



REGION ONE EDUCATION SERVICE CENTER

PROJECT PACE: ENGLISH LEARNERS  
WS# 126666 CHECK-IN CODE: 126666

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# SESSION OBJECTIVES

## Content Objective

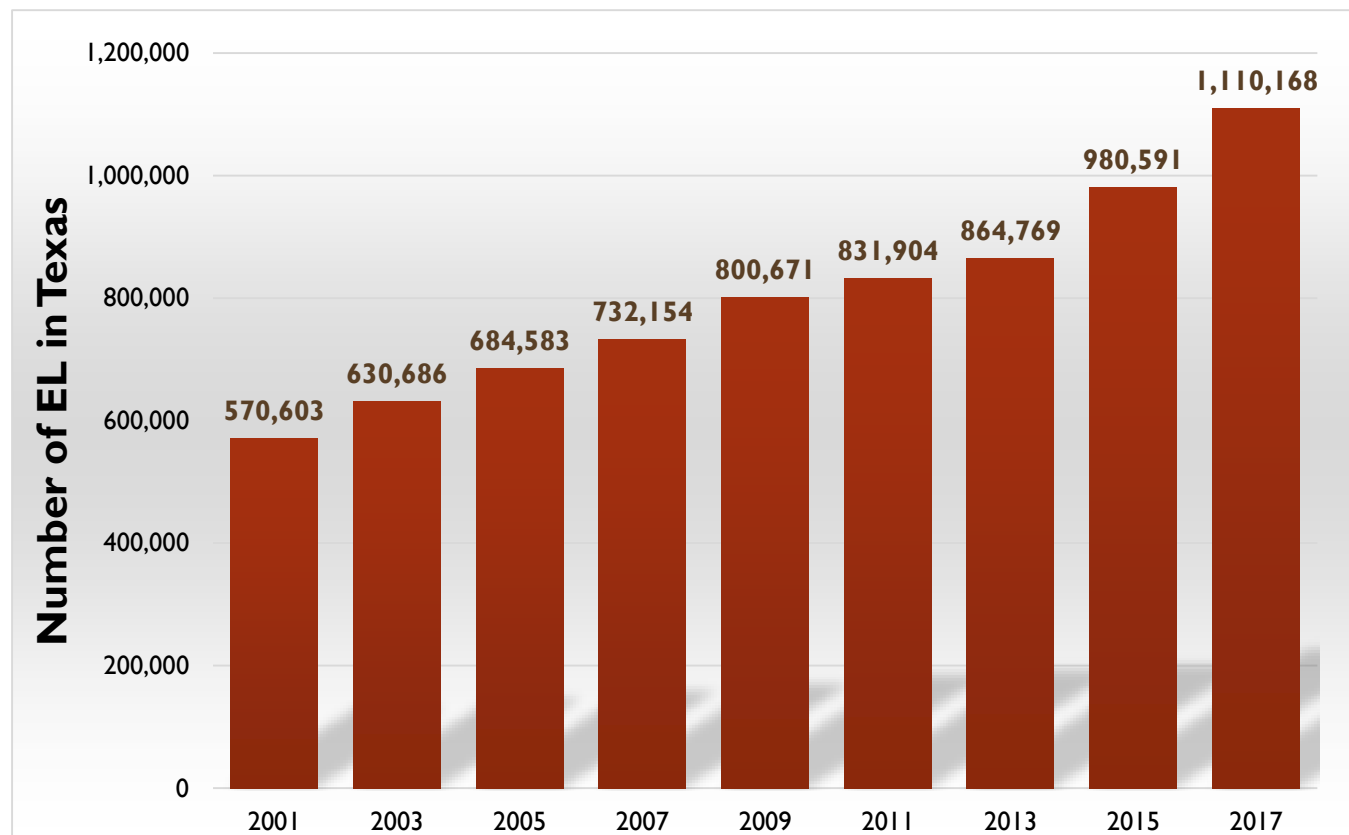
- Today I will review the **second language acquisition process** and the impact of different **bilingual program models** in the education of English Learners.

## Language Objective

- Today I will discuss with my peers the **second language acquisition process** and I will discuss the process of identification and reclassification of English Learners.



