

Bilingual Education/English as a Second Language (BE/ESL) Monitoring System Analysis

District Name:

CDN:

School Year:

Instructions

Conduct a thorough analysis of the BE/ESL program using the probes/areas for consideration provided. Identify data trends and/or systemic program issues related to aspects of the BE/ESL program that have been successful and/or are in need of improvement. Review local data and current policies, procedures, and practices. Respond to every item and complete all the information requested. Any findings of noncompliance must be included in the Corrective Action Plan (CAP) and be presented to the board of trustees (or the governing body if open-enrollment charter school) for discussion and action in accordance with Texas Education Code §7.028(b). Address areas for improvement in the targeted Improvement Plan (IP) as appropriate. The district will need to evaluate the areas identified for improvement through all intervention activities to determine priorities for the district. If a particular area for improvement will not be included in the targeted IP, the district must be prepared to explain how and when the issue will be addressed.

SECTION I: BE/ESL PROGRAM CONTENT AND DESIGN

1. Identify the program models used to serve English language learners (ELLs) in your district. Consider the extent to which the program models used enable ELLs to become proficient in listening, speaking, reading, and writing the English language through the development of literacy and academic skills.

Description of Current Program

Areas for Improvement

2. Consider the extent to which the program models used emphasize the mastery of English language skills, as well as mathematics, science, and social studies, to enable ELLs to participate equitably in school and to achieve academically at a level comparable to non-ELLs.

Description of Current Program

Areas for Improvement

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3. Consider program content as it relates to methods of instruction, academic language development, intensive nature of the program, provision of services and supports, and targeted audience (long term ELLs, highly schooled newcomers, reclassified ELLs, migrant ELLs, ELLs with interrupted formal education, refugees, ELLs with disabilities, and ELLs who are struggling readers).

Description of Current Program

Areas for Improvement

SECTION II: CURRICULUM AND ASSESSMENT

1. Describe the system used to ensure the quality of the district's curriculum and its consistent use on all campuses. Consider the extent to which the curriculum is aligned with the Texas Essential Knowledge and Skills (TEKS); is the basis of instruction in all classrooms; is horizontally and vertically aligned; is mastered by students across all subject areas; incorporates, integrates, supports, and enhances the implementation of the English Language Proficiency Standards (ELPS) across the curriculum; provides models for differentiating instruction based on student data and best practices, and incorporates administrative monitoring for effective implementation by administration with written documentation.

Description of Current Program

Areas for Improvement

2. Describe the systems used to assess mastery of the TEKS each grading period, and the processes by which this information is used by teachers in instructional decision making. Consider the extent to which the systems include alignment of curriculum with evaluation tools; student performance evaluation as measured by benchmarks, embedded testing, released STAAR, and content-based assessments; instructional strategies that improve academic vocabulary, reading comprehension, and achievement as shown through student performance evaluations.

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SECTION III: INSTRUCTIONAL PLACEMENT, PLANNING, MATERIALS, MONITORING, AND STUDENT SUPPORT

1. Instructional Placement: Describe the data driven processes used to ensure each English language learner (ELL) is placed in appropriate instructional settings. Describe the process used to develop and disseminate student data so that all teachers are fully informed about the needs of their ELLs. Consider the processes to ensure data sources including TELPAS, STAAR, benchmarks, personal graduation plans (PGPs), and local assessments are utilized in making instructional placement decisions; new students are placed in proper instructional settings and receive appropriate support services; each ELL's schedule reflects careful placement into instructional settings based on student data, teacher preparation and expertise, and a four-year graduation plan; monitoring of an ELL's learning as a basis to guide instructional decisions and support services; and Language Proficiency Assessment Committee (LPAC) data are disseminated to persons serving ELLs.

Description of Current Program

Areas for Improvement

2. Planning, Monitoring, and Support: Describe the instructional planning and monitoring process used to ensure the learning needs of English language learners (ELLs) are met. Describe the processes for determining necessary support services for ELLs, including "newcomers". Consider data sources utilized in instructional planning, including TELPAS, benchmarks, PGPs, and local assessments; criteria and timelines for monitoring and evaluating student success; processes for developing differentiated instructional plans for elementary school, middle school, and high school ELLs; methods to monitor implementation of differentiated instructional plans for ELLs; the timely evaluation of student learning success to guide instructional planning and student support; the success of transitions from grade to grade and between campuses; and the coordination of services for ELLs between and among content area teachers and BE/ESL teachers.

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3. Materials: Review instructional materials in English and Spanish to determine the extent to which content and language are aligned, regardless of publisher. Review the district's system(s) for acquisition and allocation of instructional materials for the BE/ESL program. Consider the systems used to ensure BE/ESL materials/textbooks are aligned with English-only materials/textbooks; ensure materials/textbooks are aligned across campuses; request, procure, and distribute materials in a timely manner; acquire and make available supplemental and enrichment books and materials that support English language acquisition; and acquire and make available appropriate materials for support of ELLs in content areas.

Description of Current Program

Areas for Improvement

SECTION IV: ACQUISITION, RETENTION, AND DEVELOPMENT OF STAFF MEMBERS SERVING ENGLISH LANGUAGE LEARNERS (ELLs)

In completing this section, review staff development activities (optional and required) available for teachers of ELLs during the past two years, and consider whether participation impacted teacher actions and student learning.

1. Briefly describe the processes for acquiring and retaining certified, high quality staff members; the system for supporting teachers new to the district and to the profession; the processes for the district assisting personnel in acquiring Bilingual Education and ESL endorsement/certification; and the processes for providing sheltered instruction or similar training to staff members serving ELLs. Evaluate the availability, need/timeliness, quality, and impact of staff development opportunities designed to meet the needs of teachers who work with ELLs.

Description of Current Program

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2. Consider the process for conducting a needs assessment for professional development activities, including data sources analyzed and teacher input; ensuring attendance of key personnel, including administrators, in development activities; determining the effectiveness of specific staff development activities in improving the quality of instruction for ELLs in language acquisition and content courses; and determining the need for follow-up activities to support prior staff development activities.

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3. If, within the past year, the district has been granted exception(s)/waiver(s) due to an insufficient number of certified teachers, review how the district is meeting the needs of ELLs and describe plans to ensure acquisition of required staff.

☐ N/A: The LEA does NOT have exception(s) or waiver(s)

Description of Current Program

Areas for Improvement

SECTION V: PARENTAL INVOLVEMENT/STUDENT SUPPORT

1. Describe how the district ensures open communication and involvement with parents of English language learners (ELLs). Consider the ways in which the district routinely communicates with parents regarding the BE/ESL program and LPAC process in students' home languages; provides opportunities for parental input; provides opportunities to increase parental understanding of the district's educational programs and services, and of the BE/ESL program; and encourages parents of ELLs to participate in school-sponsored activities, including ways to support their children with school work.

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Areas for Improvement