



**NORTHWEST INDEPENDENT
SCHOOL DISTRICT**

English Learner Program Evaluation

2019

Acknowledgements:

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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:

- Contract with translation services to ensure that campus and district communication is delivered in multiple languages. Vietnamese, French, Arabic, and Hindi speaking populations are growing at a rate that indicates a need for professional home language communication. Current supports include using google, translation through NISD communication platform, Spanish speaking staff, and case-by-case one time contract services.
- 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 2020 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 2020 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 2020 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 2020 program evaluation, evaluate exited student performance on STAAR, STAAR EOC, SAT, PSAT, and on track to graduate high school status.
- In the 2020 program evaluation, evaluate high school English learners in relation to being on track to graduate.
- Consider identifying an additional measurement tool or process to measure growth of listening, speaking, reading, and writing. TELPAS gives great data compared to the state expectations, but it would be beneficial to have a clearly identified process to progress monitor domain acquisition throughout the year.
- Consider conducting a needs analysis of why English learners are demonstrating a gap in CCMR achievement.
- Consider defining a goal for how to embed ELL strategies in content area PD.
- In the 2020 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.

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.

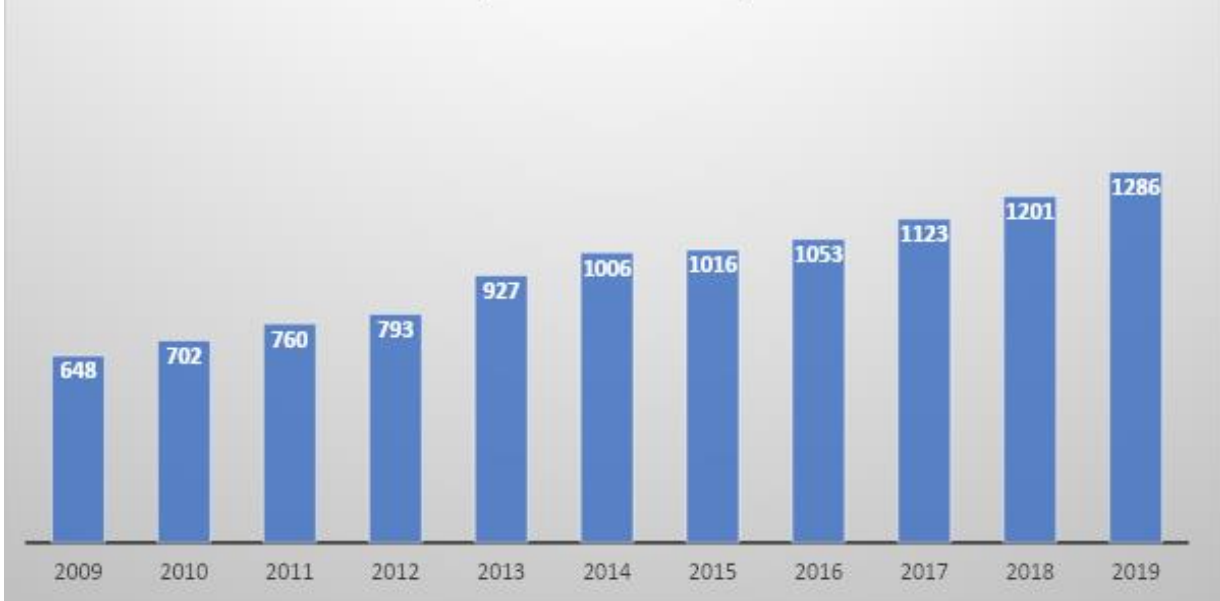
Table 1:

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

Background:

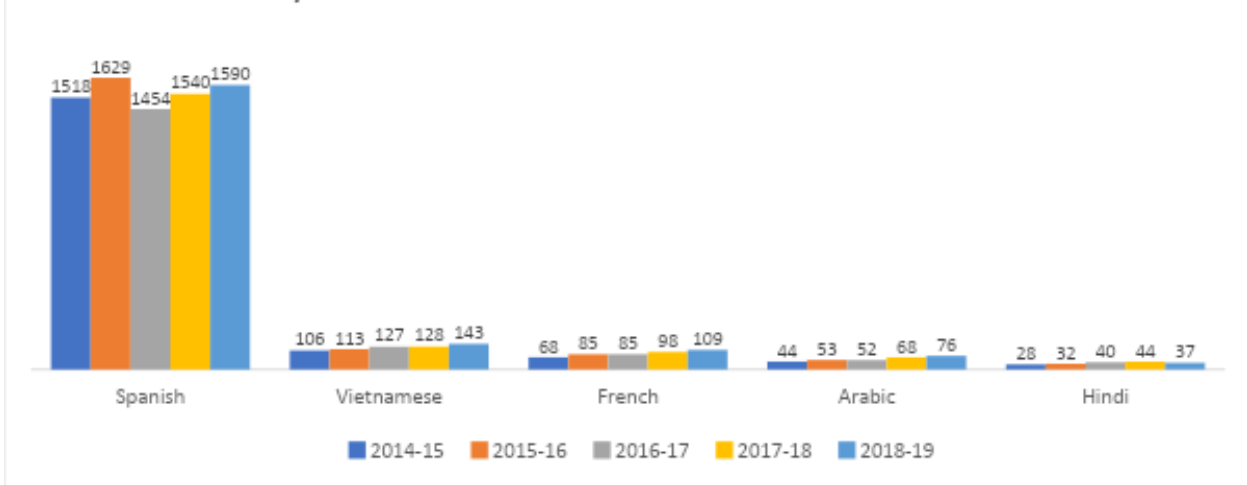
According to the National Center for Education Statistics (2016), in 2014 approximately 9.3% of public-school students in the United States were identified as participating in programs for English Language Learners. This is an increase of 0.5% from 2004. However, the population of public-school students participating in programs for English Language Learners in Texas from 2004 to 2014 remained consistent at 15.4% and 15.5% respectively. As of the 2018-19 school year, 5.3% of students in Northwest Independent School District were identified for ESL/BIL services. Northwest ISD mirrors the state of Texas in consistency of percentage of population, as the percentage of ESL/BIL students was a very close 5% in 2009. Caution should be exercised when considering the stagnant percentages, as around 5.3% of the population in 2019 represents 1286 students, while it represents 648 students in 2009. The total number of students served in NISD almost doubled in ten years.

