

Maryland English Learner Work Group: San Antonio ISD

Date: 11/9/21

Presenter: Dra. Olivia Hernández



Agenda

Introduction: Culture and Language Story

Community and Family Engagement

The Paradigm Shift

SAISD Dual Language and ESL Program Models

Student Performance

Partnerships

Next Steps

Introduction – Dra. Olivia Hernández

Bilingual, Biliterate, and Multicultural



Paradigm Shift Remedial ➔ Enrichment

San Antonio ISD Community Learning Exchange

Community Learning Exchange (CLE) is a social learning process where diverse groups come together to share knowledge & create meaningful solutions through:

- Conversation (plática)
- Reflection
- Exploration



CLE Source: Guajardo, Guajardo, Janson, Militello. (2016). *Reframing Community Partnerships in Education: Uniting the Power of Place & the Wisdom of People*. New York, NY: Routledge Press.

Community Learning Exchange: Stories of Self, Organization and Community

Ecologies of Knowing

- Self
- Organization
- Community

R.A.S.P.P.A.

- Relationships
- Assets
- Stories
- Place
- Politic
- Action



San Antonio ISD Demographics

45,048 Students

87% Economically Disadvantaged

22% Emergent Bilinguals

13% Special Education

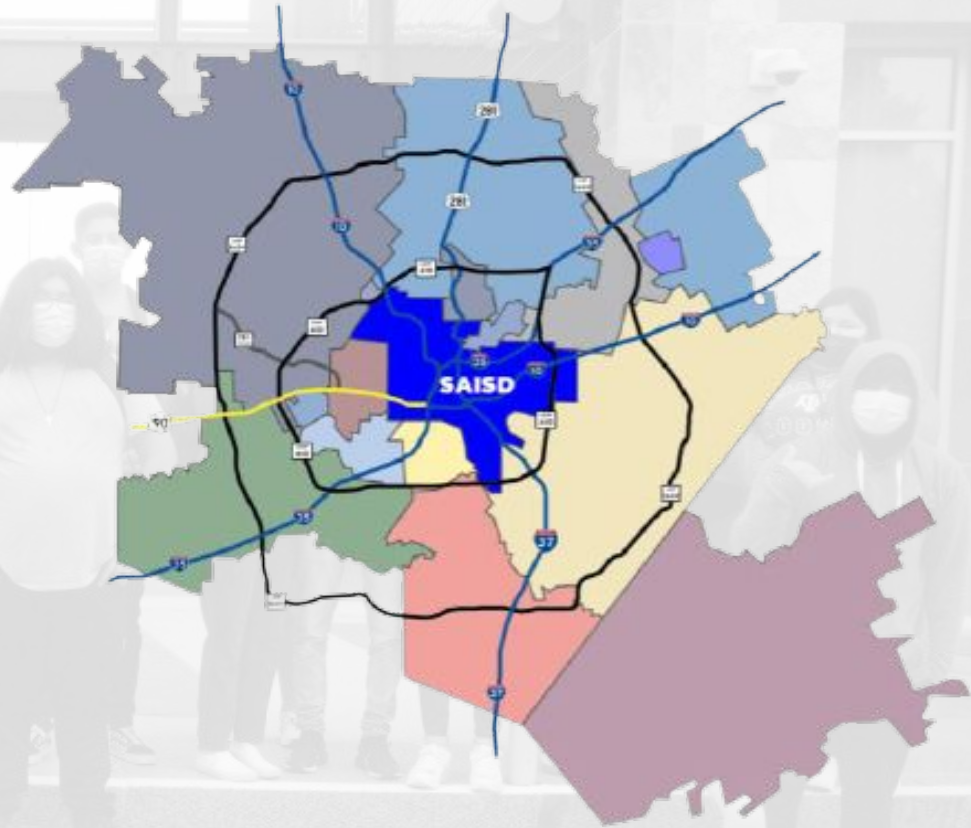
7% Gifted & Talented

90% Hispanic

6% African American

3% White

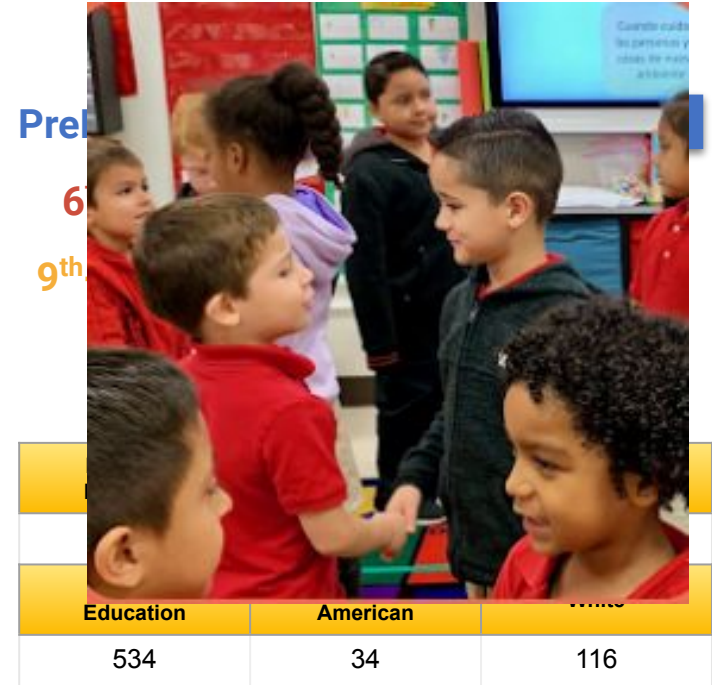
1% Other



Source: SAISD Department of Accountability Research and Evaluation October 2021

Emergent Bilingual (EB) Students in SAISD

9,868 EB Students in SAISD = 22%
581 Immigrant Students



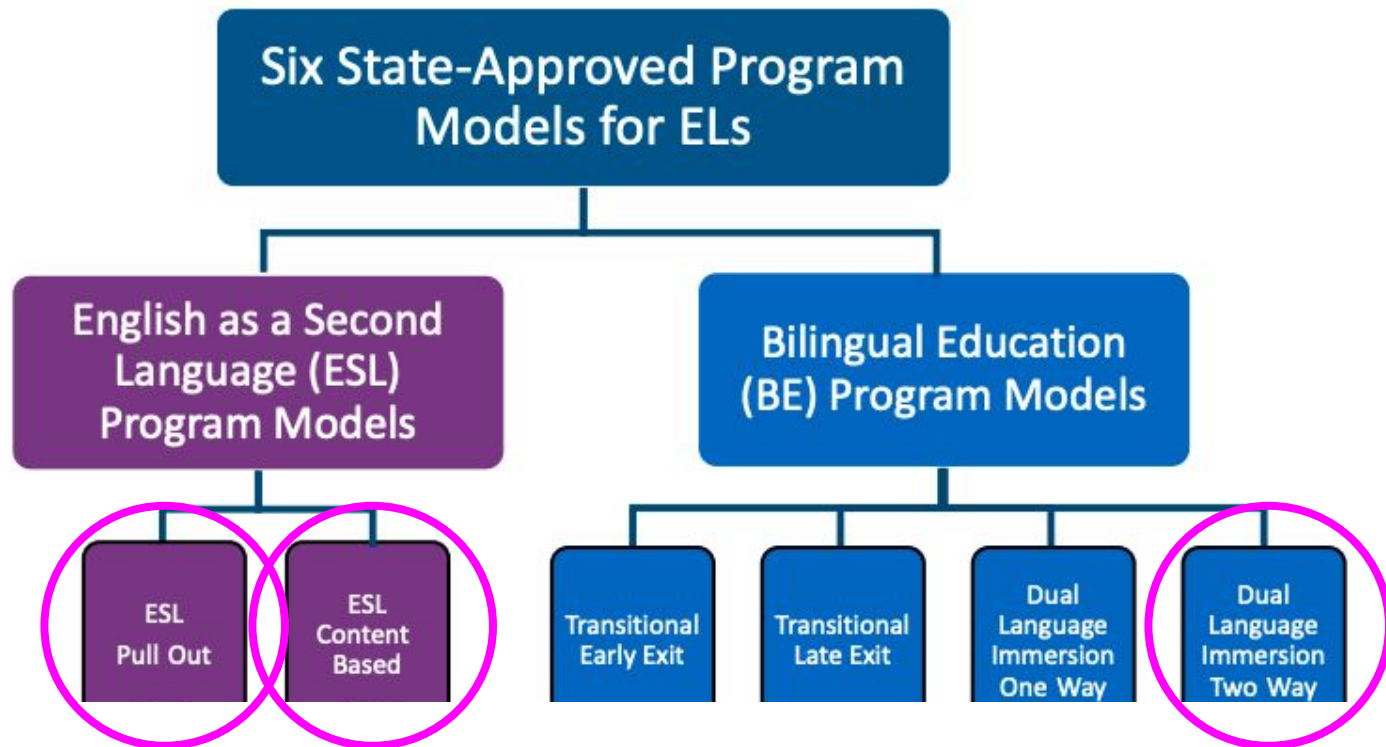
*Students are still being coded as DL so final counts will be greater.

Program Models In Texas

[Texas Education Code Chapter 89: Special Populations](#)



Identified EL students' families deny services



TEXAS EDUCATION CODE

ESL Pull-Out (updated)

§ 89.1101(d)(2)

An ESL/ pull-out program model is an English acquisition program that serves students identified as English learners through English instruction provided by an ESL-certified teacher under the TEC § 29.061(c) through English Language Arts.

The goal of ESL pull-out is for English Learners to attain full proficiency in English in order to participate equitably in school.

This model targets English Language development through academic content instruction that is linguistically and culturally responsive in English language arts. Instruction shall be provided by the ESL teacher in a pullout or inclusionary delivery model.

ESL Content Based (updated)

§ 89.1201(d)(1)

An ESL/ content based program model is an English acquisition program that serves students identified as English learners through English instruction by a teacher certified in ESL under TEC §29.061(c).


The goal of content-based ESL is for English Learners to attain full proficiency in English in order to participate equitably in school.

This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts, mathematics, science, and social studies.