# ENGLISH LEARNERS IN TEXAS



➔ **160,000+**  
**in Region One**

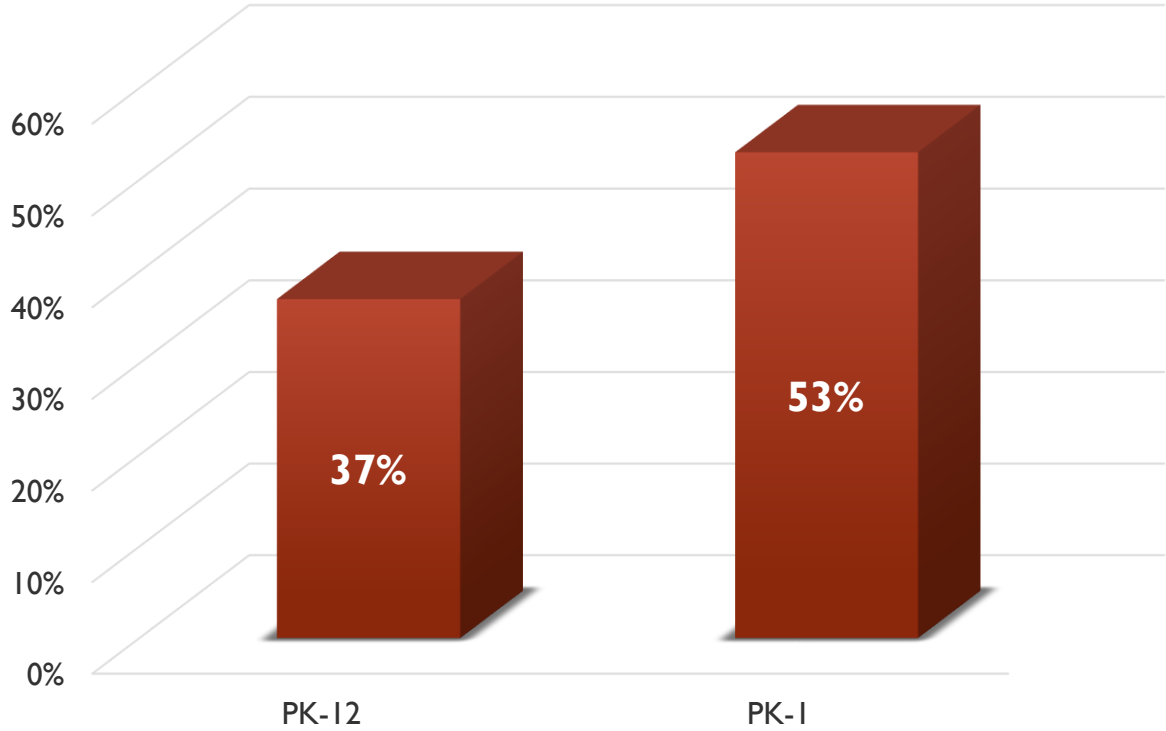


# REGION ONE ESC LANGUAGES

| Home Language           | # Students     |                   |
|-------------------------|----------------|-------------------|
| Spanish                 | 256,800        | <b>59.5%</b>      |
| English                 | 173,050        | <b>40%</b>        |
| Tagalog (Filipino)      | 228            | } <b>&gt;0.5%</b> |
| Vietnamese              | 139            |                   |
| Korean                  | 92             |                   |
| Arabic                  | 70             |                   |
| Mandarin                | 56             |                   |
| Plus 40 more languages! | 593            |                   |
| <b>TOTAL ENROLLMENT</b> | <b>431,028</b> |                   |



