

O'Donnell ISD

**English as a Second Language
Program Evaluation**

2018-2019

Prepared by:
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**English as a Second Language Program Evaluation
Presented to the Board of Trustees on November 1, 2019**

2019-2020 Board of Trustees
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2018-2019 Evaluation of the ESL Program

ABSTRACT

In 2018-2019, 21 students, or 7 percent of the total student population (309) in grades PK-12, were identified as English Learners (ELs). Because O’Donnell ISD is allotted less than \$10,000 for Title III, Part A, English Language Acquisition, the district participates in the Title III SSA at Region 17 ESC.

On the *State of Texas Assessment of Academic Readiness (STAAR)* reading, mathematics, and science, grades three through five, 5 EL students participated in state assessments.

On the *State of Texas Assessment of Academic Readiness (STAAR)* reading, mathematics, history, and science, grades six through eight, 6 EL students participated in state assessments.

On the *STAAR EOC*, grades nine through twelve, 2 EL students participated in state assessments.

PROGRAM DESCRIPTION

Background Information

The Texas Education Commissioner's Rules, Title 19 Texas Administrative Code (TAC) section 89, Subchapter BB, states that each school district with an enrollment of 20 or more English Learners (ELs), in any language classification in the same grade level, shall offer a bilingual education (BE) program in prekindergarten through the elementary grades (PK-5). All ELs for whom the district was not required to offer a BE program shall be provided an English as a Second Language (ESL) program regardless of the students' grade levels, home languages, or number of such students.

Title III of the *No Child Left Behind Act (NCLB, 2001)* ensured the civil rights of ELs regarding the accessibility of school curriculum while learning English. Supporting a comprehensive approach to meet the needs of ELs, *NCLB* held campuses, districts, and states accountable for the achievement of ELs. It required all ELs to participate annually in the state's academic skills test (*STAAR*) and English language proficiency assessments (*TELPAS*).

Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the federal education law with a longstanding commitment to equal opportunity for all students. In 2010, the Obama administration joined a call from educators and families to create a better law that focused on the clear goal of fully preparing all students for success in college and careers.

In addition to continuing to focus federal education resources on students from low income families through the Title I, Part A College and Career-Ready Students program, the administration's ESEA reauthorization plan would retain longstanding programs designed to meet the needs of special populations, including English learners, migrant students, neglected and delinquent students, Native Americans, and homeless children and youth.

Following federal, state, and local mandates concerning the education of ELs, the Henrietta ISD's ESL Program provided ESL programs to ELs in grades PK-12.

English as a Second Language (ESL) Program

The purpose of the O'Donnell ISD ESL program is to provide intensive instruction to develop proficiency in the English language in listening, reading, speaking and writing. This instruction takes place in the process of developing academic language and content knowledge.

General ESL

ESL teachers in elementary and secondary schools used language acquisition strategies through differentiated instruction and flexible grouping of their students based on both linguistic and cognitive levels.

ELs received ESL instruction during Reading Language Arts.

Identification

The Language Proficiency Assessment Committee (LPAC) oversees and/or determines matters related to student identification, placement, review, and reclassification. The identification and placement process begins if languages other than English were recorded on the Home Language Survey. Based on the information provided, these students were administered the *OLPT* and *Norm-Referenced Test* (if applicable) from the TEA List of Approved Tests. All results were referred to the LPAC for identification and appropriate program placement of EL students.

Placement

In addition to *OLPT* test results, the LPAC reviewed an EL's academic history. *Texas English Language Proficiency Assessment System (TELPAS)*, standardized test results, special needs, and previous instructional programs when determining instructional placement. It was the responsibility of the LPAC to properly place EL students once they had been identified.

Parental approval was required for the student's participation in the required ESL classes until the student met the reclassification criteria, graduated from high school or the parent requested a change in program placement. Schools were required to notify parents in writing when students were exited from the program.

If the parent denied permission for the student to be enrolled in the state-required ESL Program as recommended by the LPAC, a conference was scheduled with the parent to ensure that the parent understood the purpose and content of the recommended ESL program. If the parent continued to deny permission, the denial had to be stated explicitly in writing and the original letter retained in the student's ESL cumulative record. The district or campus could not solicit parent denial or provide a denial form for parent signature.

