

# 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

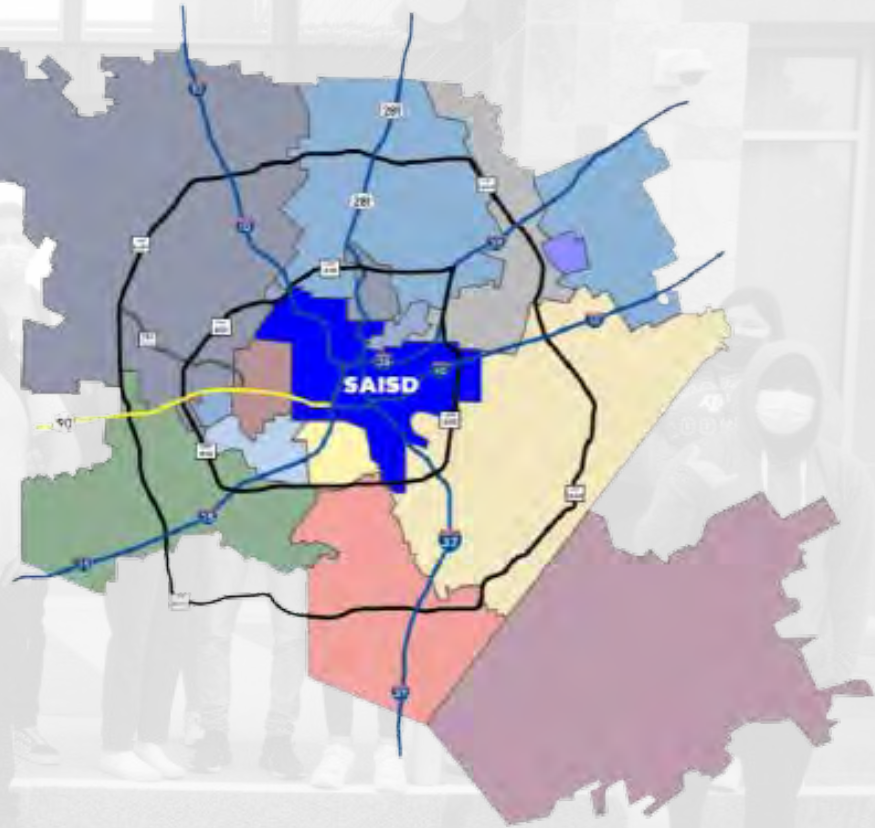
7% Gifted & Talented

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



Pre  
6  
9th

Education	American	White
534	34	116

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

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

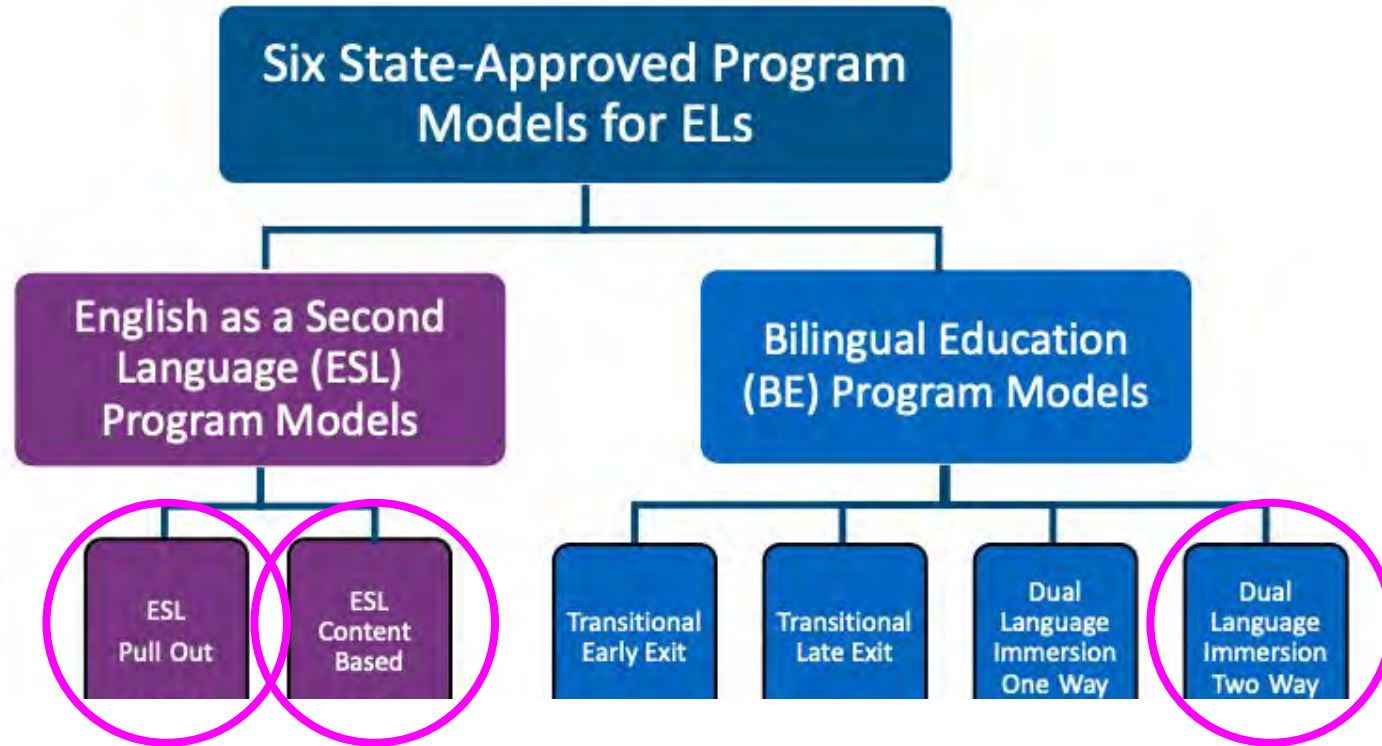


# Program Models In Texas

[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.

**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 1 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.

**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.

**ELEMENTS OF CBLI:**

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

www.txel.org **TEA**  
Texas Education Agency

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:

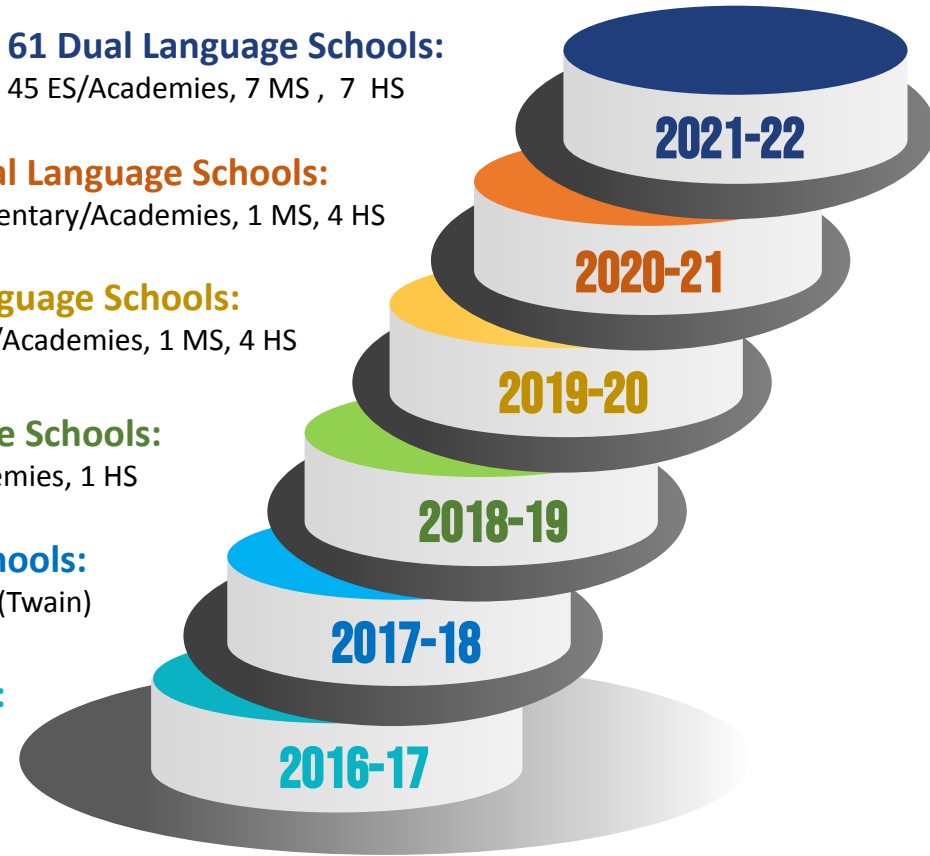
44 Elementary/Academies, 1 HS

### 13 Dual Language Schools:

1 Dual Language Academy (Twain)

### 2 Dual Language Schools:

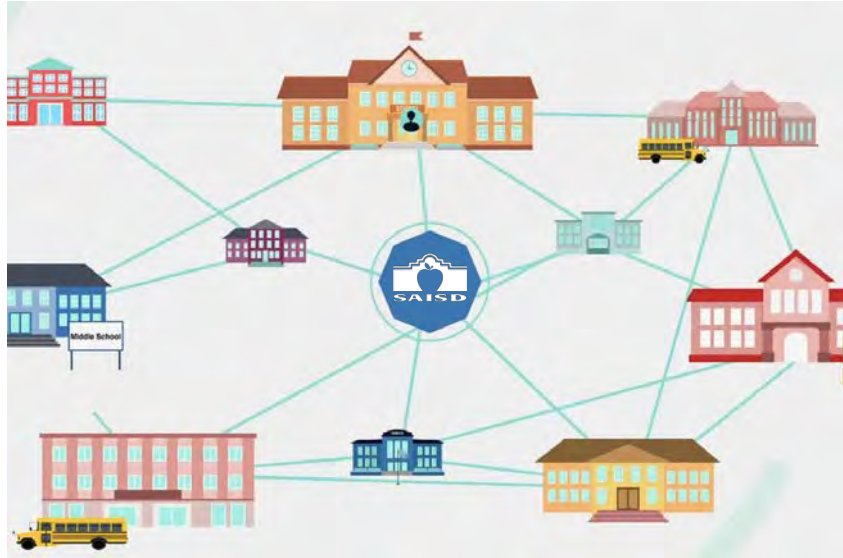
Bilingual Redesign Committee





# SAISD

## Bilingual Hubs



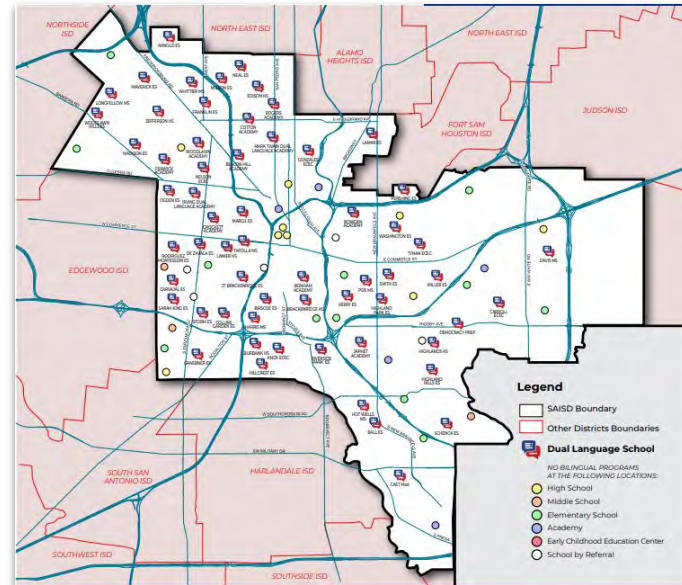
**Total Learning Sites: 104**

**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





# 