

_____ ISD

Year

Bilingual/ESL Programs

District Overview

- 2,363 Students (based on PEIMS submission in the Fall)
 - 93.4% Hispanic
 - 78.84% Economically Disadvantaged
 - 2.96% Bilingual
 - 1.74% ESL
 - 8.76% Special Education
 - 6.39% Gifted and Talented

Bilingual Program Models

- 7 Bilingual certified Teachers – 1 per grade
- Two-way Dual Language (50/50)
 - In a 50/50 model, the instructional day throughout the elementary years is always 50 percent English and 50 percent the minority language.
 - Grades Pre-K through Kinder (Next year, 2015-2016 it will go up through 2nd grade.)

- Bilingual Transitional Early Exit (Grades 1-5)
 - The Transitional Bilingual Early Exit Program model is a full-time program of transitional instruction. The amount of instruction in each language (primary and secondary) shall be appropriately designated based on student's language proficiency and academic potential in both languages. Instruction in the first language is phased out and most students are working towards being mainstreamed into English as soon as possible. **The goal of this model is English proficiency.**
 - **1st – 70/30 (Spanish/English)**
 - **2nd – 60/40 (Spanish/English)**
 - **3rd – 50/50 (Spanish/English)**
 - **4th – 40/60 (Spanish/English)**
 - **5th – 10/90 (Spanish/English)**
 - (These will be adjusted moving into next school year.)

Dual Language Instructional Model 70/30- Sample

Subject Area	Estimated Minutes	Instruction in Spanish	Estimated Minutes	Instruction in English
ELAR/SLAR Reading Listening Speaking Writing	80	Read Aloud Songs, poems, chants Shared reading/partner reading Independent reading Guided reading	40	Literacy stations Interactive writing Oral Language Development (Songs, chants, poems)
Math	60	Lesson Centers	30	Calendar Daily Count
Social Studies	20	Expository text Reading and writing in response to text Activities allowing students to manipulate concepts Centers activities	25	Expository text Reading and writing in response to text Activities allowing students to manipulate concepts Centers activities
Science	20	Read Aloud Incorporating high frequency words Using sheltered instruction strategies Expository text	25	Read Aloud Incorporating high frequency words Using sheltered instruction strategies Expository text

ESL Program

- 1 ESL certified teacher @ JH & 1 ESL certified Teacher at HS
- Pull-out classes @Junior High
- Content Based ESL through English classes for some ELL students @ High School
- High School & Junior High Teachers trained in Sheltered Instruction
 - Sheltered English instruction is an instructional approach that engages ELLs above the beginner level in developing grade-level content-area knowledge, academic skills, and increased English proficiency. In sheltered English classes, teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Learning activities that connect new content to students' prior knowledge, that require collaboration among students, and that spiral through curriculum material, offer ELLs the grade-level content instruction of their English-speaking peers, while adapting lesson delivery to suit their English proficiency level.

