



**NORTHWEST INDEPENDENT
SCHOOL DISTRICT**

English Learner Program Evaluation

2020

Acknowledgements:

The information contained within this report was compiled and reviewed by the following:

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ESL Program Evaluation:

Northwest Independent School District's Bilingual Education/English Language Learner program seeks to ensure proper identification of students who would benefit from Bilingual Education/English Language Learner services, and to provide curriculum and instruction that supports the students' intellectual and social-emotional needs. To meet this goal, each campus in the district offers services to students identified as Bilingual Education/English Language Learner. Students identified for services receive instruction from certified Bilingual Education/English as a Second Language educators.

The purpose of this review is to report the current state of the Bilingual Education/English Language Learner program of the Northwest Independent School District. To accomplish this review will focus on the following priorities:

- Ensure program alignment with district mission, vision, and goals;
- Ensure alignment with state and federal requirements;
- Measure the impact of the Bilingual Education/English Language Learner program on students and community;
- Result in improvements in or revisions to the program.

Texas Education Code Section 29,062 states:

- (a) The legislature recognizes that compliance with this subchapter is an imperative public necessity. Therefore, in accordance with the policy of the state, the agency shall evaluate the effectiveness of programs under this subchapter based on the achievement indicators adopted under Section [39.053\(c\)](#), including the results of assessment instruments. The agency may combine evaluations under this section with federal accountability measures concerning students of limited English proficiency.
- (b) The areas to be monitored shall include:
 - (1) program content and design;

- (2) program coverage;
- (3) identification procedures;
- (4) classification procedures;
- (5) staffing;
- (6) learning materials;
- (7) testing materials;
- (8) reclassification of students for either entry into regular classes conducted exclusively in English or reentry into a bilingual education or special education program; and
- (9) activities of the language proficiency assessment committees.

Texas Administrative Code Chapter 89.1265 (2012) states:

- (a) All school districts required to conduct a bilingual education or English as a second language (ESL) program shall conduct an annual evaluation in accordance with Texas Education Code (TEC), §29.053, collecting a full range of data to determine program effectiveness to ensure student academic success. The annual evaluation report shall be presented to the board of trustees before November 1 of each year and the report shall be retained at the school district level in accordance with TEC, §29.062.
- (b) Annual school district reports of educational performance shall reflect:
 - (1) the academic progress in the language(s) of instruction for English learners;
 - (2) the extent to which English learners are becoming proficient in English;
 - (3) the number of students who have been exited from the bilingual education and ESL programs; and
 - (4) the number of teachers and aides trained and the frequency, scope, and results of the professional development in approaches and strategies that support second language acquisition.
- (c) In addition, for those school districts that filed in the previous year and/or will be filing a bilingual education exception and/or ESL waiver in the current year, the annual district report of educational performance shall also reflect:
 - (1) the numbers of teachers for whom an exception or waiver was/is being filed;
 - (2) the number of teachers for whom an exception or waiver was filed in the previous year who successfully obtained certification; and
 - (3) the frequency and scope of comprehensive professional development plan, implemented as required under §89.1207 of this title (relating to Bilingual Education Exceptions and English as a Second Language Waivers), and results of such plan if an exception and/or waiver was filed in the previous school year.

NISD English Learner and Dual Language Program Evaluation

Recommendations:

- Consider reviewing what instructional methods and supports are offered for students taking on level math in middle school to review how to address English learners' needs in other content areas.
- In the 2021 program evaluation, add a heat map of students in the Bilingual delivery program. This should be a true map of the district. This will allow the district to better understand where this delivery system is best delivered.
- In the 2021 program evaluation, a chart of which campuses are serving students who speak Vietnamese, Hindi, French, and Arabic. This should be done by percentage of these speakers at each school to 1) not reveal personal identities and 2) to understand which campuses need additional support.
- In the 2021 program evaluation, run a correlation analysis of home language and performance on TELPAS and STAAR. This would add context as to how well specific speakers are having their needs addressed.
- In the 2021 program evaluation, evaluate exited student performance on STAAR, STAAR EOC, SAT, PSAT, and on track to graduate high school status.
- In the 2021 program evaluation, evaluate high school English learners in relation to being on track to graduate.
- In the 2021 program evaluation, consider conducting a needs analysis of why English learners are demonstrating a gap in CCMR achievement.
- In the 2022 programs evaluation, consider defining a goal for how to embed ELL strategies in content area PD.
- In the 2022 program evaluation, investigate what offerings NISD offers to non ESL teachers for PD in ESL methods/strategies. How many are taking advantage of it? Why or why not are teachers choosing this? This may not be a true concern, but we do not have the data to know that.

