

**Meeting Minutes of the Board of Trustees
DRIPPING SPRINGS INDEPENDENT SCHOOL DISTRICT**

A Workshop of the Board of Trustees of DRIPPING SPRINGS INDEPENDENT SCHOOL DISTRICT was held Monday, October 18, 2021, beginning at 5:00 PM in the Dripping Springs High School, Rm J127/129.

Attendance:

Joanna Day:	Present
Marisa Grijalva:	Present
Mary Jane Hetrick:	Present
Ron Jones:	Present
Shannon O'Connor:	Present
Stefani Reinold:	Absent
Barbara Stroud:	Present

I. **WORKSHOP MEETING** - Call to Order and Determination of Quorum

II. **PUBLIC FORUM**

Board members will listen to comments but only the Board president, as the designated spokesperson, may respond to the speaker if required.

A. For Posted Agenda Items

III. **BOARD REPORTS / DISCUSSION**

A. Special Populations

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September 26, 2019

Date

Attest:

President, DSISD Board of Trustees

Secretary, DSISD Board of Trustees

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INDEPENDENT SCHOOL DISTRICT

BOARD ITEM SHEET

Agenda Item: Special Populations Workshop

Reports/Information Presentation/Discussion Consent Action

Presenter: Nadine Hogan and Marcia Holsonbake

Motion Language: N/A

Background: Special Populations Workshop

Policy: EHBE (LEGAL)

Goals:

- | | |
|--|---|
| <input checked="" type="checkbox"/> 1.1 Build trust through meaningful and positive relationships | <input checked="" type="checkbox"/> 2.4 Plan for growth |
| <input checked="" type="checkbox"/> 1.2 Strengthen open and transparent two-way communication with all stakeholders using the most effective and appropriate methods | <input type="checkbox"/> 3.1 Develop, empower and sustain leaders who are committed to the vision and mission of the district |
| <input type="checkbox"/> 1.3 Cultivate and manage community partnerships that are mutually beneficial | <input type="checkbox"/> 3.2 Recruit and hire personnel who are committed to the vision and mission of the district |
| <input type="checkbox"/> 1.4 Build systematic connections among campuses and departments that are sustainable as the district grows | <input type="checkbox"/> 3.3 Inspire and sustain personnel who are committed to the vision and mission of the district |
| <input type="checkbox"/> 2.1 Provide resources to support district operations | <input type="checkbox"/> 3.4 Develop and support Personalized Professional Learning Plans aligned to the vision and mission of the district |
| <input type="checkbox"/> 2.2 Develop and formalize departmental operating procedures | <input checked="" type="checkbox"/> 4.1 Implement personalized learning |
| <input type="checkbox"/> 2.3 Implement innovative solutions to address optional challenges | <input checked="" type="checkbox"/> 4.2 Establish a culture where personalized learning drives all decision making |

Attachments: 2

Meeting Date: October 18, 2021

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SPECIAL PROGRAMS WORKSHOP

October 18, 2021

Learning and Innovation

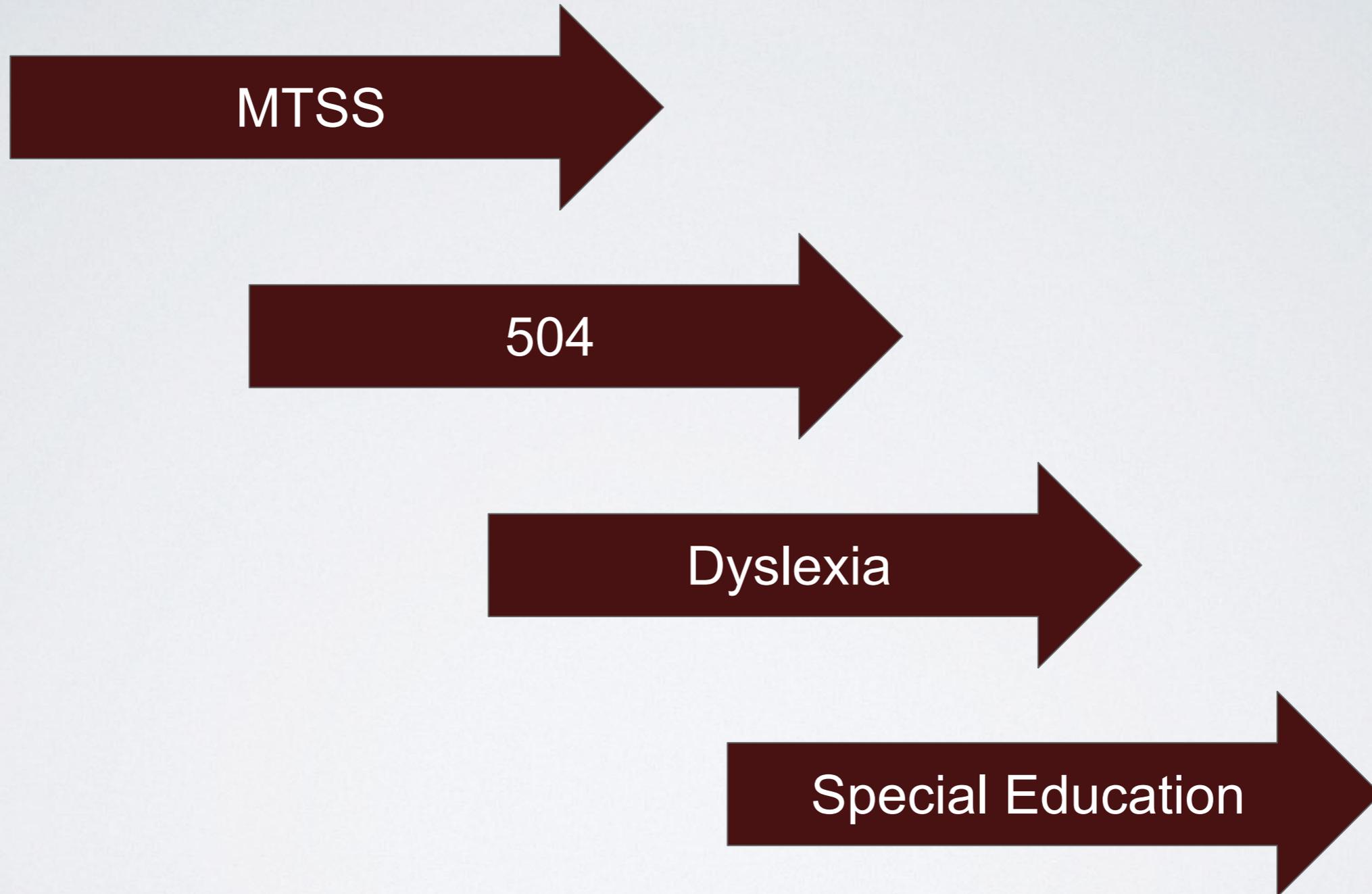
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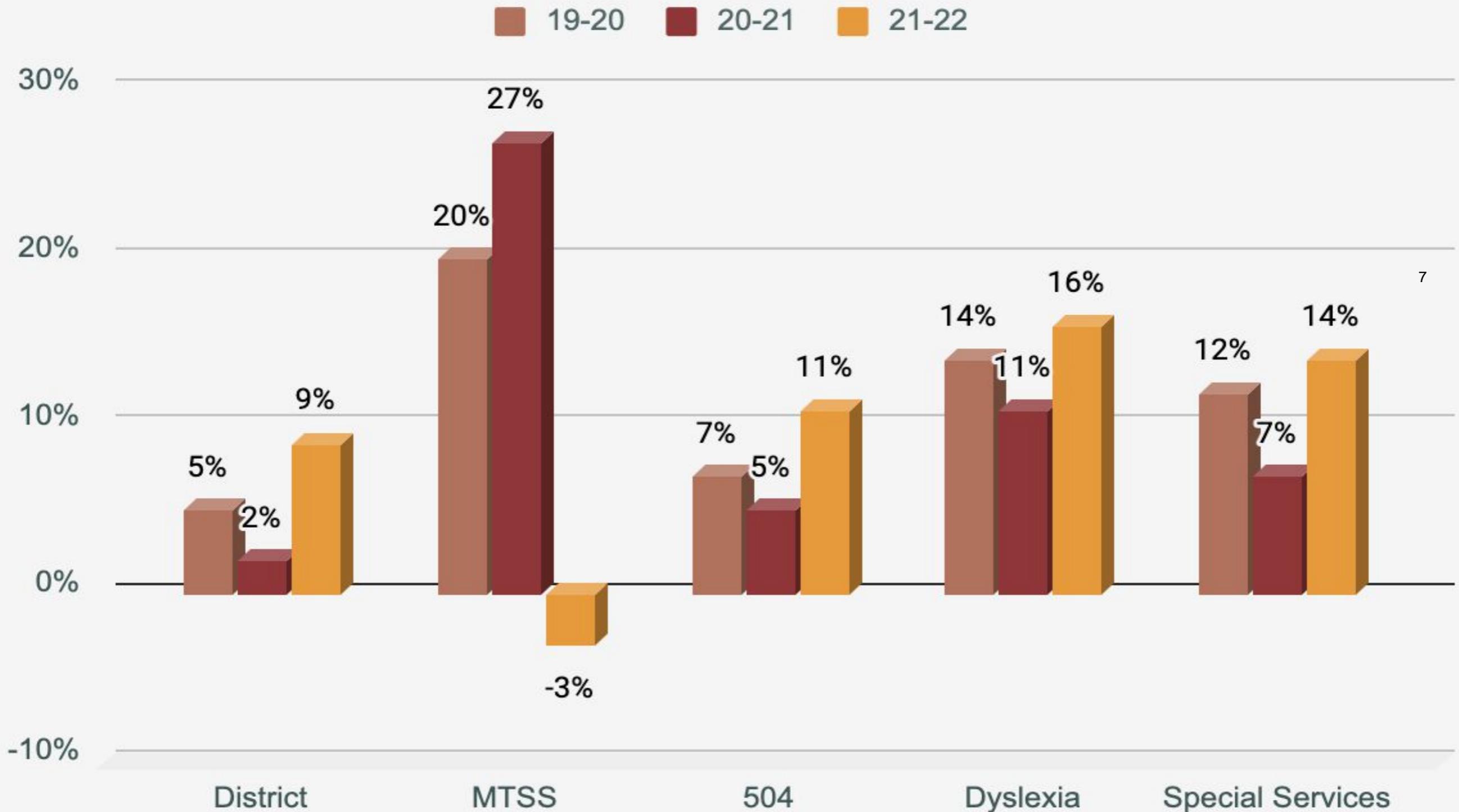
Overview