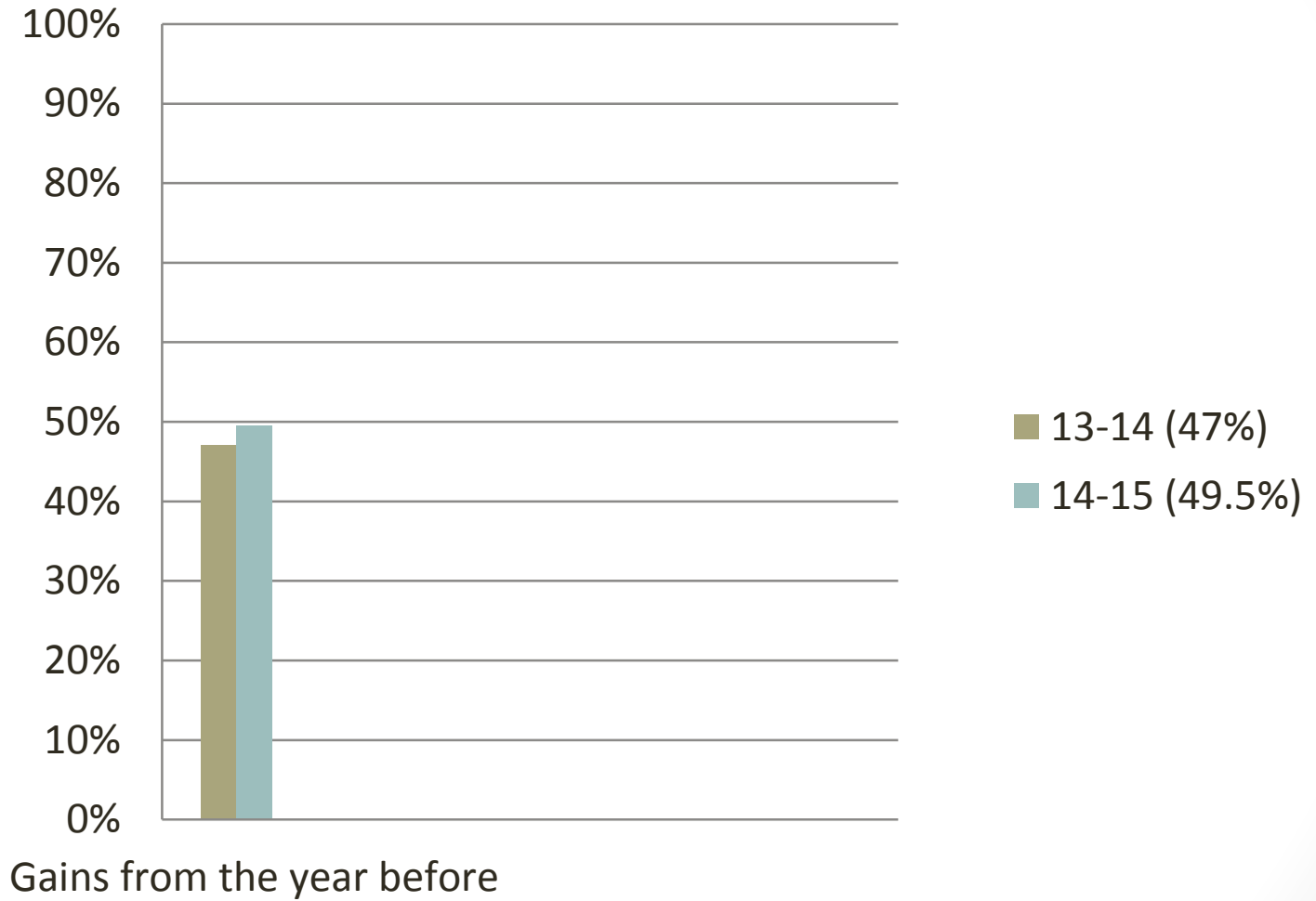
13-14	Grade	Reading	Writing	Listening	Speaking	Composite	14-15	Grade	Reading	Writing	Listening	Speaking	Composite	Change
	0	1	1	2	2	1		0	1	2	2	3	2	0.4
								0	2	4	4	3	3	
								0	2	2	2	2	2	
								0	1	1	1	1	1	
								0	1	1	2	2	1	
								0	1	2	2	2	2	
	0	2	2	3	2	2		1	2	1	3	3	2	-0.2
	0	2	2	2	2	2		1	1	2	3	3	2	-0.3
	0	2	2	2	2	2		1	1	2	3	3	2	-0.3
	0	3	2	3	3	3		1	3	2	4	4	3	0.2
	0	2	1	2	2	2		1	1	2	3	3	2	0
	0	2	2	2	2	2		1	1	2	3	3	2	-0.3
	0	2	1	2	1	2		1	1	2	3	3	2	0.1
	0	2	2	2	2	2		1	2	2	2	2	2	0
	0	0	0	0	0	0		1	1	1	3	3	1	1.4
	0	2	2	2	2	2		1	3	2	4	4	3	0.9
	0	2	2	3	3	2		1	3	2	4	4	3	0.7
	0	1	1	1	1	1		1	1	2	3	3	2	0.7
	0	1	1	2	1	1		1	1	2	3	3	2	0.6
								1	1	2	1	1	1	
								1	1	3	3	3	2	
								1	1	1	1	1	1	
								1	1	1	3	3	1	
								1	1	1	1	1	1	
								1	1	1	1	1	1	
								1	1	2	3	3	2	
								1	1	1	4	4	2	