Maximizing ESL Programs

- Secondary English Teachers Certified in ESL
- Scheduling ([6-8th Grade](#), [High School](#))
- Progress Monitoring
- Training in Content-based Language Instruction
 - Culturally and Linguistically Sustaining Practices
 - Second Language Acquisition
 - Instructional Methods
 - Diversified Support



Content-Based Language Instruction (CBLI) QUICK GUIDE

WHAT IS CONTENT-BASED LANGUAGE INSTRUCTION (CBLI)?

CBLI is an integrated approach to language instruction in which language is developed within the context of content delivery that is culturally and linguistically responsive.

Sheltered instruction is a similar term used to describe instruction that makes content comprehensible while supporting language development. However, CBLI emphasizes the targeted and intentional methods used to meet the affective, linguistic, and cognitive needs of emergent bilingual (EB) students through the medium of content in the students' primary language and/or English.

IMPORTANT DEFINITIONS:

Emergent bilingual (EB) student is a term that has replaced English learner (EL) in TX as well as the formerly used term of limited English proficient (LEP) and describes a student who is in the process of acquiring English and has another language as the student's primary or home language.

Culturally and linguistically responsive teaching is an intentional instructional approach that focuses on students' assets and makes learning relevant through targeted connections to students' cultures, languages, and life experiences.

Additive bilingualism is an approach to second language teaching in which the second language is seen as an addition to the learner's first language rather than as a replacement for it.


KEY POINTS:

Content-based language instruction

- ▶ applies to all programs for EB students (bilingual and ESL),
- ▶ applies to any language of instruction (primary/partner language and English),
- ▶ is part of Tier I instruction as it provides equitable access to general content instruction,
- ▶ holds high expectations at grade level in each content area, and
- ▶ encompasses an additive bilingualism approach.

ELEMENTS OF CBLI:

- #1 CULTURALLY AND LINGUISTICALLY SUSTAINING PRACTICES (CLSP)
- #2 SECOND LANGUAGE ACQUISITION
- #3 INSTRUCTIONAL METHODS
- #4 DIVERSIFIED SUPPORT

www.txel.org 

PDF



Dual Language Districtwide



61 SCHOOLS WITH DUAL LANGUAGE PROGRAMS

7 HIGH SCHOOLS

Brackenridge HS
Burbank HS
CAST Med HS
Edison HS

Highlands HS
Jefferson HS
Lanier HS

7 MIDDLE SCHOOLS

Davis MS
Harris MS
Hot Wells MS
Longfellow MS

Poe MS
Tafolla MS
Whittier MS

2 TOTAL DUAL LANGUAGE CAMPUSES

Mark Twain Dual Language Academy
Irving Dual Language Academy

10 ACADEMIES PK/K - 8TH GRADE

Beacon Hill Academy
Bonham Academy
Bowden Academy
Cotton Academy
Crockett Academy

Democracy Prep
Fenwick Academy
Japhet Academy
Will Rogers Academy
Woodlawn Academy

