Bilingual/ESL Programs Annual Report

September 14, 2016

DENTON
INDEPENDENT SCHOOL DISTRICT

GOALS

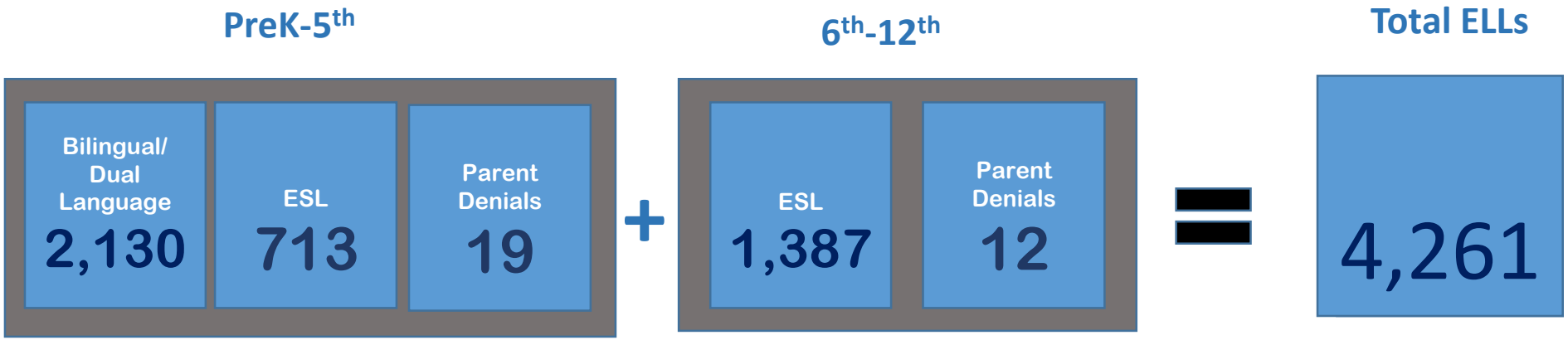
II. Teaching and Learning. . .

- Provide research-based professional development and campus support on best instructional practices to meet the needs of English Learners

- Implement academic programs to accelerate the learning of the English language for English Learners and biliteracy of Dual Language Enrichment students

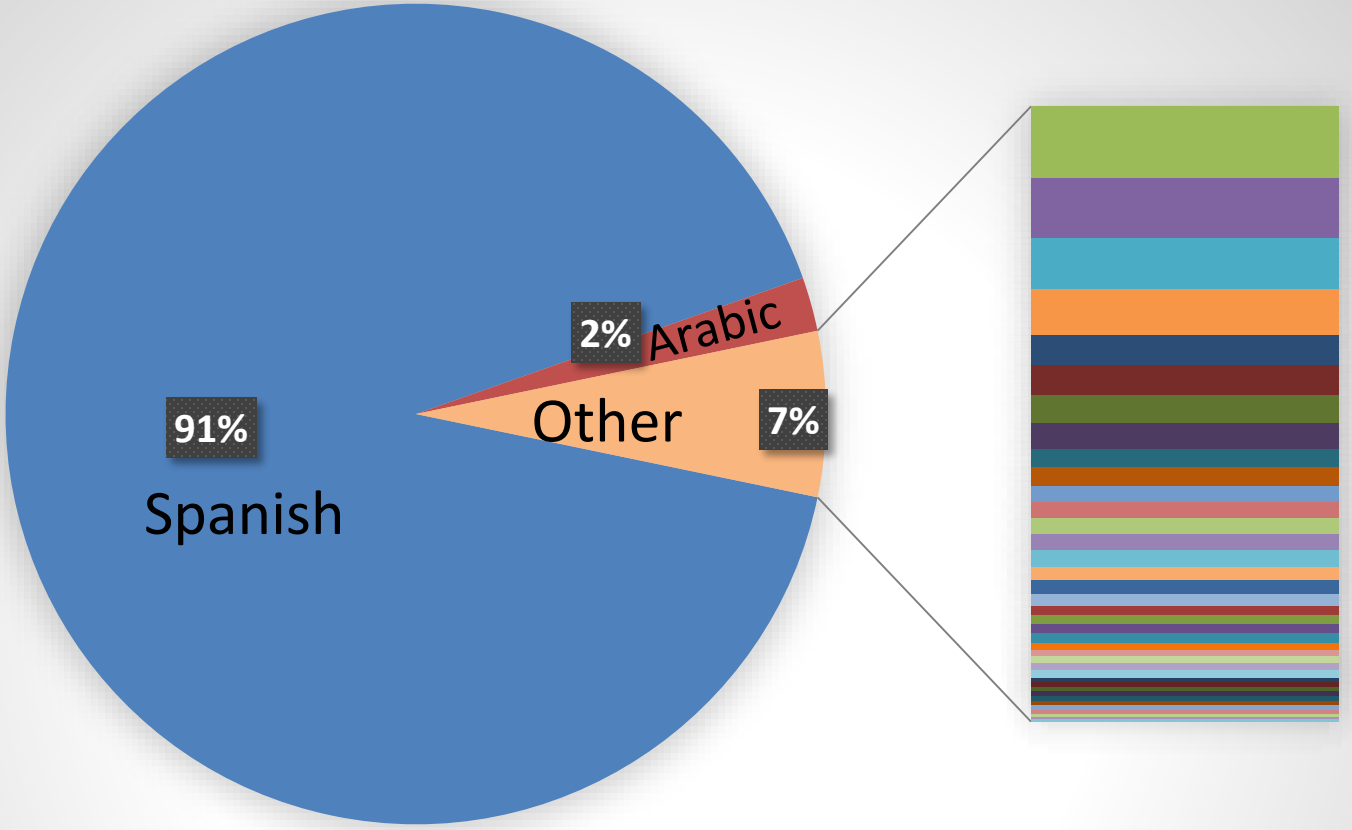
- Ensure federal and state guidelines are implemented and supported with proper documentation for each English Learner