- Special Services
 - Four Areas of Support
 - Program Growth
 - Comparison
 - Specific Area of Support
 - Professional Development
 - Program Evaluation and Support
 - Caseload Monitoring and Support
 - Parent Involvement and Support
- Bilingual/ESL Program Overview
 - Dual
 - ESL
 - Enrollment
 - TELPAS
 - STAAR
 - Reclassification
 - Professional Development
 - Waiver
 - Family Engagement

Special Services Supports



District Program Growth

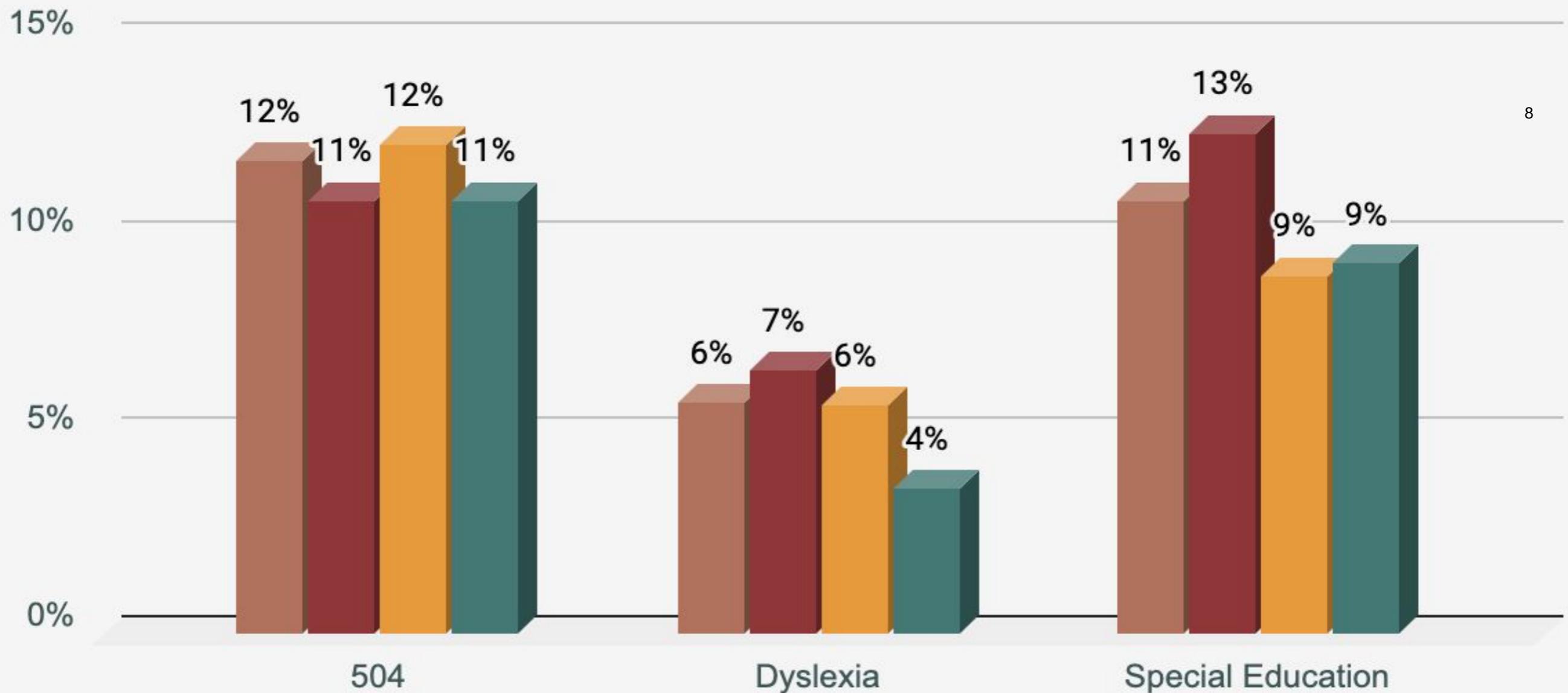


District Population Comparison

Dripping, Hays, Eanes and Lake Travis

2019-2020

Dripping Hays Eanes Lake Travis



Targeted Improvements



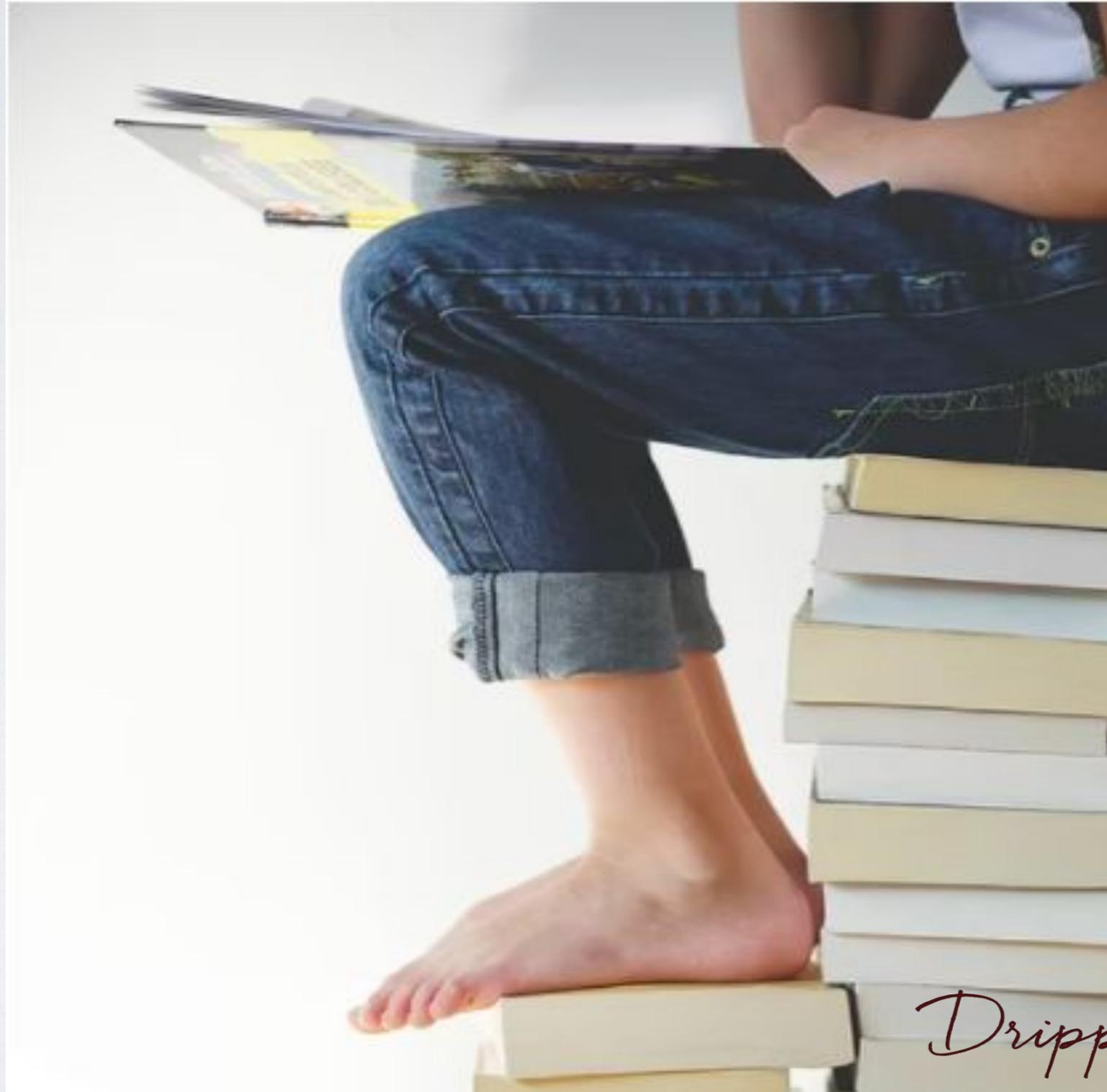
- Professional Development
- Program Evaluation and Support
- Caseload Monitoring and Support
- Parent Involvement and Support

