



INTERNATIONAL LEADERSHIP OF TEXAS

Dual Language/ESL Program Evaluation Report 2020-2021 School Year

Dr. Laura Carrasco – Deputy Superintendent of Academics and Student Services

Frank Miller - Senior Executive Director Special Programs

Dr. Vera Csorvasi – Executive Director of English Learner Support



ILTexas Mission



The mission of ILTexas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the mind, body and character.

La misión de ILTexas es preparar a nuestros alumnos para roles de liderazgo excepcionales en la comunidad internacional, haciendo hincapié en el liderazgo de servicio, el dominio de los idiomas inglés, español y chino, y el fortalecimiento de mente, cuerpo y carácter.

德克萨斯州国际领袖学校旨在培养学生在国际社会中卓越的领导才能。
我们强调学生在熟练掌握英语、西班牙语和中文的前提下
加强奉献式的领导精神及身体、头脑和品德的锻炼。



TEC 7.028 states: (b) The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs.

The charter annually conducts an evaluation to determine program effectiveness. The following factors are considered:

- Academic progress of Emergent Bilingual students/English Learners
- Assessment results including STAAR and TELPAS
- Number of students reclassified as English proficient
- Staff development and results of training for teachers
- Number of certified bilingual and ESL teachers

The Charter and Campus Improvement Plans include goals necessary for improving performance of Emergent Bilingual students/English Learners based on the needs identified by the program evaluation and the comprehensive needs assessment done annually.



ILTexas Bilingual Program-Dual Language Immersion



- **Dual language immersion/two-way** is a biliteracy program model that integrates students proficient in English as well as emergent bilingual students.
- This model provides instruction in both English and Spanish
- Instruction is provided to both native English speakers and native speakers of another language in an instructional setting where language learning is integrated with content instruction.
- Academic subjects are taught to all students through both English and Spanish.



ILTexas ESL Program Design



- An **ESL Pull-Out Program** model is an English acquisition program that serves students identified as Emergent Bilingual (English learners) through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading.
- The goal of ESL pull-out is for Emergent Bilingual (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 and reading. Instruction is provided via an **inclusionary delivery** model.



PEIMS 2016-2022



| School Year | Number of English Learners (PEIMS) | % of All Students |
|-------------|------------------------------------|-------------------|
| 2016-2017 | 2,397 | 23% |
| 2017-2018 | 4,222 | 26% |
| 2018-2019 | 4,848 | 26% |
| 2019-2020 | 5,700 | 28% |
| 2020-2021 | 6,038 | 29% |
| 2021-2022 | 6,588 | 32% |



TELPAS 2021



Accountability Data Summary

| | |
|--|------|
| Student Achievement Raw Component Score | |
| STAAR Performance | 30 |
| College, Career and Military Readiness | 72 |
| Graduation Rate | 99 |
| School Progress Raw Component Score | |
| Academic Growth | N/A |
| Relative Performance (Eco Dis: 64.0%) | 51 |
| Closing the Gaps % of Indicators Met | |
| Academic Achievement Status | 0% |
| Growth Status | N/A |
| Graduation Status | 86% |
| English Language Proficiency Status | 100% |
| Student Success Status | 0% |
| School Quality Status | 100% |
| % Participation (All Tests) | |
| 2018-19 | 100% |
| 2020-21 | 73% |

TELPAS – state and federally required assessment of Emergent Bilingual students/English learners

TELPAS – assesses their English language proficiency in listening, speaking, reading, and writing

