

San Antonio ISD State Finance Commission Presentation

TEA June 5, 2018



San Antonio Independent School District
Bilingual / ESL & Migrant Department



Inspiration *for this* talk

...there is a growing dissonance between **research** in the education of emergent bilingual students; the **policies** developed for their education; and the **practices** we **observe** in schools.

Ofelia Garcia & Jo Anne Kleifgen



Dual Language Program Expectations

GRADES



PK – 5th

- Dual Language Instruction
- Biliteracy
- Content Areas delivered in two languages

6th – 8th

1-2 Content Areas in Spanish PLUS ...

- 6th HS Spanish I for High School Credit
- 7th Spanish Language Pre-AP for High School Credit
- 8th Spanish Language AP for High School Credit AND College Credit

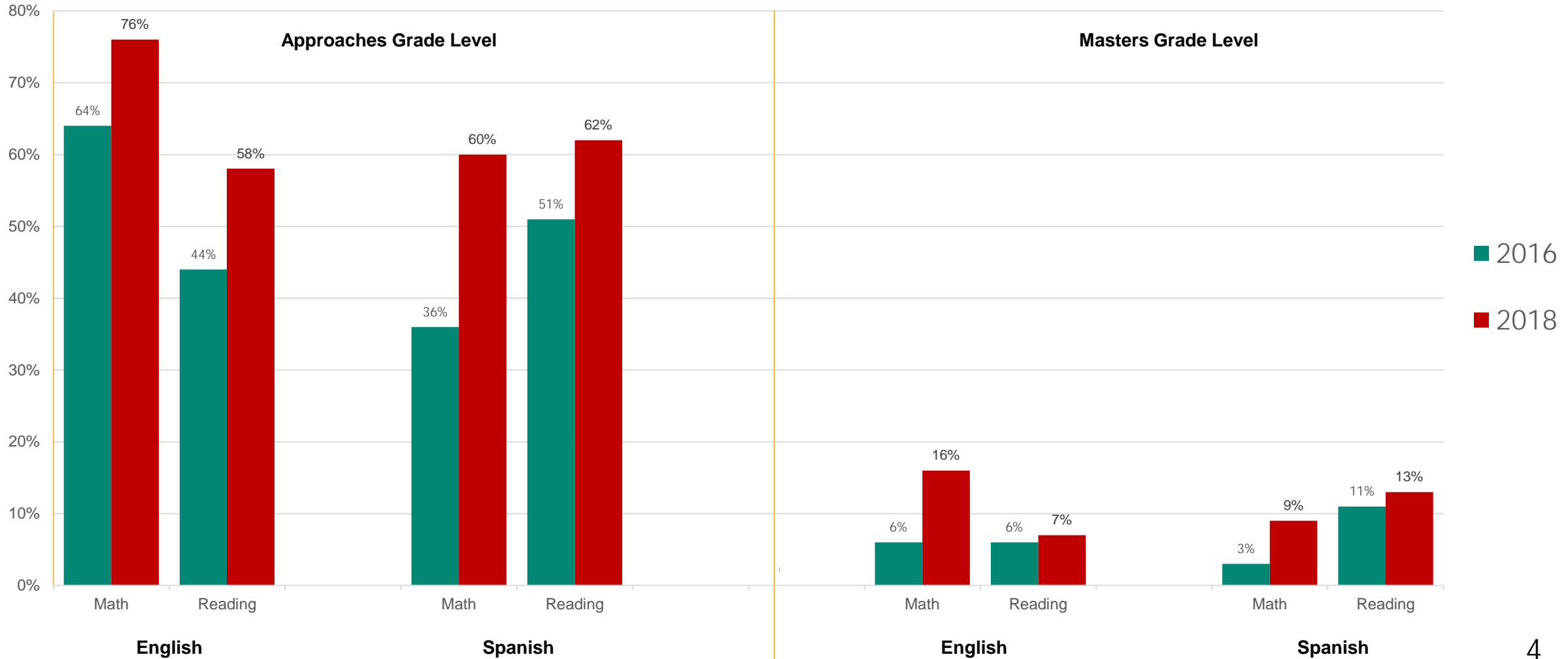
9th – 12th

1-2 Content Areas in Spanish PLUS ...