30 ELEMENTARY SCHOOLS

Arnold ES
Ball ES
Briscoe ES
Carvajal ES
Collins Garden ES
De Zavala ES
Franklin ES
Graebner ES
Herff ES
Highland Hills ES
Highland Park ES
Hillcrest ES
J.T. Brackenridge ES
Lamar ES
Madison ES

Margil ES
Maverick ES
Miller ES
Neal ES
Ogden ES
Pershing ES
Riverside Park ES
Rodriguez Montessori ES
Sarah King ES
Schenck ES
Smith ES
Storm ES
Washington ES
Wilson ES
Woodlawn Hills ES

5 EARLY CHILDHOOD EDUCATION CENTERS

Carroll ECEC
Gonzales ECEC
Knox ECEC

Nelson ECEC
Tynan ECEC



SCHOOL YEAR	Students in Dual Language Pre K-12
2015-2016	368
2016-2017	460
2017-2018	1373
2018-2019	4135
2019-2020	6191
2020-2021	6431
2021-2022	6805*

* Data is based on DL course enrollment on Frontline as of September 15, 2021. Students are still being coded as DL so final counts will be greater.



61 Dual Language Schools:

45 ES/Academies, 7 MS , 7 HS

50 Dual Language Schools:

45 Elementary/Academies, 1 MS, 4 HS

49 Dual Language Schools:

44 Elementary/Academies, 1 MS, 4 HS

45 Dual Language Schools:

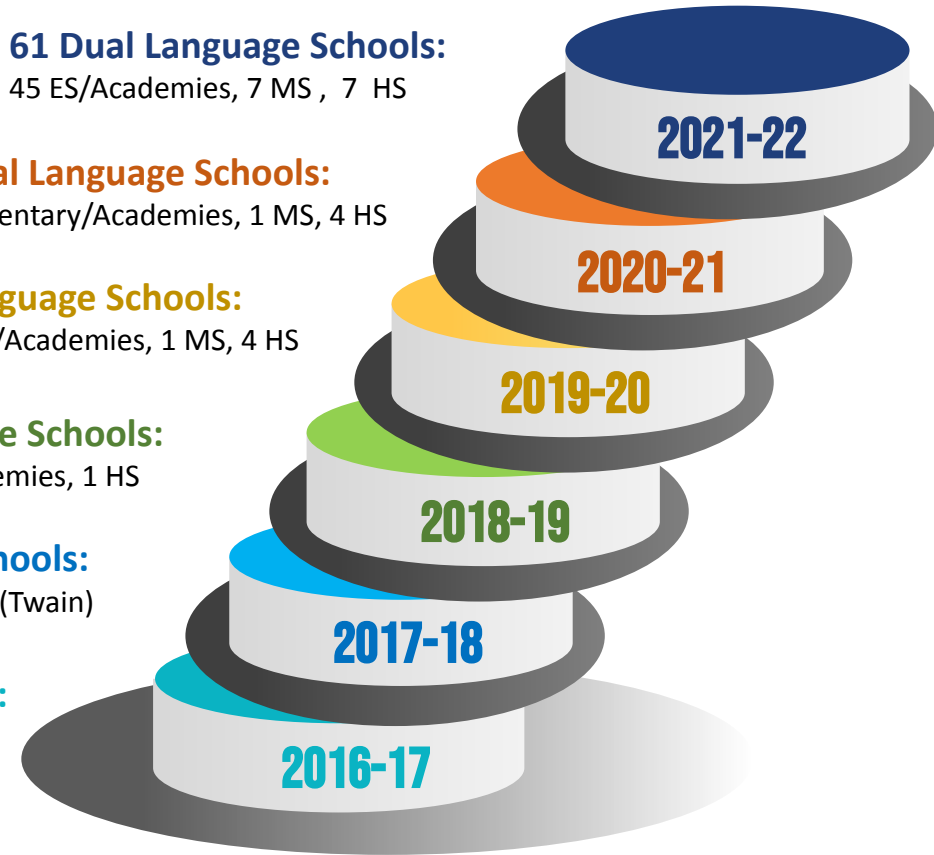
44 Elementary/Academies, 1 HS

13 Dual Language Schools:

1 Dual Language Academy (Twain)

2 Dual Language Schools:

Bilingual Redesign Committee



Equitable Enrollment Process

Focus on access and customer service

01

ACCESS TO NEIGHBORHOOD SCHOOLS

- Equal opportunity for all students to participate in dual language programs for grades PK-1st upon enrollment
- Students identified as emergent bilingual provided smooth transition to enroll at identified hub if needed

02

ACCESS TO CHOICE CAMPUSES

- Native English and Spanish speakers from Bexar County have opportunity to apply for Choice options
- Controlled for In-District, Out-of-District, SES, and language balance within classrooms/schools

03

ACCESS DURING PROCESS

- Enrollment support available in Spanish on all platforms: website, paper, and by phone
- Campuses without bilingual staff use Enrollment Office and Dual Language Dept for support

Texas House Bill 3



Changes to Bilingual Education Allotment

BEFORE



- Funding for any LEP student in any language program
($0.1 \times$ Basic Allotment for LEP = \$514)

AFTER



- Funding for any LEP students in any language program
($0.1 \times$ BA for LEP = \$616)
- For LEP students served in a dual language immersion program, additional funding ($0.15 \times$ BA for LEP in dual language = \$924)
- For non-LEP students served in a two-way dual language immersion program, additional funding
($0.05 \times$ BA for non-LEP = \$308)

The Texas Effective Dual Language Immersion Framework



Texas Reading Academies

Content Overview

A House Bill 3 (HB 3) Initiative from the 86th Legislative Session

HB 3 Statute Includes

All kindergarten through third-grade teachers and principals must begin the Texas Reading Academies training before the 2022–2023 school year.

Goal

To increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy achievement.

Learning Paths

Once enrolled in the Texas Reading Academies, participants may access one of three paths appropriate to their learning needs.