Recommendations from 2019 that were implemented in 2020.

- Northwest did expand translation services to ensure that campus and district communication is delivered in multiple languages.
- Northwest did identify MAP testing for 2021, which is an additional measurement tool or process to measure growth of reading. A valid assessment to measure growth in listening, speaking, and writing is still needed. It would be beneficial to have a clearly identified process to progress monitor domain acquisition throughout the year.

Program Description:

Northwest ISD offers one-way bilingual education and English language learning programs. Programs and delivery methods are school level dependent.

Elementary program:

Two program models serve elementary English Language Learner students: English as a Second Language pull out model, English as a Second Language content based model, and Dual Language One-Way model.

ESL pull-out: Students are taught by an ESL certified English/Language Arts teacher. All other content areas are taught by a teacher who may not be ESL certified.

ESL content-based: Students are taught by an ESL certified teacher who teaches all content areas.

Bilingual Education/Dual Language One-way: Bilingual students in pre-kindergarten to fifth grade at Prairie View and kindergarten to fourth grade at Roanoke Elementary School are taught through one-way dual language English and Spanish instruction. Spanish speaking LEP students are taught bilingual grade level instruction in math, science, social studies, and language arts/reading.

Secondary program:

Middle schools serve ESL students through the ESL pull-out model to instruct ESL students. Students are taught by an ESL certified English/Language Arts teacher. All other content areas are taught by a teacher who may not be ESL certified.

High schools serve ESL students through the ESOL I and II in English Language Arts courses. In general education courses, students receive their instruction primarily in the English language with SEI methods to ensure appropriate language support of content instruction.

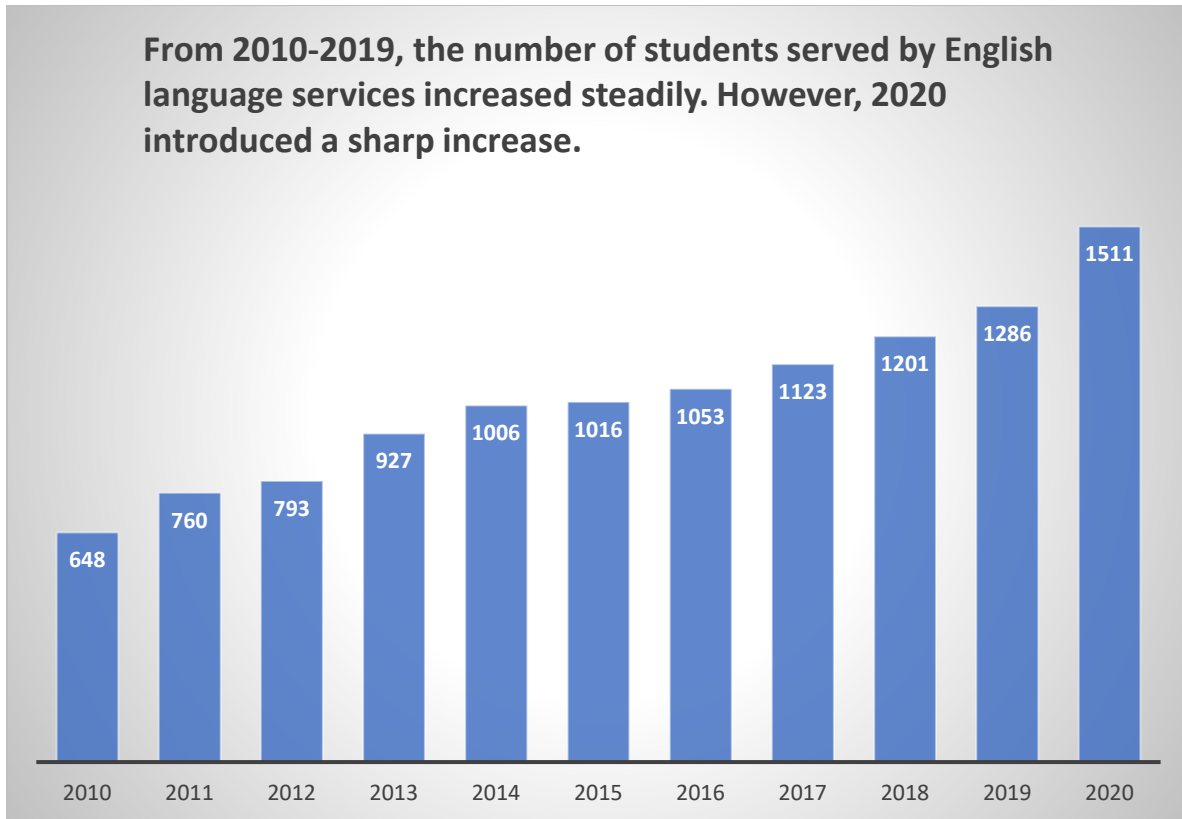
Table 1:

Program Model	2016-17	2017-18	2018-19	2019-20
ESL	985	1067	1137	1329
Bilingual	139	134	149	182

Background:

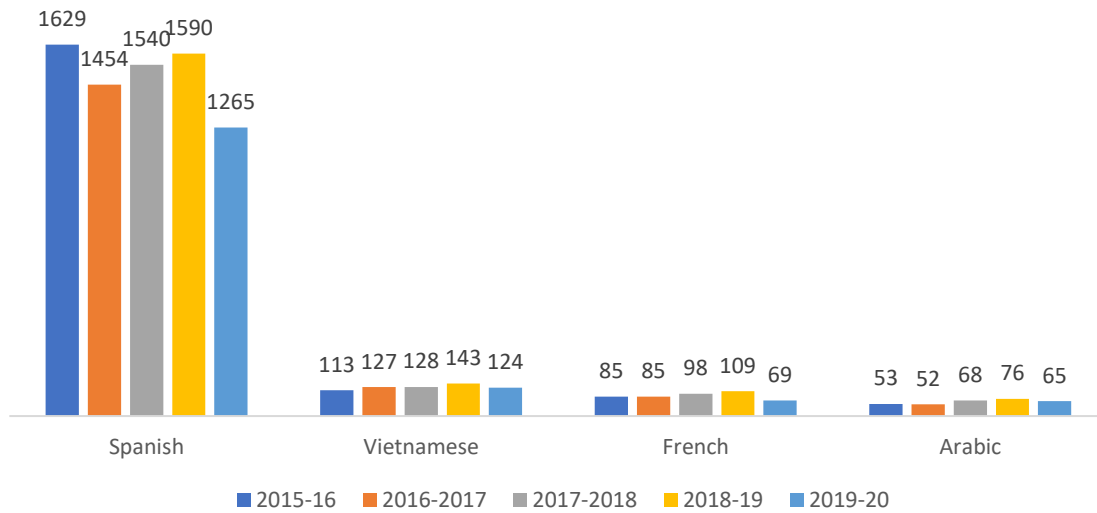
According to the National Center for Education Statistics (2020), in 2017 approximately 10.1% of public-school students in the United States were identified as participating in programs for English

Language Learners. This is an increase of 0.5% from 2004. However, the population of public-school students participating in programs for English Language Learners in Texas grew from 16.7% in 2005 to 18.0% in 2017, according to the National Center for Education Statistics. As of the 2019-20 school year, 6.0% of students in Northwest Independent School District were identified for ESL/BIL services. In real numbers, Northwest ISD's ESL/BIL served students grew from 1124 students in 2017 to 1511 students in 2020, and increased by 225 students in just one year, 2019 to 2020.