FEDERAL TARGET – 36%
ILTexas – 39%
State: 46%

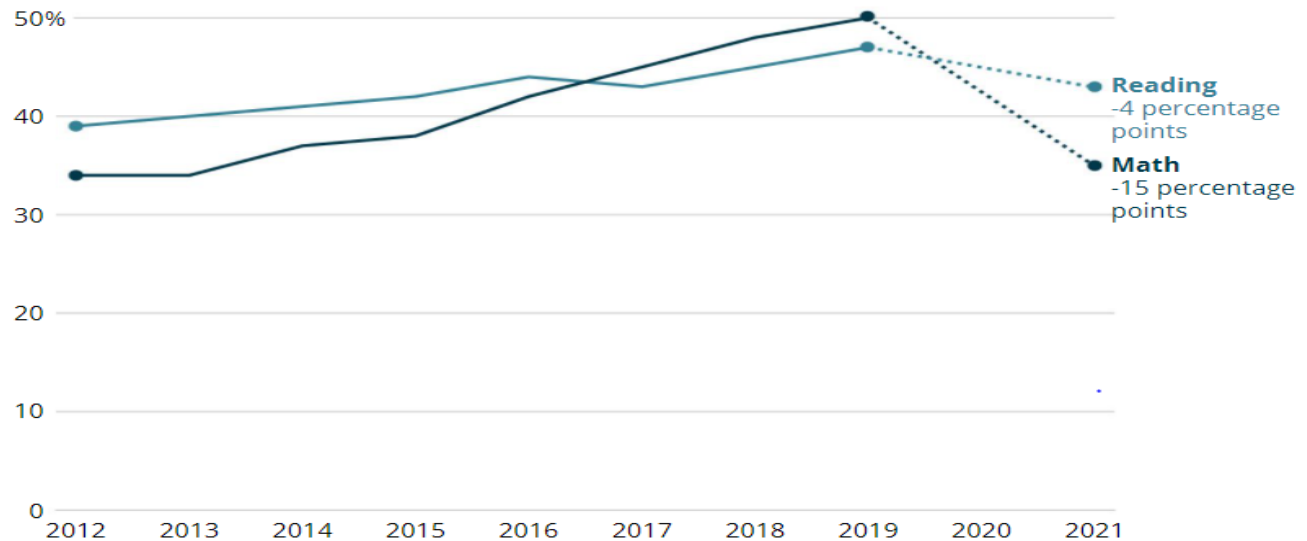


2021 STAAR Scores - State



Percent of Texas students meeting grade-level expectations

The percentage of 3rd through 8th grade students meeting grade-level expectations dropped in both the reading and math categories, according to the results from the 2021 STAAR standardized tests. The tests were not administered in 2020 due to the coronavirus pandemic.



Source: Texas Education Agency



ILTexas - STAAR - Reading and Math Targets 2019/2021



| 2019/2021 | All Students | EL Current & Monitored |
|---|--------------|------------------------|
| Reading Target | 44% | 29% |
| % at Meets GL Standard or Above 2019 | 43% | 34% |
| % at Meets GL Standard or Above 2021 | 33% | 25% |
| | | |
| Mathematics Target | 46% | 40% |
| % at Meets GL Standard or Above 2019 | 38% | 35% |
| % at Meets GL Standard or Above 2021 | 19% | 14% |



STAAR Reading for EB/ELs – State vs ILTexas



| STAAR Reading | State | | | STAAR Reading | ILTexas | | |
|---------------|------------|-------|---------|---------------|------------|-------|---------|
| | Approaches | Meets | Masters | | Approaches | Meets | Masters |
| 3rd Grade | 54% | 23% | 9% | 3rd Grade | 41% | 18% | 7% |
| 4th Grade | 48% | 20% | 7% | 4th Grade | 37% | 14% | 5% |
| 5th Grade | 58% | 27% | 14% | 5th Grade | 53% | 26% | 15% |
| 6th Grade | 40% | 12% | 3% | 6th Grade | 37% | 14% | 6% |
| 7th Grade | 46% | 19% | 7% | 7th Grade | 43% | 19% | 9% |
| 8th Grade | 49% | 18% | 5% | 8th Grade | 50% | 18% | 4% |



STAAR Math for EB/ELs – State vs ILTexas



| STAAR Math | State | | | STAAR Math | ILTexas | | |
|------------|------------|-------|---------|------------|------------|-------|---------|
| | Approaches | Meets | Masters | | Approaches | Meets | Masters |
| 3rd Grade | 52% | 20% | 8% | 3rd Grade | 32% | 8% | 2% |
| 4th Grade | 47% | 23% | 12% | 4th Grade | 33% | 12% | 4% |
| 5th Grade | 59% | 31% | 14% | 5th Grade | 43% | 17% | 7% |
| 6th Grade | 50% | 17% | 5% | 6th Grade | 44% | 13% | 4% |
| 7th Grade | 34% | 10% | 3% | 7th Grade | 32% | 8% | 4% |
| 8th Grade | 40% | 17% | 3% | 8th Grade | 27% | 9% | 1% |



EOCs EB/ELs – State vs ILTexas

| | State | | | | State | | |
|--------------|------------|-------|---------|--------------|------------|-------|---------|
| | Approaches | Meets | Masters | | Approaches | Meets | Masters |
| English I | 32% | 16% | 1% | English I | 47% | 27% | 1% |
| English II | 33% | 18% | 1% | English II | 52% | 34% | 2% |
| Algebra I | 54% | 21% | 9% | Algebra I | 44% | 14% | 4% |
| Biology | 56% | 22% | 4% | Biology | 65% | 29% | 5% |
| U.S. History | 62% | 31% | 11% | U.S. History | 71% | 43% | 11% |