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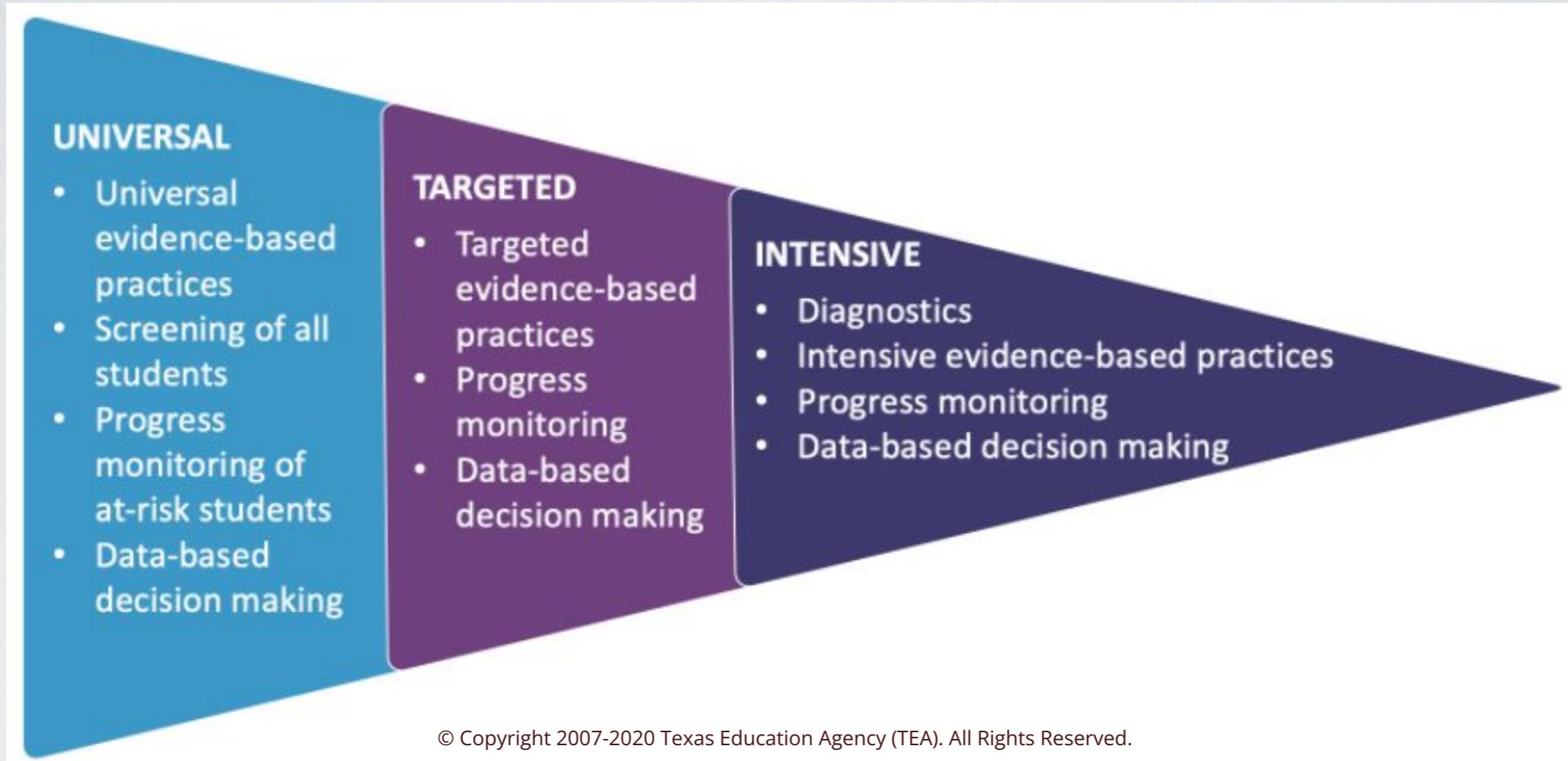
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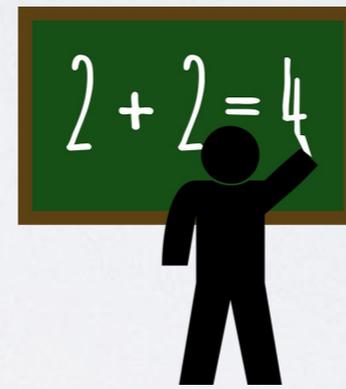
Multi-tiered Systems of Support



Multi-Tiered Systems of Support



MTSS



Professional Development

- BOY New Staff Orientation
- Back to School presentations for teachers and staff
- Developed the following canvas courses for all staff: MTSS Overview, Tier 2 math support, and PBIS
- Emergent Tree Training for all administrators and district and campus behavior teams
- Lead4Ward Intervention Conference
 - Support for all 3 tiers
 - Included administrators, interventionists, and instructional coaches
- TALA (Texas Adolescent Literacy Academy) for secondary interventionists

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Program Evaluation and Support

- Continuous updates to district handbook and procedures in conjunction with support from the TIER Network based on TEA guidelines
- EOY Campus needs assessment reviewed at BOY with campus MTSS teams
- Common Tier 3 curriculum and progress monitoring tools
- Established district Tier 2 MTSS goals, initial training with campuses on Tier 2 goals, and provide support determining what Tier 2 protocols are in place at each campus ¹⁴
- Continuing support for PLCs within academic and behavior tiers
- Quick guides created for clarity on MTSS framework and decision making
- In collaboration with L&I, developing resource/instructional strategies guide
- Implementation of a data consolidation system, BrightBytes



Caseload Monitoring and Support

- Monthly district collaboration with academic interventionists
- Fidelity checks of program and curriculum implementation



Parent Involvement and Support

- Parent notification letter for tiered support
- Parent question and answer document for initial Tier 2 or Tier 3 supports
- Continuous updates to district website



MTSS
A Parent's Guide

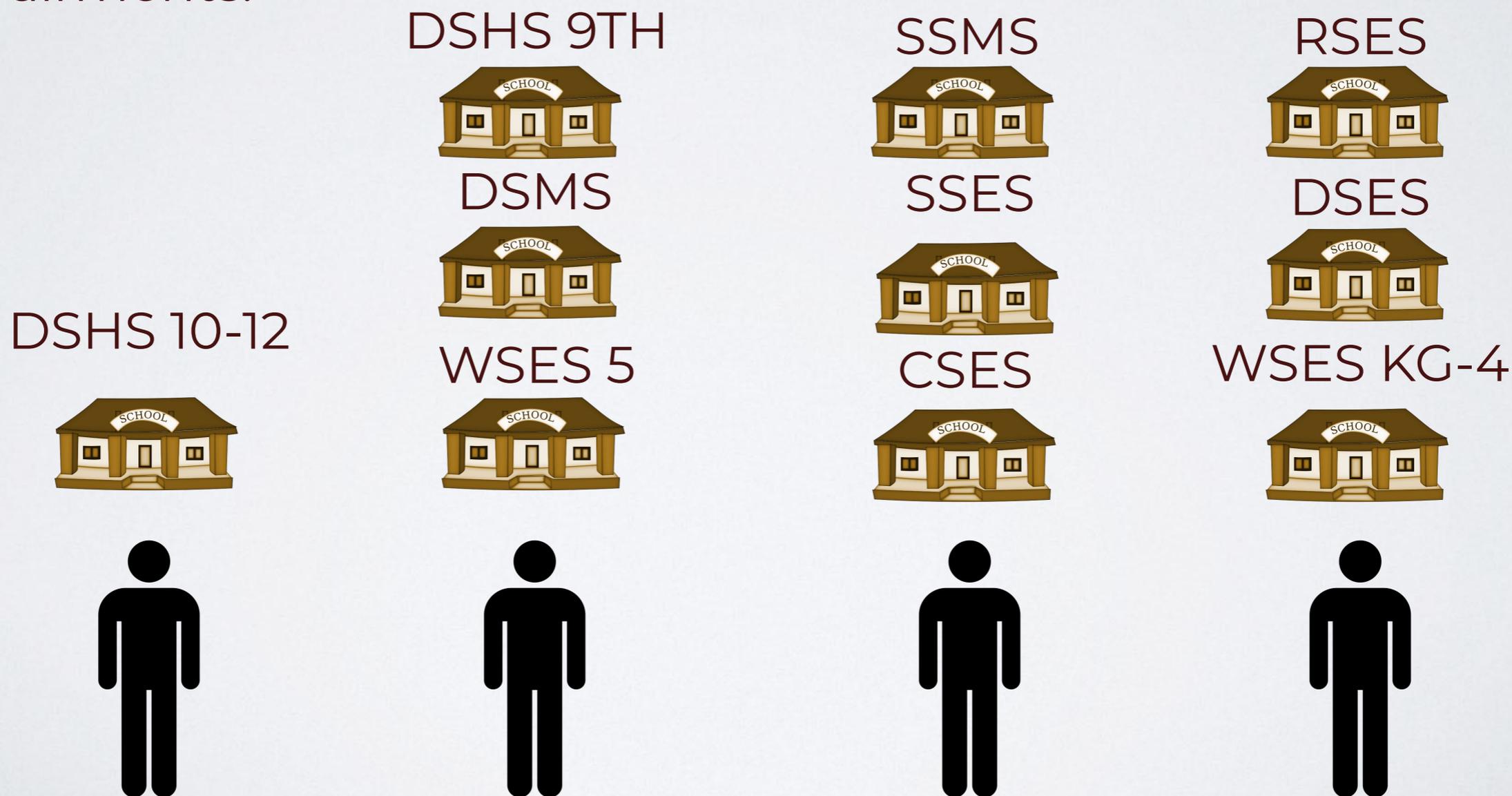
DSISD utilizes the Multi-Tiered System of Support framework to help students of varying abilities learn and perform at their grade. The MTSS framework goes beyond academics by providing social and emotional supports, including professional development for teachers in discovering ways to help struggling students.

Section 504



Section 504

Coordinators support the identification, plan development, and implementation of Section 504 for students by following federal guidelines to ensure students can access the general ed curriculum with reasonable accommodations. There is not an exhaustive list of of impairments.