Snapshot of ELLs in Denton ISD



ELLs represent 15% of the total student enrollment

Forty-One Languages Spoken by English Learners

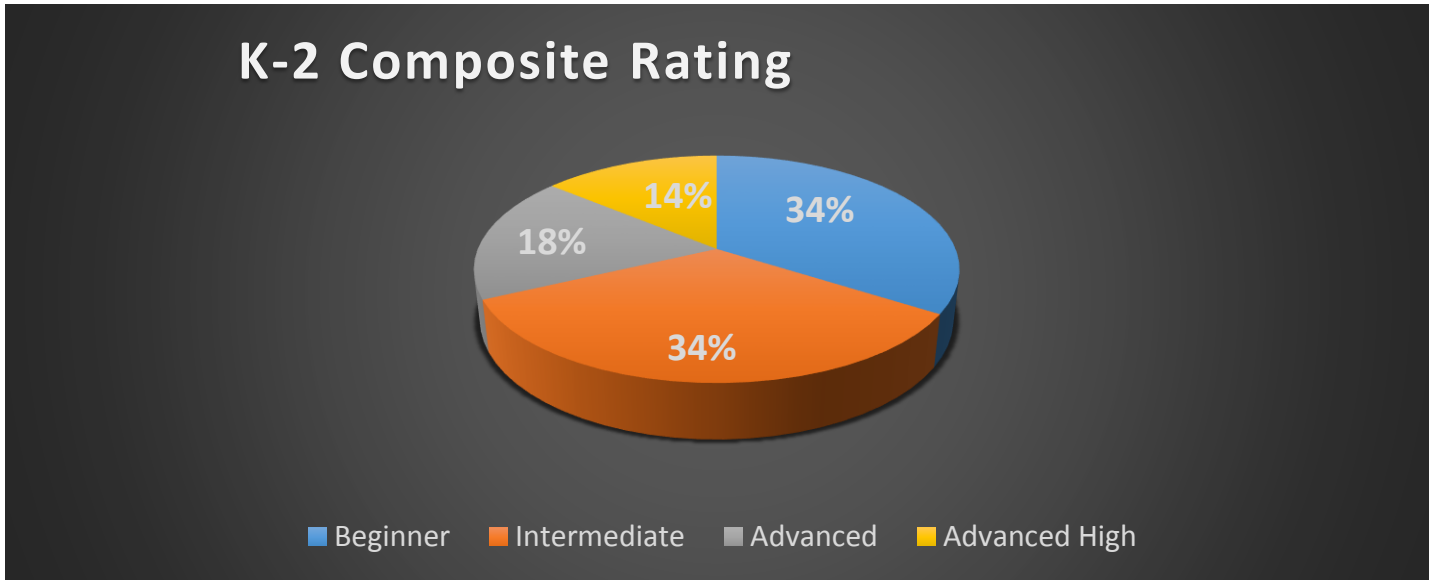


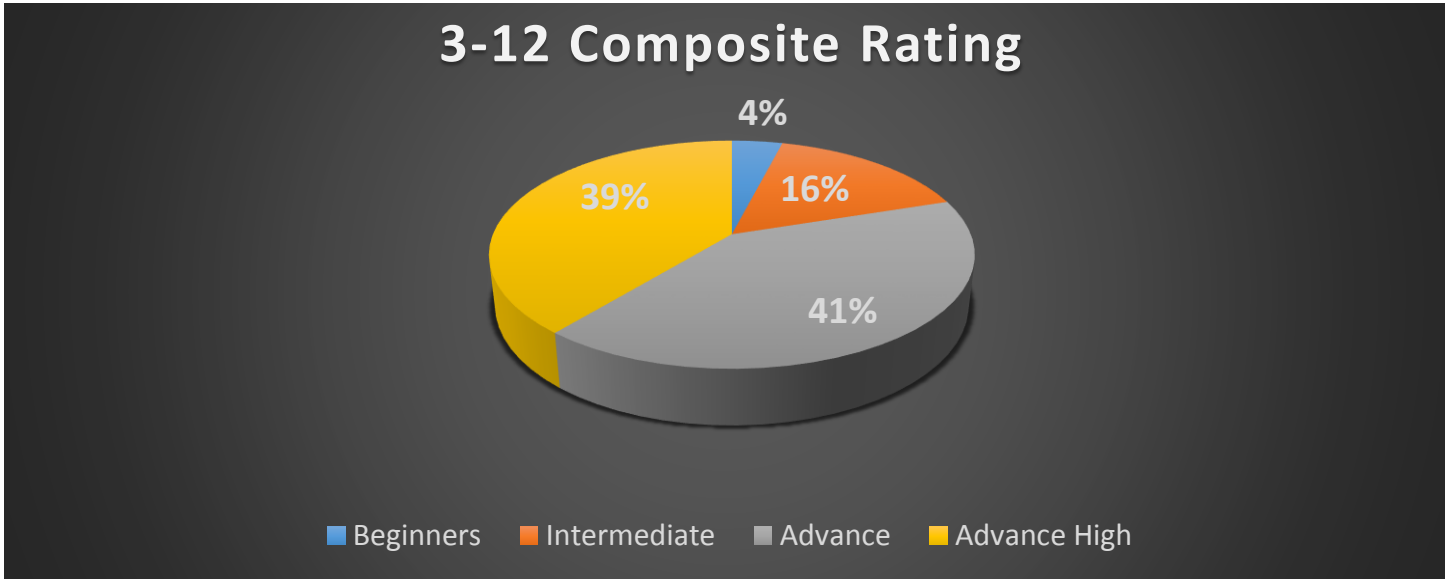
SPANISH ARABIC VIETNAMESE MANDARIN KOREAN
SOMALI URDU OTHER LANGUAGES NEPALI BENGALI
ITALIAN SWAHILI IBO/IGBO PORTUGUESE RUSSIAN
TURKISH YORUBA FARSI PANJABI ALBANIAN, GHEG
GUJARATI INDONESIAN PILIPINO THAI FRENCH
ALBANIAN, TOSK DUTCH/FLEMISH SHONA TAMIL AKAN (FANTE, ASANTE)
AMHARIC EWE HINDI MARATHI POLISH
ROMANIAN TELUGU BURMESE SAMOAN JAPANESE