- General and special education teachers (English Language Arts)
- Bilingual general education and bilingual special education teachers (Biliteracy)
- Administrators

Dual Language in SAISD EHBE (Local) Policy

Passing Dual Language as the designated bilingual program for all emergent bilinguals in district policy is a **shift to equity**

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval to Revise Board Policy EHBE (LOCAL) - Special Programs: Bilingual Education/ESL

PURPOSE: [] PRESENTATION/DISCUSSION
[X] DISCUSSION/ACTION

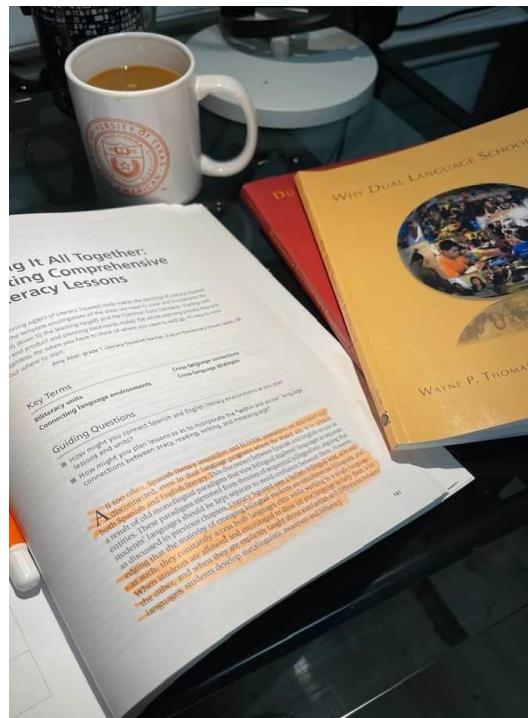
REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Dr. Olivia Hernández, Assistant Superintendent for Learning, Language & Literacy
Esmeralda Alday, Executive Director for Dual Language, ESL & Migrant

MEETING DATE: September 20, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to review and approve updates to Board Policy EHBE (LOCAL) - Special Programs: Bilingual Education/ESL, per the recommendations by District staff. The update designates the dual language immersion program as the bilingual program in the District. Other updates include Program Purpose, Eligibility, Support of Program Goals, Equitable Access, and ESL Programs.



...and a thorough explanation and review of the process of governing the confidentiality of information regarding individual students. In performing their duties, committee members shall be acting for the District and shall observe requirements regarding confidentiality of student records. [See FL]

For purposes of this policy, emergent bilingual refers to students who qualify for bilingual/ESL services through the LEAP process and replaces the terms limited English proficient (LEP), English language learner (ELL), and English learner (EL).

DUAL A Dual Language Immersion Program (DLIP) is a bilingual educational model in which students learn academic content through two languages—English and a partner language—and develop bilingualism, biliteracy, and positive cross-cultural competence. At least 50 percent of instructional time shall be provided in the partner language at all grade levels offered at the school.

The 80/20 Dual Language Immersion Program Model is the designated emergent bilingual program model in the district. The District's preferred model is Two-Way Dual Language Immersion, which will be adopted to the maximum extent possible. Unless otherwise specified, DLIP in this policy shall refer to two-way dual language programs.

The purpose of a DLIP is as follows:

1. Students will develop bilingualism and biliteracy, defined as achieving linguistic and academic proficiency in another language as well as English.
2. Students will achieve high academic proficiency in the core content areas in English and the partner language with special attention given to emergent bilingual students.

SAISD Board Presentation Dual Language Policy

"What better place than San Antonio - the birthplace of powerful advocacy for bilingual education - to heed the call of our community and build a leader of opportunity by solidifying dual language education into our local policy?"



Dra. Olivia Hernández



Esmeralda Alday

Ongoing Paradigm Shift in SAISD



"The best predictor to reach long-term academic success in English, is the extension and quality of education in the first language."
(Thomas & Collier, 2012)