Professional Development

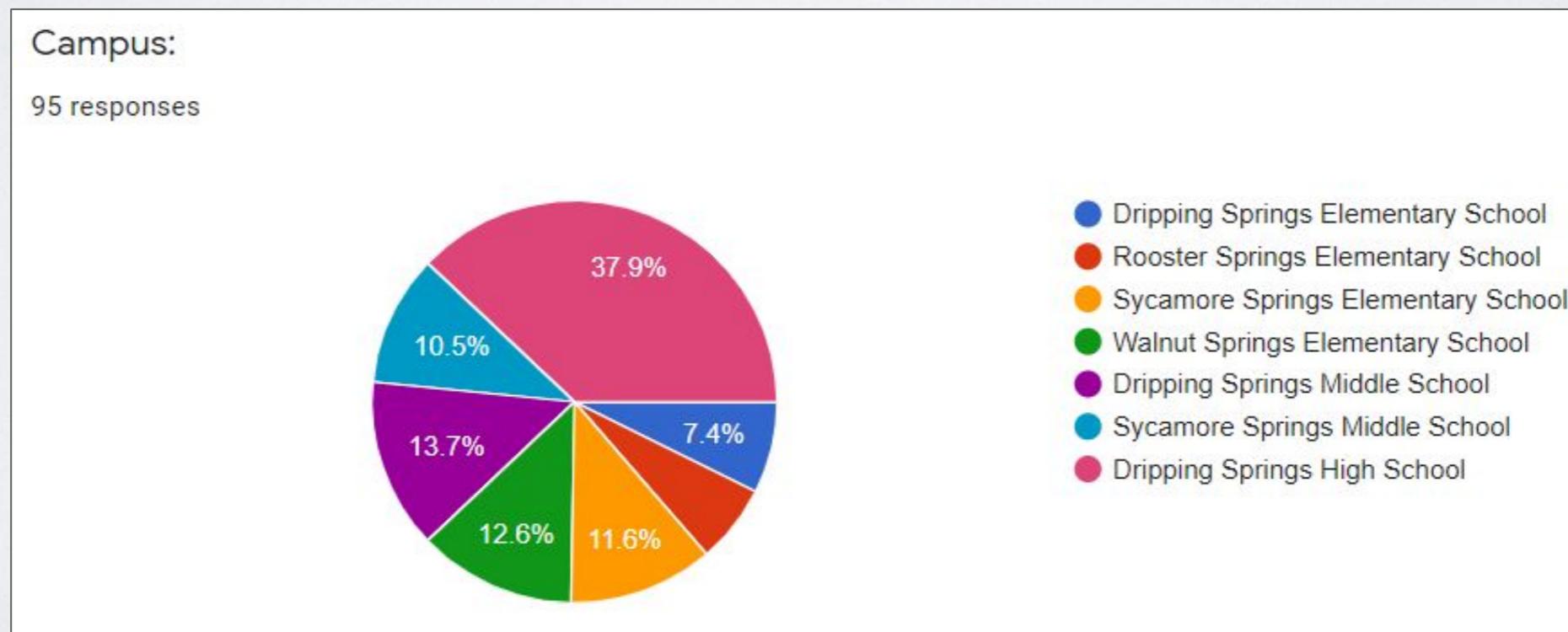
- Supervisor and coordinators participate in the annual CESD 504 conference
- BOY New Staff Orientation
- Back to School presentations for teachers and staff
- STAAR accommodations training



Program Evaluation and Support

- Participated in Region 13 quarterly 504/Dyslexia Coordinator meetings
- Combined the general education and special education homebound procedures into one manual
- Teacher MOY and parent EOY feedback survey
- Annual updates to district handbooks

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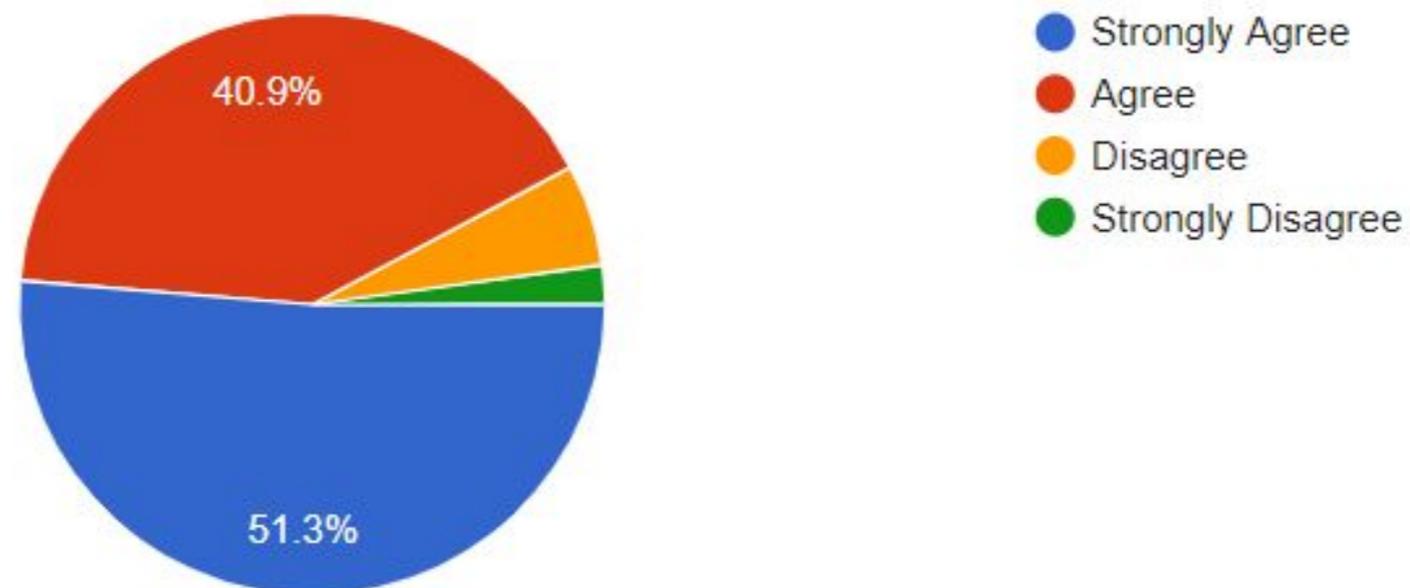


Parent Involvement and Support

- District website updates
- Obtained parent feedback EOY 2020-21 through a survey
 - Communication
 - Participation in the meeting

I believe that the Section 504 plan we developed for my child will be successful.

230 responses



Dyslexia



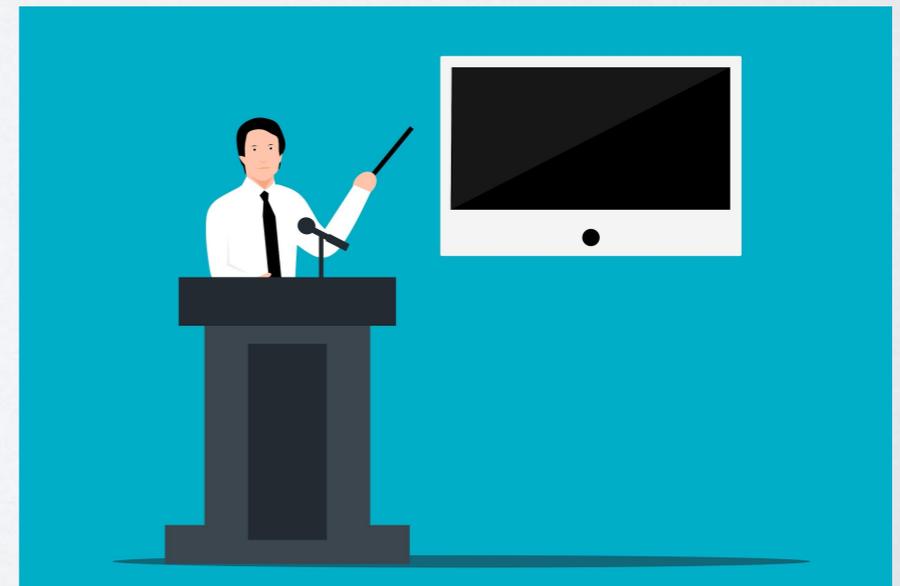
Dyslexia



Professional Development

- District requires all new teachers to complete the TEA Learn course regarding Dyslexia
- One hour update provided annually at each campus by the dyslexia specialist
- Dyslexia team has the opportunity to participate in the Annual International Dyslexia Association conference, grant provided by the San Marcos Civic Foundation in the amount of \$4729
- Dyslexia team has the opportunity to virtually participate in the Annual CESD Dyslexia Conference

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Program Evaluation and Support

- Utilized TEA's Dyslexia Requirements Worksheet to ensure alignment with state requirements
- TEA Dyslexia Cyclical Monitoring, group 1
- Update to district dyslexia handbook to comply with recent changes to the State Dyslexia Handbook expected to go into effect by mid November
 - Changes made to pathways of identification
 - Screening requirements reduced
 - Providers of instruction updates
- Dyslexia and Reading screeners: TX Kea and TPRI for grades K-2 and TMSFA for grade 7

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Caseload Monitoring and Support

- Review of group sizes to maintain fidelity of program
- Monthly meetings to support collaboration, program development and alignment of processes across the district



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Parent Involvement and Support

- Bi-Annual Dyslexia Parent/Guardian Newsletter
 - Spring edition shared April 2021; Fall edition shared October 2021
- Annual Parent Dyslexia Information Night
 - Upcoming - October 27, 2021
- District website with updates and resources
- Parent notification requirements

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Parent/Guardian Dyslexia Newsletter