# ESCI EL Percentages



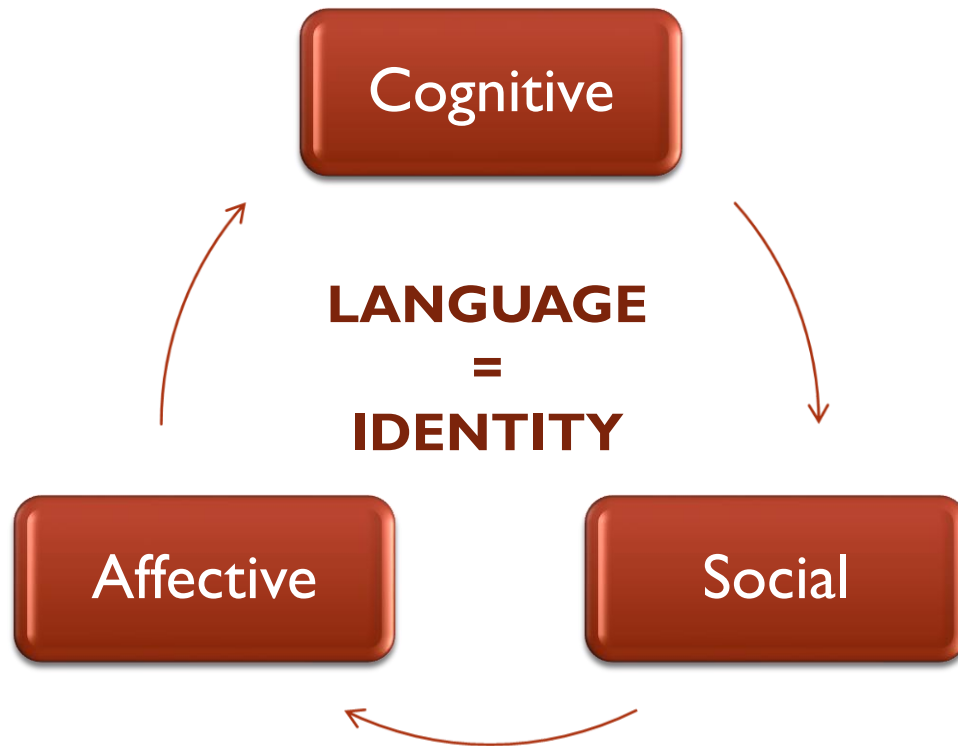
# **BILINGUALISM IS A GIFT**

**WE CAN GIVE TO  
ALL OUR KIDS**

John B. King, Jr.



# LANGUAGE POWER



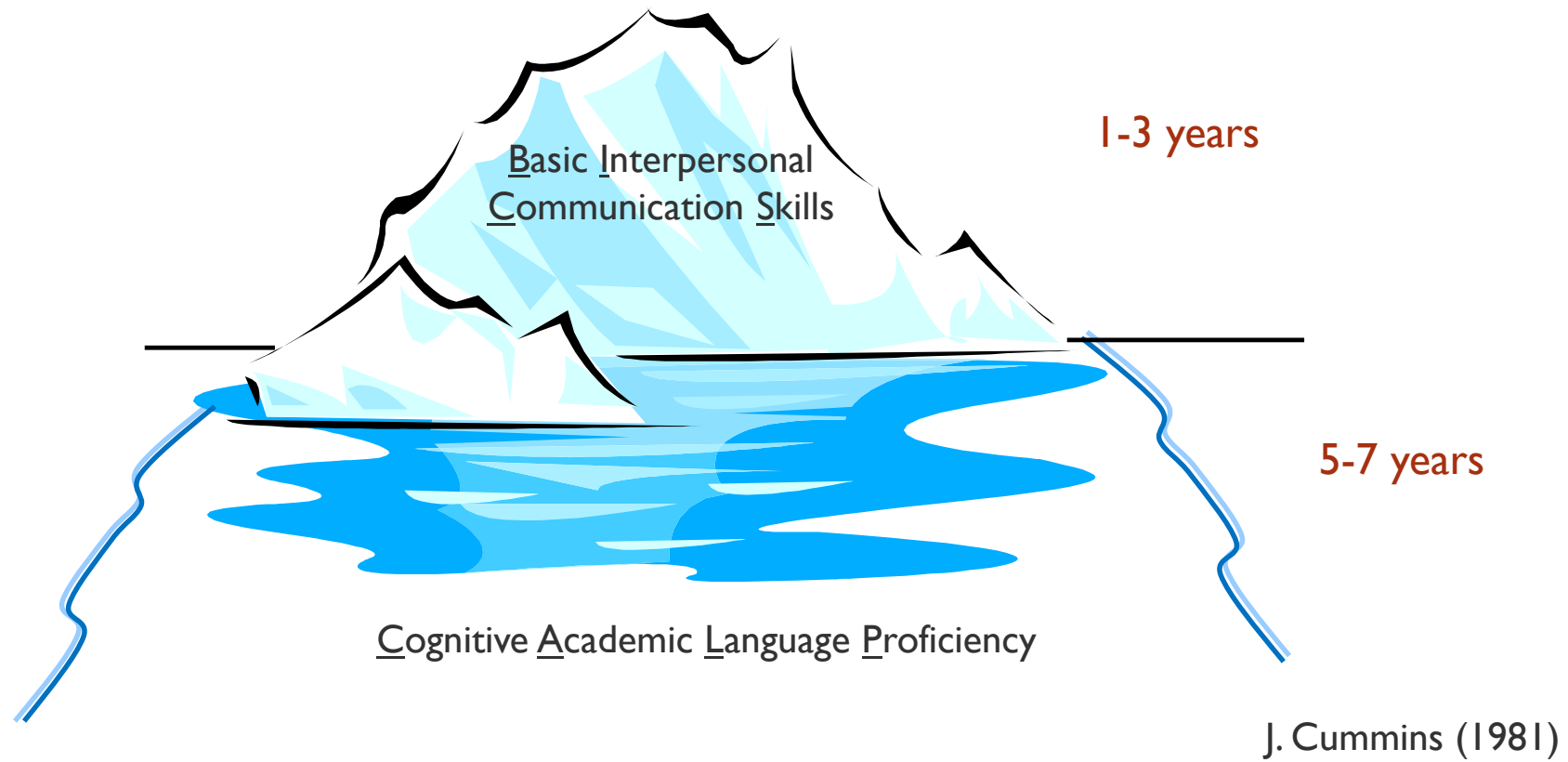
“Language stands at the center of the many interdependent **cognitive, affective, and social** factors that shape learning”.