Review

The LPAC monitors and reviews the academic progress of all students classified as EL including:

- Students enrolled in ESL classes,
- EL students denied placement in ESL classes by their parents,
- EL student's eligible for special education services, and
- Exited EL students (for four academic years).

Reclassification

EL students were reclassified/exited from the ESL Program by the LPAC when they met the specific criteria established by TEA as stated in the *LPAC Manual* and *TEA English Learner Reclassification Criteria Chart*.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of the evaluation is to highlight the context of program components, EL student demographics, credentials of program teachers, and level of program effectiveness. English language proficiency was measured with the *Texas English Language Proficiency Assessment System (TELPAS)*.

Academic performance in reading, writing, mathematics, science and social studies was measured by the *State of Texas Assessments of Academic Readiness (STAAR)* for students in grades 3 through 8. At the high school level, ELs in grades 9 through 12 were assessed with the *STAAR End-of-Course (EOC)* assessments. EL performance was compared with exited ELs and English Proficient (EP) students.

What was the academic progress in the language of instruction for English Learners?

Methodology

Data were obtained from the O’Donnell ISD student data file for 2019. As test information became available, variables were merged into the file. Scores for Approaches Grade level or Above (Approaches +) were used as the satisfactory level for *STAAR* and *STAAR EOC*. Crosstab analyses were conducted for *STAAR* and *STAAR EOC* by content area, grade levels, and EL status (EL and EP).

Results

STAAR Grades 3-6

STAAR results for reading, mathematics, writing, science are presented below

EL Performance Grades 3-5							
Math							
Grade	# Students	Scale Score	Percent Score	Approaches	Meets	Masters	
3	1	1186	22	0	0	0	
4	2	1458	47	50	0	0	
5	2	1527	54	50	0	0	
Reading							
3	1	1183	24	0	0	0	
4	2	1391	46	0	0	0	
5	2	1430	48.5	0	0	0	
Writing							
4	2	3576	57.5	100	0	0	
Science							
5	2	3662	65	50	0	0	

Comments: Of the 14 tests that were taken by EL students in grades 3 – 5, 5 tests were passed. The reading was the lowest percentage of passing. Writing was the highest percentage passing. The scaled scores increase by year which indicates that they made progress.

STAAR Grades 6-8

STAAR results for reading, mathematics, science are presented below:

EL Performance		8-Jun					
Grades 3-5							
Math							
Grade	# Students	Scale Score	Percent Score	Approaches	Meets	Masters	
6	5	1535	37.8	80	0	0	
7	0						
8	1	1512	31	0	0	0	
Reading							
6	5	1404	36.2	0	0	0	
7	0						
8	1	1421	25	0	0	0	
Social Studies							
8	1	2566	14	0	0	0	
Science							
8	1	2862	26	0	0	0	

Writing

7 0

Comments: Students in grades 6 performed well on the math test but that was really the only area of students testing that showed improvement. The students failed in all other areas.

STAAR Grades 9-12

STAAR results for reading, mathematics, science are presented below:

EL Performance						
Grades 3-5	9 through 12					
ELA1						
	# Students	Scale Score	Percent Score	Approaches	Meets	Masters
	2	3430	41.5	0	0	0
ELA2						
	0					
Math						
	2	3834	53	100	0	0
Social Studies						
	0					
Science						
	0					

Comments: There were only 4 tests given to EL students in grades 9 – 12. 100 percent of the students that took math, passed while zero passed the English.

To what extent are English learners becoming proficient in English?

Methodology

Data from 2017 and 2018 TELPAS results was obtained to compare achievement across the four language domains assessed. Data was cross tabulated by grade and student category.

2018 Data

Composite Scores TELPAS

Grade	# Students	Beginning	Intermediate	Advanced	Advanced High
1	2	0	50	0	50
2	2	0	0	100	0
4	2	0	50	50	0
5	1	0	0	100	0
6	4	0	0	100	0
7	1	0	0	0	100
8	1	0	100	0	0
9	2	0	50	50	0

Listening Scores TELPAS

Grades	Beginning	Intermediate	Advanced	Advanced High
1	0	50	0	50
2	0	50	0	50
4	0	100	0	0
5	0	100	0	0
6	0	25	50	25
7	0	0	0	100
8	0	100	0	0
9	0	100	0	0

