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
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

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

Source: Department of Accountability Research and Evaluation September 2021 and Frontline Data

*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

English as a Second Language (ESL) Program Models
- ESL Pull Out
- ESL Content Based

Bilingual Education (BE) Program Models
- Transitional Early Exit
- Transitional Late Exit
- Dual Language Immersion One Way
- Dual Language Immersion Two Way
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
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 CAMPUS
- Mark Twain Dual Language Academy
- Irving Dual Language Academy

10 ACADEMIES
- 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
- Hefner ES
- Highland Hills ES
- Highland Park ES
- Hillcrest ES
- J.T. Brackenridge ES
- Lamar ES
- Madison ES
- Margill 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
SAISD Bilingual Hubs

Total Learning Sites: 104
Total Schools: 90
Total Bilingual/DL Hubs: 14
Total Dual Language Programs: 61
Total ESL Content-Based Campuses: 17
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
  
  \( 0.1 \times \text{Basic Allotment for LEP} = $514 \)

**AFTER**

- Funding for any LEP students in any language program
  
  \( 0.1 \times \text{BA for LEP} = $616 \)
- For LEP students served in a dual language immersion program, additional funding
  
  \( 0.15 \times \text{BA for LEP in dual language} = $924 \)
- For non-LEP students served in a two-way dual language immersion program, additional funding
  
  \( 0.05 \times \text{BA for non-LEP} = $308 \)
The Texas Effective Dual Language Immersion Framework

LEVER
- Essential Action
- Key DLI Program Practice
- Success Criteria
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
Passing Dual Language as the designated bilingual program for all emergent bilinguals in district policy is a **shift to equity**.
Ongoing Paradigm Shift in SAISD

Moving from remedial to enrichment
1. Academic Achievement
2. Bilingualism and Biliteracy
3. Cultural Competence and Critical Consciousness

"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)
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
## SAISD Dual Language Secondary Model Sample

### LANGUAGE ARTS

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Spanish Language Arts</th>
<th>English Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>Spanish II Honors</td>
<td>ELA 6th</td>
</tr>
<tr>
<td>7th</td>
<td>Spanish III Honors</td>
<td>ELA 7th</td>
</tr>
<tr>
<td>8th</td>
<td>Spanish IV AP Language</td>
<td>ELA 8th</td>
</tr>
<tr>
<td>9th</td>
<td>Spanish V</td>
<td>English I</td>
</tr>
<tr>
<td>10th</td>
<td>Spanish AP Lit</td>
<td>English II</td>
</tr>
<tr>
<td>11th</td>
<td>Ind. Study</td>
<td>English III</td>
</tr>
<tr>
<td>12th</td>
<td>Ind. Study</td>
<td>English IV</td>
</tr>
</tbody>
</table>

### 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 8th DL
- Algebra I DL
- Algebra I Pre-AP DL
- Algebra II DL
- Geometry 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 |

## 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 | | | |
Program Impact Pre-COVID

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

- Approaches
- Meets
- Masters

<table>
<thead>
<tr>
<th>Year</th>
<th>Approaches</th>
<th>Meets</th>
<th>Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>58%</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>2017</td>
<td>59%</td>
<td>26%</td>
<td>13%</td>
</tr>
<tr>
<td>2018</td>
<td>65%</td>
<td>30%</td>
<td>11%</td>
</tr>
<tr>
<td>2019</td>
<td>67%</td>
<td>34%</td>
<td>15%</td>
</tr>
</tbody>
</table>
Program Impact: 2020-2021 STAAR Reading Data

STAAR Reading Grades 3-5 (English)

- Approaches
- Meets
- Masters

Grade 3 All: 40% Approaches, 16% Meets, 6% Masters
Grade 3 DL: 26% Approaches, 12% Meets, 17% Masters
Grade 4 All: 39% Approaches, 17% Meets, 5% Masters
Grade 4 DL: 57% Approaches, 12% Meets, 30% Masters
Grade 5 All: 50% Approaches, 23% Meets, 13% Masters
Grade 5 DL: 58% Approaches, 28% Meets, 16% Masters
Program Impact: 2020-2021 STAAR Math Data

STAAR Math Grades 3-5 (English)

- Grade 3 All: 25%, Approaches 6%, Meets 8%, Masters 2%
- Grade 3 DL: 37%, Approaches 4%, Meets 10%, Masters 4%
- Grade 4 All: 27%, Approaches 10%, Meets 4%, Masters 6%
- Grade 4 DL: 47%, Approaches 22%, Meets 10%, Masters 6%
- Grade 5 All: 37%, Approaches 15%, Meets 6%, Masters 12%
- Grade 5 DL: 54%, Approaches 25%, Meets 10%, Masters 6%
### Brackenridge High School DL Biology EOC
### Spring 2019 First Time Test Results