ILTexas – MAP Spring 2021 Reading

| MAP Spring 2020-2021 NWEA Growth: Reading | | | | | |
|---|----------------|-----------------------------|------------|-------|---------|
| | Total Students | STAAR Projected Proficiency | | | |
| | | Did Not Meet | Approaches | Meets | Masters |
| Reading Grade 3 | | | | | |
| All Students | 1739 | 46% | 26% | 16% | 12% |
| EL | 578 | 57% | 25% | 10% | 7% |
| Reading Grade 4 | | | | | |
| All Students | 1759 | 51% | 25% | 13% | 11% |
| EL | 609 | 60% | 24% | 9% | 7% |
| Reading Grade 5 | | | | | |
| All Students | 1811 | 46% | 28% | 14% | 12% |
| EL | 663 | 52% | 29% | 11% | 8% |
| Reading Grade 6 | | | | | |
| All Students | 1802 | 46% | 28% | 15% | 12% |
| EL | 655 | 56% | 27% | 12% | 5% |
| Reading Grade 7 | | | | | |
| All Students | 1666 | 38% | 29% | 19% | 13% |
| EL | 570 | 50% | 32% | 12% | 6% |
| Reading Grade 8 | | | | | |
| All Students | 1450 | 31% | 30% | 23% | 16% |
| EL | 466 | 41% | 35% | 17% | 7% |



ILTexas – MAP Spring 2021 Math

| MAP Spring 2020-2021 NWEA Growth: Math | | | | | |
|--|----------------|-----------------------------|------------|-------|---------|
| | Total Students | STAAR Projected Proficiency | | | |
| | | Did Not Meet | Approaches | Meets | Masters |
| Math Grade 3 | | | | | |
| All Students | 1798 | 56% | 25% | 12% | 7% |
| EL | 598 | 63% | 23% | 10% | 4% |
| Math Grade 4 | | | | | |
| All Students | 1785 | 56% | 30% | 9% | 6% |
| EL | 609 | 65% | 28% | 5% | 3% |
| Math Grade 5 | | | | | |
| All Students | 1864 | 42% | 38% | 14% | 6% |
| EL | 681 | 45% | 39% | 12% | 4% |
| Math Grade 6 | | | | | |
| All Students | 1788 | 41% | 34% | 16% | 9% |
| EL | 652 | 48% | 35% | 12% | 5% |
| Math Grade 7 | | | | | |
| All Students | 1669 | 36% | 37% | 19% | 8% |
| EL | 570 | 48% | 34% | 14% | 4% |
| Math Grade 8 | | | | | |
| All Students | 1553 | 27% | 34% | 26% | 14% |
| EL | 485 | 36% | 37% | 21% | 6% |

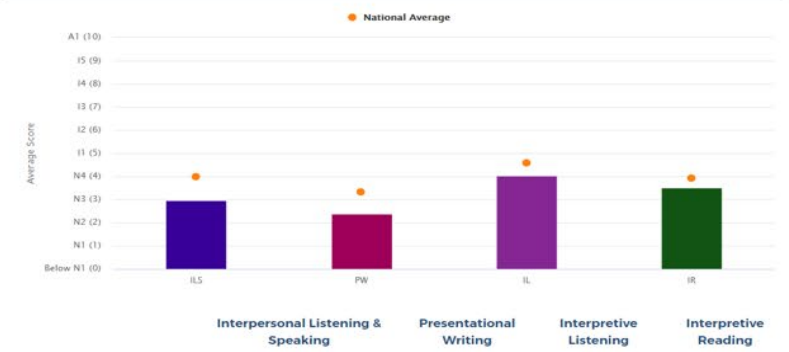


DLI Two-Way K-5: ILTexas vs National Average

ILTexas no change in speaking, writing and reading. ILTexas has a slight decrease -1 in listening.