Student home language surveys indicated over 60 different languages other than English are spoken within NISD. The five most reported languages are Spanish, Vietnamese, French, Arabic, and Hindi. The student population of speakers of four of the five most commonly spoken languages other than English has increased from 2015 to 2020. Currently, school to home communication is limited to English, Spanish, Vietnamese, French, and Arabic. Vietnamese, French, and Arabic have recently been added, and are not consistently translated for district and campus communications.

The top four languages spoken in Northwest ISD have declined in enrollment numbers in 2020. Numbers of students speaking other languages, such as Telegu/Telugu(44), Nepali(41), Panjabi(34), and Hindi(33) have increased.



Student demographic data reveal English Language students are more likely to be students of color and more than twice as likely to be economically disadvantaged. They are less likely to be served in GATES and 504 than the district average.

		Percent of English Language Learner Population	Percent of Total NISD students
<i>Race/Ethnicity</i>	African American/Black	8%	9%
	Asian	21%	5%
	Hispanic	65%	22%
	White	6%	61%

		Percent of English Language Learner Population	Percent of Total NISD students
<i>Additional services</i>	Gifted and Talented	4%	10%
	Special Education	13%	11%
	504	5%	10%
	CTE	24%	29%
	Economically Disadvantaged	50%	21%

Texas Education Code (29.051) requires school districts to provide opportunities for all students of limited English proficiency to become competent in reading, writing, speaking, and understanding the English language. The current bilingual-ESL program meets this state requirement.

Under TEC §89.1205, school districts with 20 or more English language learners in any language in the same grade level district-wide are required to offer a bilingual education program. English a second language programs must be offered to all other English language learners that do not have 20 or more students in a grade level. A school district may apply for a waiver for a bilingual education program.

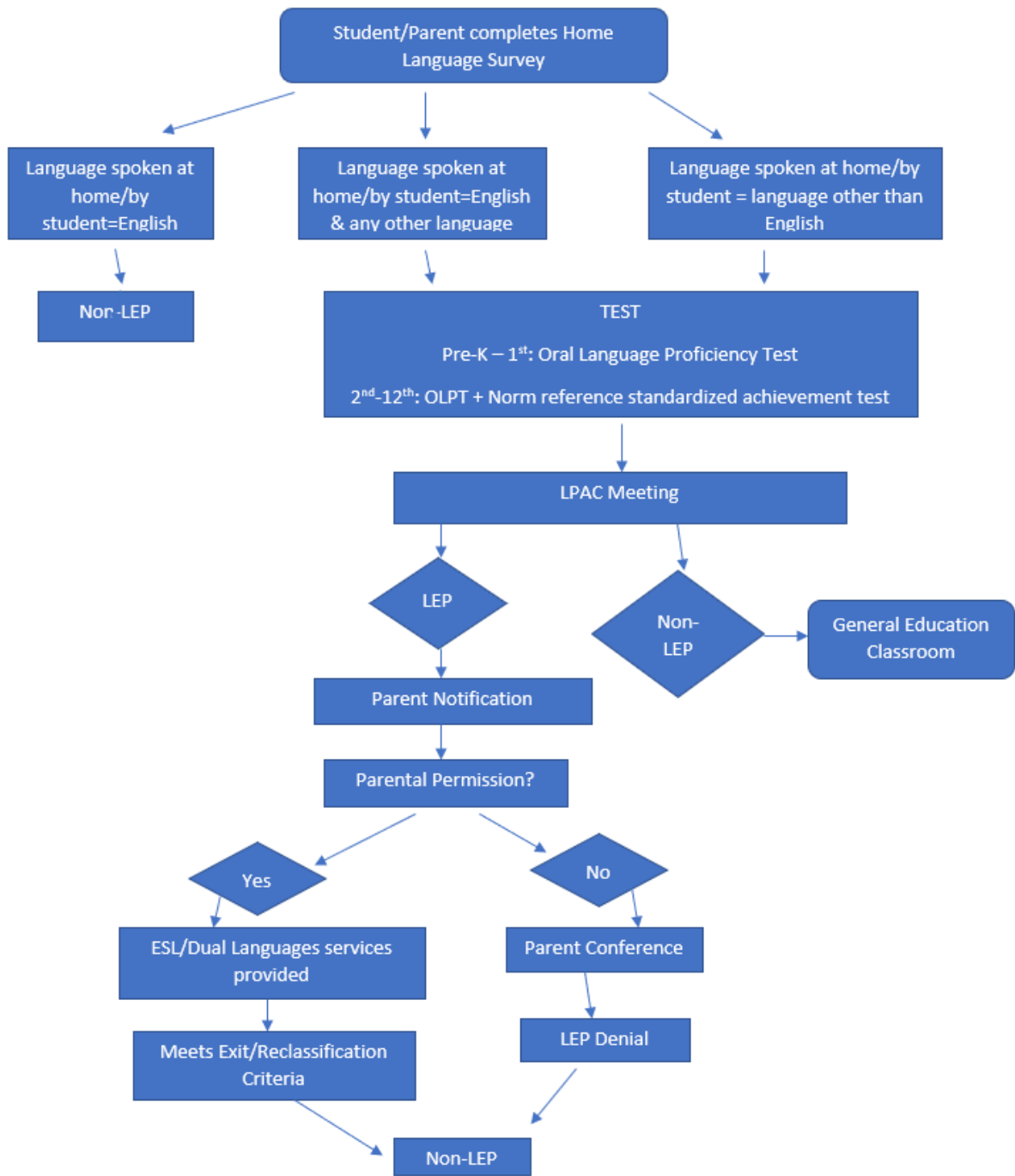
As of 2020 no grade level has reached the 20 or more English language learners criteria required for a waiver or program adoption.