13-14	Grade	Reading	Writing	Listening	Speaking	Composite	14-15	Grade	Reading	Writing	Listening	Speaking	Composite	Change
	1	1	1	1	1	1		2	1	2	4	3	2	0.8
	1	1	1	1	1	1		2	4	3	4	4	4	2.7
	1	1	1	2	1	1		2	1	1	4	3	2	0.4
	1	2	2	3	2	2		2	4	4	4	4	4	1.9
	1	1	1	1	1	1		2	3	2	4	3	3	1.8
	1	1	1	1	1	1		2	4	4	4	4	4	3
	1	1	1	2	2	1		2	3	2	4	4	3	1.7
	1	1	1	1	1	1		2	3	2	3	3	3	1.7
	1	1	1	2	2	1		2	3	3	4	4	3	2
	1	1	1	2	1	1		2	2	3	4	4	3	1.6
								2	4	4	4	3	4	
	2	2	2	3	2	2		3	2	3	4	4	3	0.6
	2	2	2	3	2	2		3	2	2	4	4	2	0.3
	2	3	2	4	3	3		3	3	4	4	4	4	0.7
	2	2	2	2	2	2		3	4	4	4	4	4	2
	2	2	2	3	2	2		3	3	4	4	4	4	1.4
	2	1	2	3	2	2		3	2	4	4	4	3	1.4
	2	2	3	3	2	2		3	4	4	4	4	4	1.6
	2	1	2	3	2	2		3	3	3	4	4	3	1.6
	2	4	3	4	4	4		3	4	4	4	4	4	0.3
	2	1	1	2	1	1		3	1	1	3	3	1	0.3
								3	3	3	4	4	3	
								3	2	2	4	4	2	
								3	4	4	4	4	4	

13-14	Grade	Reading	Writing	Listening	Speaking	Composite	14-15	Grade	Reading	Writing	Listening	Speaking	Composite	Change
	3	1	1	2	2	1		4	1	2	2	2	2	0.3
	3	4	4	4	4	4		4	2	4	4	4	3	-1
	3	2	3	4	4	3		4	1	3	4	4	2	-0.5
	3	3	4	4	4	4		4	2	4	4	4	3	-0.5
	3	1	2	4	4	2		4	1	2	4	4	2	0
	3	1	2	4	4	2		4	2	2	4	4	2	0.5
	3	3	2	4	4	3		4	2	3	3	3	2	-0.4
	3	3	3	4	4	3		4	2	3	4	4	3	-0.5
	3	1	1	3	2	1		4	1	1	3	3	1	0.1
								4	1	1	1	1	1	
								4	1	2	4	4	2	
								4	1	1	2	1	1	
								4	3	4	4	4	4	
	4	2	2	4	4	2		5	3	2	4	4	3	0.5
	4	3	4	4	4	4		5	3	4	4	4	4	0
	4	2	3	4	4	3		5	2	3	4	4	3	0
	4	1	4	4	4	2		5	2	4	4	4	3	0.5
	4	2	3	4	4	3		5	2	1	4	4	2	-0.6
	4	1	3	3	4	2		5	3	3	4	4	3	1.1
	4	1	2	3	4	2		5	2	2	4	4	2	0.6
	4	1	3	4	4	2		5	1	3	4	4	2	0
	4	3	4	4	4	4		5	4	4	4	4	4	0.5
	4	1	2	3	4	2		5	2	2	4	4	2	0.6
	4	3	3	4	4	3		5	3	4	4	4	4	0.3
								5	3	3	4	4	3	
								5	1	2	4	4	0	
								5	4	2	4	4	3	
	5	2	4	4	4	3		6	2	3	4	3	3	-0.4
	5	3	3	4	4	3		6	2	3	4	4	3	-0.5
	5	3	3	4	4	3		6	3	3	4	4	3	0
	5	2	3	4	4	3		6	1	3	3	3	2	-0.7
	5	1	4	4	4	2		6	1	2	3	3	2	-0.8
								6	2	2	3	3	2	
								6	2	1	2	1	2	