DSISD Special Services Department, Fall 2021

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Special Education



Academic Continuum of Supports

Speech Only

**General Education with
Accommodations**

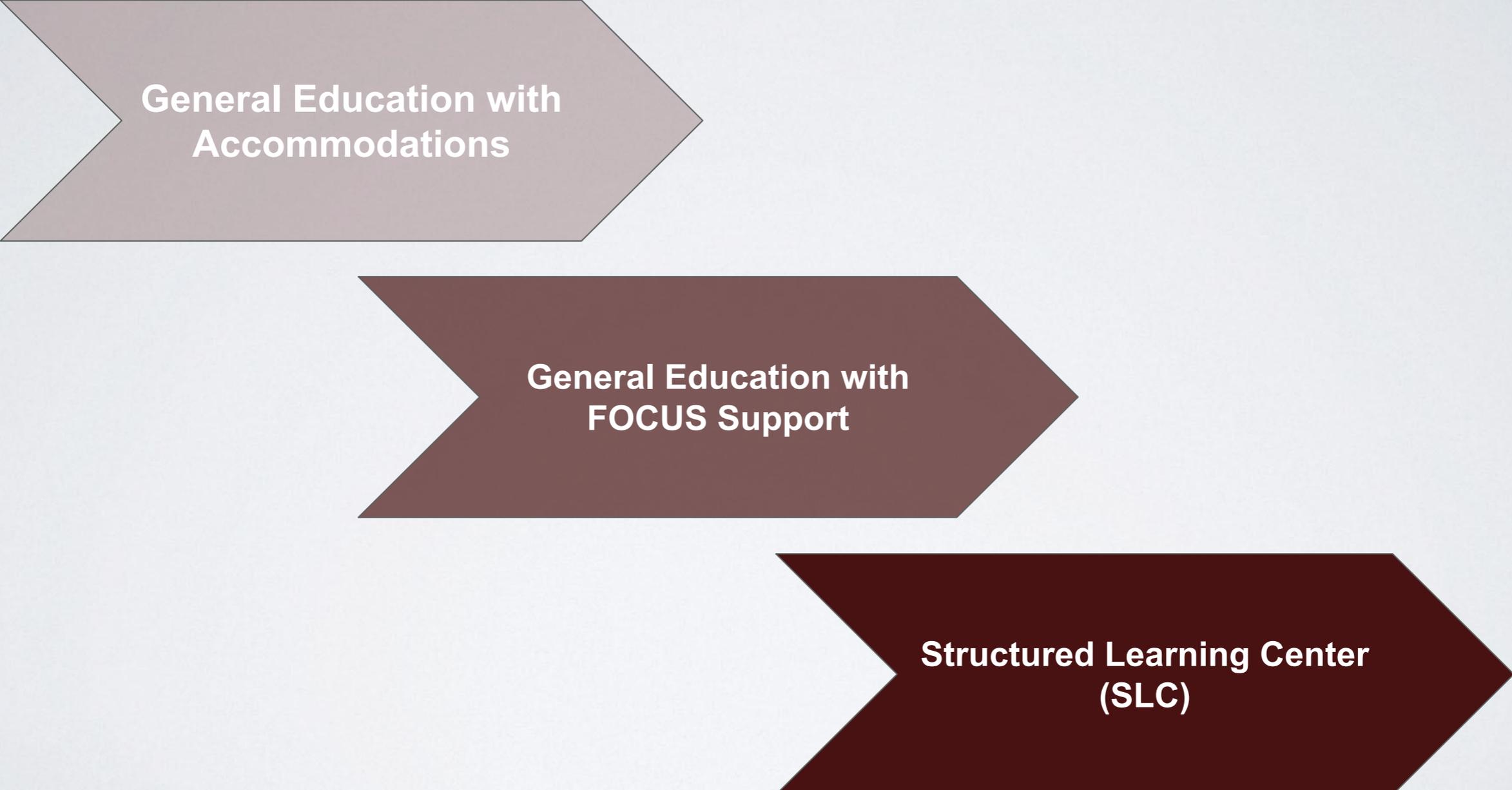
**General Education with
Support from Teacher or
Paraprofessional
(Inclusion)**

**General Education with
Support from Teacher or
Paraprofessional and
Special Education Class
(Inclusion & Resource)**

**Special Education Class
with General Education
(Resource)**

**Special Education Class
(Early Childhood Special
Education or Alternate
Curriculum Class)**

Behavior Continuum of Supports



General Education with
Accommodations

General Education with
FOCUS Support

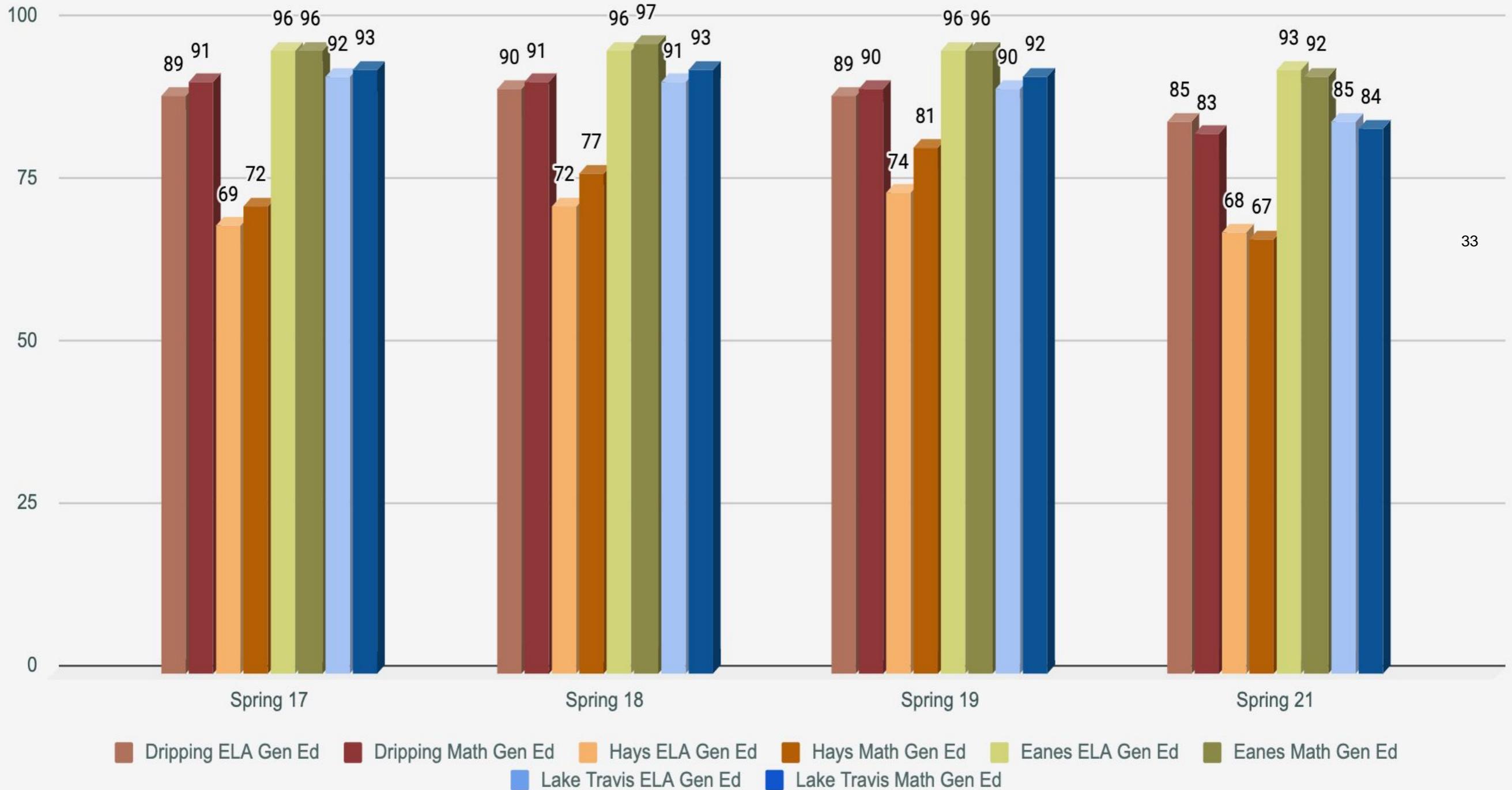
Structured Learning Center
(SLC)

Compliance and Reporting

<p>Indicator 1</p> <p>Graduation Rate</p>	<p>Indicator 2</p> <p>Drop Out Rate</p>	<p>Indicator 3</p> <p>Participation and Performance Rates on State Assessments</p>	<p>Indicator 4</p> <p>Suspension and Expulsion Rates</p>
<p>Indicator 5</p> <p>Educational Environments 6-21</p>	<p>Indicator 6</p> <p>Preschool Environments 3-5</p>	<p>Indicator 7</p> <p>Preschool Outcomes</p>	<p>Indicator 8</p> <p>Parent Involvement</p>
<p>Indicator 9</p> <p>Disproportionate Representation Sped Setting</p>	<p>Indicator 10</p> <p>Disproportionate Disability Category</p>	<p>Indicator 11</p> <p>Timely Initial Evaluation Child Find</p>	<p>Indicator 12</p> <p>Early Childhood Transition</p>
<p>Indicator 13</p> <p>Secondary Transition</p>	<p>Indicator 14</p> <p>Post School Outcomes</p>	<p>Indicator 15</p> <p>Resolution Sessions</p>	<p>Indicator 16</p> <p>Mediations</p>