The number of students served through English Learning services has steadily increased each year.



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 2017. Currently, school to home communication is limited to English and Spanish. Campuses with student home languages of Vietnamese, French, Arabic, and Hindi would benefit by providing documents and campus to home communication in these languages.

While Spanish speaking English learners are the majority, there was a 12% increase in Vietnamese, French, and Arabic native speakers from the 17-18 to the 18-19 school year.



Student demographic data reveal English Language students are more likely to be students of color, eligible for 504 accommodations, and economically disadvantaged and less likely to be served in GATES, Special Education, and CTE than the district average.

		Percent of English Language Learner Population	Percent of Total NISD students
<i>Race/Ethnicity</i>	African American/Black	8	10
	Asian	20	5
	Hispanic	65	22
	Indian	1	0.8
	White	6	61

		Percent of English Language Learner Population	Percent of Total NISD students
<i>Additional services</i>	Gifted and Talented	2	11
	Special Education	5	12
	504	14	11
	CTE	14	18

Economically Disadvantaged	55	22
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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.

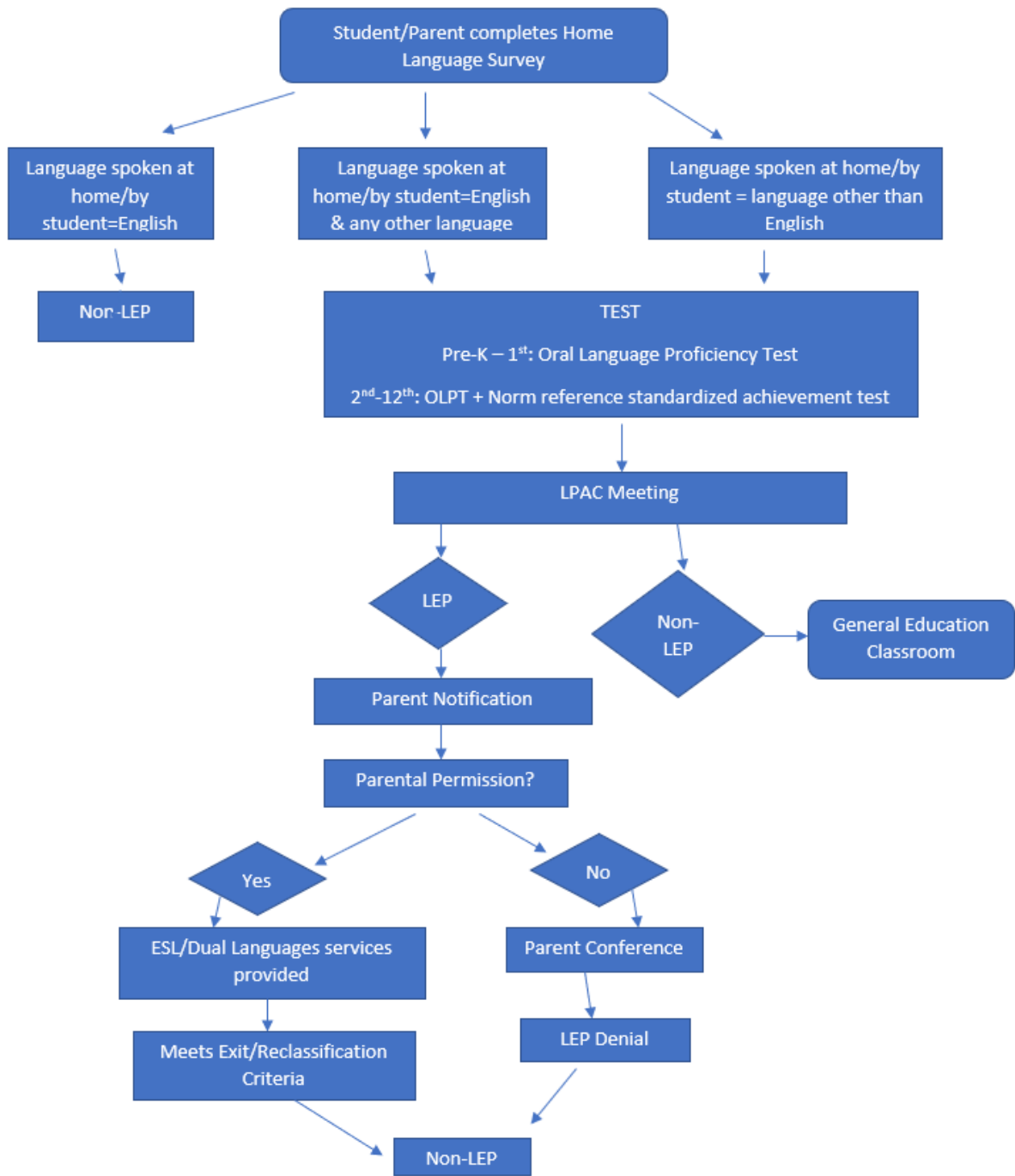
As of 2019, no grade level has reached the 20 or more English language learners criteria required for a waiver or program adoption.