BILINGUAL/ESL STUDENT PERFORMANCE

TELPAS RESULTS

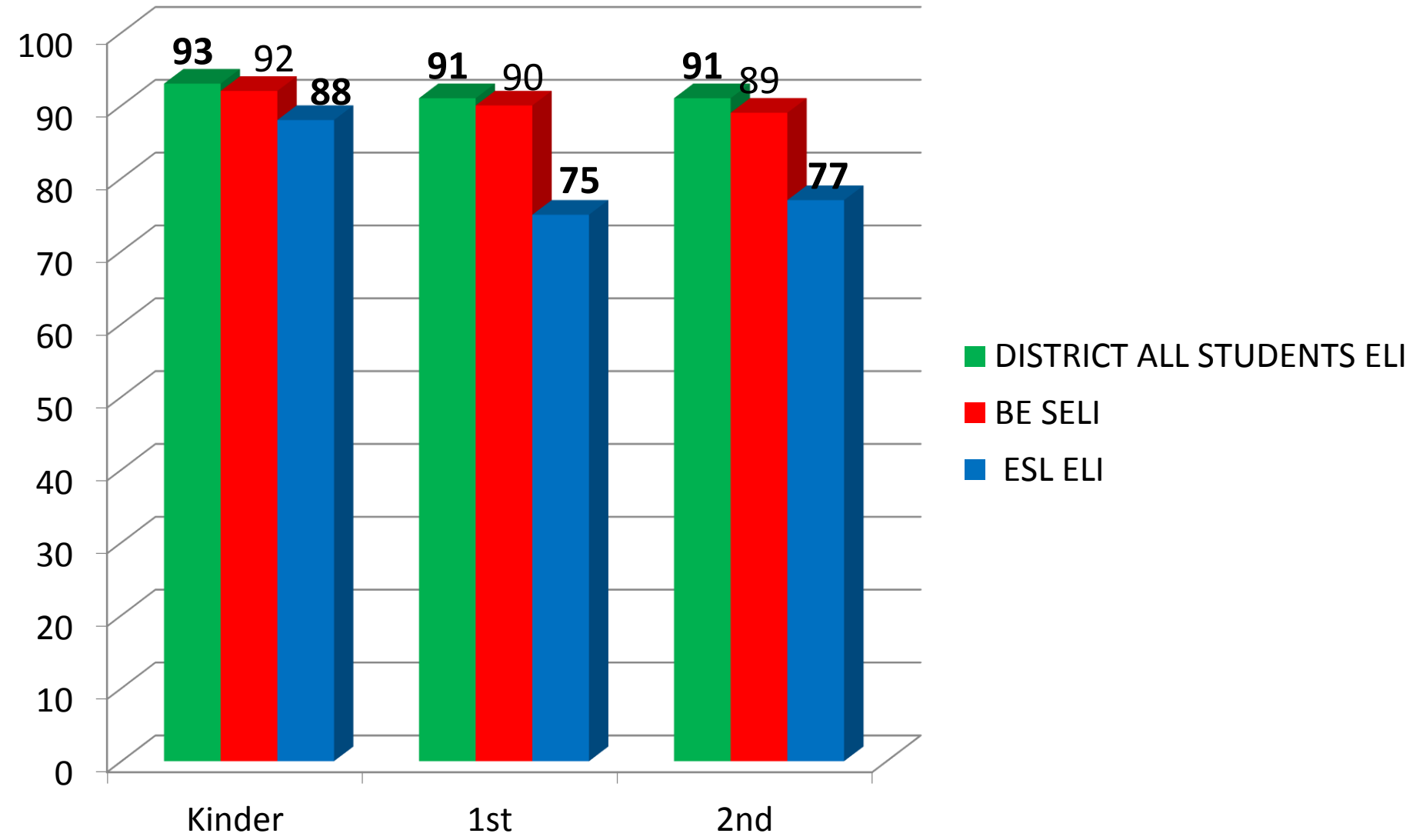
TELPAS


K-2 Composite Rating
14%
34%
18%
34%
Beginner
Intermediate
Advanced
Advanced High


3-12 Composite Rating
4%
16%
39%
41%
Beginners
Intermediate
Advance
Advance High

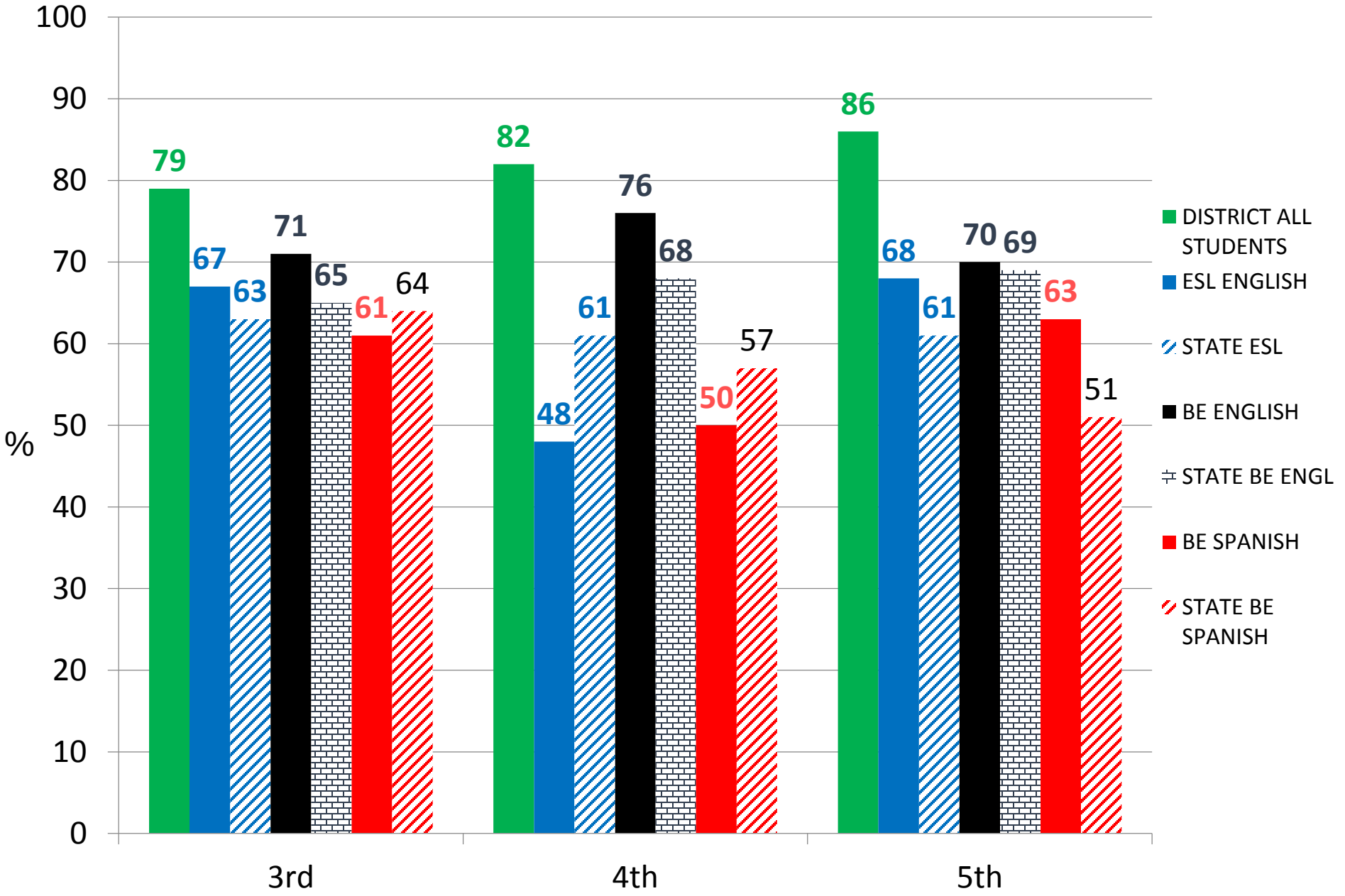
K-2
SPANISH EARLY LITERACY INVENTORY (SELI)
&
ENGLISH EARLY LITERACY INVENTORY (ELI)