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  
☒ DISCUSSION/ACTION

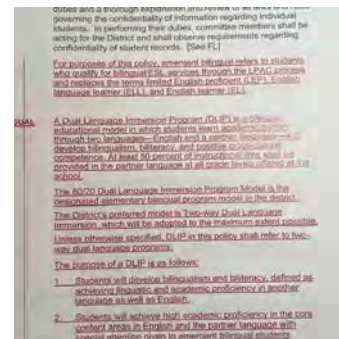
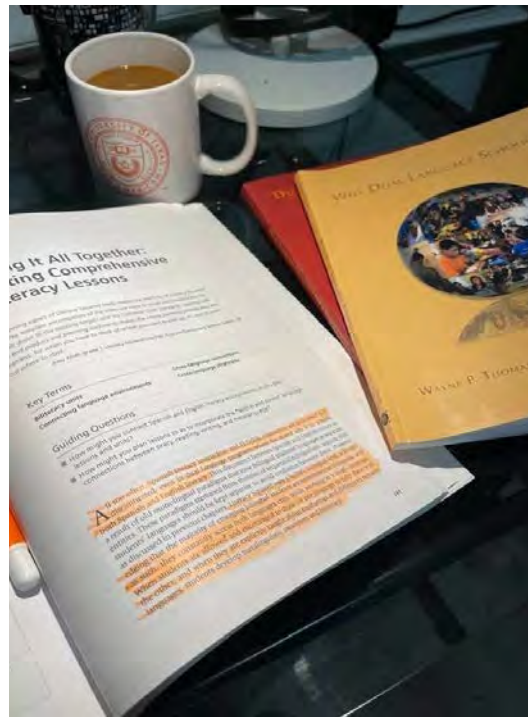
**REQUESTED BY:** Patti Salzmann, Deputy Superintendent

**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.



## 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 ladder of opportunity by solidifying dual language education into our local policy?"