	Kindergarten	1 st grade	2 nd grade	3 rd grade	4 th grade	5 th grade
Vietnamese	8	10	9	12	10	9
French	9	8	9	11	4	9
Arabic	12	6	11	8	5	10

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

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 ESL teachers given the resources and support in the skill and knowledge development to best meet the needs of English learners?
- To what extent are content teachers that serve English learners given the resources and support in the skill and knowledge development to best meet the needs of English learners?
- 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. In 2019, students performed well in the listening and speaking domains as demonstrated by the Advanced and Advanced High percentages. More students in the Bilingual delivery model scored at Intermediate or Beginning in reading and writing.

		Beginning	Intermediate	Advanced	Advanced High
Bilingual one-way	Listening	5.8%	30.6%	28.9%	34.7%
	Speaking	11.6%	25.6%	37.2%	25.6%
	Reading	30.6%	28.9%	19.0%	21.5%
	Writing	29.8%	32.2%	23.1%	14.9%
	Composite	19.8%	23.1%	28.1%	19.0%
ESL	Listening	4.2%	19.5%	40%	35.9%
	Speaking	11.8%	29.1%	37.9%	20.8%
	Reading	9.6%	29.1%	29.8%	31.1%
	Writing	5.6%	24.1%	38.3%	31.4%
	Composite	2.6%	25.8%	44.5%	26.4%

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

Students who participate in the Bilingual program are outperforming, in most cases, students who participate in the ESL program. Additionally, Students who have exited the English Language program are showing higher achievement on State exams in grades 3 through exit levels.

2019 Reading STAAR

	LEP (All)	ESL	Bilingual	M1	M2	M3	M4	LEP (All)	ESL	Bilingual	M1	M2	M3	M4	LEP (All)	ESL	Bilingual	M1	M2	M3	M4
2019	Approaches							Meets							Masters						
3rd	69	67	85	100	n/a	n/a	n/a	31	31	31	62	n/a	n/a	n/a	20	19	31	43	n/a	n/a	n/a
4th	55	50	95	100	100	n/a	n/a	17	16	45	75	79	n/a	n/a	5	3	25	44	58	n/a	n/a
5th	71	71	87	100	95	100	n/a	37	33	64	81	75	83	n/a	15	14	50	48	50	61	n/a
6th	44	43	n/a	77	100	100	94	15	14	n/a	41	43	73	69	2	2	n/a	18	7	41	38
7th	59	59	n/a	90	80	87	100	18	18	n/a	40	53	67	79	7	7	n/a	30	27	47	53
8th	58	58	n/a	100	94	90	100	25	25	n/a	67	69	52	62	4	4	n/a	33	19	29	38
2018																					
3rd	57	52	90	100	n/a	n/a	n/a	19	19	38	76	n/a	n/a	n/a	9	7	4	11	n/a	n/a	n/a
4th	56	57	93	100	100	n/a	n/a	30	28	86	64	79	n/a	n/a	10	10	71	44	63	n/a	n/a
5th	82	82	100	100	100	n/a	n/a	29	28	69	75	95	n/a	n/a	10	10	54	42	47	n/a	n/a
6th	33	33	n/a	67	81	n/a	n/a	9	9	n/a	39	63	n/a	n/a	0	0	n/a	11	38	n/a	n/a
7th	42	42	n/a	64	77	n/a	n/a	14	14	n/a	55	50	n/a	n/a	5	5	n/a	9	19	n/a	n/a
8th	67	67	n/a	87	n/a	n/a	n/a	15	14	n/a	47	n/a	n/a	n/a	3	2	n/a	27	n/a	n/a	n/a
2017																					
3rd	62	63	93	100	n/a	n/a	n/a	30	29	86	90	n/a	n/a	n/a	18	18	71	81	n/a	n/a	n/a
4th	50	48	86	100	79	n/a	n/a	23	22	71	71	58	n/a	n/a	6	6	43	38	32	n/a	n/a
5th	66	64	89	94	100	n/a	n/a	17	15	44	69	81	n/a	n/a	4	4	31	44	48	n/a	n/a
6th	35	35	n/a	67	63	n/a	n/a	10	10	n/a	21	21	n/a	n/a	3	3	n/a	4	11	n/a	n/a
7th	54	54	n/a	n/a	91	n/a	n/a	15	15	n/a	n/a	55	n/a	n/a	4	4	n/a	n/a	18	n/a	n/a
8th	71	71	n/a	83	89	n/a	n/a	16	17	n/a	50	56	n/a	n/a	0	0	n/a	17	22	n/a	n/a

2019 Writing STAAR

	LEP (All)	ESL	Bilingual	M1	M2	M3	M4	LEP (All)	ESL	Bilingual	M1	M2	M3	M4	LEP (All)	ESL	Bilingual	M1	M2	M3	M4
2019	Approaches							Meets							Masters						
4th	46	42	82	100	95	n/a	n/a	17	15	45	50	89	n/a	n/a	2	2	9	25	37	n/a	n/a
7th	43	42	n/a	90	80	93	100	13	12	n/a	50	40	73	89	6	6	n/a	30	40	40	37
2018																					
4th	43	43	93	88	100	n/a	n/a	20	19	64	42	89	n/a	n/a	3	3	29	17	47	n/a	n/a
7th	34	34	n/a	64	69	n/a	n/a	14	14	n/a	36	42	n/a	n/a	7	7	n/a	9	15	n/a	n/a
2017																					
4th	39	36	86	86	89	n/a	n/a	8	9	36	38	58	n/a	n/a	0	0	7	10	5	n/a	n/a
7th	47	47	n/a	n/a	86	n/a	n/a	21	21	n/a	n/a	59	n/a	n/a	3	3	n/a	n/a	14	n/a	n/a