Moving from remedial to enrichment

1. Academic Achievement
2. Bilingualism and Biliteracy
3. Cultural Competence and Critical Consciousness

Equity and Access

Three Goals of Dual Language Education



Bilingualism
& Biliteracy



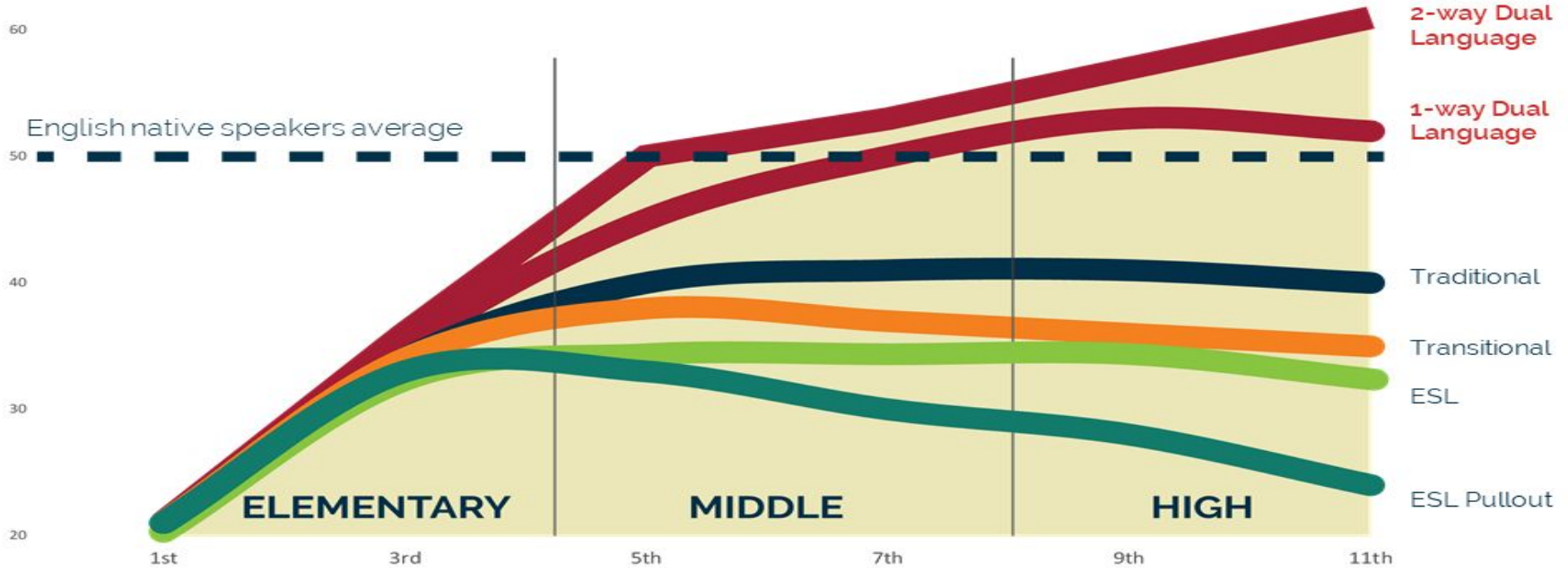
High Levels of
Academic
Achievement



Cross-Cultural
Competence

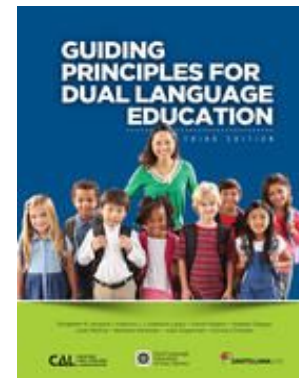
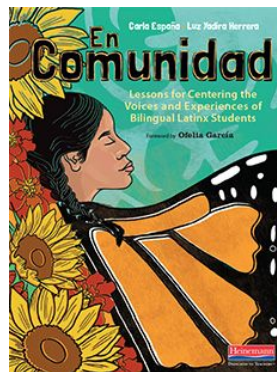
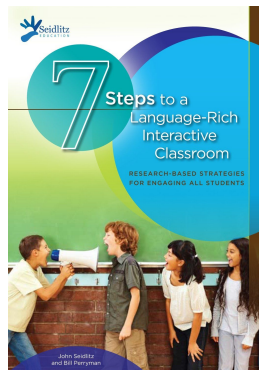
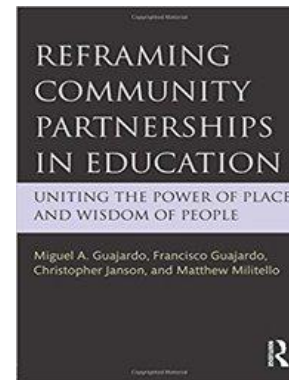
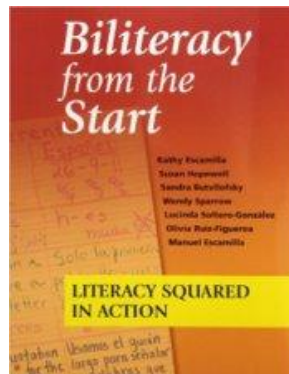
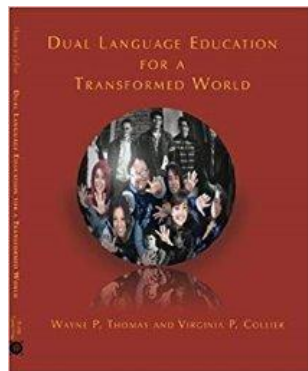
“Extension of and quality instruction in the *first language* is the best predictor of long-term academic success in English.”

English Reading Standardized Tests



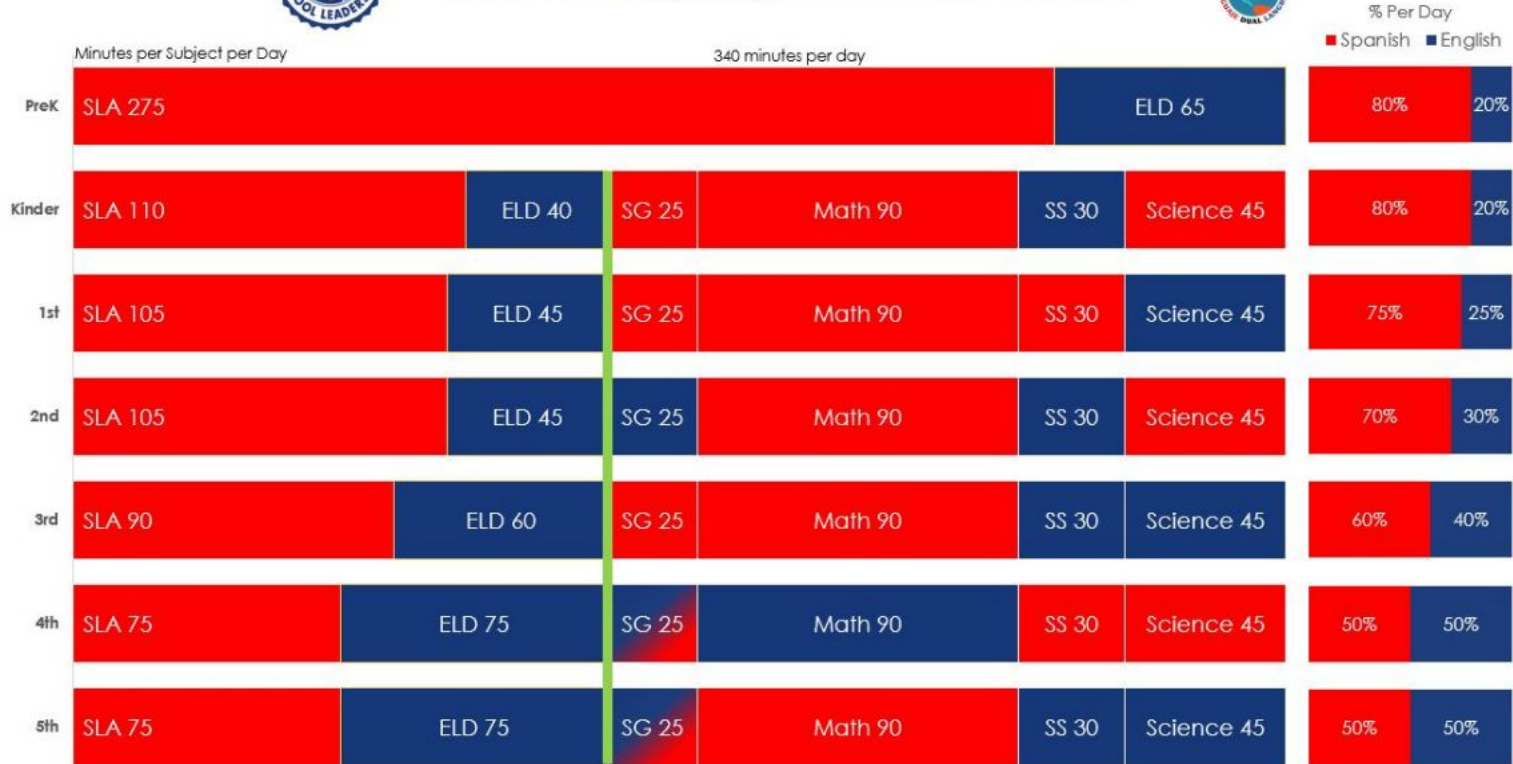
2001-12, W.P. Thomas & V.P. Collier

Our Anchor Texts





Dual Language Model 80/20



SLA = Spanish Language Arts ELD = Literacy-based English Language Development

SG = Small Group Instruction SS = Social Studies

SAISD Dual Language Secondary Model Sample

6th 7th 8th 9th 10th 11th 12th

LANGUAGE ARTS Dual language students take Spanish Language Arts (SLA) & English Language Arts (ELA) in every grade level.