*David Corson, 1999*

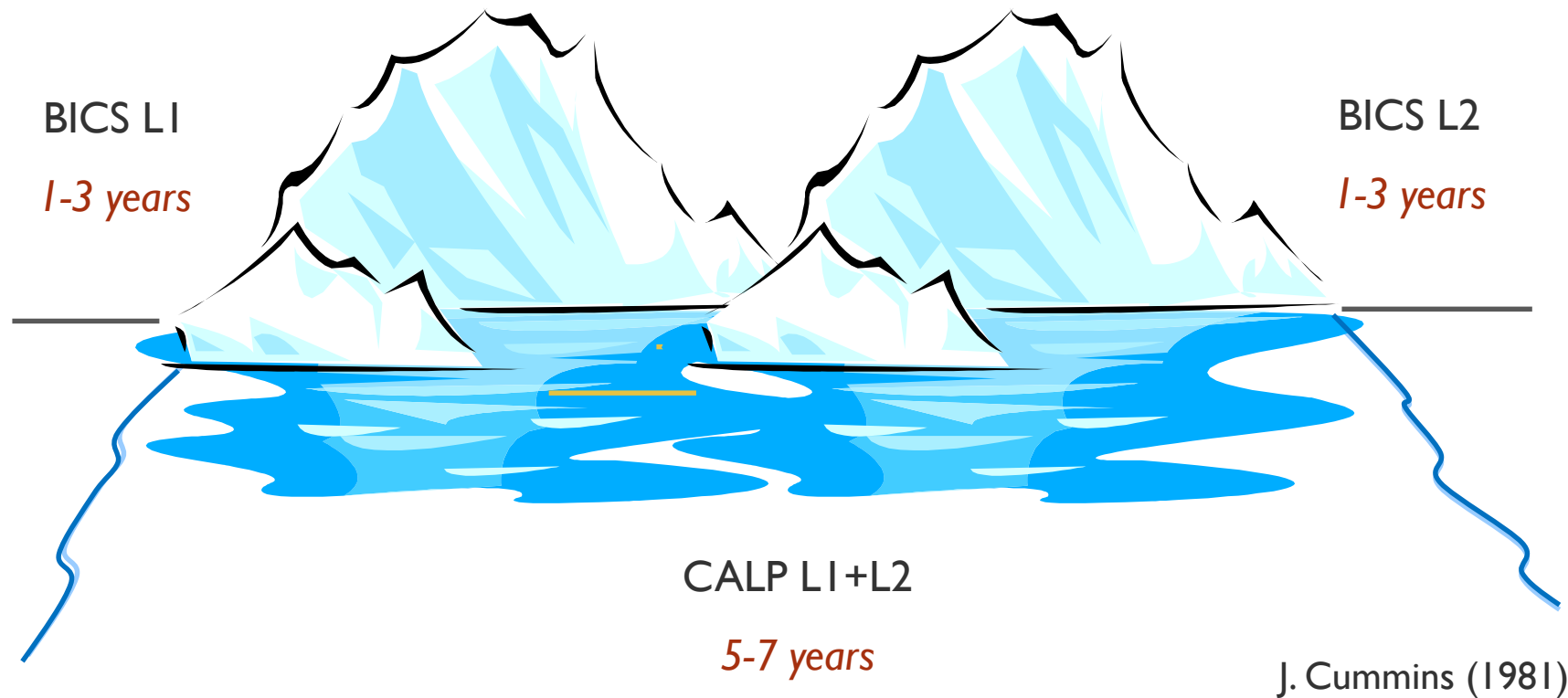




# BICS VS CALP



# TRANSFER OF CONCEPTS



# TRANSFER OF CONCEPTS



*J. Cummins, 1981*



**BICS  
Spanish**

**BICS  
English**



**| 1999**



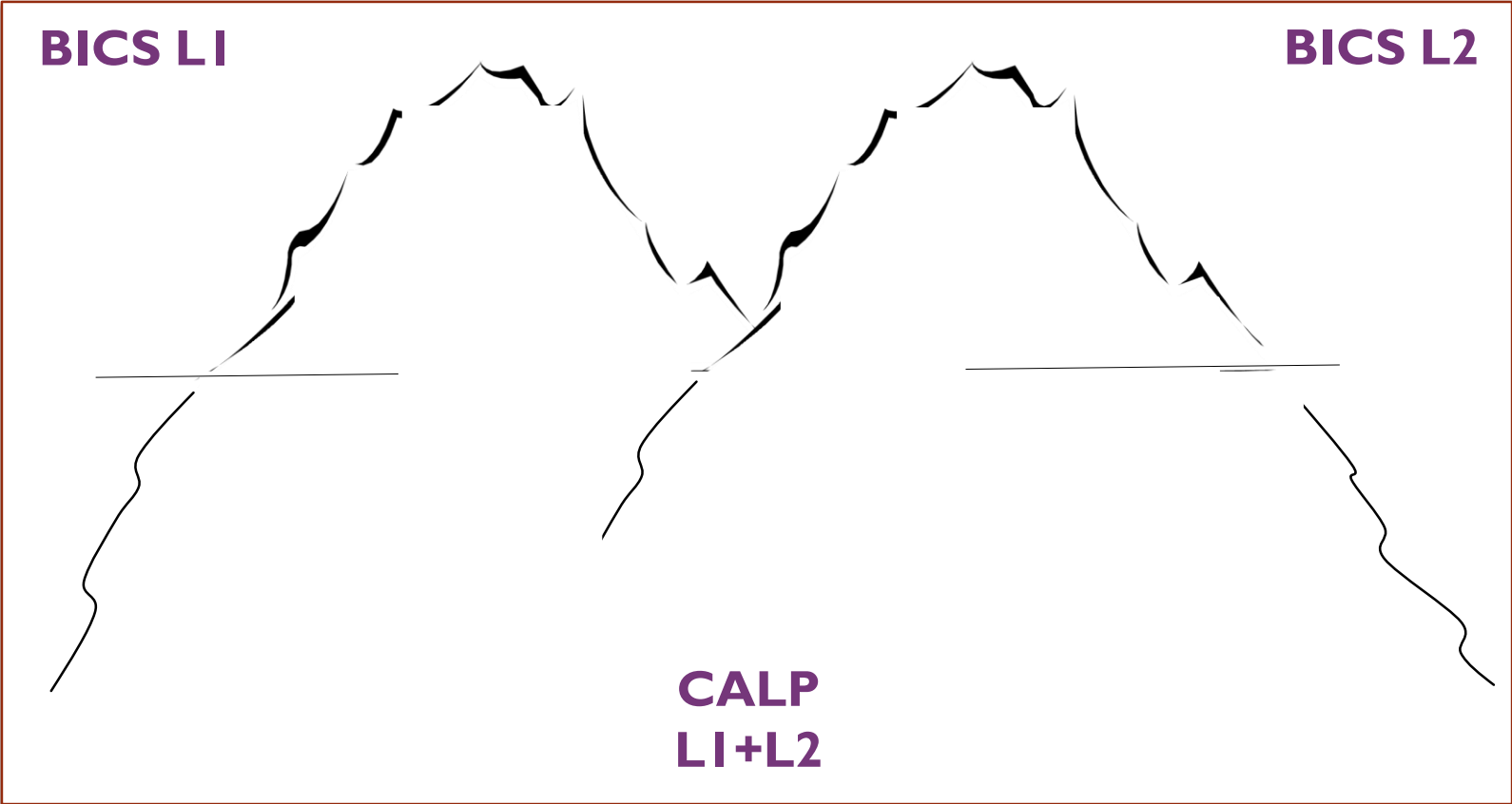