2019 English 1 EOC

	LEP (All)	ESL	M1	M2	M3	M4	LEP (All)	ESL	M1	M2	M3	M4	LEP (All)	ESL	M1	M2	M3	M4
2019	Approaches						Meets						Masters					
District	25	25	100	50	n/a	90	19	20	75	63	n/a	76	1	1	0	0	n/a	2
2018																		
District	31	31	50	67	n/a	n/a	20	20	27	0	n/a	n/a	0	0	13	0	n/a	n/a
2017																		
District	30	36	75	100	n/a	n/a	11	14	42	71	n/a	n/a	2	2	8	0	n/a	n/a

2019 English II EOC

	LEP (All)	ESL	M1	M2	M3	M4	LEP (All)	ESL	M1	M2	M3	M4	LEP (All)	ESL	M1	M2	M3	M4
2019	Approaches						Meets						Masters					
District	31	35	100	100	50	77	11	14	69	43	0	54	0	0	8	0	0	0
2018																		
District	38	35	100	60	n/a	n/a	9	9	46	38	n/a	n/a	0	0	8	0	n/a	n/a
2017																		
District	14	14	50	63	n/a	n/a	12	13	31	42	n/a	n/a	0	0	0	8	n/a	n/a

TELPAS scores for all English learners 2nd through 12th grades are captured below. The charts highlight the changes in scores from 2018 to 2019. There are four tested categories, which combine to create the Composite score for students. School districts earn EL Progress when students improve their Composite score by one level or more OR reach Advanced High status.

2019 TELPAS was the first year the test was given online. Students wore headphones for the listening and speaking portions. This is one possible cause for any decrease in scores in listening and speaking.

There has been an overall drop in students reaching One Level Yearly Progress on TELPAS Composite scores from 2017 to 2019. Increasing in Composite scores by one level is how the state determines EL Progress on the STAAR Report cards.

	Listening															
	Beginning				Intermediate				Advanced				Advanced High			
	2017	2018	2019	Change	2017	2018	2019	Change	2017	2018	2019	Change	2017	2018	2019	Change
2nd	2%	3%	4%	➔ 2%	16%	28%	22%	↑ 6%	29%	29%	32%	➔ 3%	53%	40%	41%	↓ -12%
3rd	0%	2%	0%	➔ 0%	8%	15%	5%	➔ -3%	36%	33%	25%	↓ -11%	57%	50%	71%	↑ 14%
4th	1%	4%	8%	↑ 7%	7%	30%	34%	↑ 27%	26%	42%	43%	↑ 17%	66%	24%	15%	↓ -51%
5th	1%	1%	4%	➔ 3%	12%	19%	26%	↑ 14%	27%	49%	36%	↑ 9%	60%	31%	35%	↓ -25%
6th	3%	1%	3%	➔ 0%	6%	13%	14%	↑ 8%	37%	47%	45%	↑ 8%	54%	40%	38%	↓ -16%
7th	6%	2%	2%	➔ -4%	7%	18%	10%	➔ 3%	12%	37%	47%	↑ 35%	75%	43%	40%	↓ -35%
8th	0%	6%	4%	➔ 4%	4%	8%	11%	↑ 7%	19%	38%	42%	↑ 23%	77%	48%	44%	↓ -33%
9th	2%	0%	7%	↑ 5%	10%	27%	29%	↑ 19%	31%	41%	40%	↑ 9%	57%	32%	24%	↓ -33%
10th	0%	4%	9%	↑ 9%	13%	23%	23%	↑ 10%	23%	62%	59%	↑ 36%	65%	11%	9%	↓ -56%
11th	9%	5%	5%	➔ -4%	4%	14%	28%	↑ 24%	26%	32%	40%	↑ 14%	61%	49%	28%	↓ -33%
12th	0%	6%	8%	↑ 8%	22%	13%	32%	↑ 10%	22%	50%	36%	↑ 14%	56%	31%	24%	↓ -32%

	Speaking															
	Beginning				Intermediate				Advanced				Advanced High			
	2017	2018	2019	Change	2017	2018	2019	Change	2017	2018	2019	Change	2017	2018	2019	Change
2nd	4%	2%	8%	➔ 4%	21%	36%	42%	↑ 21%	27%	47%	34%	↑ 7%	48%	15%	16%	↓ -32%
3rd	0%	4%	3%	➔ 3%	12%	32%	23%	↑ 11%	34%	50%	47%	↑ 13%	54%	15%	27%	↓ -27%
4th	1%	3%	4%	➔ 3%	9%	13%	21%	↑ 12%	32%	67%	43%	↑ 11%	58%	18%	15%	↓ -43%
5th	4%	4%	7%	➔ 3%	7%	24%	17%	↑ 10%	29%	52%	36%	↑ 7%	60%	21%	40%	↓ -20%
6th	5%	7%	9%	➔ 4%	10%	24%	54%	↑ 44%	40%	61%	30%	↓ -10%	46%	8%	7%	↓ -39%
7th	7%	5%	7%	➔ 0%	7%	32%	39%	↑ 32%	14%	55%	52%	↑ 38%	71%	8%	2%	↓ -69%
8th	2%	13%	16%	↑ 14%	8%	37%	49%	↑ 41%	23%	42%	31%	↑ 8%	67%	8%	4%	↓ -63%
9th	8%	10%	41%	↑ 33%	10%	27%	26%	↑ 16%	31%	51%	30%	➔ -1%	51%	12%	3%	↓ -48%
10th	0%	19%	41%	↑ 41%	15%	26%	18%	➔ 3%	28%	51%	30%	➔ 2%	58%	4%	11%	↓ -47%
11th	4%	5%	16%	↑ 12%	13%	24%	21%	↑ 8%	30%	49%	42%	↑ 12%	52%	22%	21%	↓ -31%
12th	0%	6%	20%	↑ 20%	44%	13%	16%	↓ -28%	22%	63%	24%	➔ 2%	33%	19%	40%	↑ 7%