<table>
<thead>
<tr>
<th>DL Group</th>
<th># Tested</th>
<th>% Approaches</th>
<th>% Meets</th>
<th>% Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>51</td>
<td>78%</td>
<td>43%</td>
<td>8%</td>
</tr>
<tr>
<td>Current EBs</td>
<td>32</td>
<td>69%</td>
<td>25%</td>
<td>3%</td>
</tr>
<tr>
<td>EBs 6 Years US</td>
<td>19</td>
<td>68%</td>
<td>37%</td>
<td>5%</td>
</tr>
<tr>
<td>Exited EBs</td>
<td>10</td>
<td>90%</td>
<td>60%</td>
<td>10%</td>
</tr>
<tr>
<td>Non EBs</td>
<td>9</td>
<td>100%</td>
<td>89%</td>
<td>22%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District - ESL</th>
<th># Tested</th>
<th>% Approaches</th>
<th>% Meets</th>
<th>% Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>368</td>
<td>62%</td>
<td>19%</td>
<td>2%</td>
</tr>
<tr>
<td>6 Years US</td>
<td>227</td>
<td>65%</td>
<td>20%</td>
<td>2%</td>
</tr>
</tbody>
</table>

### STAAR Grade 8 Science results for 32 EBs tested:
- Approaches = 14 (41%)
- Meets = 7 (13%)
- Masters = 1 (3%)

Source: Accountability Research and Evaluation Oct 2019
Fall 2020 Curriculum Based Assessments
Algebra I and Biology

<table>
<thead>
<tr>
<th></th>
<th>Students in DL</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Algebra I</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approaches</td>
<td>77%</td>
<td>63%</td>
</tr>
<tr>
<td>Meets</td>
<td>23%</td>
<td>17%</td>
</tr>
<tr>
<td>Masters</td>
<td>15%</td>
<td>8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Students in DL</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Biology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approaches</td>
<td>81%</td>
<td>76%</td>
</tr>
<tr>
<td>Meets</td>
<td>19%</td>
<td>29%</td>
</tr>
<tr>
<td>Masters</td>
<td>6%</td>
<td>4%</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Administrators</th>
<th>Campus Support Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Rigorous and Relevant Instruction for Emergent Bilinguals 101</td>
<td>• Dual Language Principals’ Academy 101</td>
<td>• Dual Language 101</td>
</tr>
<tr>
<td>• Introduction to Literacy Squared 101</td>
<td>• Conference Preparation 101</td>
<td></td>
</tr>
<tr>
<td>• Toma La Palabra / 7 Steps 101</td>
<td>• 7Steps</td>
<td></td>
</tr>
<tr>
<td>• Conference Participation 101</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## LEVEL 2

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Rigorous and Relevant Instruction for Emergent Bilinguals 201</td>
<td>• Dual Language Principals’ Academy 201</td>
</tr>
<tr>
<td>• Literacy Squared Writing 201</td>
<td>• Conference Preparation 201</td>
</tr>
<tr>
<td>• Toma La Palabra 101</td>
<td></td>
</tr>
<tr>
<td>• Conference Participation 201</td>
<td></td>
</tr>
</tbody>
</table>

## LEVEL 3

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Rigorous and Relevant Instruction for Emergent Bilinguals 301</td>
<td>• Dual Language Principals’ Academy 301</td>
</tr>
<tr>
<td>• Literacy Squared 301</td>
<td>• Conference Preparation 301</td>
</tr>
<tr>
<td>• Toma La Palabra/ 7 Steps 201</td>
<td></td>
</tr>
<tr>
<td>• Conference Participation 301</td>
<td></td>
</tr>
</tbody>
</table>
Stakeholder Engagements

- Annual Presentations to SAISD Board of Trustees
- Monthly Principal Advisory Meetings
- Monthly Parent Advisory Meetings
- Monthly Dual Language Teacher Meetings
- Annual Siempre Bilingüe Conference
- Latino Author Sessions
- State and National Dual Language Conference Attendance
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

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

AGENTS OF CHANGE

CULTURALLY EFFICACIOUS

KNOWLEDGEABLE

COMMUNITY-BASED

PROFESSIONAL

#UTSARoadrunnerTeachersCan
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