	Kindergarten	1 st grade	2 nd grade	3 rd grade	4 th grade	5 th grade
Vietnamese	8	7	7	7	12	12
French	1	7	5	6	5	1
Arabic	3	9	4	12	10	4

Since 2011, two different federal mandates addressed the civil rights issues surrounding the education of EL students. Title III of No Child Left Behind (NCLB, 2001) addressed curriculum accessibility for English language learners. States were held accountable for EL students' achievement of content tests and English proficiency tests. Under NCLB, states selected assessments to administer to EL students to determine proficiency. As of 2016, the Elementary and Secondary Education Act (ESSA) reauthorized these pieces of Title III to ensure an accessible curriculum for different student populations, including EL students.

Northwest ISD is in compliance with bilingual education for Spanish students and English as a Second Language programs for all English language learners.

Students are identified for English learner services based on home language surveys.



Number of Students who have reclassified as non LEP each year for the last three years. Reclassification happens at the end of the school year. This reflects the grade level at the end of the school year.

Grade	16-17	17-18	18-19	19-20
2nd	0	3	7	12
3rd	20	21	22	6
4th	22	25	17	17
5th	18	13	27	8
6th	22	17	19	14
7th	4	12	10	3
8th	5	15	6	0
9th	10	15	11	0
10th	15	13	8	1
11th	5	4	6	1
12th	1	4	6	1
Total	122 (0.55%)	142 (0.61%)	139 (0.58%)	63(0.04)

NISD reclassifies about 0.5% of LEP students each year.

Research Questions:

- To what extent are English learners acquiring skills in the four language domains (listening, speaking, reading, and writing) that are at the pace consistent with EL expectations and as compared with EL students at comparable ages and initial English language proficiency? (How do we measure the four domains?)
- How well are English Learners performing on STAAR/EOC and TELPAS assessments over time?
- To what extent are EL students and monitored students exiting NISD with college, career, and military readiness?

To what extent are English learners acquiring skills in the four language domains (listening, speaking, reading, and writing) that are at the pace consistent with EL expectations and as compared with EL students at comparable ages and initial English language proficiency? (How do we measure the four domains?)

The one consistent measurement Northwest ISD uses to measure each of the four English language proficiency domains is the TELPAS. However, March 16, 2020, Texas schools moved to online learning due to the COVID 19 pandemic. As a result, TELPAS testing was interrupted. Northwest was only able to test 416 students, and none were in the Bilingual one-way program. In 2020, the 440 students performed well in the listening and reading domains as demonstrated by the Advanced and Advanced High percentages. Only 143 students completed the writing portion of the TELPAS in 2020.