	Reading															
	Beginning				Intermediate				Advanced				Advanced High			
	2017	2018	2019	Change	2017	2018	2019	Change	2017	2018	2019	Change	2017	2018	2019	Change
2nd	21%	12%	20%	➔ -1%	34%	35%	41%	↑ 7%	15%	27%	22%	↑ 7%	60%	26%	17%	↓ -43%
3rd	13%	16%	7%	↓ -6%	25%	32%	26%	➔ 1%	28%	25%	26%	➔ -2%	34%	27%	42%	↑ 8%
4th	9%	5%	11%	➔ 2%	30%	31%	35%	➔ 5%	47%	38%	27%	↓ -20%	14%	26%	27%	↑ 13%
5th	11%	1%	7%	➔ -4%	17%	15%	24%	↑ 7%	46%	35%	28%	↓ -18%	27%	49%	41%	↑ 14%
6th	6%	9%	8%	➔ 2%	35%	30%	26%	↓ -9%	37%	39%	40%	➔ 3%	22%	23%	26%	➔ 4%
7th	7%	10%	8%	➔ 1%	26%	33%	24%	➔ -2%	33%	25%	33%	➔ 0%	33%	32%	34%	➔ 1%
8th	4%	11%	7%	➔ 3%	12%	30%	44%	↑ 32%	59%	27%	31%	↓ -28%	24%	32%	18%	↓ -6%
9th	8%	0%	16%	↑ 8%	26%	24%	17%	↓ -9%	44%	54%	40%	➔ -4%	22%	22%	27%	↑ 5%
10th	5%	9%	11%	↑ 6%	20%	30%	41%	↑ 21%	55%	48%	34%	↓ -21%	20%	13%	14%	↓ -6%
11th	4%	11%	2%	➔ -2%	13%	38%	37%	↑ 24%	39%	24%	21%	↓ -18%	43%	27%	40%	➔ -3%
12th	11%	6%	4%	↓ -7%	11%	31%	40%	↑ 29%	44%	44%	32%	↓ -12%	33%	19%	24%	↓ -9%

	Writing															
	Beginning				Intermediate				Advanced				Advanced High			
	2017	2018	2019	Change	2017	2018	2019	Change	2017	2018	2019	Change	2017	2018	2019	Change
2nd	4%	4%	10%	↑ 6%	36%	31%	34%	⇒ -2%	33%	40%	34%	⇒ 1%	27%	25%	22%	↓ -5%
3rd	2%	2%	4%	⇒ 2%	25%	32%	27%	⇒ 2%	37%	37%	34%	⇒ -3%	36%	30%	36%	⇒ 0%
4th	2%	4%	1%	⇒ -1%	19%	18%	30%	↑ 11%	46%	36%	42%	⇒ -4%	33%	42%	28%	⇒ -5%
5th	5%	1%	5%	⇒ 0%	20%	21%	14%	↓ -6%	38%	39%	36%	⇒ -2%	37%	40%	45%	↑ 8%
6th	6%	8%	4%	⇒ -2%	19%	20%	18%	⇒ -1%	46%	40%	49%	⇒ 3%	29%	33%	28%	⇒ -1%
7th	7%	8%	5%	⇒ -2%	12%	20%	22%	↑ 10%	23%	40%	43%	↑ 20%	58%	32%	31%	↓ -27%
8th	0%	6%	9%	↑ 9%	6%	14%	16%	↑ 10%	42%	31%	34%	↓ -8%	52%	49%	41%	↓ -11%
9th	10%	0%	7%	⇒ -3%	22%	10%	22%	⇒ 0%	31%	56%	43%	↑ 12%	37%	34%	27%	↓ -10%
10th	3%	4%	5%	⇒ 2%	20%	23%	23%	⇒ 3%	40%	43%	40%	⇒ 0%	38%	30%	33%	⇒ -5%
11th	4%	3%	2%	⇒ -2%	22%	22%	21%	⇒ -1%	22%	33%	42%	↑ 20%	52%	42%	35%	↓ -17%
12th	0%	0%	8%	↑ 8%	33%	25%	8%	↓ -25%	33%	34%	44%	↑ 11%	33%	44%	40%	↑ 7%

	Composite															
	Beginning				Intermediate				Advanced				Advanced High			
	2017	2018	2019	Change	2017	2018	2019	Change	2017	2018	2019	Change	2017	2018	2019	Change
2nd	4%	1%	2%	⇒ -2%	36%	32%	40%	⇒ 4%	27%	42%	43%	↑ 16%	32%	25%	15%	↓ -17%
3rd	1%	2%	0%	⇒ -1%	25%	29%	15%	↓ -10%	29%	43%	46%	↑ 17%	45%	27%	39%	↓ -6%
4th	2%	3%	1%	⇒ -1%	14%	16%	30%	↑ 16%	56%	53%	44%	↓ -12%	28%	28%	25%	⇒ -3%
5th	4%	0%	2%	⇒ -2%	18%	10%	20%	⇒ 2%	39%	57%	37%	⇒ -2%	39%	33%	41%	⇒ 2%
6th	5%	2%	3%	⇒ -2%	17%	20%	21%	⇒ 4%	51%	60%	60%	↑ 9%	27%	17%	16%	↓ -11%
7th	6%	2%	1%	⇒ -5%	12%	20%	20%	↑ 8%	28%	47%	62%	↑ 34%	55%	32%	17%	↓ -38%
8th	2%	3%	4%	⇒ 2%	4%	23%	24%	↑ 20%	42%	46%	53%	↑ 11%	52%	28%	20%	↓ -32%
9th	6%	0%	6%	⇒ 0%	10%	20%	40%	↑ 30%	52%	56%	36%	↓ -16%	31%	24%	18%	↓ -13%
10th	3%	2%	7%	⇒ 4%	10%	33%	47%	↑ 37%	50%	55%	35%	↓ -15%	38%	15%	12%	↓ -26%
11th	4%	3%	0%	⇒ -4%	9%	8%	30%	↑ 21%	30%	56%	44%	↑ 14%	57%	33%	26%	↓ -31%
12th	0%	6%	4%	⇒ 4%	22%	13%	24%	⇒ 2%	33%	56%	36%	⇒ 3%	44%	25%	36%	↓ -8%

STAAR and STAAR EOC are another measure to consider when evaluating the progress of LEP students in Northwest ISD. Year over year, gaps between all students and LEP students should be closing. This is happening in some grades, but not all. In Elementary grades, the gap is widening in 4th and 5th grade reading and math. However, 3rd grade is closing the gap in both reading and math.