SELI & ELI ON LEVEL & PROGRESSING

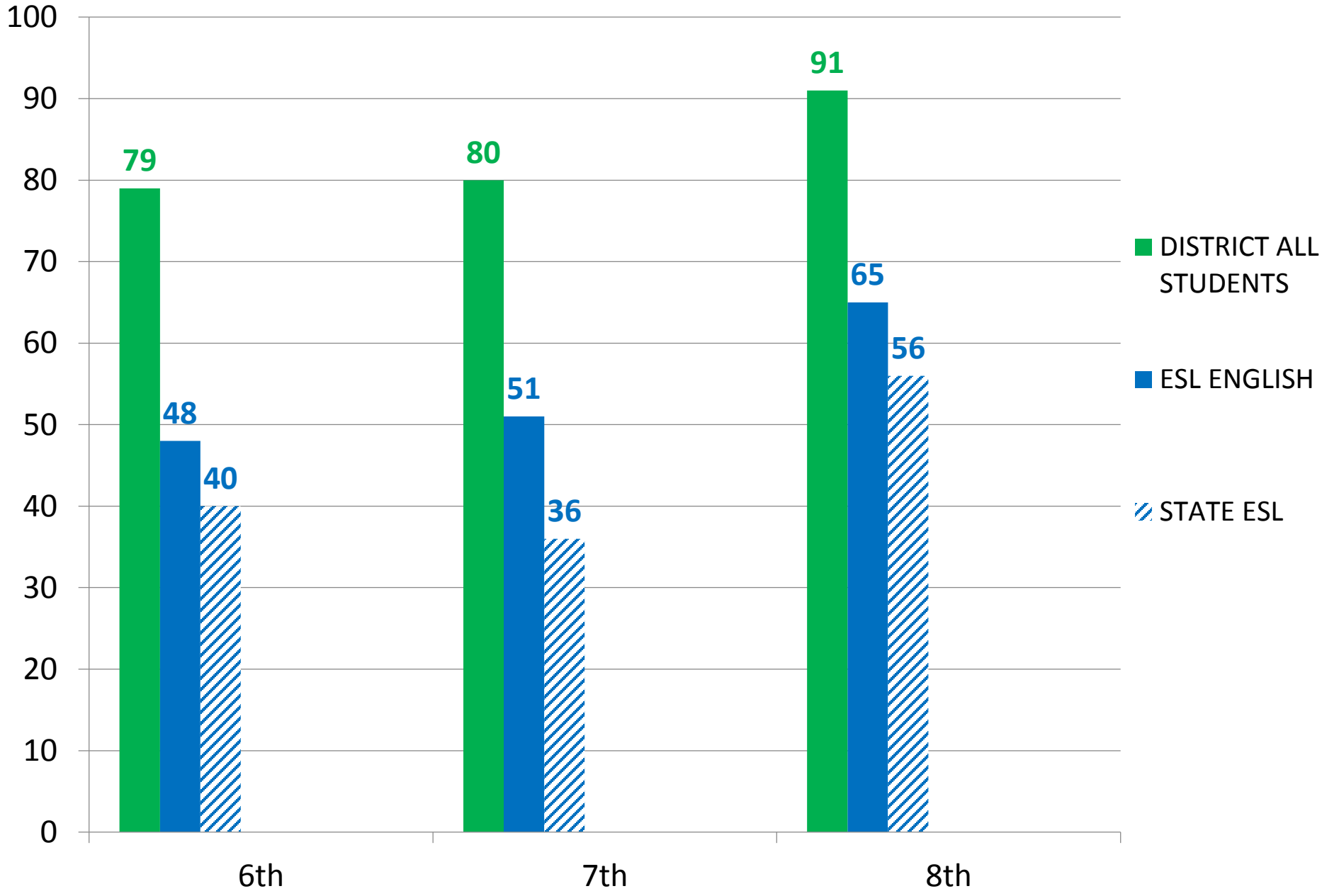


STAAR RESULTS

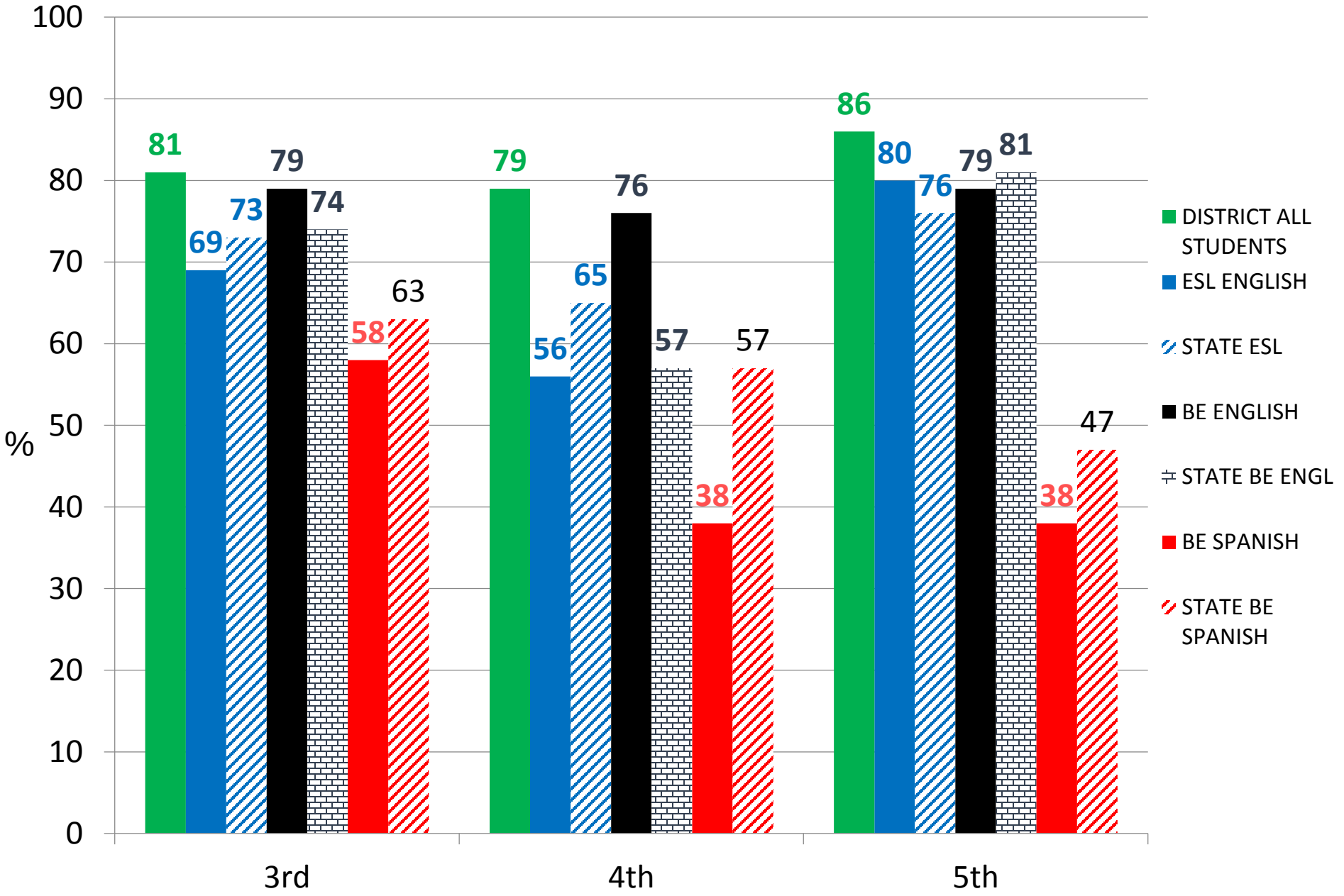
% MEETING STANDARD ON STAAR READING GRADES 3-5



