Bilingual Education
English as a Second Language
Annual Performance Report
2020-2021

Fort Stockton Independent School District

Purpose of Report:

Texas Administrative Code §89.1201. Policy, ensures that every student in the state who has a primary language other than English and who is identified as an English learner shall be provided a full opportunity to participate in a bilingual education or English as a second language (ESL) program, as required in the Texas Education Code (TEC), Chapter 29, Subchapter B. To ensure equal educational opportunity, as required in the TEC, §1.002(a), each school district shall:

Texas Administrative Code §89.1265. Evaluation:

(a) All school districts required to conduct a bilingual education or English as a second language (ESL) program shall conduct an annual evaluation in accordance with Texas Education Code (TEC), §29.053, collecting a full range of data to determine program effectiveness to ensure student academic success. The annual evaluation report shall be presented to the board of trustees before November 1 of each year and the report shall be retained at the school district level in accordance with TEC, §29.062.

(b) Annual school district reports of educational performance shall reflect:

    (1) the academic progress in the language(s) of instruction for English learners;
    (2) the extent to which English learners are becoming proficient in English;
    (3) the number of students who have been reclassified as English proficient; and
    (4) the number of teachers and aides trained and the frequency, scope, and results of the professional development in approaches and strategies that support second language acquisition.

(c) In addition, for those school districts that filed in the previous year and/or will be filing a bilingual education exception and/or ESL waiver in the current year, the annual district report of educational performance shall also reflect:

    (1) the number of teachers for whom an exception or waiver was/is being filed;
    (2) the number of teachers for whom an exception or waiver was filed in the previous year who successfully obtained certification; and

    (3) the frequency and scope of a comprehensive professional development plan, implemented as required under §89.1207 of this title (relating to Bilingual Education Exceptions and English as a Second Language Waivers), and results of such plan if an exception and/or waiver was filed in the previous school year.

(d) School districts shall report to parents the progress of their child in acquiring English as a result of participation in the program offered to English learners.

(e) Each school year, the principal of each school campus, with the assistance of the campus level committee, shall develop, review, and revise the campus improvement plan described in the TEC, §11.253, for the purpose of improving student performance for English learners.

Bilingual Education Program

Fort Stockton Independent School District's (FSISD) implements the transitional early exit program model. Students identified as English learners are served in both English and Spanish. They are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school. Instruction in this program is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061(b) (1), for the assigned grade level and content area. The goal of early-exit transitional bilingual education is for program participants to use their primary language as a resource while acquiring full proficiency in English. This model provides instruction in literacy and academic content through the medium of the students' primary language, along with instruction in English that targets second language development through academic content.

Alamo Elementary	Grade	Program Type
Certified Bilingual Teachers		
1	PK	Self-contained/No Exception needed
0	Kindergarten	Self-contained/ Under Exception
1	First grade	Self-contained/No exception needed
1	Second grade	Self-contained/No Exception needed
1	Third grade	Self-contained/No Exception needed

Apache Elementary   **Grade**

Certified Bilingual Teachers

0	Kindergarten	Self-contained/Under Exception
1	First grade	Self-contained/No Exception needed
1	Second grade	Self-contained/No Exception needed
0	Third grade	Departmentalized Instruction (4 non-certified bilingual teachers/Under Exception

Intermediate School   **Grade**

Certified Bilingual Teachers

1	Fourth grade	Departmentalized Instruction/Under Exception
1	Fifth grade	Departmentalized Instruction/Under Exception

Due to a bilingual certified teacher shortage in our area, our district was unable to provide the required bilingual certified teachers in five of the bilingual elementary classrooms as listed above. A request was made to TEA for an exception for the bilingual education program and approval to offer an alternative language program due to this shortage for the 2020-2021 school year. Due to the continued shortage, a bilingual exception will need to be filed with TEA for the 2021-2022 school year as well. Students will continue to be provided the support and strategies needed to help them become English proficient and academically successful.