STAAR Reading Outcomes							
		3rd LEP	3rd All	4th LEP	4th All	5th LEP	5th All
2019	Approaches	74	83	66	83	83	91
	Meets	41	56	34	54	54	66
	Masters	26	38	16	29	30	41
2018	Approaches	64	85	75	82	90	92
	Meets	30	56	47	54	54	66
	Masters	16	36	27	27	24	34

STAAR Math							
		3rd LEP	3rd All	4th LEP	4th All	5th LEP	5th All
2019	Approaches	73	83	71	80	89	94
	Meets	45	54	45	56	59	70
	Masters	23	29	29	38	38	50
2018	Approaches	61	82	71	83	93	95
	Meets	33	54	49	56	56	66
	Masters	14	27	29	32	30	36

In middle and high school, 8th, ELA I, and ELA II are closing the gaps in reading and English Language Arts, while the gap increased in 6th and 7th grade reading.

STAAR Reading							
		6th LEP	6th All	7th LEP	7th All	8th LEP	8th All
2019	Approaches	69	80	74	87	81	92
	Meets	36	48	37	62	44	70
	Masters	15	24	21	41	17	39
2018	Approaches	70	79	76	86	79	92
	Meets	44	49	40	66	37	64
	Masters	22	25	19	44	16	38

EOC ELA					
		ELA I LEP	ELA I All	ELA II LEP	ELA II All
2019	Approaches				
	Meets	61	83	53	83
	Masters	41	70	30	69
	Approaches	2	23	1	13
2018	Meets	56	80	44	83
	Masters	31	63	23	67
	Approaches	3	14	2	11

In middle and high school math and Algebra I STAAR/EOC results, 6th, 8th, and Algebra I are all closing the gaps, while in 7th grade the gaps are increasing. 7th grade math STAAR is only taken by on level math students. Students in 7th grade that are taking an accelerated path in math are taking the 8th grade math STAAR.

STAAR Math									
		6th LEP	6th All	7th LEP	7th All	8th LEP	8th All	Alg I LEP	Alg I All
2019	Approaches	85	91	60	78	90	94	90	94
	Meets	59	64	23	35	57	70	66	78
	Masters	32	34	3	5	19	39	39	55
2018	Approaches	79	89	65	75	85	92	88	92
	Meets	50	61	25	34	41	64	47	69
	Masters	24	27	4	8	8	38	26	45

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

Overall performance is inconsistent year to year: Kindergarten EL students outperformed their same grade peers on End of Year DRA Reading Assessment; however the opposite was true in Fifth grade.

2018-2019	Student Groups	2018 Total Students	2019 Total Students	2018 Ind Text Level	2019 Ind Text Level	2018 Percentage On/Above Level	2019 Percentage On/Above Level	EOY 18 to EOY 19 Difference
Kindergatren	ALL	1690	1777	8.85	8.23	88	85	-3
	LEP	118	135	9.97	6.36	67	72	5
First Grade	ALL	1724	1812	21.1	20.47	83	80	-3
	LEP	149	132	17.75	17.3	68	67	-1
Second Grade	ALL	1708	1817	31.9	31.21	84	81	-3
	LEP	145	154	27.97	26.07	68	60	-8
Third Grade	ALL	1799	1782	39	38.76	82	81	-1
	LEP	131	130	32.35	34.92	52	60	8
Fourth Grade	ALL	1812	1872	47.7	46.63	87	85.68	-1
	LEP	118	125	40.59	39.71	60	68	8
Fifth Grade	ALL	1851	1893	56	56.41	90	87.64	-2
	LEP	103	108	50.84	46.8	77	63	-14

This also should include PSAT and SAT data of each group. Build a data visual of the subscales of strengths and weaknesses. Possibly dumbbell charts.

To what extent are ESL teachers given the resources and support in the skill and knowledge development to best meet the needs of English learners?