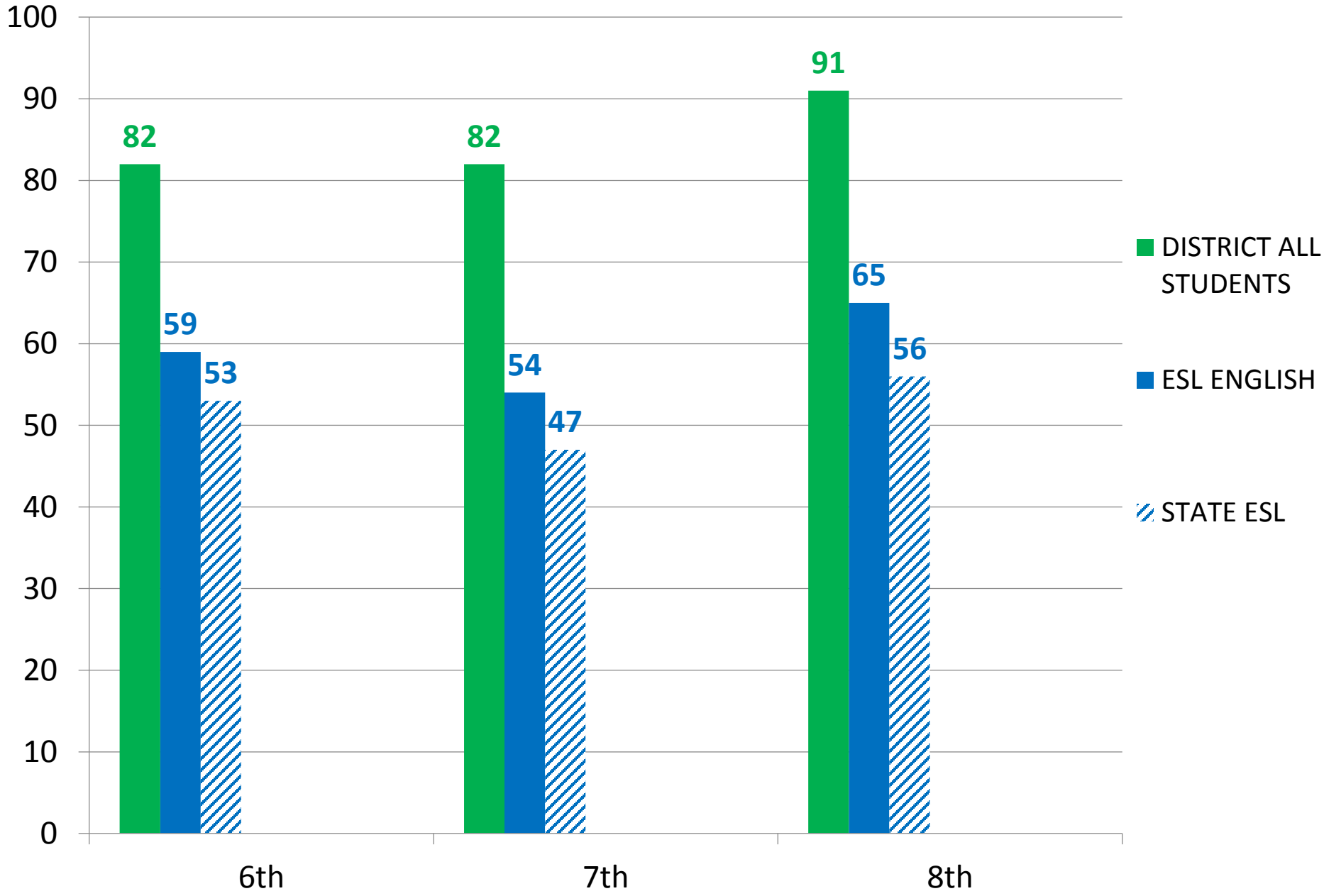
% MEETING STANDARD ON STAAR READING GRADES 6-8



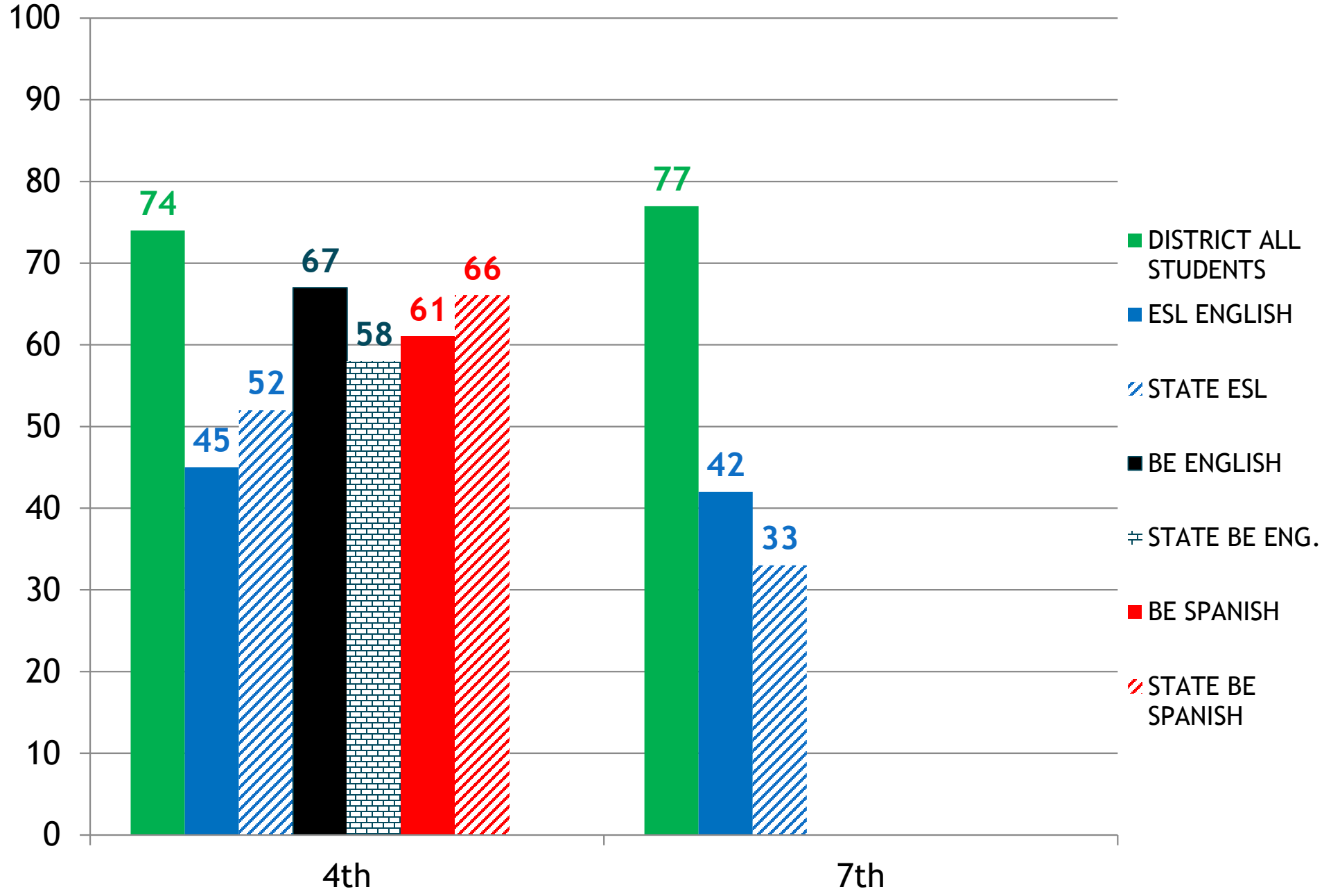
% MEETING STANDARD ON STAAR MATH GRADES 3-5