**BICS  
Spanish**

**BICS  
English**



**2020**





Create your own language profile



## RESEARCH FINDINGS

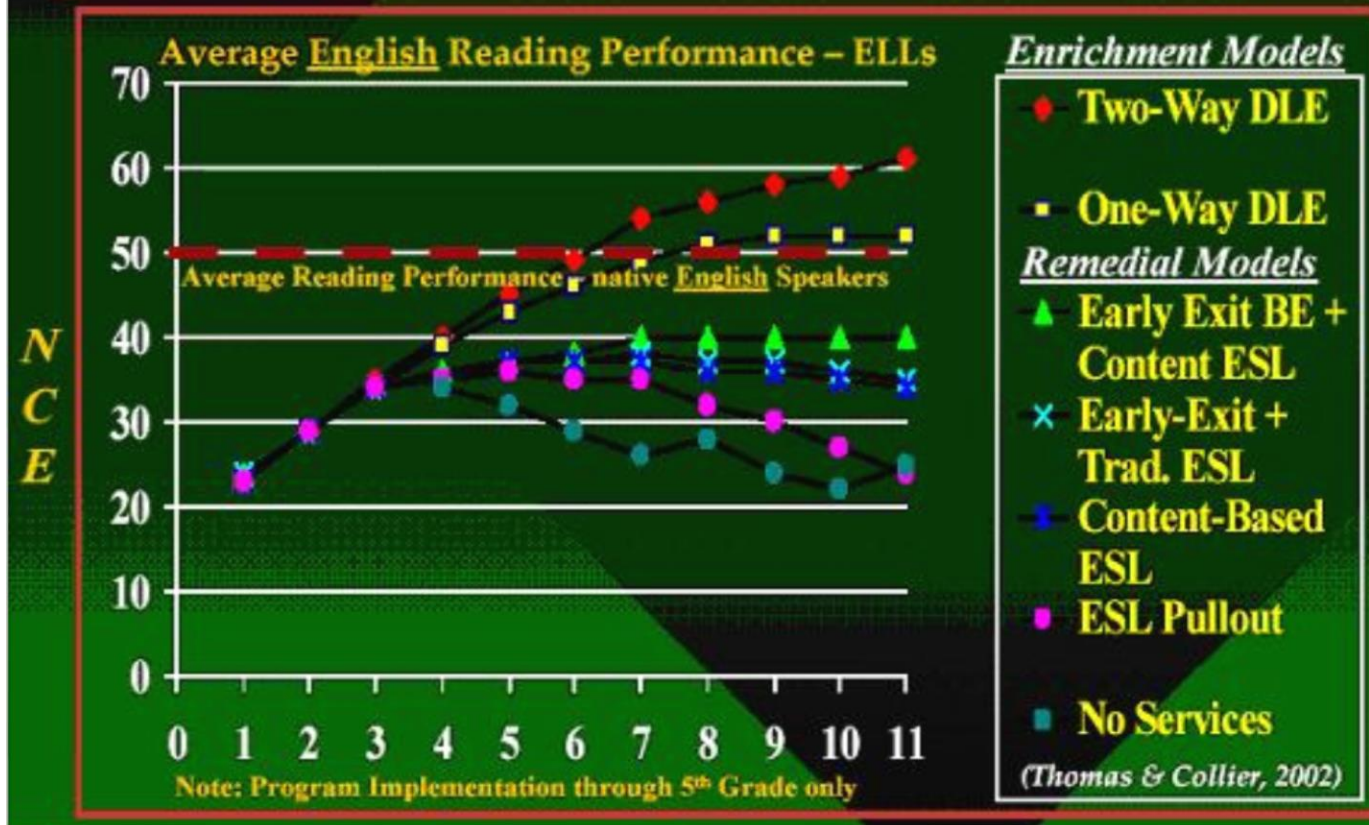
The stronger *academically and cognitively* the L1, the stronger the L2.

The weaker *academically and cognitively* the L1, the weaker the L2.