Dr. Olivia Hernández



Esmeralda Alday

# 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)

## Equity and Access



# Three Goals of Dual Language Education



Bilingualism  
& Biliteracy



High Levels of  
Academic  
Achievement

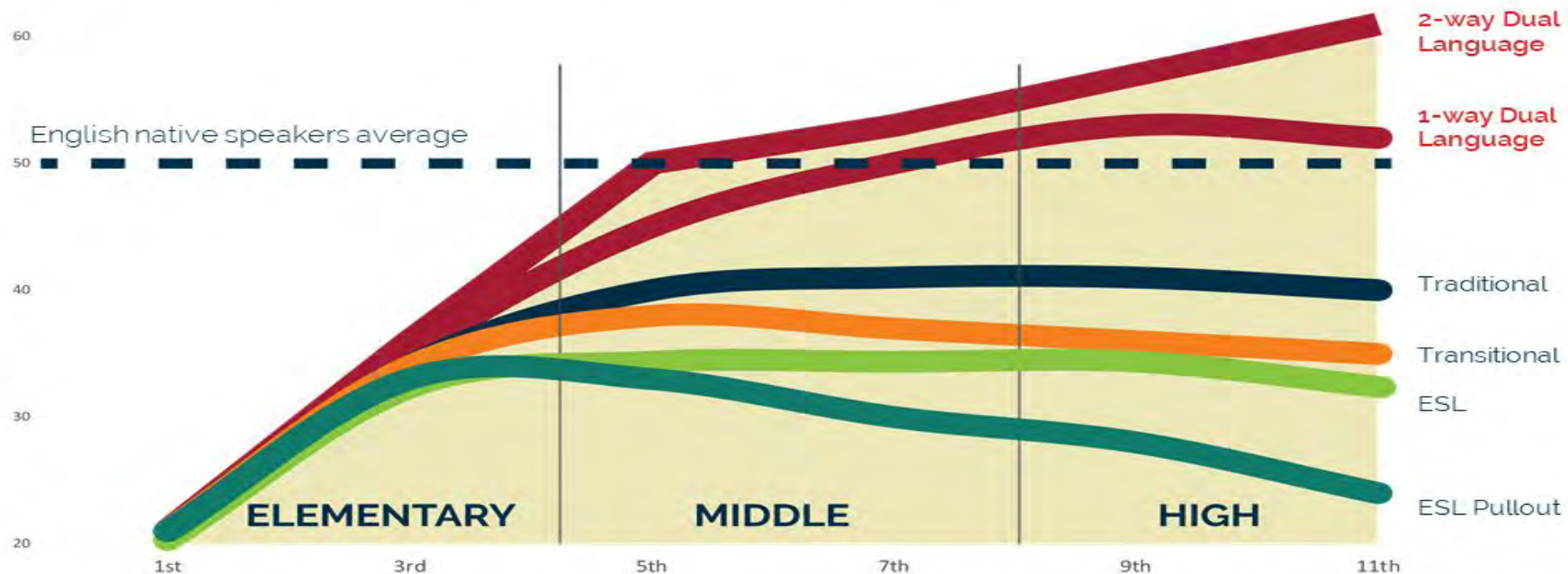


Cross-Cultural  
Competence



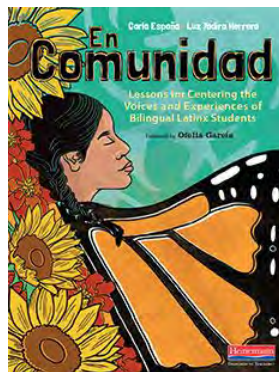
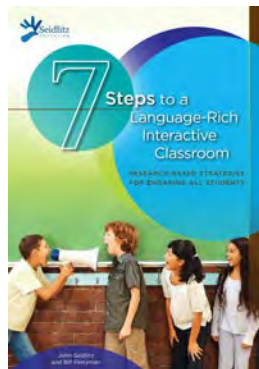
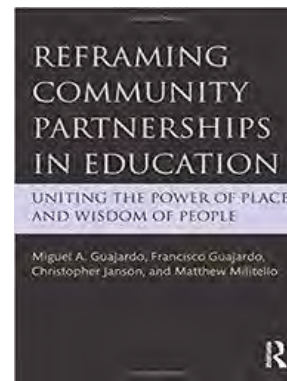
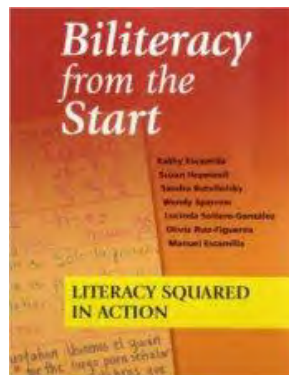
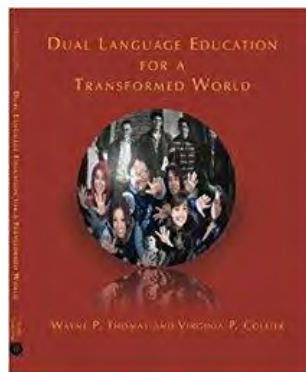
**“Extension of and quality instruction in the *first language* is the best predictor of long-term academic success in English.”**