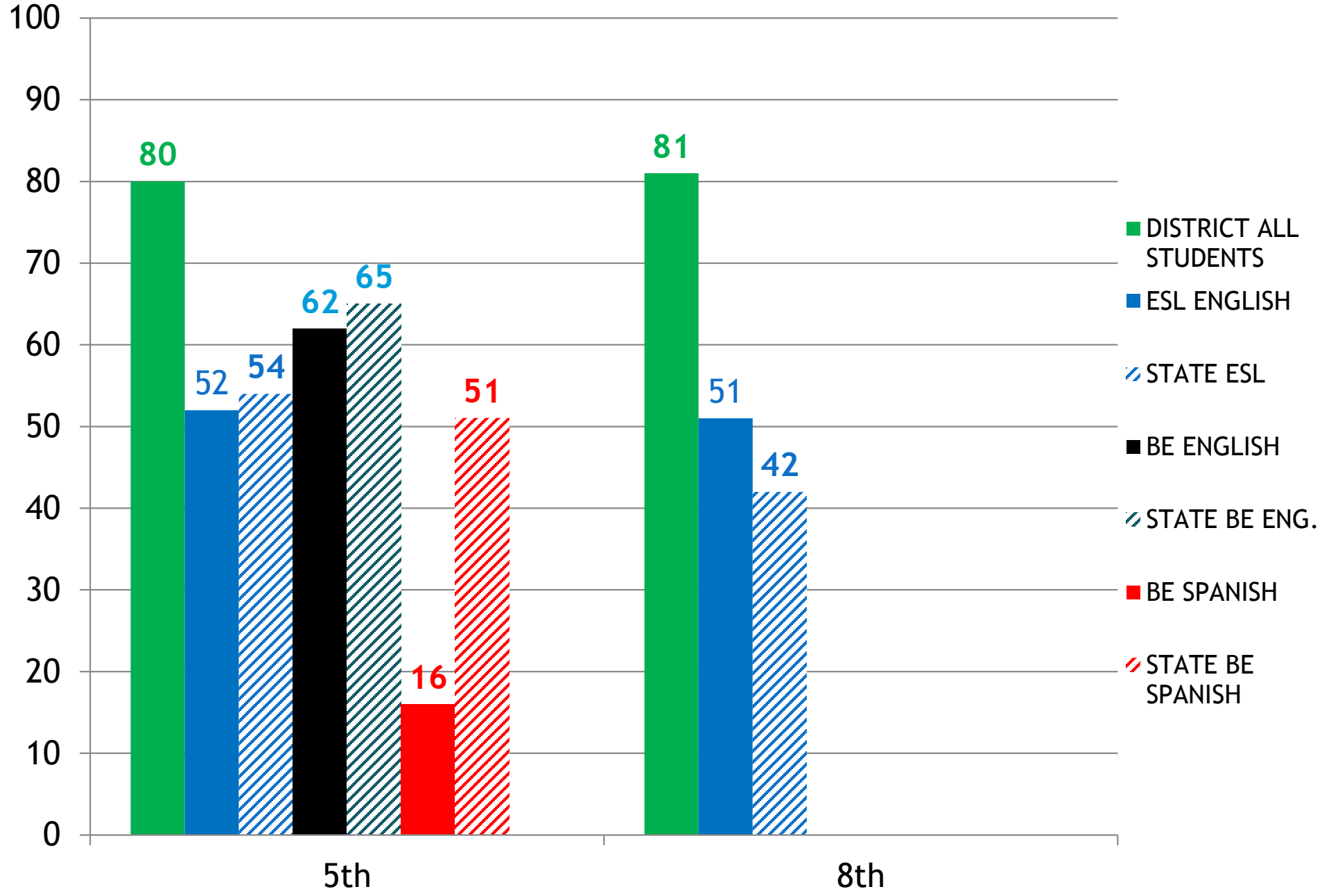
% MEETING STANDARD ON STAAR MATH GRADES 6-8



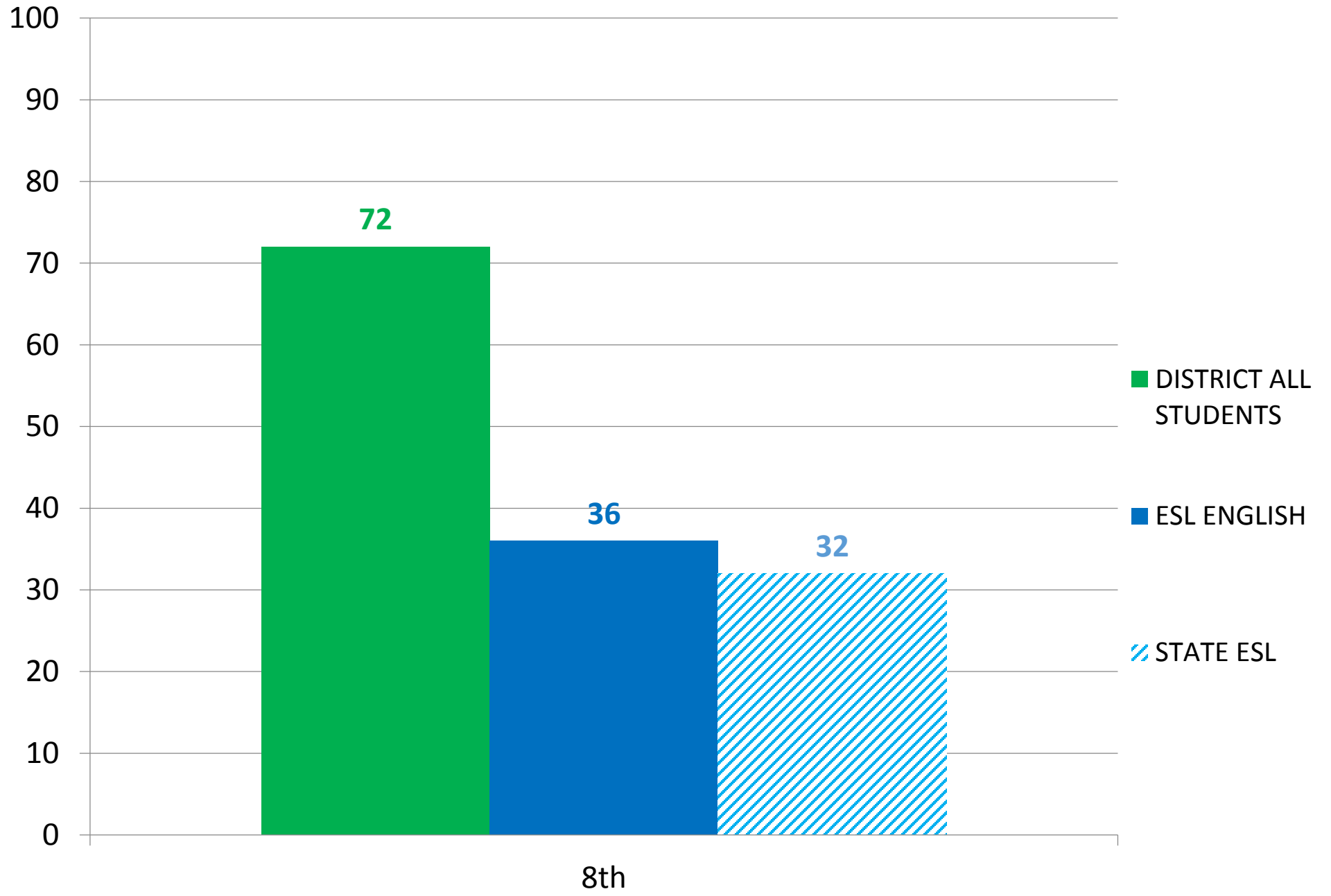
% MEETING STANDARD ON STAAR WRITING GRADES 4 & 7