The district continues to take all reasonable affirmative steps to secure teachers with teaching certificates appropriate for bilingual education as administrators attend upcoming recruiting opportunities. There is a designated bilingual campus coordinator at each elementary campus.

English as a Second Language (ESL) Program

The ESL program is an ESL Pull-Out/Inclusionary Program Model implemented at Fort Stockton Middle School and Fort Stockton High School. This program model is an English acquisition program. Students identified as English learners are served through English instruction provided by an appropriately certified ESL teacher, through English language arts and reading. The goal of the ESL pull-out is for English learners to attain full proficiency in English 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 that is linguistically and culturally responsive in English language arts and reading.

Middle School and High School had a full-time ESL certified and highly effective teacher at each campus. Both teachers were also designated as the ESL program coordinator for their campus. Due to a loss of the ESL certified teacher at Fort Stockton Middle School, an ESL wavier will have to be filed with TEA for the 2021-2022 school year requesting approval to offer an alternative language program. Students will continue to be provided the support and strategies needed to help them become English proficient and academically successful.

The district will take all reasonable affirmative steps to secure teachers with teaching certificates appropriate for ESL education as administrators attend upcoming recruiting opportunities

Staff Development

All bilingual and ESL teachers participated in all regular staff development activities provided by the district. Staff development included training on sheltered instruction activities/strategies and TEKS Resource System trainings. Staff development records are maintained through Region 18 Education Service Center.

Student Data

Our district uses Data Management for Assessment and Curriculum (DMAC). DMAC provides our school district with the tools and services necessary to develop and improve the quality of instruction provided to our emergent bilingual students. The utilization of student data generated through DMAC will continue to be used in planning classroom instruction throughout the school year. Teachers meet at the beginning of the year to disaggregate student data to target instructional areas of improvement. The data generated from STAAR results provide teachers with individual student information such as items not mastered, scale scores, and other pertinent information to assist teachers in providing immediate interventions as the new school year begins. In addition, students who continue to struggle and not perform well academically are provided with the necessary accelerated instructional strategies and interventions needed through Response to Intervention (RTI).

Campus Responsibilities

Fort Stockton ISD complies with Texas Administrative Code, Chapter 89.1265, Evaluation (e) in which each school year, the principal of each campus, with the assistance of the campus level committee, develops, reviews, and revises the campus improvement plan described in the TEC, §11.253, for the purpose of improving student performance for English learners.

Campus principals, with the assistance of their teachers, shall continue to analyze student data to determine the factors of low student STAAR performance. They will develop and maintain the implementation of their instructional strategies and interventions to continue to help students become successful on the STAAR exams. Campus Needs Assessments (CNAs) are developed to identify campus and student needs. The campus principals and teachers will continue meeting periodically to plan and implement activities, strategies, and interventions needed to ensure the success of the Bilingual Education/ESL program in regards to student performance and program implementation. Campuses will focus their efforts on meeting and exceeding their mastery and progress in all grades and all subjects.

Performance Results

TELPAS and STAAR/EOC

All academic areas of the Bilingual Education and the ESL programs will be continuously addressed and closely monitored to ensure student success. Each campus will continue to target weak areas with the ongoing implementation of sheltered instructional strategies, initiatives, and activities to improve areas of student academic deficiencies. FSISD will continue to maintain documentation related to continuous improvement planning efforts. Campus Needs Assessments will continue to identify campus and student needs to best help bilingual emergent students.

FSISD continues to provide an enriched learning environment to increase academic achievement for bilingual emergent students. students.