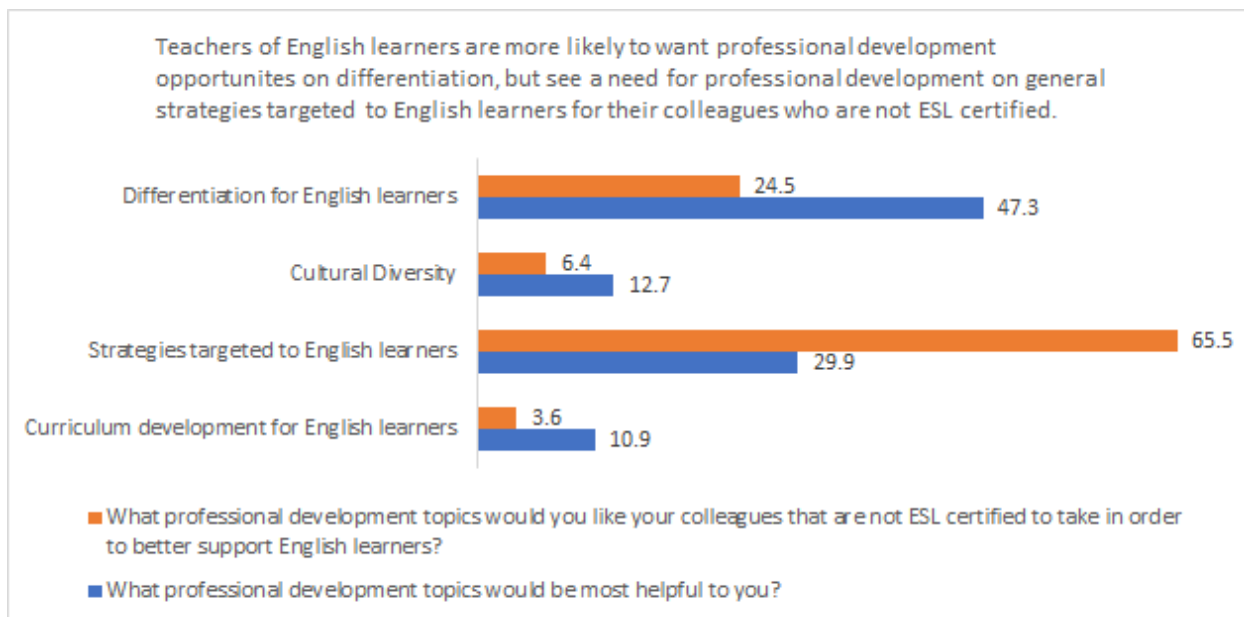
May 2019, 110 English Learner support teachers pre-kindergarten to high school and 97 English Learner students answered a survey on perceptions of services and service delivery to English Learners. Add survey results here. 55% of the student respondents were in elementary school. 60% of the teacher respondents teach in an elementary school setting. 80% of the teacher respondents reported teaching experience of 3-20 years. 80% of the teacher respondents also reported being ESL certified for 3-20 years. Survey questions are located in Appendixes C & D.

The first portion of the teacher survey featured transparent questions related to current professional development beliefs and practices. This question in this section asked the respondents to agree or disagree with belief statements of needs for professional development and reflect on their engagement and needs of professional development. The majority of teacher respondents reported a need for certification and ongoing professional development for teachers of English learners, while a majority did not see a need for university courses in second language acquisition prior to teaching English learners.

Belief Statement	Percent "Yes"	Percent "No"	Percent "Not familiar with the term"
I believe it is important for teachers of English learners to be ESL certified.	91.8%	8.2%	0%
I believe that it is important for teachers of English learners to be SIOP trained.	50.9%	13.6%	35.5%
I believe that it is important for teachers of English learners to participate in yearly professional development on topics specifically related to teaching English learners.	90.0%	10.0%	0%
I believe that it is important for teachers of English learners to complete university coursework in second language acquisition prior to teaching English learners.	40.0%	59.1%	0.9%
I believe that it is important for teachers of English learners that are not ESL certified to attend professional development on English learner strategies.	99.1%	0.9%	0.0%

Engagement in professional development question	Very Engaged	Engaged	Not Very Engaged
How engaged do you feel in professional development presented by the district?	12.7%	70.0%	17.3%
How engaged do you feel in professional development presented by presenters from outside the district?	22.7%	61.8%	15.5%

Teacher respondents also provided feedback on what types of professional development they believe they need and what type they believe their colleagues without an ESL certification would need to better serve students. Teacher respondents were limited in their choice options to one of four preselected professional development themes. The respondents valued strategy oriented professional development: strategies targeted to English learners and differentiation for English learners. Fewer chose cultural diversity and curriculum development. The limitation to this finding is the survey only allowed for one choice. The researcher would exercise caution on building an assumption these respondents did not value cultural diversity or curriculum development professional development. The key finding is these teachers valued strategy oriented professional development at this point in time.



Note: The findings are the percentage of respondent answers.

In the 2017-18 and 2018-19 school years, the English Learner program supported English Learner and Bilingual teachers with 18 professional development activities. Five professional development opportunities are required: three are specific to Language Proficiency Assessment Committee (LPAC) and two are specific to required assessments, Texas English Language Proficiency Assessment System (TELPAS) and LAS. The LPAC required trainings are 18 hours of professional development hours, TELPAS is a required 1.5 hours, and LAS is a required 6 hours. Nine professional development opportunities are offered at Engage and open to all teachers and administrators in the district. One offering is intended for teachers who are teaching the bilingual program. Three professional development opportunities are optional and featured ESL certification, SIOP, and the Seven Steps to a Language Rich and Interactive Classroom.

To what extent are content teachers that serve English learners given the resources and support in the skill and knowledge development to best meet the needs of English learners?

Of the 110 teacher respondents, 105 reported having roles that were specific to teaching content to students. These teachers were asked to answer open ended questions to provide feedback on their perceived needs for professional development. The results are themed here with top answers featured. Almost one third of the respondents consistently did not offer suggestions or ideas related to the question asked. Overall, the respondents were very positive.

What professional development have you attended in the last two years was most helpful to your teaching practices?