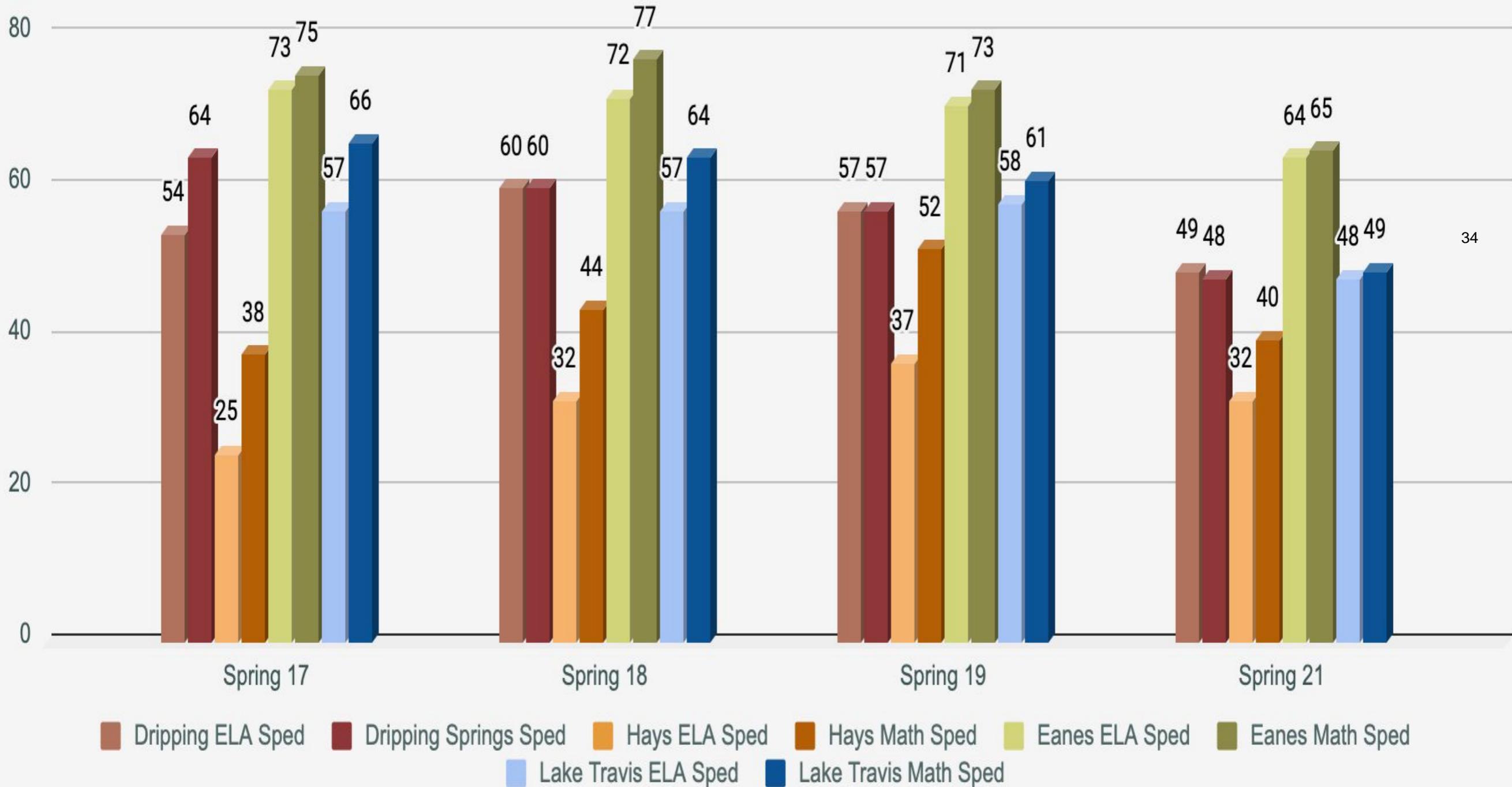
Performance Perspective

Comparison Districts All Student Scores



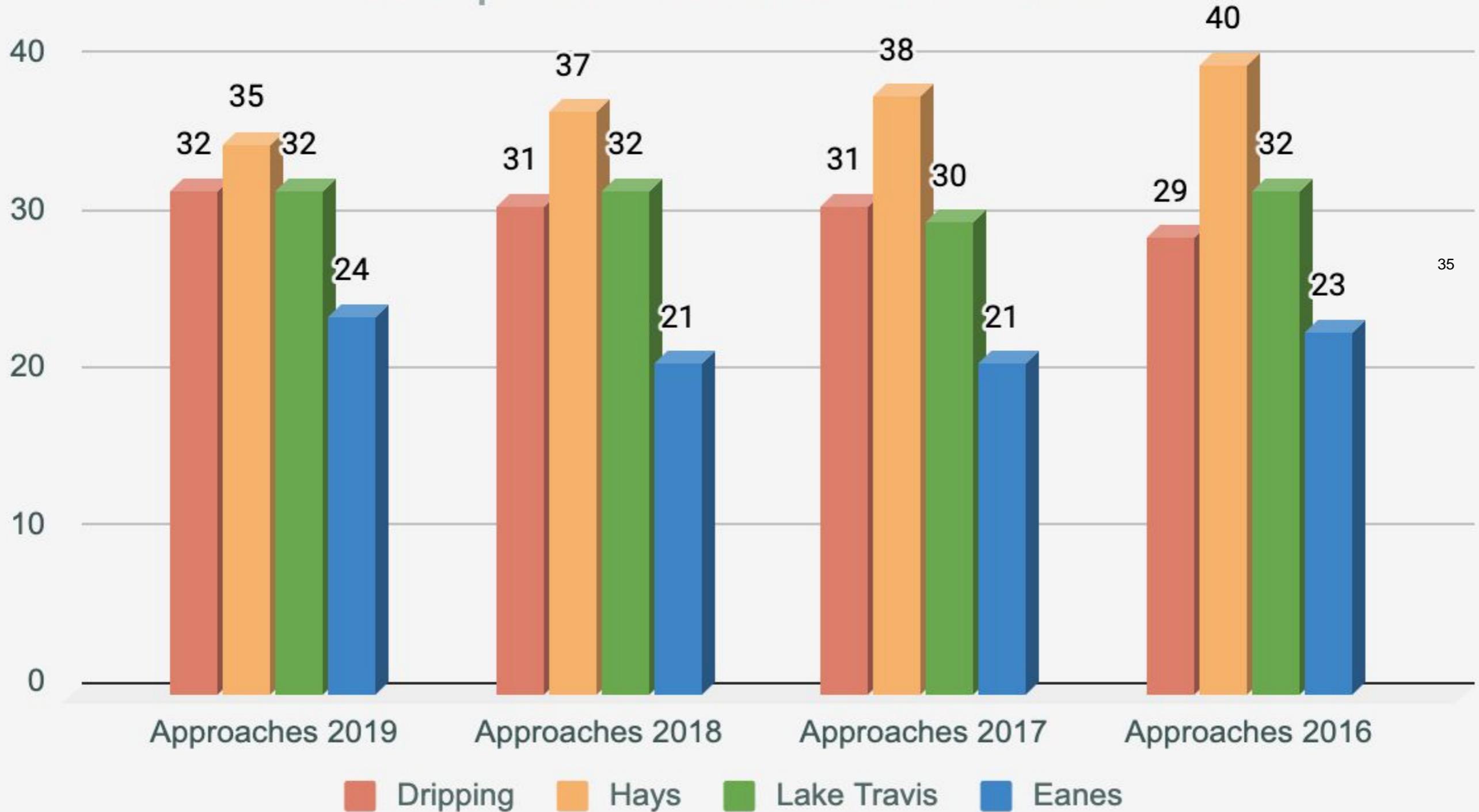
Performance Perspective

Comparison Districts Special Education Scores



Performance Perspective

Comparison Districts GAP Data



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Professional Development

- To date, **30 different training** opportunities through either in-person training, virtual training (synchronous), or asynchronous training.
- **Power Up Virtual Conference** where any teacher or paraprofessional could access the training and earn credit for their participation.
- We had **74 teachers and paras** that accessed the course, earning anywhere from 1 CEU to 15 CEUs, above and beyond the required 12 exchange credits.
- Ongoing monthly & bi-monthly cohort meetings for special education teacher groups and paraprofessionals
- **Current PD Focus:**
 - STAR Autism for ECSE & ACC
 - EMERGENT TREE for FOCUS and SLC
- **Future PD Focus:**
 - Co-Teach
 - Universal Design for Learning
 - Multisensory Reading Instruction



Program Evaluation and Support

- Google Survey-Responses from 6 out of 7 campuses, with 22 teacher responses
- Data indicates that resources vary across the district and are not necessarily evidence based
- L&I and Special Service Sync & Director's Meeting
 - Align resources
 - Align efforts for PD and support



- Trainings to Support Alignment
 - iSpire Training
 - RBD Training
 - ULS
 - Emergentree
 - STAR
 - Teachtown

Caseload Monitoring and Support

- Staffing Tracking Form
 - Completed and staff leveled to ensure equity
 - Plan shared with HR via Google and face-to-face meeting
 - Met with campus principals individually to review proposed staffing
 - Made adjustments based on their feedback, and a final email regarding staffing numbers was sent out via email on May 2, 2021³⁸
- Principals continuum of services activity
- **FUTURE FOCUS**
 - Ensuring clear guidelines for movement between instructional environments
 - Data based decisions for ARDs in regards to placement and level of support
 - 1:1
 - Least Restrictive Environment



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Parent Involvement and Support

- **May 2021:** Parent interest survey sent
July/August 2021: Reviewed survey and selected Special Education Parent Leadership Committee members
- **September 2021:** First SE PLC 16 attendees
 - Established Norms
 - Established Vision:

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Create a community that maximizes outcomes for students who are in need of special services.



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Parent Involvement and Support

October 2021: Second SE PLC, 8 attendees

- **Established Mission-** *Through positive collaboration, our work will lead to knowledge, empowerment, and support which will create a more inclusive community for our students, parents, teachers, peers, and community.*

- **Brainstormed Collective Areas of Focus**

- More differentiation training for teachers and staff
- Teacher toolkits for special education
- Abilities mindset vs. disability mindset for community, teachers, parents, students, and peers
- Support for families during summer or school holidays (Camps, Respite)
- Inclusion awareness activities district-wide at EVERY LEVEL
- Best Buddies Program
- Increase Unified Champions
- Investigate Go Project
- Job Skills Improvement for Secondary Students
- Parent to Parent Resource Navigation Group

- **Committee Leader Selection**

- Interest survey sent to all parents
- Deadline for interest survey October 25, 2021
- Voting by November 2, 2021

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Bilingual/ESL Programs

Dual Language

ESL/Content-Based

ESL/Pull-Out

Dual Language Immersion One Way



The goal of one way DL Immersion is for program participants to attain full proficiency in another language (Spanish) as well as English.