		Beginning	Intermediate	Advanced	Advanced High
Bilingual one-way	Listening	NA	NA	NA	NA
	Speaking	NA	NA	NA	NA
	Reading	NA	NA	NA	NA
	Writing	NA	NA	NA	NA
	Composite	NA	NA	NA	NA
ESL	Listening	2.6%	14.4%	33.4%	49.5%
	Speaking	13.9%	30.5%	35.3%	17.3%
	Reading	9.3%	26.1%	25.5%	33.2%
	Writing	0.5%	3.0%	8.9%	20.2%
	Composite	NA	NA	NA	NA

How well are English Learners performing on STAAR/EOC and TELPAS assessments over time?

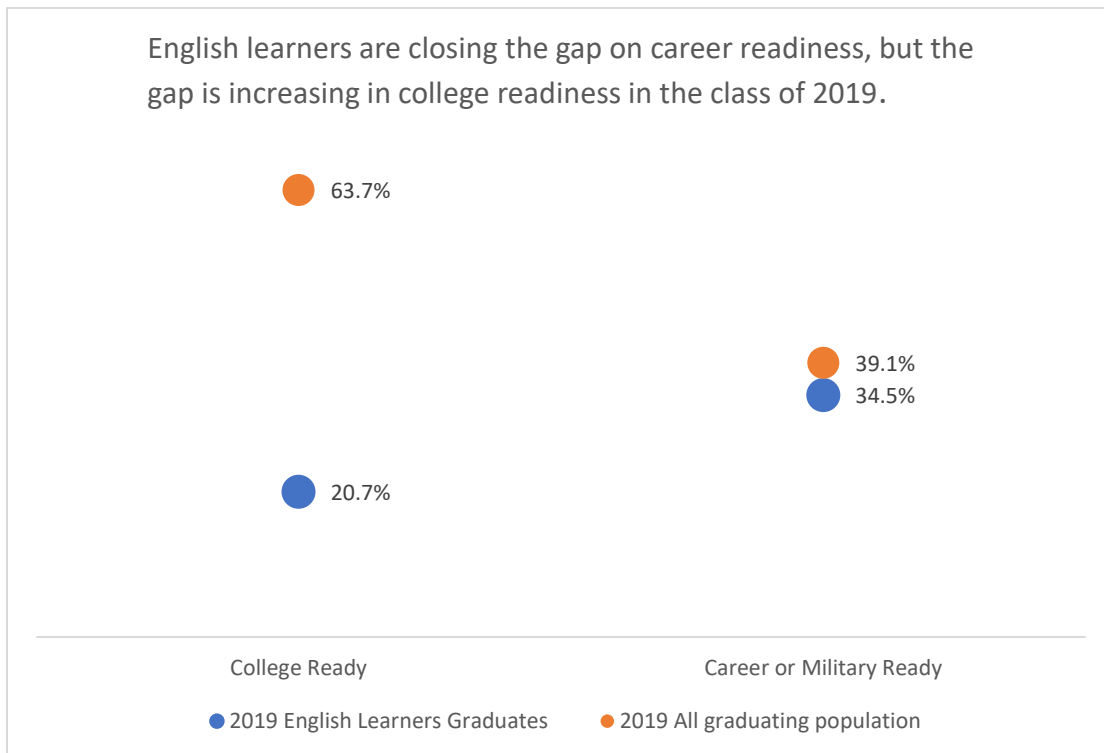
March 16, 2020, Texas schools moved to online learning due to the COVID 19 pandemic. As a result, students did not take STAAR or STAAR/EOC tests.

How well are English Learners performing on Early Reading compared to their same grade peers?