Spanish Language Arts	Spanish II Honors	Spanish III Honors	Spanish IV AP Language	Spanish V	Spanish AP Lit	Ind, Study	Ind. Study
English Language Arts	ELA 6th	ELA 7th	ELA 8th	English I	English II	English III	English IV

CORE CONTENT Dual language students take **at least 1 core course** in Spanish at every grade level (course

MATH	Math 6th DL	Math 7th	Math 8 th Algebra DL	Algebra Geometry	Geometry Algebra II DL	Algebra II Pre-Cal DL	Pre-Calculus
SCIENCE	Science 6th DL	Science 7th DL	Science 8th	Biology DL	Chemistry	Physics	Earth Science
SOCIAL STUDIES	World Cultures	Texas History DL	US History	World Geography	World History	US History	Government Economics DL

ELECTIVES & CTE Dual language students should take at least 1 elective or Career Technical Education (CTE) course in Spanish at every grade level in high school.

OFFERINGS:

- Math DL
- Science DL
- Social Studies DL
- Algebra I DL
- Algebra I Pre-AP DL
- Algebra II DL
- Geometry DL
- Biology DL
- Physics DL
- World History DL
- World Geography DL
- World Geography Pre-AP DL
- Choir DL
- Money matters DL

Dual Language Offerings

6-8th Grade

Math 6 DL	Social Studies 6 DL	Science 6 DL	HS Spanish I
Math 7 DL	Social Studies 7 DL	Science 7 DL	HS Spanish II
Math 8 DL	Social Studies 8 DL	Science 8 DL	HS Spanish III
Algebra 1 DL			AP Spanish Language IV
Algebra 1 Pre-AP			

High School

Algebra I DL	Social Studies 6 DL	Biology DL	English I DL	Art I DL
Algebra I Pre-AP DL	Social Studies 7 DL	Biology Pre-AP DL	English I Pre-AP DL	Theater Arts I DL
Geometry DL	Social Studies 8 DL	Chemistry DL	English II DL	Choir I DL
Geometry Pre-AP DL	World Geography DL	Chemistry Pre-AP DL	English II Pre-AP DL	Choir II DL
Algebra II Pre-AP DL	World Geography Pre-AP DL	Physics DL	English III DL	Money Matters DL
Pre-Cal DL	World History DL			
Pre-Cal Pre-AP DL	World History Pre-AP DL			
	US History Since 1877 DL			



Middle School Dual Language

San Antonio ISD

3 Goals of Dual Language Education

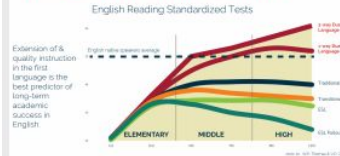


1. Bilingualism & Biliteracy
2. High levels of academic achievement
3. Sociocultural Competence

Dual Language education has been proven to positively impact students' academic trajectory.



ACADEMIC ACHIEVEMENT



Dual Language graduates have access to:

- Early college experience through Dual Credit course work with UTSA
- Performance Acknowledgement in Bilingualism and Biliteracy

I SUPPORT

THE SEAL OF BILITERACY

SealofBiliteracy.org

Grades offered:

6th - 8th

Content offered:

Spanish II/III Honors, Dual Language Social Studies, Dual Language Science, Dual Language Math

Sample Schedule:

Spanish II/III Honors
 RLA
 Math
 Science
 Social Studies
 Electives

courses in **Red** taught in Spanish

Extra Curricular:

Athletics
 Mariachi/Band/Choir/Orcestra
 Drama Club
 NJHS
 Theatre Arts

Contact:

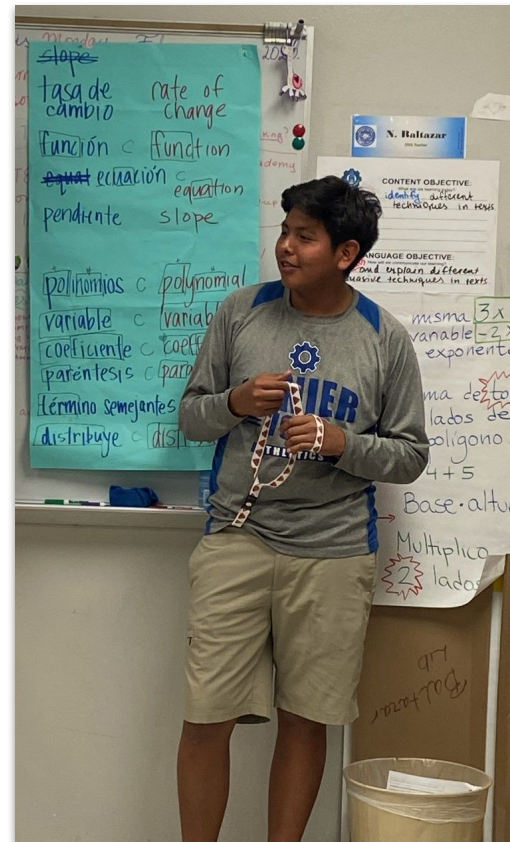
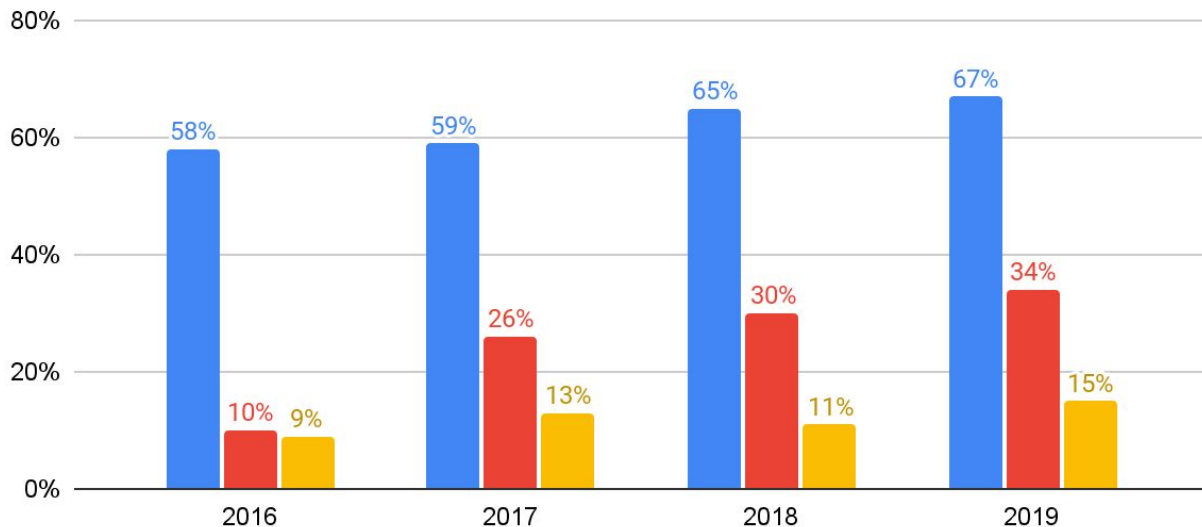
ealday1@saisd.net
 rnava4@saisd.net
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 [210] 554-2590