TELPAS Assessment Yearly Achievement Summary
3 Year Review

Tested Year Spring 2021	# Tested	Advanced High Rating	
LEP Years		#	%
K,1,2,3,4,5,6+	248	35	14% ↑
1-4	115	5	4%
5-6+	133	30	23% ↑

Tested Year Spring 2020	# Tested	Advanced High Rating	
LEP Years		#	%
K,1,2,3,4,5,6+	217	32	13% ↑
1-4	89	5	**4%
5-6+	128	27	20% ↑

Tested Year Spring 2019	# Tested	Advanced High Rating	
LEP Years		#	%
K,1,2,3,4,5,6+	211	30	12%
1-4	115	18	12%
5-6+	96	12	12%

** Results incomplete due to COVID-19 school closure during testing window.

TELPAS Yearly Achievement Summary
for FORT STOCKTON ISD

Grade: All   Administration: 2021   Source: Admin

Years in U.S. Schools	# Tested	# of Matched Students	Progress >= 1 Level		Advanced High Rating		Progress >= 1 (not AdvH)	
			#	%	#	%	#	%
K,F,S,1,2,3,4,5,6+	248	214	73	34%	35	14%	41	19%
1-4	115	86	34	40%	5	4%	31	37%
5-6+	133	128	39	30%	30	23%	10	8%
Unknown	20	0	0	0%	0	0%	0	0%
All	268	214	73	34%	35	13%	41	19%
All - Grade K thru 2	60	38	18	47%	1	2%	17	45%
All - Grade 3 thru 12	208	176	55	31%	34	16%	24	14%

* A student is matched if the current year record can be matched to a previous year record.
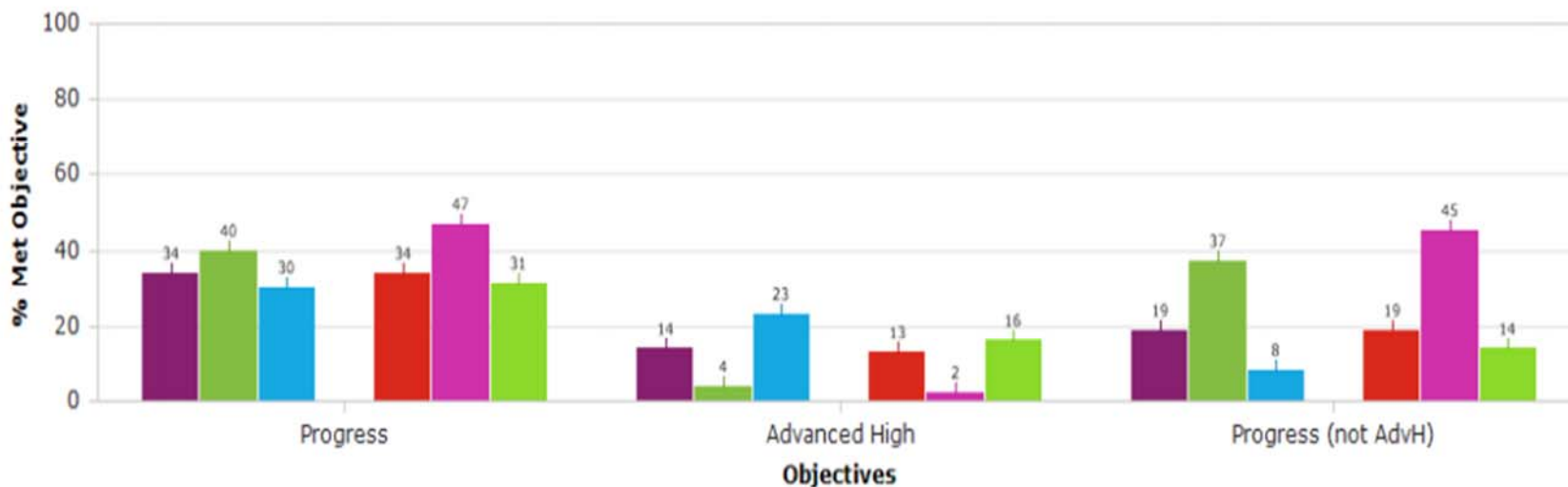
STAAR/EOC
3 Year Review