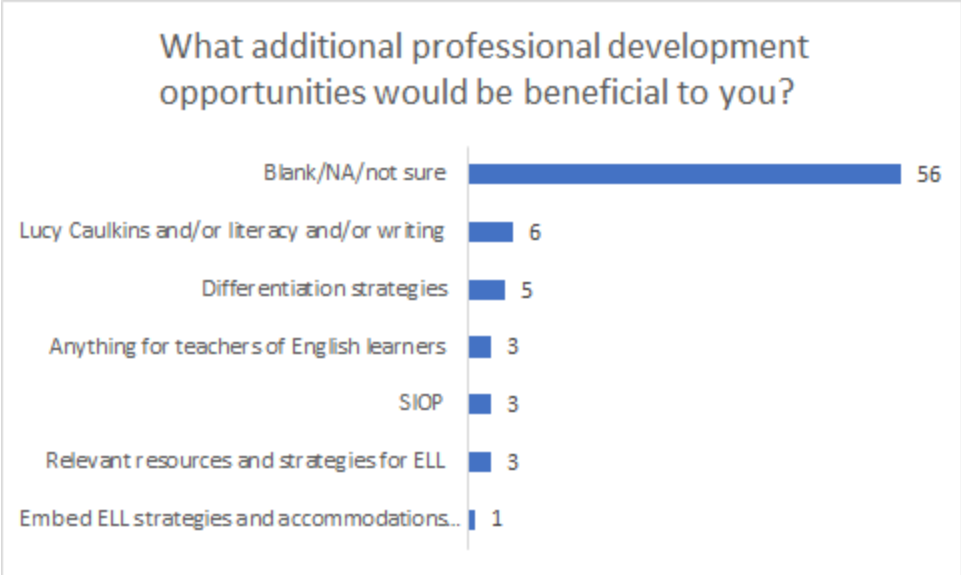


What would encourage people to attend more professional development on teaching English learners?



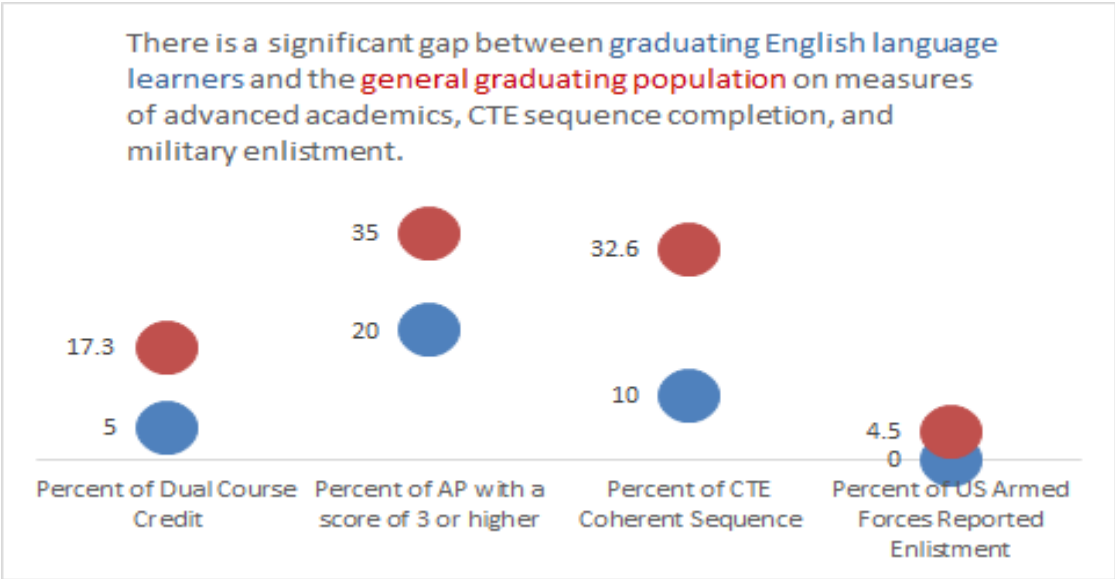
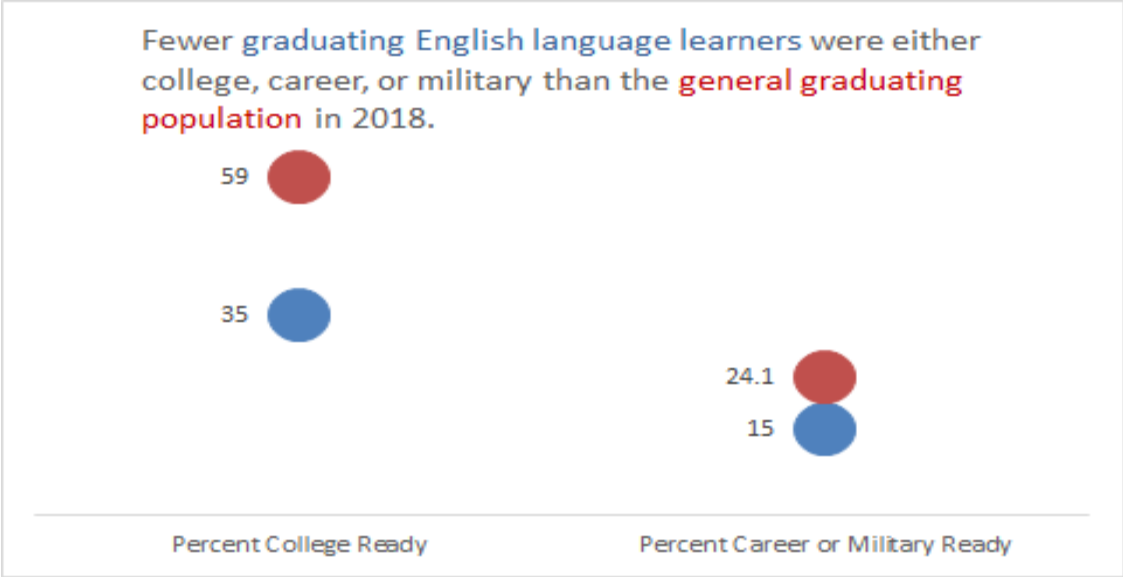
What barriers prevent people from attending more professional development on teaching English learners?





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.



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, but the overall percentage of students is stagnant. Students are experiencing mixed successes. English learners are performing better in objective measures of mathematics than English Language Arts. There is a wide gap on college and career readiness outcomes measures. Further research should be conducted to investigate the needs students have to better address these concerns. The majority of teachers reported being engaged to very engaged in professional development offered by the district, but identified a need for colleagues to have some level of professional development in English learner strategies.