

Language Programming

Required Services, Second Language
Proficiency, Biliteracy and Bilingualism
2024-2025



April is Multilingual Learner Advocacy Month

**amplify,
elevate,
celebrate,
advocate**



FWISD

**DUAL
LANGUAGE**

**LENGUAJE
DUAL**

The Power of Two

El Poder de Dos

- The Power of Two.

Workshop Outcomes

- Understand federal and state language required services
 - Processes and criteria for student identification and EB reclassification
- Anchor language programming on current FWISD Emergent Bilingual (EB) demographics
- Name district goals based on EB student needs and data
- Internalize language instructional models and designs
 - Dual Language
 - Elementary and Secondary language supports

State Requirements

§89.1201. Policy.

It is the policy of the state that every student in the state who has a primary language other than English and who is identified as an emergent bilingual student **shall** be provided a full opportunity to participate in a **bilingual education** or **English as a second language (ESL) program**, as required in Texas Education Code (TEC), Chapter 29, Subchapter B.

Home Language Survey

1. Which languages are used at home?
1. Which languages are used by the child at home?
1. If the child had a previous home setting, which languages were used? If there was no previous home setting, answer Not Applicable (N/A).

Who We Serve: Fall 2023 PEIMS Snapshot

Program	Level	Total Number	Percent of <u>Total District Enrollment</u>
Total Emergent Bilingual	Elementary, Middle and High School	29,906	41%
Bilingual Program Participants	Elementary and World Languages Secondary	10,178	14%
ESL Program Participants	Elementary, Middle and High School	13,285	19%
Total Languages Represented	Prek-12	119*	

Home Language Survey Counts

Focus (student information system) as of 2/27/24 (119 FWISD Languages)



Home Language	Student Count
Spanish	31,257
Swahili	521
Pashto (Pushto)	283
Farsi (Persian)	255
Arabic	219
Kinyarwanda	216
Dari	157
Burmese	132
Vietnamese	120
Other Languages	883

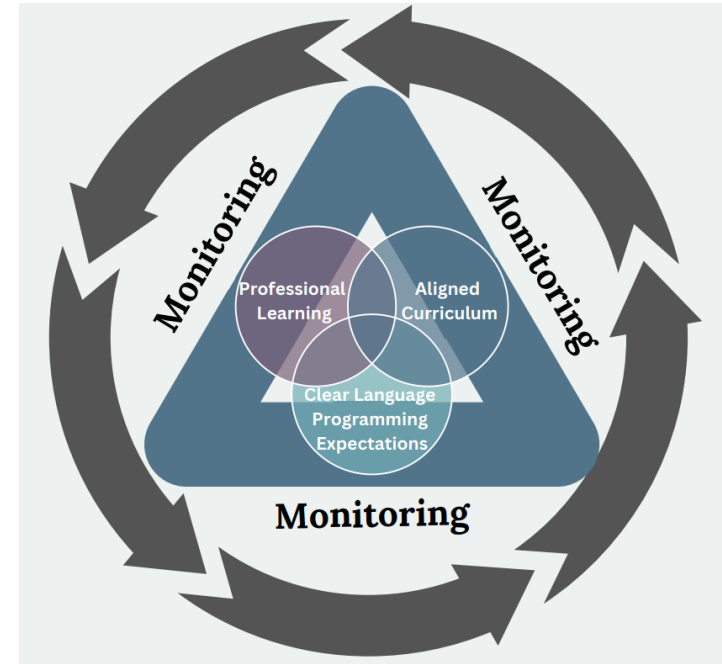
Emergent Bilingual Theory of Action

When we...

- provide **clarity** around our state-mandated language support program implementation expectations for Dual language and ESL,
- invest in **high quality professional learning** and **coaching** of teachers and administrators, and
- align **curriculum resources** and **district service center supports** with our identified student needs

Our EB students will...

- Reclassify in 5 years or less as English proficient, and graduate with their cohort college and/or career ready.



FWISD Emergent Bilingual Goals

- 1** **Decrease** the percent of **long-term** EB students by at least **5%** annually.
- 2** **Increase** the **Academic Achievement** of EB students by at least **5%** in **Math** and **Reading Language Arts** as measured by **STAAR/EOC** annually.
- 3** **Increase** the percent of EB students **rated IMPROVED** on **TELPAS** by at least **5%** or more and **decrease** the percent of students who **regress on TELPAS** by at least **5%** annually.

Where are We Now?