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Gomez and Gomez Dual Language Enrichment Model Program

Writing

- Reflective Journaling
- Language of the Day

Vocabulary

- Classroom Labels
- Student Generated Alphabet
- Word Walls
- Content Bulletin Boards
- Language of the day

Paired Learning

- Bilingual Pairs

Lesson Plan Cycle

- Cooperative Learning
- Conceptual Refinement
- Specialized Vocabulary Enrichment
- Content & Language Objectives

ESL/Content Based

WHY

EL students attain full proficiency in English

HOW

Instruction provided in core content by ESL certified teacher

WHAT

English acquisition program serving EL students through English instruction

ESL/Pull Out

WHY

EL students attain full proficiency in English

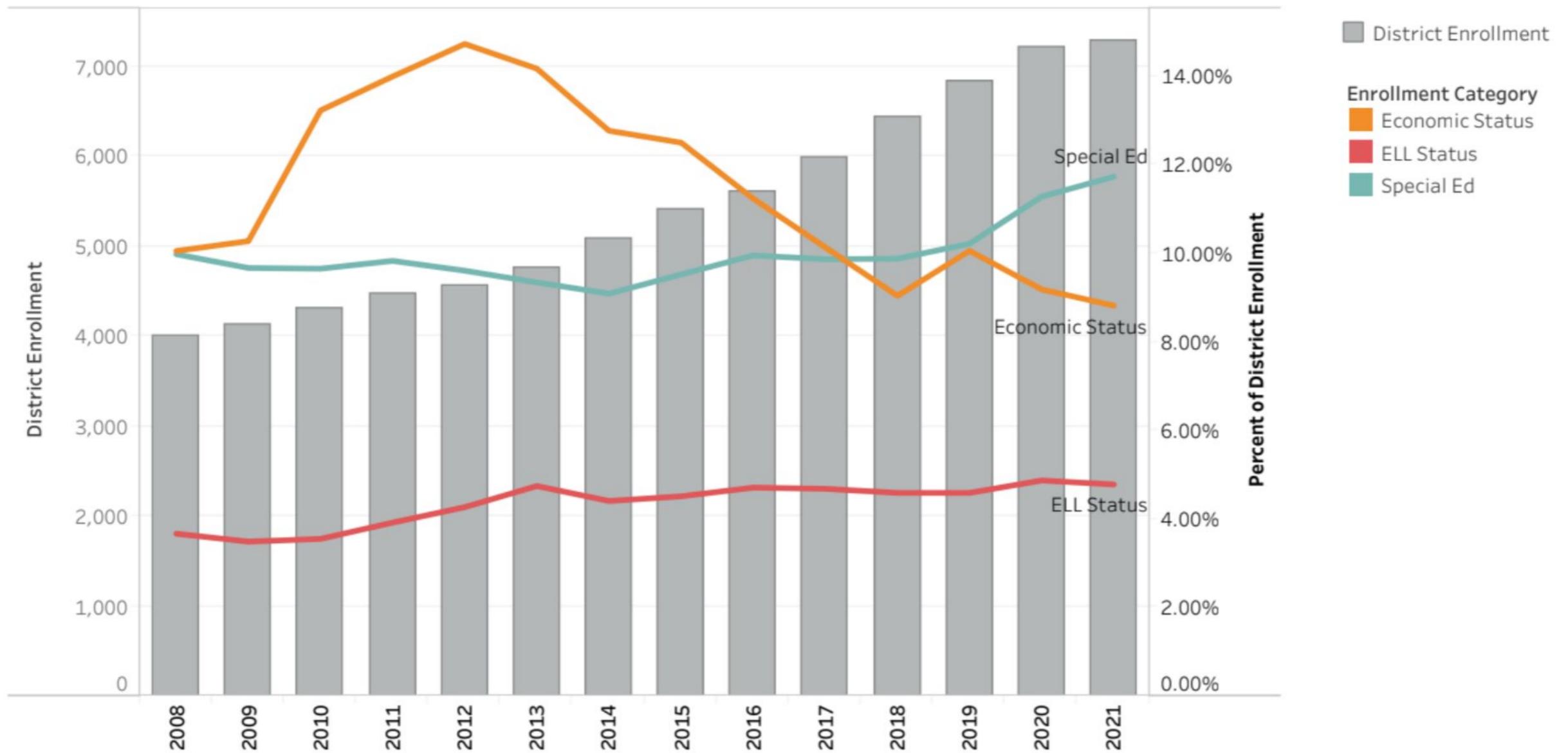
HOW

Instruction provided in English Language Arts content by ESL certified teacher

WHAT

English acquisition program serving EL students through English instruction

DRIPPING SPRINGS ISD: State of the District

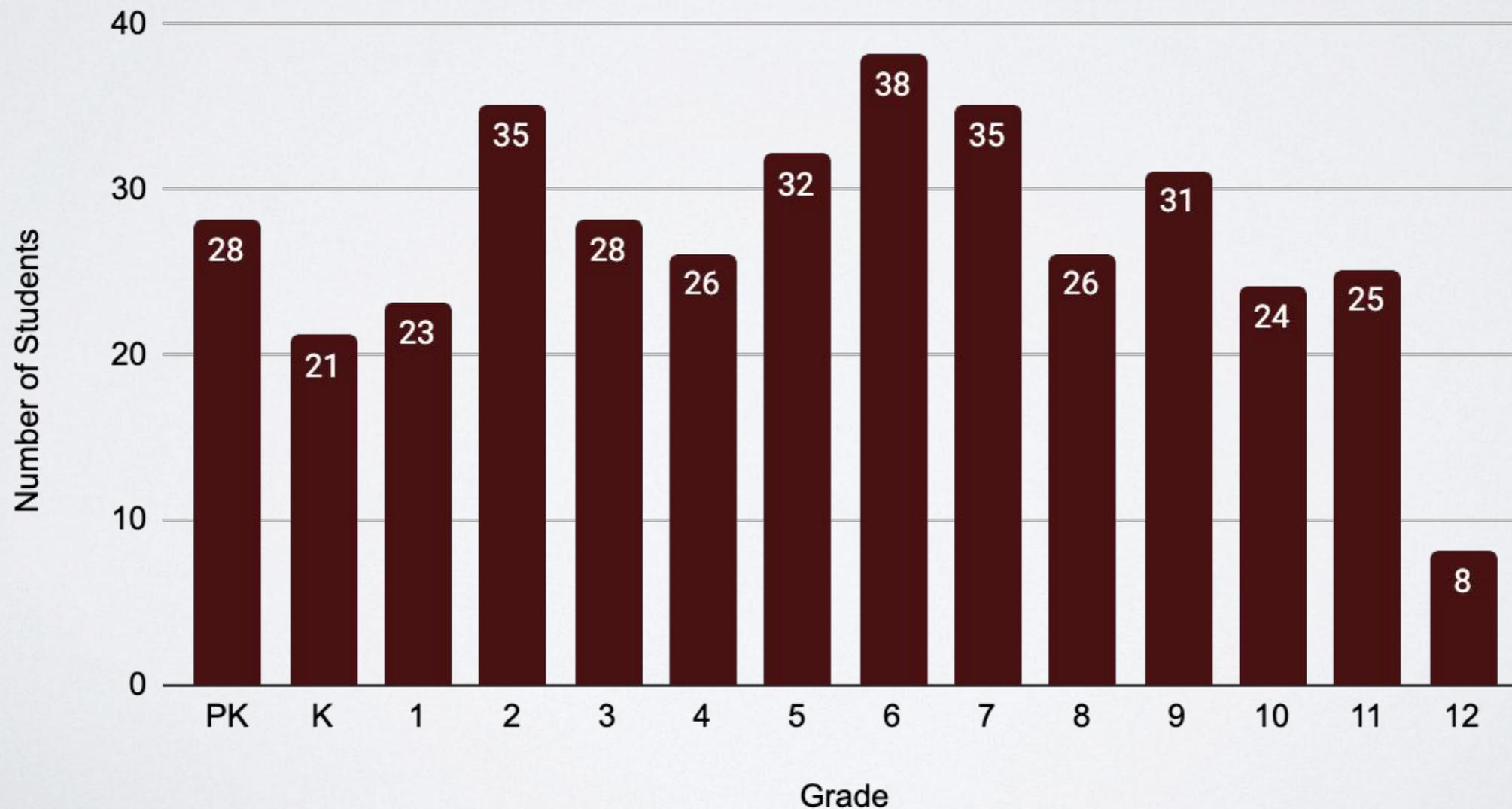


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Number of Students Enrolled in BIL/ESL Programs

DSISD currently has 380 Emergent Bilinguals (English Language Learners)

Number of Students vs. Grade



TELPAS

- The Texas English Language Proficiency Assessment System (TELPAS) assesses and rates students each Spring in areas of English language acquisition- **listening, speaking, reading, and writing**
- Students are rated as either **beginning, intermediate, advanced, or advanced high** in each of the 4 domains
- The speaking, listening, and reading assessments are done online
- The writing assessments are completed in content areas and are scored by trained campus teachers

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Due to Covid 19, TELPAS was not consistently administered across the district so the following slide only shows the 20-21 SY TELPAS data.

