. 1	1 - 4	LPAC Meeting - Elem, MS, HS	LPAC Team	UHS Annex Band Hall	Bilingual Dept.	ILT	12201303
Thur., Jan. 9	1.5 hrs.	TELPAS New Raters	Teachers	N/A	Bilingual Dept.	WBT (Adobe)	12521300
Mon., Jan. 27	8 - 10 Elem 10 - 12 Sec 1:30 - 3:30 Elem/Sec	"TELPAS Awareness Meeting"	Parents of LEP Students	SAC 1	Bilingual Dept.	ILT	X

Tues., Jan. 28	8 - 5	LPAC/TELPAS Holistic Training	LPAC Team & TELPAS Coordinators	SAC 1	Bilingual Dept./Testing Dept.	ILT	13541300
Tues., March 4	8 - 12	TELPAS Rater Set 3 Training (Elementary)	Elementary Teachers	SAC 2	Bilingual Dept.	ILT	12531203
Tues., March 4	1 - 5	TELPAS Rater Set 3 Training (Secondary)	Secondary Teachers	SAC 2	Bilingual Dept.	ILT	12531202
Wed., Apr. 16	8 - 12	Elementary LPAC Meeting & Round Up info.	LPAC Team	SAC 1	Bilingual Dept.	ILT	12201304
Wed., Apr. 16	1 - 5	Secondary LPAC Meeting	LPAC Team	SAC 1	Bilingual Dept.	ILT	12201305
Thur., May 8	8 - 12	Elementary EOY LPAC Meeting	LPAC Team	SAC 1	Bilingual Dept.	ILT	12201306
Thur., May 22	1 - 5	Secondary EOY LPAC Meeting	LPAC Team	SAC 2	Bilingual Dept.	ILT	12201307

• WBT - Web-based training

• ILT - Instructor Led training

• BLD - Blended (with statement of completion)

• WKS - Workshop

• RD - Recorded

**42 LPAC administrators  
42 LPAC clerks**



# PROFESSIONAL DEVELOPMENT TRAININGS FOR TEACHERS & TEACHER ASSISTANTS



Professional Development  
Electronic Registrar Online Summative  
State Board for Educator Certification  
19 TAC Chapter 32, Subchapters A and B; TAC 153, BB  
TEC 21.033, Subchapter H; TEC Sec. 21.451  
U.I.S.D. Policy DMA Legal

Trainings	Number of Sessions		Number of Participants	
	2013-2014	2012-2013	2013-2014	2012-2013
<b>District Totals</b>	694	655	16,092	16,773
<b>Extended School Year</b> <small>*Professional Development for Summer School Teachers</small>	41	18	521	405
<b>Summer Learning Opportunities</b> <small>*Summer Trainings for Teachers on research-based strategies and content areas</small>	228	89	853	720
<b>Leadership Summit</b> <small>*Annual Campus Administrators Trainings to provide information on district initiatives</small>	25	19	178	176
<b>New Teacher Orientation</b> <small>*Newly hired teachers to orient them on district initiatives</small>	36	35	148	186
<b>Designated Campus-based Professional Development Days</b>	123	249	7,725	9,701
<b>Designated District Level Professional Development Days</b>	243	249	6,889	5,400

## THE IMPORTANT ROLE YOU PLAY IN THE CLASSROOM

### United I.S.D. Para Educator Conference

Monday,  
February 24, 2014  
8:30 A.M. - 4 P.M.  
Location: SAC  
Auditorium

#### Agenda

8:30 - 8:45	Welcome
8:45 - 10:45	Fire Up
10:45 - 11:30	What is your role?
11:30 - 12:15	Redirection Strategies
12:15 - 1:45	Lunch
1:45 - 2:30	ELPS Curriculum/Strategies
2:30 - 3:15	Signs of Suicide
3:15 - 4:00	Bullying Awareness/Why Try?



**FOR CHILDREN**

#### Intended Audience

- Instructional Aides in the classroom
- Computer Lab Proctors
- Special Education Assistants
- Library Assistants
- P.E. Assistants
- Language Acquisition Assistants

§89.1265 (b)



BILINGUAL/ESL PARENTAL INVOLVEMENT  
TRAININGS BASED ON TITLE III SURVEY

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- ✘ LPAC framework for Parents - September 2013
- ✘ Parent Festival- October 2013—The benefits of the UISD Bilingual/ESL Program—ENG./SPAN.
- ✘ Bilingual Education Awareness Month - November 2013
- ✘ TELPAS awareness Meeting for parents - January 2014
- ✘ Webb County Head Start - April 2014-How to Help your child be ready for School—ENG./SPAN.

**CAMPUS LEVEL PTC MEETINGS ARE HELD MONTHLY HIGHLIGHTING ALL STUDENTS WITH SPECIAL RECOGNITIONS**

§89.1265 (a, c)

# Campus Improvement Plan

§89.1265 (d)

CIP Form - (INST-IRIS03) | Format Records Window Help

Records: 10 / 542 Found (Sorted)

View As: [Table Icon] [List Icon] [Grid Icon] | Preview

Show All | New Record | Delete Record | Find | Sort

Layout: FORM - CIP Form View | Aa | Edit Layout

## IRIS

### CAMPUS IMPROVEMENT PLAN 2014-2015

Find | Show All | Report | View as Table | Return to Menu

CAMPUS NAME [REDACTED]

GOAL: 1. Continue to improve student achievement DATA ANALYZED TO DETERMINE NEED: TAPR, AMO, AMAS, PBMAS

LONG RANGE GOAL: By the year 2016, all students will reach high standards, at a minimum attaining proficiency or better in all state assessments.

ANNUAL PERFORMANCE OBJECTIVE: To increase the percentage of students including special education and migrant meeting state standard from 68% to 86% on the reading STAAR assessment.

INITIATIVE NUMBER	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA / PROGRAMS	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMPLETION DATE	EVIDENCE OF IMPLEMENTATION
8	POPULATION Selected Bilingual Students	Instruction and Curriculum	Rigor and Relevance	Academic Performance	Reading	Implementation of Virtual Reading Program	08/25/2014	06/04/2015	Walk-throughs, class
		PERSON(S) RESPONSIBLE Principal, APs, Former Fast Forward Assistant, Reading Interventionist		RESOURCES BUDGET / HUMAN Reading Interventionist and Language Acquisition Assistant		FORMATIVE Walk-throughs, Class Schedule, and Progress Monitoring		SUMMATIVE STAAR and TELPAS	STATUS REPORT
9	POPULATION ALL = All Students	Instruction and Curriculum	Rigor and Relevance	Academic Performance	Reading	Integrate the purchase library books with the classroom curriculum	08/25/2014	06/04/2015	Walk-throughs lesson plans,
		PERSON(S) RESPONSIBLE Principal, APs, pathfinders, teachers, librarian		RESOURCES BUDGET / HUMAN Librarian, Pathfinders, Teachers, 4,000 (Title I)		FORMATIVE Walk-throughs, Progress Monitoring, AR reports		SUMMATIVE STAAR	STATUS REPORT



# DISTRICT COLLABORATIONS

-District collaborates with campus Principals when completing their Campus Improvement Plans (always based on campus needs and with input of LPAC committee).

-All campuses received a CAMPUS DATA PROFILE generated through IRIS to assist in their completion of CIP as well.

-In addition, the District Improvement Plan is always merged into the plans of any department and campus within the district.

WE ARE UNITED!!

Carmen A. Pompa  
Director

§89.1265 (d)