Speaking Scores TELPAS

Grades	Beginning	Intermediate	Advanced	Advanced High
1	0	50	0	50
2	0	50	50	0
4	0	100	0	0
5	0	100	0	0
6	0	100	0	0
7	0	0	0	100
8	0	100	0	0
9	0	50	50	0

Writing Scores TELPAS

Grades	Beginning	Intermediate	Advanced	Advanced High
1	0	50	0	50
2	0	0	50	50
4	0	50	50	0
5	0	0	0	100
6	0	0	25	75
7	0	0	0	100
8	0	0	100	0
9	0	0	50	50

Reading Scores – TELPAS

Grades	Beginning	Intermediate	Advanced	Advanced High
1	0	50	0	50
2	0	50	0	50
4	0	50	50	0
5	0	0	100	0
6	0	50	50	0
7	0	0	0	100
8	0	100	0	0
9	0	100	0	0

Results

Starting at the end of grade 1, ELs were eligible to exit the ESL program if they met the reclassification criteria. All program exits were made at the end of the academic school year and all placement decisions were reflected at the beginning of the following school year. ELs who were exited from the ESL programs were reclassified as English Proficient (EP), placed in general education classes, and monitored by the LPAC for four years to evaluate their academic success. Subjective teacher evaluation along with required reclassification criteria was considered during the mandatory End of Year (EOY) LPAC to determine exit or continuance in program.

What number of students have been exited from the bilingual and/or ESL programs?

Methodology

Data was obtained from Fall 2018 Texas Student Data System (TSDS) data file (snapshot). Data was cross tabulated by grade and student category.

Results

The table below shows that of the total student population for grades K-12, percent were identified as ELs and 6 percent as English Proficient.

2019-2020 DATA							
	Non ELL		Exited ELL		Current ELL		
Grade	N	%	N	%	N	%	Total
K	16	94	0	0	1	6	17
1	21	100	0	0	0	0	21
2	10	80	0	0	2	20	12
3	21	88	1	4	2	8	24
4	21	95	0	0	1	5	22
5	26	92	0	0	2	8	28
6	26	92	0	0	2	8	28
7	26	84	0	0	5	16	31
8	22	91	2	9	0	0	24
9	21	91	1	3	1	3	23
10	12	80	1	6	2	13	15
11	24	100	0	0	0	0	24
12	16	100	0	0	0	0	16
Total	262		5		18		285

What number of teachers and aides have been trained and the frequency, scope, and results of professional development in approaches and strategies that support second language acquisition?

Methodology

Data was reviewed and the entire staff was provided ELPS training 5 years ago in 2015. At present 50% of the staff have shown ELPS proficiency through the Pd records.

FOR SCHOOL DISTRICTS THAT FILED IN THE PREVIOUS YEAR AND/OR WILL BE FILING A BILINGUAL EXCEPTION AND/OR ESL WAIVER IN THE CURRENT YEAR

The number of teachers for whom an exception or waiver was/is being filed:

Methodology

The District has filed a waiver for ESL programming for the last three years. We have some teachers that do not have the ESL certification that provide instruction to EL students.

Results

The following grade levels have been applied for waiver for the 2019-2020 School year.

- Grade Kindergarten
- Grade 4
- Grade 5
- Grade 6
- Grade 7

The number of teachers for whom an exception or waiver was filed in the previous school year:

Methodology

Data is detailed in waiver submitted to TEA in 2019.

Results

5 teachers have been as identified as needing ESL certification. The goal is to have these teacher ESL certified by Spring 2020.

School districts shall report to parent the progress of their child in acquiring English as a result of participation in the program offered to the English learners

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 TEC, §11.253, for the purpose of improving student performance for English learners:

Methodology

The following is detailed in the District Improvement Plan which was completed in the process and submitted and approved by the Board.

- Coordinate and integrate Title I, Part A services with other educational services such as Pre school programs, LEP programs, special education programs, migrant students, in order to increase the program effectiveness, eliminate duplication and reduce fragmentation of the instructional process.
- Recruit Highly Qualified staff that allows for rigorous instruction at all levels

SUMMARY AND RECOMMENDATIONS

Summary

Overall, the EL student population has improved from the previous year. We exited 5 students and the current enrollment is 18.

Recommendation: Teacher attain ESL certification as outlined in the waiver. Provide ELPS training in the 2020 school year. Continue to monitor progress using data provided within the district and through STAAR.