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TELPAS Results

2021 Students Increasing Rating in TELPAS

Grade	Students	Advanced 1 level
K	22	
1	35	45.7%
2	29	44.8%
3	29	24.13%
4	30	16.6%
5	37	27%
6	23	21.7%
7	15	0%
8	21	0%
9	25	0%
10	20	45%
11	6	12.5%
12	4	0%

2021 English Language Proficiency Status

Campus Name	Dripping Springs ISD			
9-Digit Campus Number	105904			
2021 English Language Proficiency Status Calculation (TELPAS & TELPAS Alt)				
	<i># Students TELPAS & TELPAS Alt Progress</i>	127		
	<i># Students TELPAS & TELPAS Alt</i>	227		
	<i>TELPAS Progress Rate (only evaluated in Domain III if # Students TELPAS ≥ 25)</i>	56%		
TELPAS Summary	# TELPAS Progress / # TELPAS =	127	227	56%
# of Students who scored Advanced High in 2021	56	<i>Prior Year Used for Comparison</i>		
	<i>Group 1</i>	N/A		
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>IMPROVED 2 LEVELS</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018)	0	<i>Prior Year Used for Comparison</i>		
		<i>2020</i>	<i>0</i>	
		<i>2019</i>	<i>0</i>	
	<i>Group 2</i>	<i>2018</i>	<i>0</i>	
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>IMPROVED 1 LEVEL</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018)	71	<i>Prior Year Used for Comparison</i>		
		<i>2020</i>	<i>47</i>	
		<i>2019</i>	<i>24</i>	
	<i>Group 3</i>	<i>2018</i>	<i>0</i>	
# of Students who scored below Advanced High in 2021 and whose Composite TELPAS Rating <u>DID NOT IMPROVE</u> from the prior year used in determining EL Proficiency (2020, 2019 or 2018)	100	<i>Prior Year Used for Comparison</i>		
		<i>2020</i>	<i>44</i>	
		<i>2019</i>	<i>55</i>	
	<i>Group 4</i>	<i>2018</i>	<i>1</i>	

2021 STAAR PERFORMANCE DATA- ALL STUDENTS AND ESL STUDENTS

	Mathematics	Reading/ELA	Writing	Science	Social Studies	Summarized Results
All Students						
Total Students	3388	4047	999	1496	929	4589
Approaches	83.27%	85.79%	73.77%	89.10%	90.42%	84.75%
Meets	54.06%	63.90%	44.14%	65.31%	69.11%	59.65%
Masters	27.06%	29.97%	14.91%	35.36%	44.89%	29.70%
LEP						
Total Students	196	209	51	94	30	51 222
Approaches	51.53%	44.98%	31.37%	53.19%	40%	47.07%
Meets	16.33%	20.10%	7.84%	19.15%	13.33%	17.24%
Masters	4.59%	6.22%	0%	7.45%	6.67%	5.34%
First Year of Monitoring						
Total Students	12	12	7	*	*	13
Approaches	83.33%	100%	85.71%	100%	*	90.91%
Meets	66.67%	75%	57.14%	50%	*	66.67%
Masters	33.33%	16.67%	14.29%	0%	*	21.21%
Second Year of Monitoring						
Total Students	*	*	*	*	*	*
Approaches	66.67%	66.67%	100%	0%	50%	60%
Meets	33.33%	33.33%	0%	0%	50%	30%
Masters	0%	0%	0%	0%	50%	10%

RECLASSIFICATION

§89.1226 (Beginning 2019-2020 SY)			
EL Reclassification Criteria 89.1226 (i)			
Grade Levels	English Language Proficiency	English Reading	Subjective Teacher Evaluation
1 st , 2 nd , 11 th , & 12 th	Advanced High on the Texas English Language Proficiency Assessment System (TELPAS) in Listening, Speaking, Reading, & Writing	At or above 40 th percentile on the TEA-approved NRT: To be determined (Reading & Lang)	Results of English Learner Reclassification Rubric
3 rd to 8 th		Met passing standard on STAAR Reading	
9 th & 10 th		Met passing standard on English I (9 th) or English II (10 th) STAAR EOC	

In the spring of 2021, DSISD reclassified 4 students at the elementary level and 5 at the secondary level.

Bilingual/ESL Professional Development

- Gomez and Gomez
- LPAC Framework
- Leaders and Lifechangers
- TELPAS Spring Training
- Reading Academy Biliteracy Path

21-22 Bilingual/ESL Program Goals to Enhance Student Success

- Train non-ESL certified teachers in preparation to take the ESL Supplemental Certification exam.
- Provide monthly professional development in Tier 1 best practices to support our Emergent Bilinguals.
- Goal setting meetings with teachers of students who are close to reclassifying
- Professionally develop all secondary teachers using **Seidlitz : 7 Steps to a Language Rich Interactive Classroom**
 - Innovative training will help all teachers transform their classrooms into vibrant spaces where students can use academic language to talk, read, write, and think about each lesson content.

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ESL Waiver Information

District's not having the appropriately certified educators for their required bilingual education or English as a second language (ESL) program must file a bilingual education exception or ESL waiver for the teachers and students impacted, per 19 TAC §89.1207.

Family Engagement and Equity Opportunity

1. Phone calls home
2. Bilingual University at DSES
3. Gifted and Talented Bilingual Parent Evening
4. Spanish Parent Teacher Conferences
5. Ensuring documents are provided in both English and Spanish
6. Planning more cultural events (Dia de los Muertos)

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INDEPENDENT SCHOOL DISTRICT

July

Questions



Dripping Springs ISD
Board Agenda
October 18, 2021

Subject: 2020-2021 Bilingual/ESL Education Annual Program Report

Presenter : Marcia Holsonbake, Bilingual/ESL Program Coordinator

Dripping Springs ISD is committed to ensuring the success of all Emergent Bilinguals through their participation in the bilingual and ESL programs. This report will describe services provided to the English learners (Emergent Bilinguals) in our district and provide information on their progress towards English language proficiency. This information, as well as other district information and data, is being used to analyze the programs' effectiveness and determine program initiatives. It is the policy of the state that every student who has a home language other than English and who is identified as an English language learner shall be provided a full opportunity to participate in a bilingual education or English as a second language (ESL) program, as required in the Texas Education Code (TEC), Chapter 29, Subchapter B. Dripping Springs ISD fulfills said requirements by providing the following programs.

Bilingual and ESL Programs

In the 2020-2021 school year, bilingual students in grades Pre-K-3 with Spanish as their first language participated in a one-way dual language immersion program, housed at DSES. The model uses a 50/50 time allotment in the PK grade level and maintains that time allotment until the 5th grade. This model is sustained until students reach 5th grade. The program is a bilingual, bi-literacy, bicultural program that promotes language and literacy development in both English and Spanish. It serves students in an instructional setting where language learning is integrated with content instruction.

In the 2020-2021 school year, bilingual students in grades 4-5 with Spanish as their first language participated in the Bilingual Transitional, Late Exit program, housed at DSES. This instructional model transitions to all English by 5th grade. This program model is being phased out, 1 grade level per year. Currently, 5th grade is the last grade level to receive this instructional model.

ESL students in grades Pre-K–5 that have a first language other than English participate in an ESL pull-out/content–based program. Students are offered the content-based ESL program if the parent and/or guardian chooses to not place their student in the bilingual program. All of our PK-5 campuses offer this program. The program integrates ESL instruction with subject matter instruction which focuses on learning English and academic subjects.

ESL students in grades 6–12 participate in ESL classes that provide English language arts instruction. The program model is considered to be a pull out program by which the teachers delivering English language arts must be ESL certified. Students remain in mainstream instructional arrangements in the remaining content areas and are provided sheltered instruction strategies that focus on using English as a medium to learn math, science, social studies, or other academic subjects.

Texas English Language Proficiency System (TELPAS)

Currently, DSISD has 380 Emergent Bilinguals attending Pre K through 12th grade. These students are assessed every Spring in the areas of listening, speaking, reading, and writing to determine their levels of English language proficiency. The results are reported under the Texas English Language Proficiency Assessment System (TELPAS). Students are given a rating of beginning, intermediate, advanced, or advanced high in each of the domains according to their ⁵⁸level of proficiency in English. Composite scores are

calculated as follows: 25% Reading, 25 % Writing, 25% Listening, 25% Speaking. The speaking, listening, and reading assessments are done on-line. The writing assessments are assessed by trained campus teachers.

State of Texas Assessment of Academic Readiness (STAAR)

The slides show the 2021 STAAR results of all students compared to current EB students, and students who have been reclassified as Monitor Year 1 and Monitor Year 2. Some celebrations from the data include the academic success of the Monitor Y1 students.

Reclassified Students

Bilingual/ESL students may be reclassified from the bilingual or ESL program at the end of the school year if they pass an oral language proficiency test and other exit criteria set by the Texas Education Agency. Students must score Advanced High in all 4 language domains of TELPAS and must score Approaching Grade Level in STAAR testing grades. In non STAAR testing grades, the state of Texas uses the Iowa Test (Reading and Language) for reclassification purposes. Students that have been re-classified and placed in English only classrooms are monitored by the Language Proficiency Assessment Committee (LPAC) for four years per ESSA regulation to ensure their success. The first 2 years of monitoring are for academic purposes and the last 2 years of monitoring are for coding purposes only. Dripping Springs ISD reclassified 9 EL students in the Spring of 2021. Students are considered “exited” once they have met the four years of monitoring requirements.

Bilingual/ ESL Professional Development

Gómez & Gómez Dual Language Institute:

This 3 day training establishes the rationale of the instructional components and content/language allotments for the implementation of the one-way dual language program.

6 Teachers, 1 Instructional Coach, and 2 Administrators

Gómez & Gómez Best Practices 3 Day Training (for monolingual teachers at DSES)

This training is open to all staff from Regular Education classrooms in schools and districts using the Gómez & Gómez DLE Model. Training focuses on the "best practices" used in this DLE Model. This training is designed specifically for "regular" program teachers, whose language of instruction is all in English, to benefit from the research-based 28 Best Teaching/Learning Practices embedded within the Gómez and GómezDual Language Enrichment model. ELL Teachers who are not yet implementing Dual Language, can also find this training helpful by utilizing these best practices even before the Dual Language program rolls up into their grade level.

15 Teachers,1 Instructional Coaches, and 1 Administrator

Dual Language Immersion Program Monthly Meetings: (at DSES)

These monthly dual language immersion program meetings were designed to vertically and horizontally align program expectations and delivery. Feedback is collected from participants to design sessions based on need and expectations. Educator capacity is encouraged as several of our teachers and instructional coaches present at these meetings.

6 Teachers, 1 Instructional Coaches, and 2 Administrators

LPAC Framework

The Framework for the Language Proficiency Assessment Committee (LPAC) process includes clarification of the legal requirements for the LPAC and provides suggested forms to facilitate the training of LPAC members.

40 Teachers and 7 Administrators

TELPAS Administrator Spring Training:

TELPAS stands for Texas English Language Proficiency Assessment System. TELPAS ratings reflect the ability of students to understand and use English during content area instruction. Therefore, teachers who have ELs in content area classes are integral to the assessment. The training offers professional development for teachers and promotes increased instructional support for students. TELPAS training helps teachers understand and use the Proficiency Level Descriptors or the PLD component of the ELPS.

9 Administrators