STAAR Demographic Longitudinal - All Subjects
for FORT STOCKTON ISD

Source: Admin   Year: 2021
Test Version(s): STAAR   Language(s): English   Calculation Option: Approaches Gr Lvl Std   Retests: Second Administration included if available

ELA	E1			E2		
	2018	2019	2021	2018	2019	2021
LEP/ELL	7%	22%	20%	11%	9%	20%

Mathematics	03			04			05			06			07			08			A1		
	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021
LEP/ELL	84%	70%	52%	32%	54%	36%	88%	69%	39%	33%	43%	37%	40%	14%	19%	36%	69%	18%	53%	53%	69%

Reading/ELA	03			04			05			06			07			08		
	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021
LEP/ELL	68%	48%	30%	14%	57%	29%	58%	41%	44%	25%	18%	22%	0%	7%	19%	29%	13%	36%

Science	05			08			BI		
	2018	2019	2021	2018	2019	2021	2018	2019	2021
LEP/ELL	38%	23%	24%	0%	31%	9%	68%	50%	72%

Social Studies	08			US		
	2018	2019	2021	2018	2019	2021
LEP/ELL	8%	0%	9%	44%	65%	73%

Writing	04			07		
	2018	2019	2021	2018	2019	2021
LEP/ELL	14%	54%	13%	7%	8%	19%

Fort Stockton Independent School District
2020-2021 Bilingual/ESL Program End of Year Report

NUMBER OF:	PK	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH
LEP Students	3	19	16	19	27	14	19	27	27	25	13	15	13	14
Students in Bilingual Program	3	19	15	18	27	14	18							
Students in ESL Program								25	25	23	13	13	13	*14*
Parent Denial Students	0	0	1	1	0	0	1	2	2	2	0	2	0	0
Served in Special Education	1	3	1	0	3	2	3	1	0	1	1	1	1	0
Gifted/Talented	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Year 1 Monitored						1	0	1	0	1	0	0	0	0
Year 2 Monitored						0	1	3	0	0	0	0	0	0
Retained	0	1	0	0	0	0	0	0	0	0	2	1	2	0
1st Year Immigrants	0	0	1	0	0	1	0	1	0	0.	0	1	2	0
2nd Year Immigrants		0	2	0	2	0	1	2	1	0	1	1	2	2
3rd Year Immigrants			0	3	3	1	0	1	3	4	3	2	0	3
Exited Students					1	0	0	0	0	0	0	0	0	0

All 14 of the 12th grade ESL students graduated.

Total LEP students identified: 251   **Total LEP students served: 240**

Summary

During the 2020-2021 school year, our struggling English learners continued to be the emphasis for our planning and interventions. Our Bilingual/ESL program continues to show improvement in the implementation of the program itself, especially with the sustained support of our school board, administration, campus principals, and teachers. Emphasis will continue being placed on early interventions. Struggling students will be monitored throughout the year to ensure academic success and improve student performance in all academic areas.

FSISD's Bilingual/ESL programs will continue to be a priority with the continuation of campus and district-wide activities that will continue to focus on building consistency throughout the district. Training for all teachers on sheltered instruction activities and implementation of TEKS Resource System will continue as the lessons provide increased rigor and complexity for grades K-12 in all foundational academic subject areas (English Language Arts and Reading, Mathematics, Science, and Social Studies). FSISD will continue to engage students in active learning by providing innovative and creative curriculum and instruction that is designed to prepare the students for college or entry into a career.

Professional development will continue to be provided to teachers for ongoing instruction preparation. Response to Intervention will also continue to be implemented at all campuses to identify and assist any student who may be struggling. FSISD continues with a focused goal of providing an enriched learning environment to increase academic achievement, and having all students become academically successful. The mission of the Fort Stockton Independent School District is to remain totally committed to the development of students as life-long learners and productive, self-sustaining contributors to society.