13-14	Grade	Reading	Writing	Listening	Speaking	Composite	14-15	Grade	Reading	Writing	Listening	Speaking	Composite	Change
	6	1	4	4	4	2		7	2	4	4	4	3	0.5
	6	3	4	4	4	4		7	2	4	4	3	3	-0.6
	6	1	0	4	4	0		7	3	4	4	4	4	3.5
	6	1	1	1	1	1		7	2	3	4	2	2	1.5
	6	1	1	1	1	1		7	2	2	2	1	2	0.9
	6	2	3	4	4	3		7	2	4	4	4	3	0.3
	6	2	2	4	4	2		7	3	3	4	4	3	0.8
	6	2	4	4	4	3		7	2	2	4	3	2	-0.7
	6	1	3	4	4	2		7	2	3	4	4	3	0.5
	6	1	3	4	4	2		7	2	2	4	4	2	0.2
	6	3	4	4	4	4		7	3	1	4	4	3	-0.9
	7	2	4	4	4	3		8	3	4	4	4	4	0.5
	7	3	2	4	4	3		8	2	2	3	3	2	-0.7
	7	3	3	4	4	3		8	3	3	3	3	3	-0.2
	7	1	2	2	2	2		8	3	2	2	1	2	0.9
	7	1	2	4	4	2		8	1	2	4	3	2	-0.1
	8	1	1	2	1	1		9	1	1	2	2	1	0.1
	8	3	4	4	4	4		9	3	4	4	4	4	0
	8	2	3	4	4	3		9	3	4	4	4	4	0.8
	8	3	3	4	4	3		9	3	4	4	4	4	0.3
	8	3	4	4	4	4		9	3	4	4	4	4	0
	8	1	1	1	1	1		9	2	1	1	1	2	0.5
	8	2	0	4	3	0		9	2	3	4	4	3	2.7
	9	3	3	3	3	3		10	2	3	4	4	3	-0.3
	9	1	1	1	1	1		10	1	2	2	2	2	0.5
								10	3	2	3	2	3	
	10	3	3	3	3	3		11	2	0	4	4	0	-3
	10	2	2	2	2	2		11	2	3	3	3	2	0.5
	11	1	1	1	1	1		12	1	2	2	2	2	0.5
	11	3	4	3	3	3		12	3	4	4	4	4	0.2
	11	1	2	2	2	2		12	2	4	4	4	3	1.5
								12	2	3	3	3	2	

TELPAS Comparison



Kinder TEJAS LEE 14-15

Developed = 70% Mastery of Objective

Difference: This year's class is Dual Lang. and does not have as many Spanish Speaking Students.