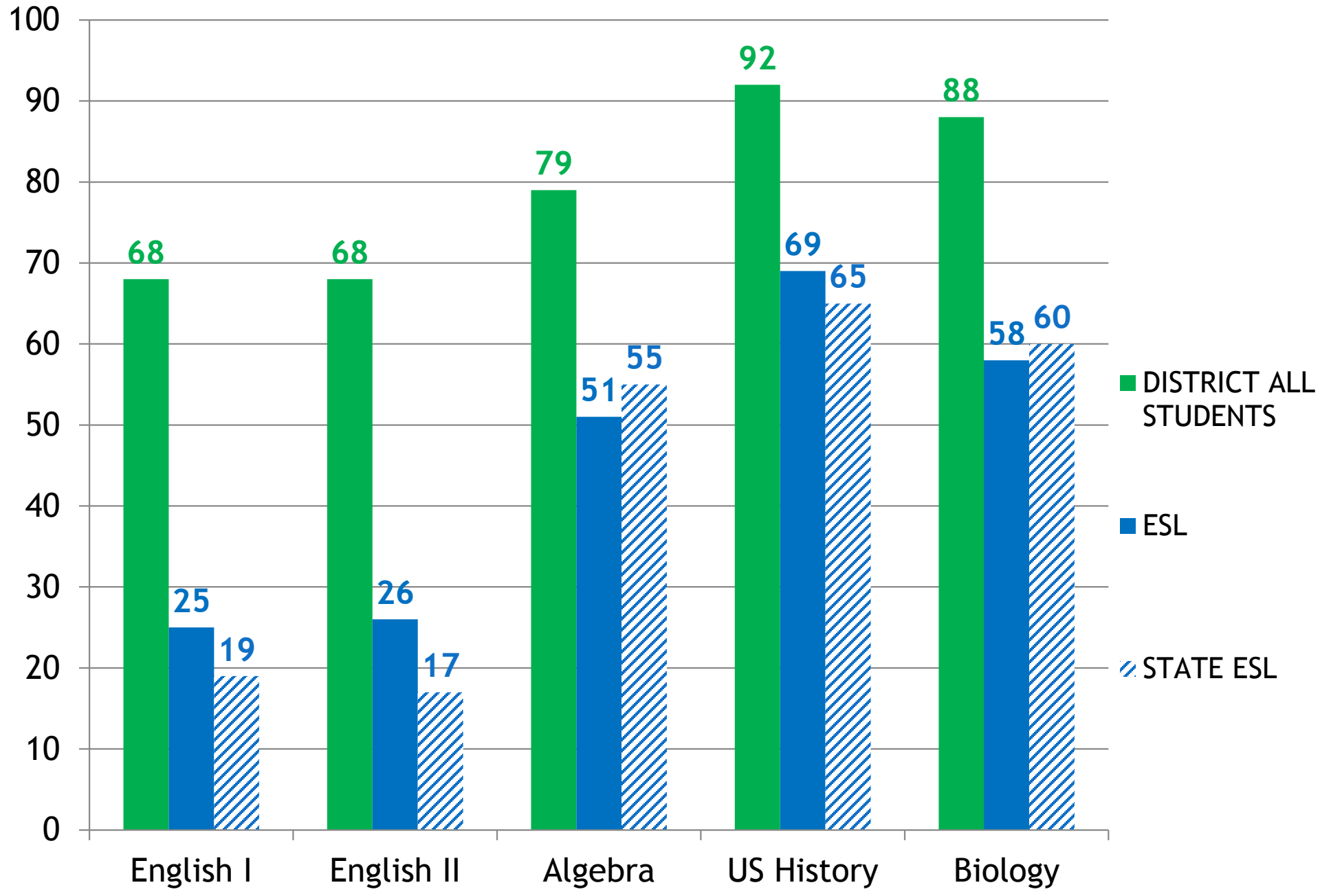
% MEETING STANDARD ON STAAR SCIENCE GRADES 5 & 8