- 80% of Secondary EB students in FWISD are long-term
- Reading - 28%
- Math - 23%
- 27% EB students rated *IMPROVED* on TELPAS
- 20% EB students Regressed on TELPAS
- Reclassification Rate <1%

FWISD Language Instructional Programming Overview

Program	Level	Model(s)
Dual Language (DL)	Elementary	<ul style="list-style-type: none"> • One-Way Dual Language • Two-Way Dual Language
English as a Second Language (ESL)	Elementary	<p style="text-align: center;">Structured English</p> <p>Tier 1 Support: Classroom Teachers</p> <p>Tier 2 Support: Structured English Teachers</p>
English as a Second Language (ESL)	Secondary	<p style="text-align: center;">Structured English</p> <p>Tier 1 Support: Classroom Teachers</p> <p>Tier 2 Support: Secondary Language Centers</p> <p>Tier 3 Support:</p> <ul style="list-style-type: none"> • International Newcomer Academy (INA) • Success High School

Dual Language Program Overview

Program Goal:

The goal of the Elementary Dual Language program is for students to become ***balanced*** bilinguals, demonstrate grade level academic achievement, and sociocultural competence. Emergent Bilinguals in Dual Language are expected to **meet reclassification criteria within 5 to 7 years.**

Students Served:

One-Way Dual Language

All students are coded as “Emergent bilingual”

Two-Way Dual Language

“Emergent Bilingual” students learn alongside “opt-in” students

Instructional Delivery:

Simultaneous Biliteracy (80/20)

Two-Way Dual Language Opportunities

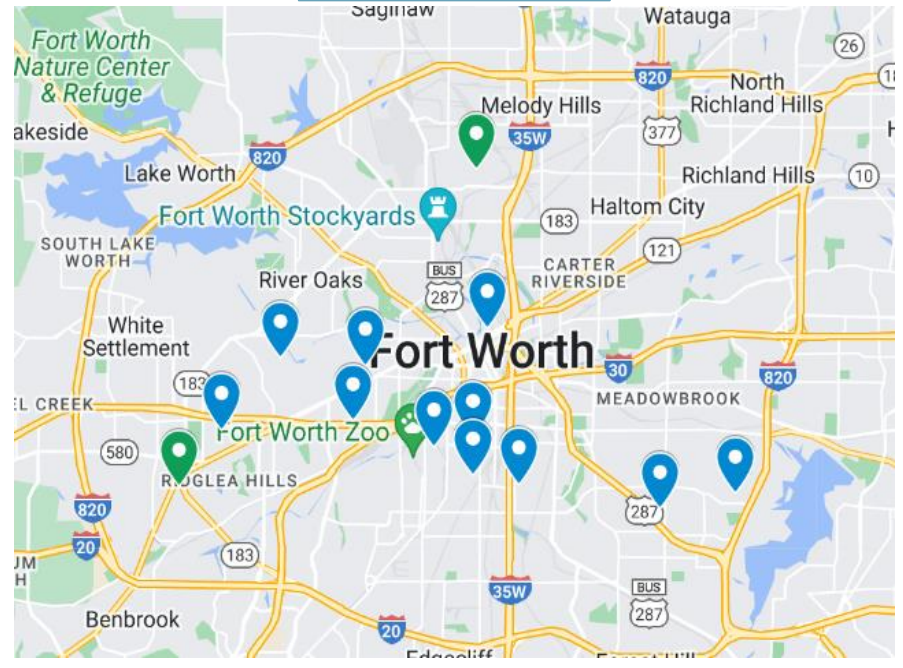


24-25 additions

2023-2024



2024-2025

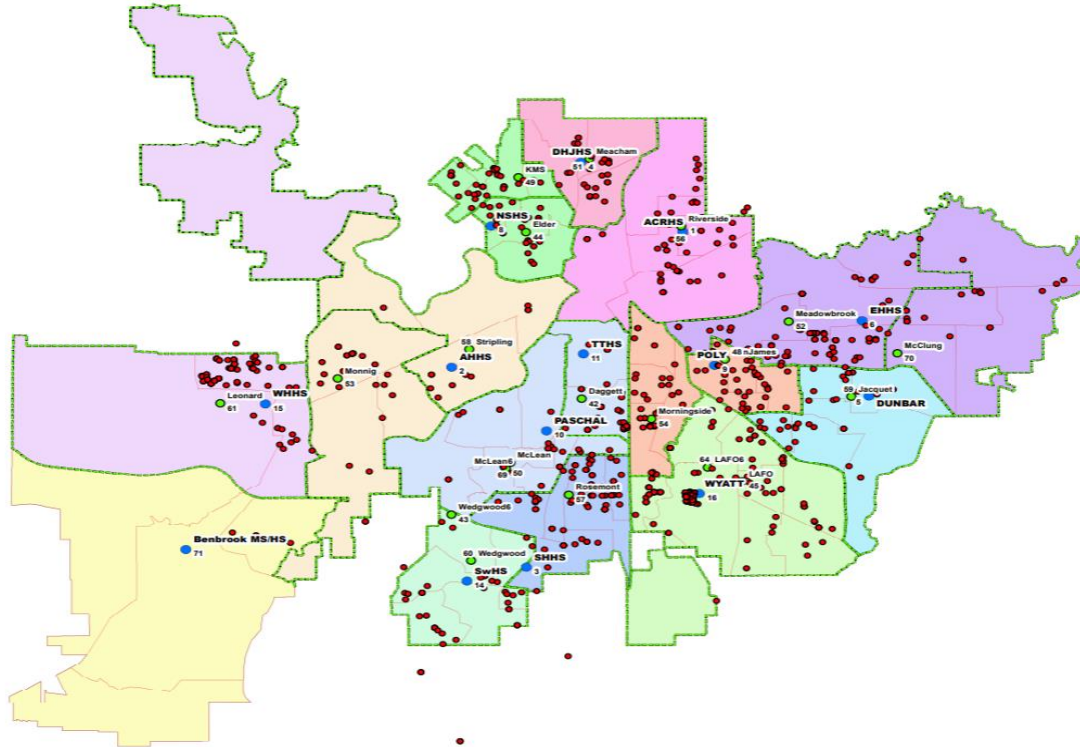


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Newcomers in FWISD 2023-2024

(Source: ARC Map)



Elementary Structured English Overview

Program Goal:

The goal of the Elementary English as a Second Language (ESL) program is to provide focused language support as students master grade-level content.