<u>TEJAS LEE- Kinder</u>	% DEVELOPED	% DEVELOPED	% DEVELOPED
	<u>BOY 2014-15</u>	<u>MOY 2014-15</u>	<u>EOY 2014-15</u>
# OF STUDENTS	16	17	18
<u>Opcional</u>			
Conocimiento de la letra impresa/Book and Print Awareness	0%	1-6%	2-11%
<u>Cono. Grafofon./Graphophonemic Knowledge</u>			
Identificación de las letras/Letter Identification	0%	2-12%	2-11%
Conocimiento de los sonidos/Letter Sounds	0%	1-6%	1-6%
<u>Conciencia fonologica/Phonological Awareness</u>			
Conocimiento de rimas/Rhyming	0%	4-24%	9-50%
Unión de las silabas/Seg. & Blending Syllables	1-6%	6-35%	11-61%
Identificación del sonidos inicial/Initial Sounds	1-6%	5-29%	10-56%
Identificación del sonido final/Final Sounds	0%	2-12%	2-11%
Unión de los sonidos/Seg. & Blending Sounds	0%	4-24%	6-33%
<u>Conoc. Grafofon./Graphophonemic Knowledge</u>			
Reconocimiento de las palabras/Word Reading	0%	0%	1-6%
<u>Comprehension/Comprehension</u>			
Comprensión auditiva/Listening Comprehension	0%	0%	2-11%
Comprensión de lectura/Reading Comprehension			2-11%