2020

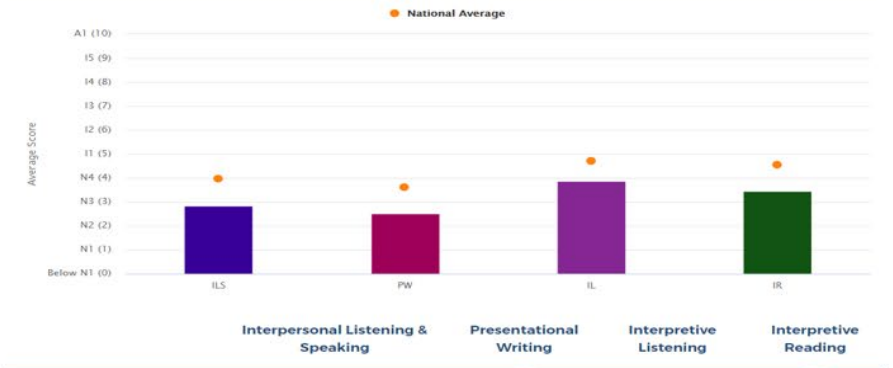
| DATE RANGE | STUDENTS | LANGUAGES | GRADE LEVEL |
|--------------------------|--------------|-----------|-------------|
| 02/02/2020 to 06/06/2020 | All Students | Spanish | Elementary |



| | Interpersonal Listening & Speaking | Presentational Writing | Interpretive Listening | Interpretive Reading |
|--|------------------------------------|------------------------|------------------------|----------------------|
| National Average | N3 (4.0) | N3 (3.3) | N4 (4.6) | N3 (3.9) |
| International Leadership of Texas | N2 (3.0) | N2 (2.4) | N4 (4.0) | N3 (3.5) |

2021

| DATE RANGE | STUDENTS | LANGUAGES | GRADE LEVEL |
|--------------------------|--------------|-----------|-------------|
| 03/01/2021 to 05/25/2021 | All Students | Spanish | Elementary |



| | Interpersonal Listening & Speaking | Presentational Writing | Interpretive Listening | Interpretive Reading |
|--|------------------------------------|------------------------|------------------------|----------------------|
| National Average | N3 (4.0) | N3 (3.6) | N4 (4.7) | N4 (4.6) |
| International Leadership of Texas | N2 (2.8) | N2 (2.5) | N3 (3.9) | N3 (3.5) |



Number of Emergent Bilingual Students Reclassified as English Proficient



| 2018 | 2019 | 2020 | 2021 |
|-------------|-------------|-------------|-------------|
| 46 | 71 | 231 | 43 |



Request to TEA for Bilingual Exceptions and ESL Waivers



- A school district that has an insufficient number of certified bilingual teachers to provide instruction in the bilingual program shall request from the commissioner of education an **exception** to the bilingual education program and the approval of an alternative language program as defined in §89.1203(12) of this title.
- A school district that has an insufficient number of appropriately certified ESL teachers (RLA/English) shall request from the commissioner of education a **waiver** of the certification requirements.
- ILTexas will submit a request for bilingual exceptions and ESL waivers by Nov. 1, 2021.
- The information will be shared with the School Board at the November Board Meeting.



Recruiting Activities 2021-2022



| Recruiting Activities 2021-2022 | | |
|---------------------------------|--|--|
| Date | Location | Description |
| 2021-2022 | Puerto Rico | Direct partnership with University of Puerto Rico to recruit bilingual/ESL teachers |
| 2021-2022 | International Teacher Conference and Job fair, Region 4, Houston | Recruit Bilingual/ESL Teachers |
| 2021-2022 | Puerto Rico | Recruit Bilingual/ESL Teachers |
| 2021-2022 | ILTexas | ILTexas career fairs to recruit bilingual/ESL teachers |
| 2021-2022 | ILTexas | ILTexas offers \$5,000 bilingual stipend |
| 2021-2022 | ILTexas | ILTexas will recruit bilingual/ESL teachers from various countries through ILTexas J1 visa sponsorship program |
| 2021-2022 | ILTexas | Online recruiting websites for bilingual teachers |
| 2021-2022 | ILTexas | Student teacher and student observer program for bilingual/ESL teachers |



Comprehensive and Targeted Professional Development



- As per TAC Chapter 89.1207(a)(1)(D) for LEAs filing a Bilingual Education Exception and 89.1207(b)(1)(D) for LEAs filing an ESL Waiver, the following assurance is required:

Implementation of a comprehensive professional development plan that:

- is ongoing and targets the development of the knowledge, skills, and competencies needed to serve the needs of English learners;
 - includes the teachers who are not certified or not appropriately certified who are assigned to implement the proposed alternative program; and
 - may include additional teachers who work with English learners.
- [Link to Professional Development Plan](#)



Thank you! ¡Gracias! 谢谢!