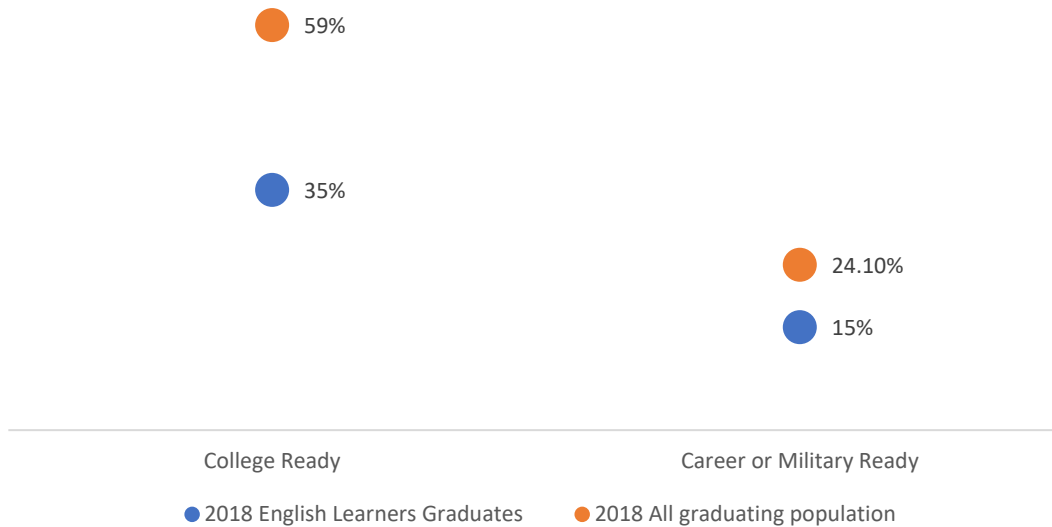
Due to the COVID 19 closures beginning March 16, 2020, campuses were not able to DRA test elementary students.

To what extent are EL students and monitored students exiting NISD with college, career, and military readiness?

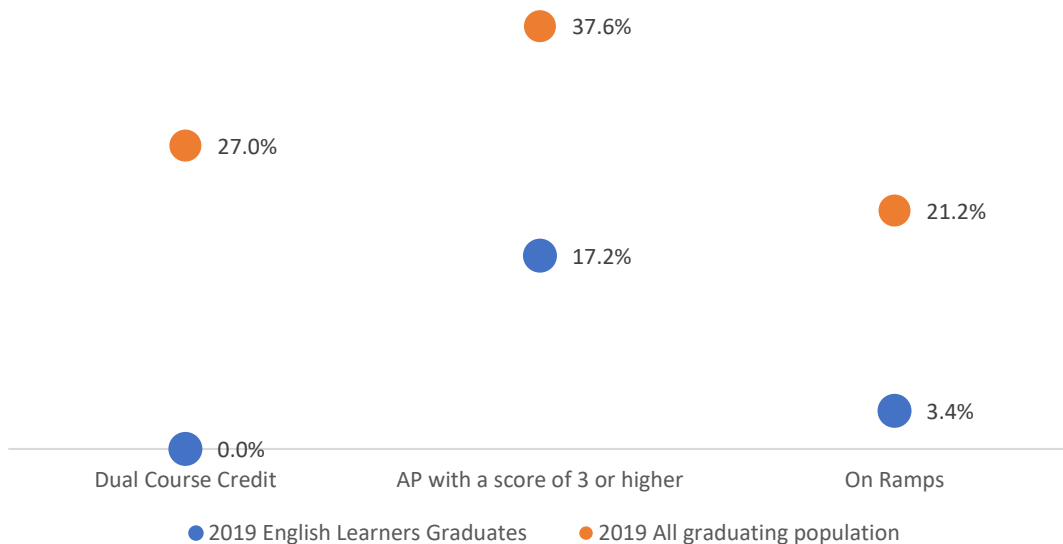
There is a gap between English learners and the general population in all indicators of college, career, and military readiness. Due to the new tracking of CCMR indicators, TEA only provides one consistently measured year of TSI data. Future data should provide additional insight into the patterns of this gap.



Lower percentages of both general education students and English learners were career ready in 2018, but more English learners were college ready than in 2019.



Large gaps exist for 2019 English learner graduates in dual credit, advanced placement, and On Ramps coursework.



Conclusions:

English language proficiency development in Northwest ISD is in compliance with state and federal laws and guidelines. The program is growing in number of students being served. It also

encompasses a higher percentage of Northwest ISD students, growing from to 6.%. Due to the quarter 4 COVID 19 Texas school move to online learning, there are not enough data to make claims on student academic growth.