Program Impact Pre-COVID

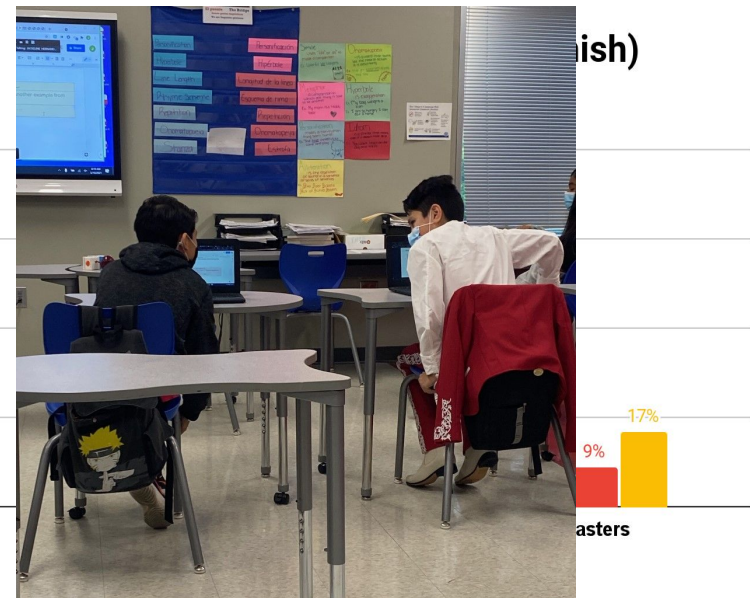
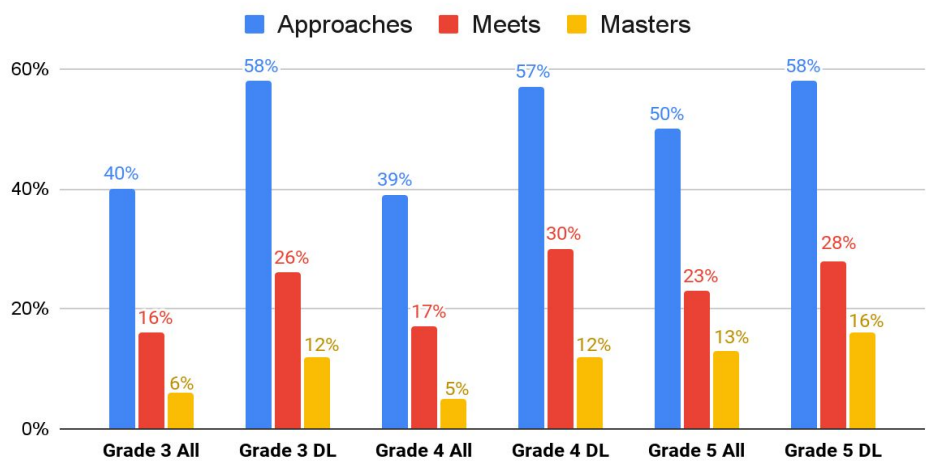
STAAR Performance: All Grades, All Subjects Dual Language/Bilingual Late Exit

Approaches Meets Masters



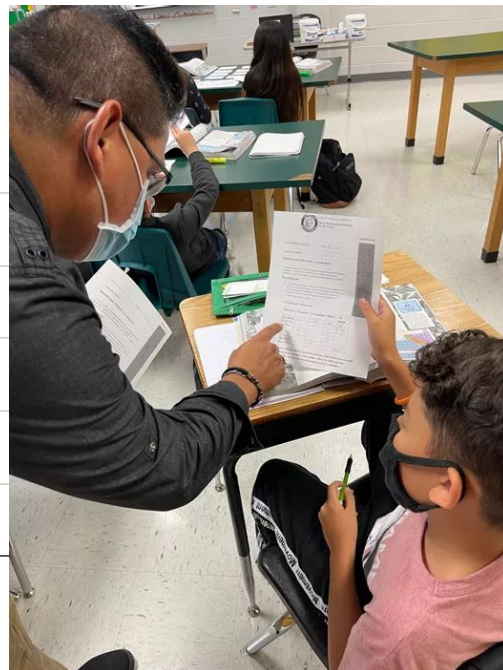
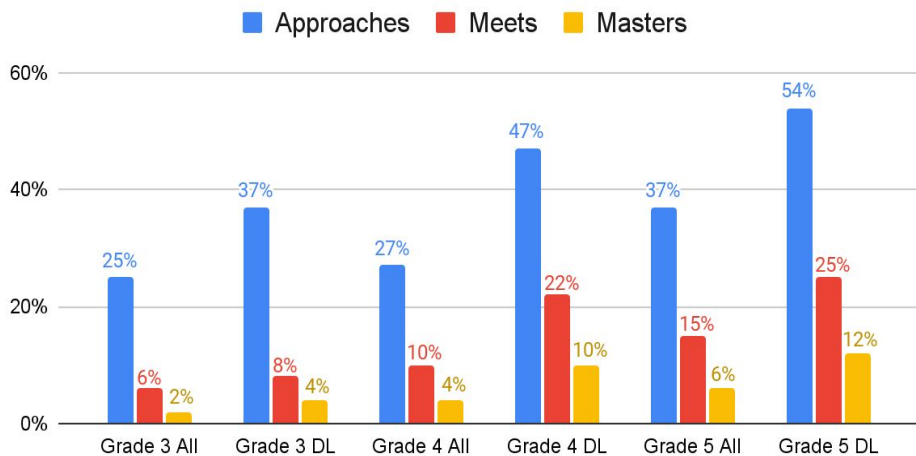
Program Impact: 2020-2021 STAAR Reading Data

STAAR Reading Grades 3-5 (English)