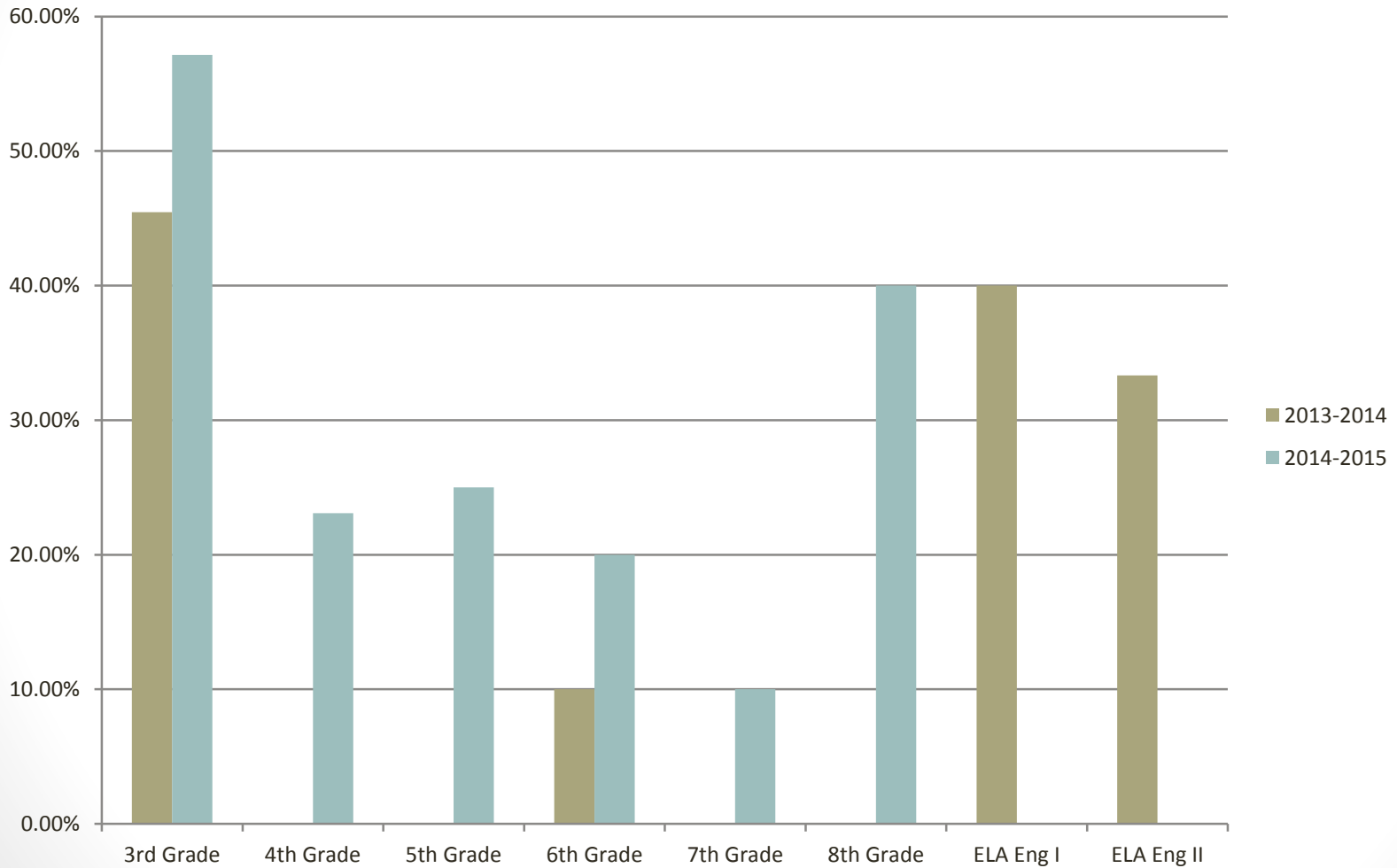
Kinder TEJAS LEE

2011-2012 to 2014-2015

Developed = 70% Mastery of Objective

<u>TEJAS LEE- Kinder</u>	% DEVELOPED	% DEVELOPED	% DEVELOPED	% DEVELOPED
	<u>2014-2015</u>	<u>2013-2014</u>	<u>2012-2013</u>	<u>2011-2012</u>
# OF STUDENTS	18	14	9	7
<u>Opcional</u>				
Conocimiento de la letra impresa <i>Book and Print Awareness</i>	2-11%	86%	78%	86%
<u>Cono. Grafon.</u>				
Identificación de las letras <i>Letter Identification</i>	2-11%	86%	100%	86%
Conocimiento de los sonidos <i>Letter Sound Knowledge</i>	1-6%	86%	100%	86%
<u>Conciencia fonológica</u> Phonological Awareness				
Conocimiento de rimas <i>Rhyming</i>	9-50%	79%	44%	43%
Unión de las sílabas <i>Blending and Segmenting Syllables</i>	11-61%	100%	89%	100%
Identificación del sonido inicial <i>Initial Sound Identification</i>	10-56%	86%	67%	100%
Identificación del sonido final <i>Final Sound Identification</i>	2-11%	79%	22%	86%
Unión de los sonidos <i>Blend and Segment Sounds</i>	6-33%	79%	44%	86%
<u>Conocimiento de los Grafonemas</u> Graphophonemic Knowledge				
Reconocimiento de las palabras <i>Word Reading</i>	1-6%	36%	33%	71%
<u>Comprensión/Comprehension</u>				
Comprensión auditiva <i>Listening Comprehension</i>	2-11%	57%	44%	57%
Comprensión de lectura <i>Reading Comprehension</i>	2-11%	79%	67%	86%

STAAR DATA % Met Standard



- # of Students Exited
 - High School
 - 2 on First Year Monitor
 - Junior High
 - 1 on First Year Monitor
 - Intermediate
 - 1 on First year monitor
 - 2 on Second Year Monitor

Professional Development Support 2014-2015

- 3 days of Sheltered Instruction
- LPAC Framework
- ELPS-TELPAS Connection
- ELPS for Administrators AM/ Teachers PM
- LPAC Decision Making for the Texas Assessment Program
- English Language Proficiency Standards: Math
- Demystifying the Mexican School System

- MEGA Curriculum Conference
- Gifted and Talented ELL identification
- Alfabetismo en el program de lenguaje dual
- Monthly Bilingual/ESL committee meetings
- PEIMS coding training for ELL

Upcoming Plans

- Ensure Administrators are documenting ELPS utilization in the classroom from walkthroughs
- More ELPS training for Administrators/Teachers
- Myself next year doing walkthroughs in the Bilingual/ESL classrooms
- Folder Audits/PEIMS coding audits at least 2 times during the year
- More DUAL language training for the appropriate grade levels
 - Expanding DUAL language through 2nd grade this coming school year
- Shelter Instruction session (Convocation Week)
 - Possibly more if needed for Secondary grades
- Attending the Title III symposium end of July
 - Each campus has a representative attending