## English Reading Standardized Tests



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

# Our Anchor Texts

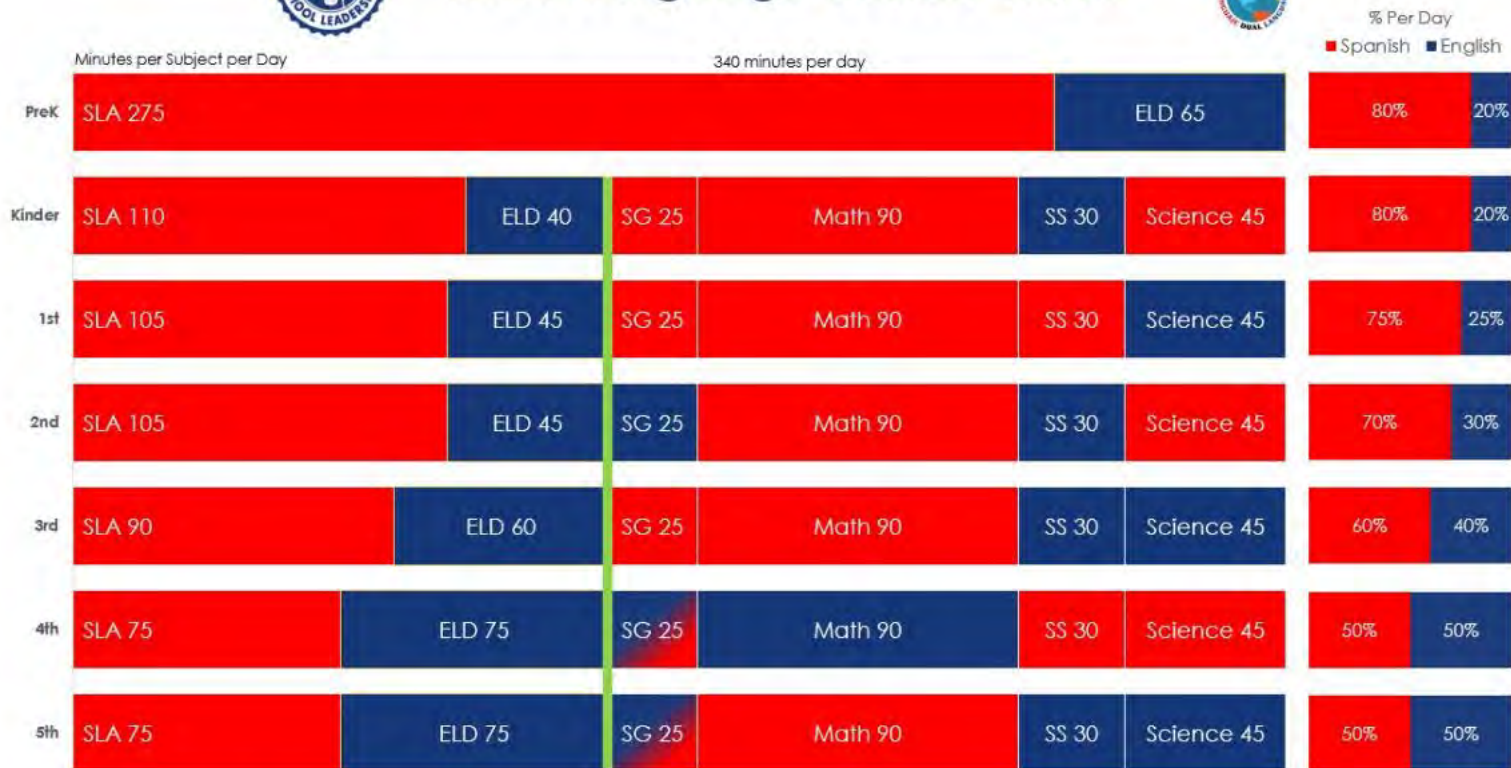


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# Dual Language Model 80/20



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

SG = Small Group Instruction SS = Social Studies

# SAISD Dual Language Secondary Model Sample

6<sup>th</sup> 7<sup>th</sup> 8<sup>th</sup> 9<sup>th</sup> 10<sup>th</sup> 11<sup>th</sup> 12<sup>th</sup>

## 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<sup>th</sup>  
Algebra DL

Algebra  
Geometry

Geometry  
Algebra II  
DL

Algebra II  
Pre-Cal DL

Pre-Cal  
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



## 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

English Reading Standardized Tests

Exceeds all 4 quality indicators in the first language is the best predictor of long-term academic success in English

Legend: Dual Language (Red), Traditional (Green)

Grade Levels: ELEMENTARY, MIDDLE, HIGH

Dual Language graduates have access to:

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

## 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/Orc  
hestra  
Drama Club  
NJHS  
Theatre Arts

## I SUPPORT

THE SEAL OF

**BILITERACY**

SealofBiliteracy.org

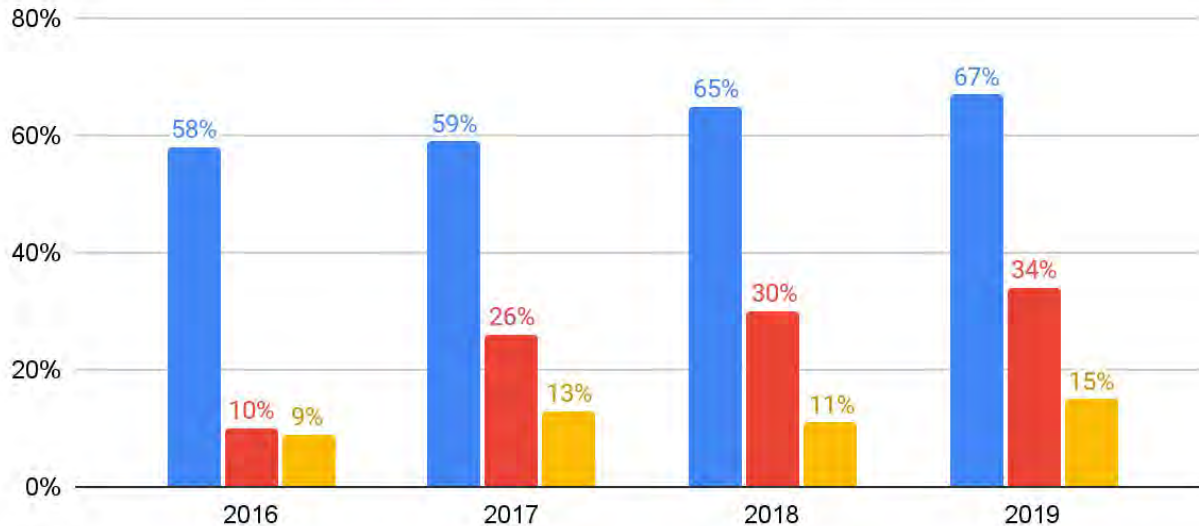
## Contact:

ealday1@salsd.net  
rnavo4@salsd.net  
mvalderrama1@salsd.net  
[210] 554-2590

# Program Impact Pre-COVID

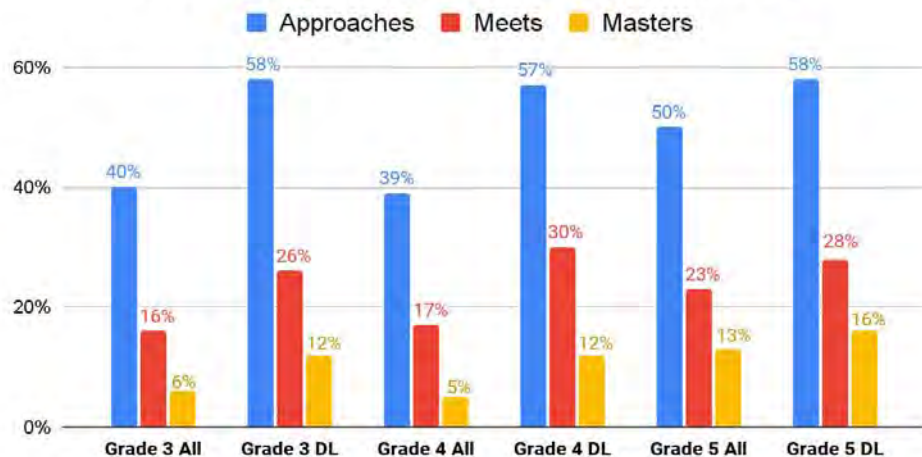
## STAAR Performance: All Grades, All Subjects Dual Language/Bilingual Late Exit