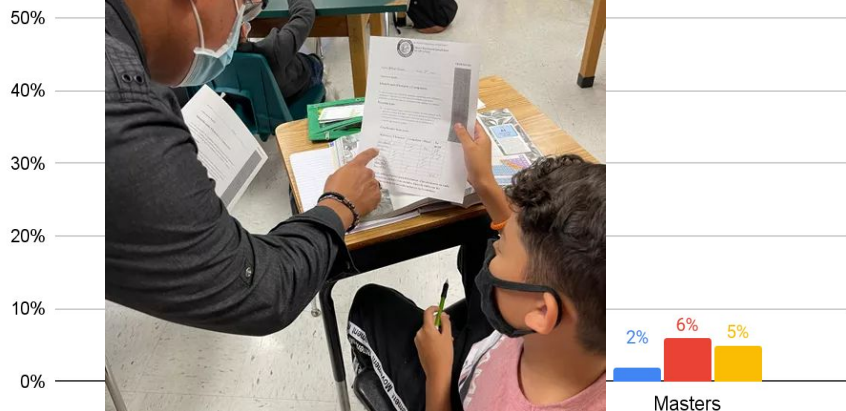


Program Impact: 2020-2021 STAAR Math Data

STAAR Math Grades 3-5 (English)



Spanish)



Brackenridge High School DL Biology EOC Spring 2019 First Time Test Results

DL Group	# Tested	% Approaches	% Meets	% Masters
All	51	78%	43%	8%
Current EBs	32	69%	25%	3%
EBs 6 Years US	19	68%	37%	5%
Exited EBs	10	90%	60%	10%
Non EBs	9	100%	89%	22%
District - ESL	# Tested	% Approaches	% Meets	% Masters
All	368	62%	19%	2%
6 Years US	227	65%	20%	2%

STAAR Grade 8 Science results for 32 EBs tested:

- **Approaches = 14 (41%)**
- **Meets = 7 (13%)**
- **Masters = 1 (3%)**

Fall 2020 Curriculum Based Assessments

Algebra I and Biology



Algebra I	Students in DL	All Students
Approaches	77%	63%
Meets	23%	17%
Masters	15%	8%

Biology	Students in DL	All Students
Approaches	81%	76%
Meets	19%	29%
Masters	6%	4%

Source: Eduphoria, Fall 2020

10 Elements of Dual Language

1. **Biliteracy Curriculum**

2. **Culturally Relevant Pedagogy**

3. **Collaborative Learning**

4. **Strategic Separation of Languages**

5. **Metalanguage, or Teaching for Transfer**

6. **Staffing and Professional Development**

7. **Dual Language Learning Cycle**

8. **Assessments**

9. **Content-Based Language Instruction**

10. **Family & Community Engagement**

Dual Language Professional Development

LEVEL 1		
Teachers	Administrators	Campus Support Staff
<ul style="list-style-type: none"> • Rigorous and Relevant Instruction for Emergent Bilinguals 101 • Introduction to Literacy Squared 101 • Toma La Palabra / 7 Steps 101 • Conference Participation 101 	<ul style="list-style-type: none"> • Dual Language Principals' Academy 101 • Conference Preparation 101 • 7Steps 	<ul style="list-style-type: none"> • Dual Language 101
LEVEL 2		
Teachers	Administrators	
<ul style="list-style-type: none"> • Rigorous and Relevant Instruction for Emergent Bilinguals 201 • Literacy Squared Writing 201 • Toma La Palabra 101 • Conference Participation 201 	<ul style="list-style-type: none"> • Dual Language Principals' Academy 201 • Conference Preparation 201 	
LEVEL 3		
Teachers	Administrators	
<ul style="list-style-type: none"> • Rigorous and Relevant Instruction for Emergent Bilinguals 301 • Literacy Squared 301 • Toma La Palabra/ 7 Steps 201 • Conference Participation 301 	<ul style="list-style-type: none"> • Dual Language Principals' Academy 301 • Conference Preparation 301 	

Texas Senate Bill 1882 Partnership

SAISD

- SAISD School Board approves schools as in-district charters
- TEA approves district's application for 1882 benefits

UTSA

- UTSA as a partner maintains fidelity to the Partnership Agreement
- Responsible for management and operation of the schools related to TEC and TAC.

Academic Excellence

- School Performance Metrics for Bonham, Twain, and Irving Academies
- Oversee and support implementation of the schools' charters
- Hire, manage, and evaluate principals (TPESS)
- Innovative instruction (field trips, visitors, PD, resources)
- Theory and practice

Organizational Strength

- UTSA autonomy on staffing, employee management, evaluation (TPESS), budget, curriculum, instructional materials, calendar, daily schedule, PD, assessments
- UTSA compliments SAISD dual language efforts through research and curricular expertise.
- SAISD provides food services, facilities, transportation, IT

Financial Health

- Annual financial audit of 1882 funds; Approve budget

UTSA-SAISD Teacher Residency

UTSA The University of Texas at San Antonio™
**COLLEGE OF EDUCATION
& HUMAN DEVELOPMENT**

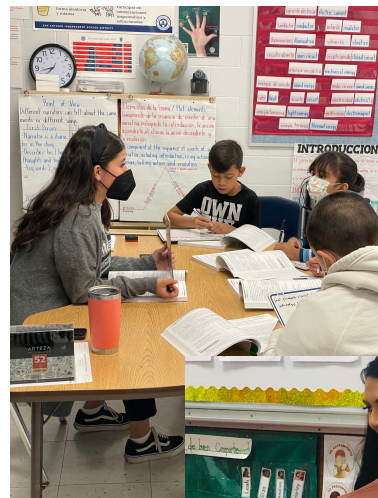
**AGENTS OF
CHANGE**

CULTURALLY EFFICACIOUS

KNOWLEDGEABLE

COMMUNITY-BASED

PROFESSIONAL



UTSA-SAISD Teacher Residency

- Multiple-year professional experience within SAISD
- **Lesson planning, delivery, reflection, and feedback**
- **Clinically-embedded courses**
- Yearlong clinical teaching (*SAISD calendar*)
 - 3 days/week, 84 days (minimum)
 - 5 days/week before & after UTSA calendar
- Monthly seminars for Clinical Mentor Teachers
- **Residency PLC & Seminars**
- SAISD Professional Learning Workshops
- CT Interviewed for potential hiring

Project SELFIES?

Secondary English Learners and Families

Project SELFIES is a National Professional Development grant awarded by the USDOE Office of English Language Acquisition.

With a budget of \$2.5 million, the project will span five years to prepare secondary in-service teachers of ELs in SAISD and NEISD for ESL or Bilingual Ed supplementary certification.

All project activities are designed in the interest of increasing equitable schooling practices for multilingual students in grades 7-12 and their families.



Continue Secondary Dual Language Expansion





Thank you!
¡Gracias!



*Dra. Olivia Hernández - San Antonio ISD
Assistant Superintendent for
Learning, Language and Literacy
ohernandez2@saisd.net*



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