- 9th Grade Spanish Literature Pre-AP
- 10th Grade Spanish Literature AP for College Credit
- 11th Career Spanish I for College Credit
- 12th Career Spanish II for College Credit

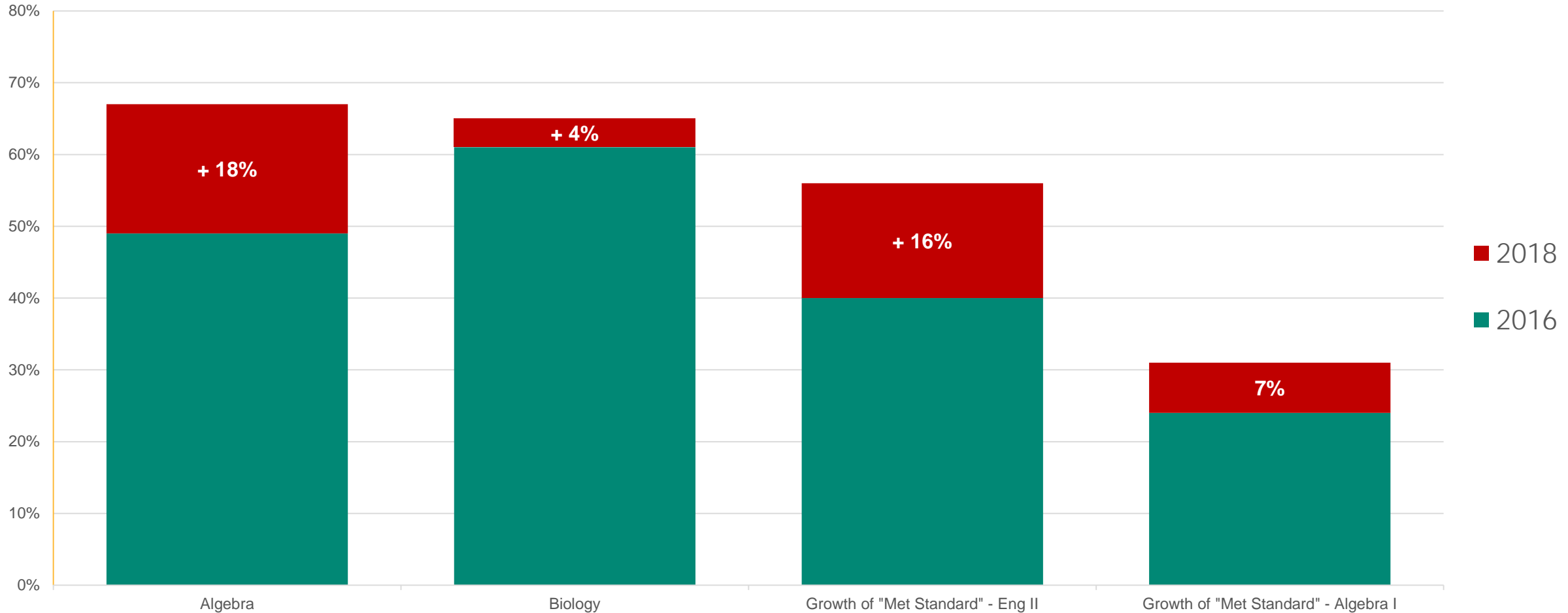
EL Academic Progress

5th Grade STAAR – ELS



EL Academic Progress

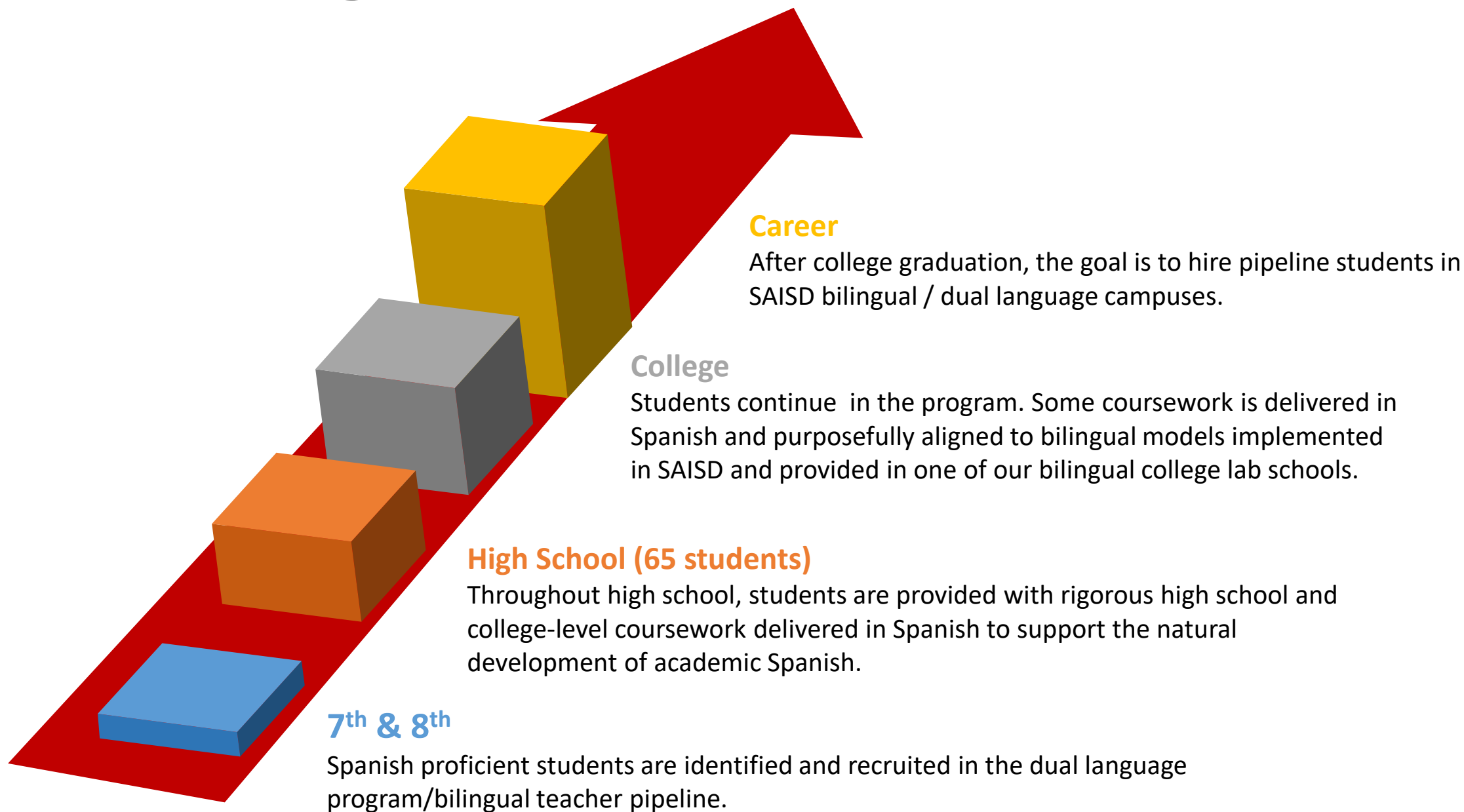
End of Course STAAR – ELS - First Attempt Test



Bilingual/ESL & Migrant Department 2018-19

- Transitioning the official SAISD bilingual program to **80/20 two-way dual language** (additive) program from late-exit transitional (subtractive).
- **43 schools** implementing 80/20 Two-Way Dual Language program in their bilingual classrooms; 18 schools serving ELs through an ESL Content-Based program
- **Brackenridge High School** piloting a Dual Language program - over 60 students as part of the Dual Language PK-12 Plan
- ESL Redesign Committee reviewing ESL program - **ESL Certification Pathway** for Secondary content area teachers

Bilingual Teacher Pipeline 2018 - 2019



RECOMMENDATIONS



1. Align state policy (TELPAS, Chapter 89, STAAR, IMA, etc.) to help districts sustain the implementation of Dual Language programs over time to attain full gap closure.
2. Incentivize districts that implement high quality additive bilingual programs such as One-way and Two-way Dual Language programs.
3. Increase the state Bilingual Education Funding Weight.





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