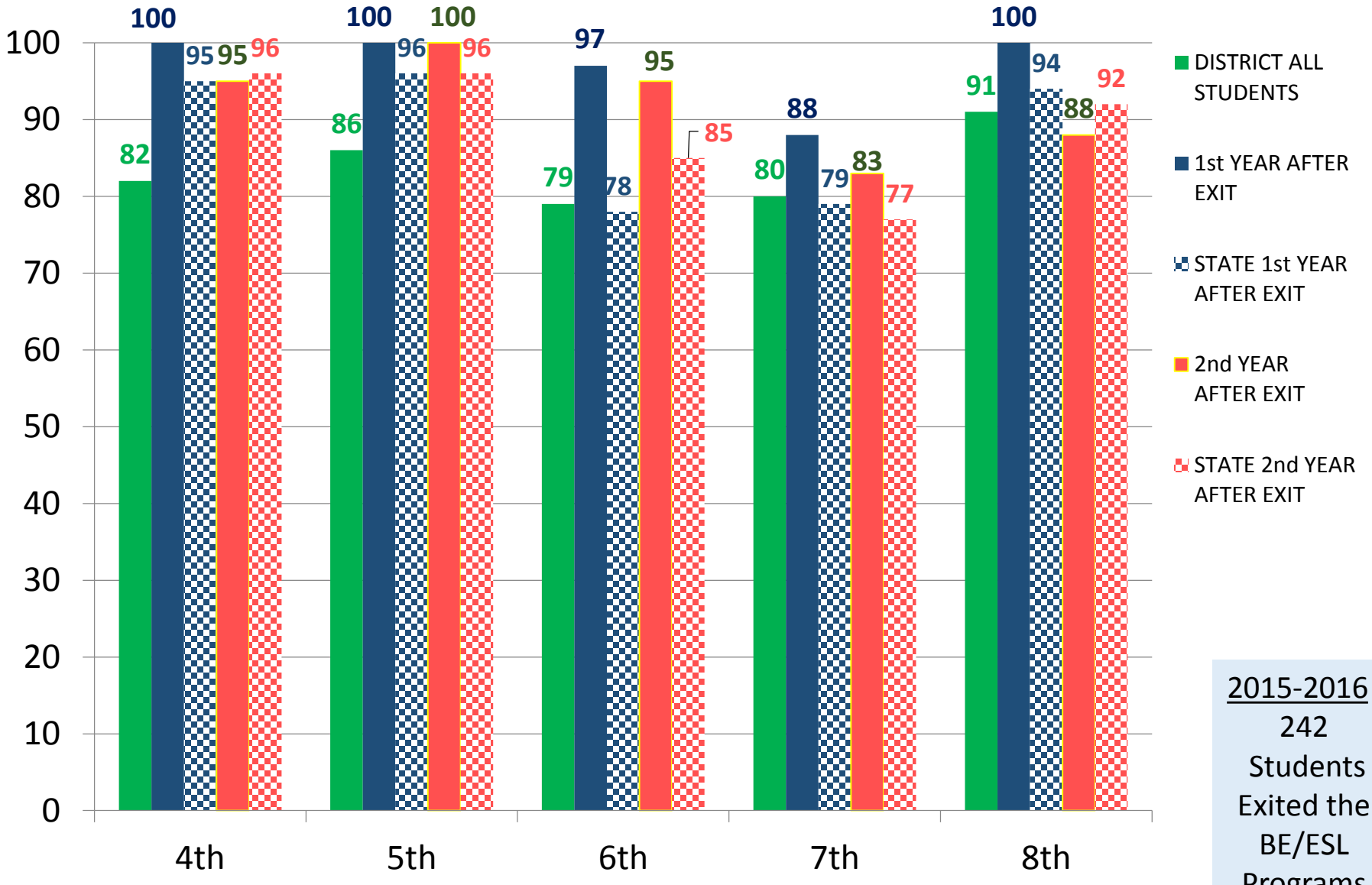
% MEETING STANDARD ON STAAR SOCIAL STUDIES GRADE 8



% MEETING STANDARD ON STAAR EOC



% MEETING STANDARD ON STAAR READING AFTER EXITING THE PROGRAM GRADES 4-8



2015-2016
242 Students Exited the BE/ESL Programs

HANOVER RESEARCH

PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT

- 2nd & 3rd DLE Specialized Training
- DLE & ESL Science & Writing
- Saturday Bilingual DLE Academy for New Teachers to the District
- Secondary ESL Linguistic Accommodations Professional Learning

PROFESSIONAL DEVELOPMENT

This partnership aims to provide secondary math/science teachers with professional development that enhances their knowledge/skills for the purpose of improving the academic and linguistic achievement of English Learners.

The grant of $985,700 was funded by the Office of English Language Acquisition of the U. S. Department of Education and this will be the 4th year of this partnership.

STRENGTHS

NEEDS & OPPORTUNITIES

ELL SUCCESS PLAN

STRENGTHS

- Bilingual Students Outperforming in Mathematics STAAR Performance when Compared to the ALL Students Performance in Several Campuses

- Academic Success of Exited ELLs
  - Increase the number of exited students by 41 students from previous year
    - 2015: 201 Students exited
    - 2016: 242 Students exited

- DLE Cohort at Strickland Qualified to Enroll in Native Spanish Pre-AP II or III in the 9th Grade

- Development of the Newly Developed Website Instructional Tool that sets English Proficiency Goals
  - Resources are linked to resources for the purpose of linguistically accommodating lessons

- Accuracy of Record Keeping
  - TEA PEIMS Data
  - Monitor ELL Progress through LPAC Process

NEEDS & OPPORTUNITIES

- Build stronger 5th grade bilingual/ESL students prepared to succeed at the secondary level
- Twenty-five percent of the total bilingual teachers are new to the profession or grade level
  - 10 Bilingual DLE teachers new to Denton ISD with experience
  - 7 Bilingual DLE teachers new to the profession
  - 12 Bilingual DLE teachers new to the grade level
  - Existing bilingual teachers are moving to other positions: DLL, EXPO, Special Ed., Diagnosticians, Counselors, Campus Specialists, and etc
- Because of district growth, there is an increasing number of newly hired teachers in Denton ISD without their ESL certification
- Shortage of bilingual campus staff to assist parents and the community
  - Office staff and administrators
  - Counselors
  - Instructional specialists to meet the needs of Spanish speaking students and parents
- Need of an online LPAC process

ELL SUCCESS PLAN

ELL SUCCESS PLAN

GOAL: Increase the STAAR & TELPAS performance of 5th grade ELL students transitioning to 6th grade

Target

Administrators

Action Steps

- [ ] 1. Sharing the Plan with Campus Administrators & Identifying Program Needs
- [ ] 2. Guidance for STAAR Language Assessment Decisions & Accommodations
- [ ] 3. Building Consistent Bilingual Teacher Teams & Identify Model Teachers
- [ ] 4. Monitor Interventions & Guide Effective Practices

ELL SUCCESS PLAN

GOAL: Increase the STAAR & TELPAS performance of 5th grade ELL students transitioning to 6th grade

Target	Action Steps
Pre-K	☐ Strengthening the L1 Literacy emphasis on oral language
Kindergarten & First	☐ Strengthening the L1 literacy with emphasis on vocabulary development, oral language & comprehension
Second	☐ Provide professional development & coaching to strengthen reading comprehension at targeted campuses

ELL SUCCESS PLAN

GOAL: Increase the STAAR & TELPAS performance of 5th grade ELL students transitioning to 6th grade

Target	Action Steps
3rd	☐ Provide professional development & coaching to strengthen reading comprehension with emphasis on strategies, transfer skills from L1 to L2, and building student metalinguistic capacity
	☐ Create a list of 3rd grade students who have attended at least 3 years in DISD to monitor progress and initiate intervention
4th	☐ Plan on incorporating Writer's Workshop that fits with Dual Language framework
5th	☐ Provide coaching to support adequate balance of English language instruction for students with different proficiency levels and years of US enrollment.

ELL SUCCESS PLAN

GOAL: Increase the STAAR & TELPAS performance of 5th grade ELL students transitioning to 6th grade

Target	Action Steps
6th	☐ Provide coaching on understanding individualized accommodations. Monitor placement of students and create list for progress to initiate intervention.
7th	☐ Provide professional development on accommodating the curriculum, instruction, and formative assessment with the usage of the newly developed website resources.
8th	☐ Guide and monitor the ESL placement when transitioning to 9th grade

Questions