Tier	Students served:	Instructional Delivery and Model:
Tier 1	Students who qualify for ESL	<ul style="list-style-type: none">• Supported by the grade level teacher who holds an ESL Certification• Content based language instruction
Tier 2	2nd-5th grade asylees/refugees and unschooled asylees and unschooled refugees who have been in the country 0-2 years and have interrupted formal education.	<ul style="list-style-type: none">• Supported by a Structured English Teacher• 75% small group pull-out instruction and 25% co-teaching

Elementary Structured English Support



24-25 additions

2023-2024



2024-2025



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Secondary Newcomer Support

Program Goal:

The goal of the Newcomer support centers is designed to provide Refugee, Unschooling Refugee, Asylees, Unschooling Asylees, and students with limited or interrupted formal education (SLIFE) with intensive English development.

Student Placement Criteria:

Student's LAS Links scale score **at or below 450** or Level 1 (Beginning) in speaking and/or writing

International Newcomer Academy (INA)

6th to 9th* grade

**enrollment during fall semester*

Success High School

9th* to 12th grade

**enrollment during spring semester*

Secondary Language Centers

Program Goal:

The goal of the Language Centers (LC) are designed to support English development toward proficiency in listening, speaking, reading, and writing to students within their first 3 years in U.S. schools.

Criteria:

More than 20 EB Students classified as Newcomer (0-3 years in US schools)
Geographic location to students in need of specialized linguistic support.



Middle School: EB students comprise more than $\frac{1}{3}$ of the total campus population

High School: EB students comprise more than $\frac{1}{4}$ of the total campus population

Instructional Delivery:

45 - 90 minute Reading Language Arts block
Curriculum alignment with supplemental resources embedded into district provided curriculum

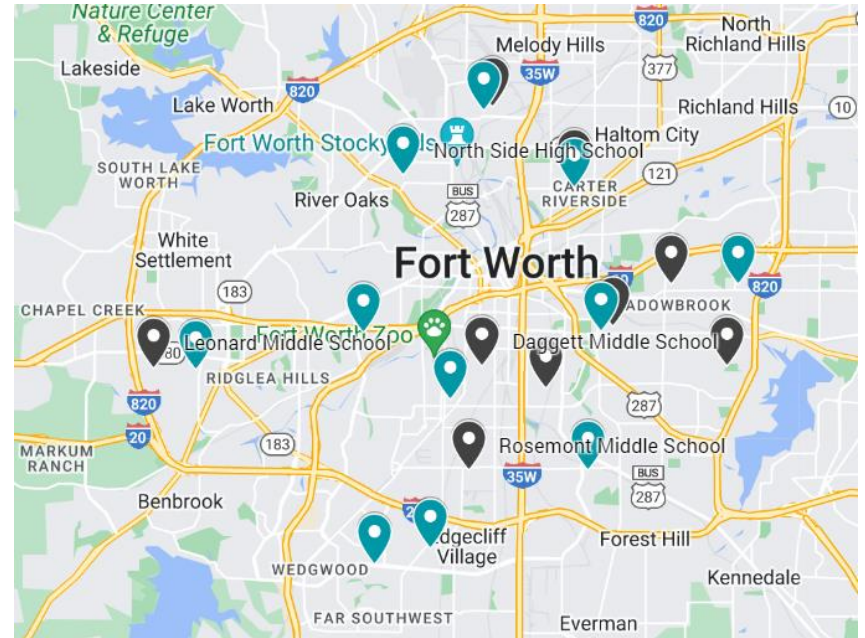
Secondary Language Centers

-  middle schools
-  high schools

2023-2024



2024-2025



EB Student Reclassification Criteria

At the end of the school year, an EB student may reclassify as English proficient, if student meets reclassification criteria.

Texas English Language Proficiency Assessment System
(TELPAS)

1. Score a composite score of Advanced High on TELPAS
2. Pass their grade-appropriate reading English STAAR assessment
3. Submit a teacher subjective evaluation

What Principals are Saying...

“Structuring the language support to meet the needs where they are is a great starting point for students to thrive.”

“We are using TELPAS data like never before to ensure that our students grow each year.”

“The clarity of the program and rationale for the structure add transparency and communicates the WHY.”

“I believe that encouraging biliteracy not only provides a competitive advantage in life but also challenges the mind in the most enriching ways academically.”



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