Approaches Meets Masters



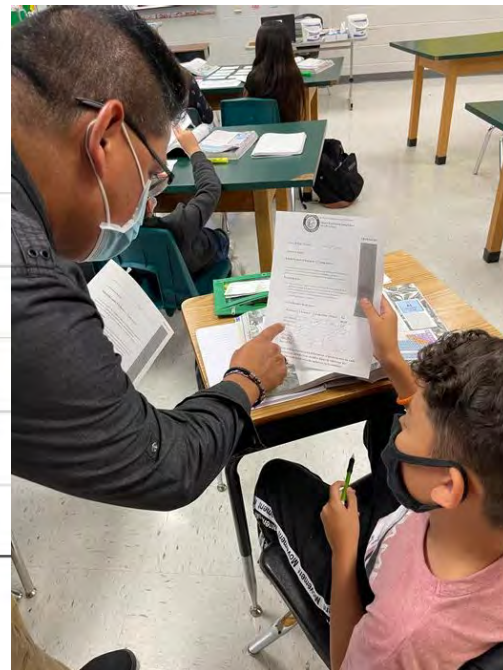
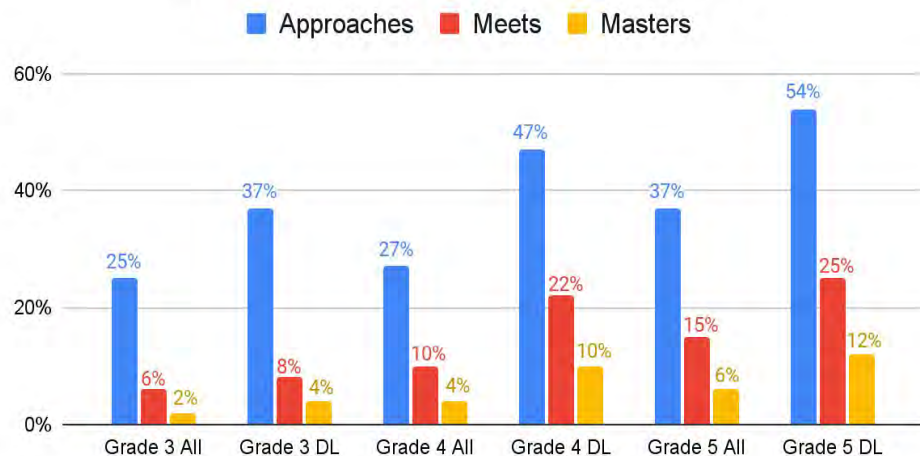
# Program Impact: 2020-2021 STAAR Reading Data

STAAR Reading Grades 3-5 (English)

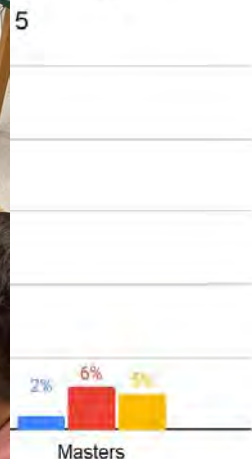


# Program Impact: 2020-2021 STAAR Math Data

## 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%
<b>Current EBs</b>	<b>32</b>	<b>69%</b>	<b>25%</b>	<b>3%</b>
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"><li>•Rigorous and Relevant Instruction for Emergent Bilinguals 101</li><li>•Introduction to Literacy Squared 101</li><li>•Toma La Palabra / 7 Steps 101</li><li>•Conference Participation 101</li></ul>	<ul style="list-style-type: none"><li>•Dual Language Principals’ Academy 101</li><li>•Conference Preparation 101</li><li>•7Steps</li></ul>	<ul style="list-style-type: none"><li>•Dual Language 101</li></ul>
LEVEL 2		
Teachers	Administrators	
<ul style="list-style-type: none"><li>•Rigorous and Relevant Instruction for Emergent Bilinguals 201</li><li>•Literacy Squared Writing 201</li><li>•Toma La Palabra 101</li><li>•Conference Participation 201</li></ul>	<ul style="list-style-type: none"><li>•Dual Language Principals’ Academy 201</li><li>•Conference Preparation 201</li></ul>	
LEVEL 3		
Teachers	Administrators	
<ul style="list-style-type: none"><li>•Rigorous and Relevant Instruction for Emergent Bilinguals 301</li><li>•Literacy Squared 301</li><li>•Toma La Palabra/ 7 Steps 201</li><li>•Conference Participation 301</li></ul>	<ul style="list-style-type: none"><li>•Dual Language Principals’ Academy 301</li><li>•Conference Preparation 301</li></ul>	



## Stakeholder Engagements

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

[illegible]

# 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









*Dra. Olivia Hernández - San Antonio ISD  
Assistant Superintendent for  
Learning, Language and Literacy  
[ohernandez2@saisd.net](mailto:ohernandez2@saisd.net)*

# Thank you!

# ¡Gracias!



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