W.Thomas and V. Collier (2009) Pg. 37 - Figure 4.4



## National Data - Remedial v. Enrichment Models Long-Term Academic Achievement of ELLs



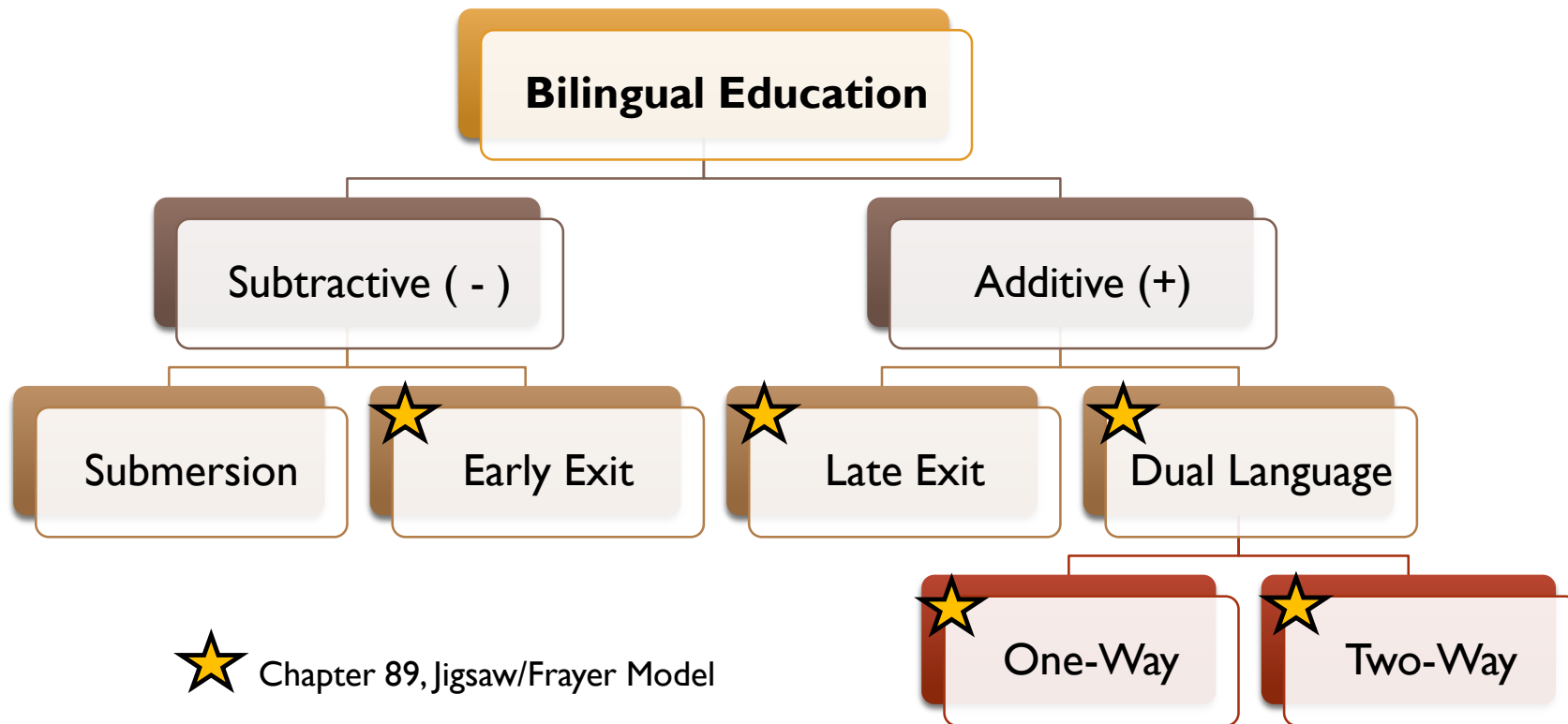
THE EFFECTIVENESS OF  
BILINGUAL PROGRAM  
MODELS:

LONGITUDINAL STUDY  
BY THOMAS AND  
COLLIER, 2002





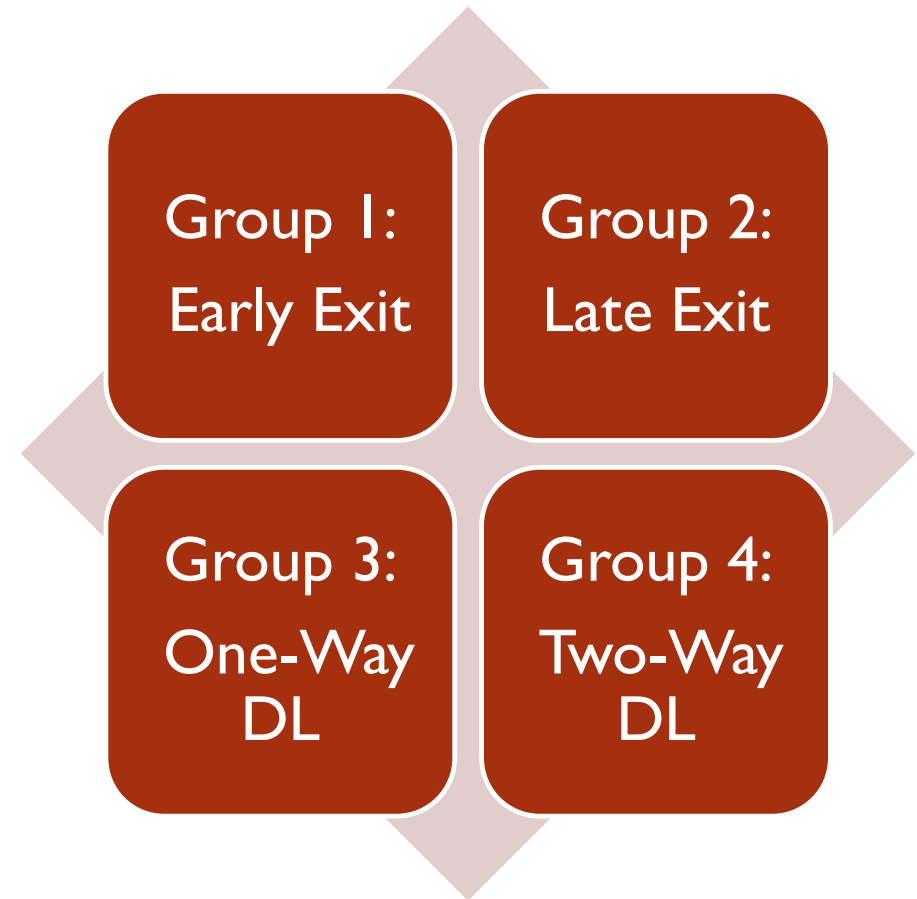
# BILINGUAL PROGRAM MODELS



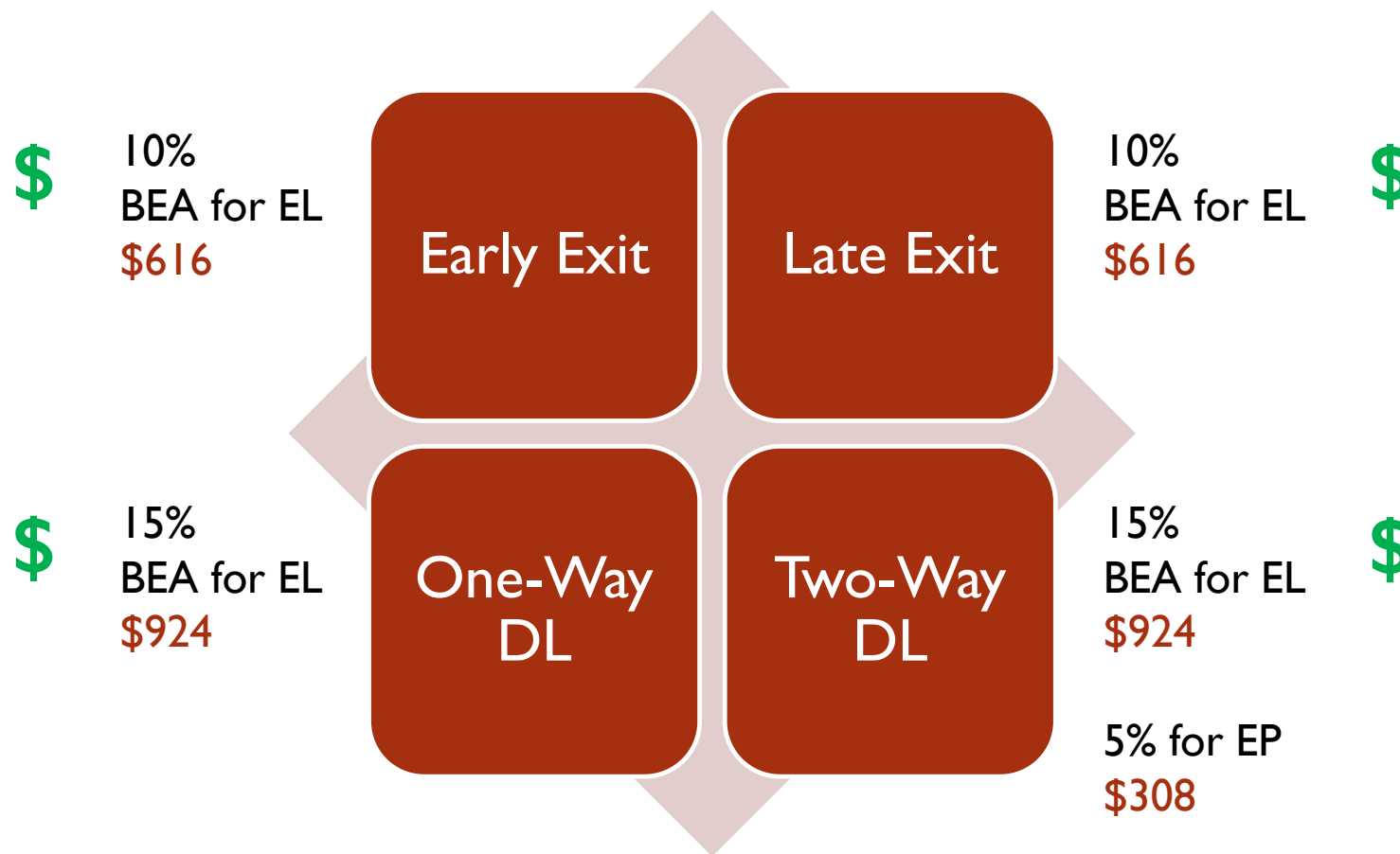
# EXPERT GROUPS

1. Go to your breakout room
2. Read your assigned program model
3. Find an image on the web that represents that model
4. Write 3 bullets (3-5 words each bullet) explaining the model
5. Post your final product on Padlet

<https://padlet.com/kchapa/Bilingual>



# BILINGUAL EDUCATION ALLOTMENT: STATE BILINGUAL FUNDS



# BIG PICTURE

## Elementary

Dual Language (PK-5)

LOTE Spanish I Credit at the end of 5<sup>th</sup> Grade

or

Early Exit/Late Exit

## Middle School

Dual Language (6<sup>th</sup>-8<sup>th</sup>)

Spanish II/II

AP Spanish Language

AP Spanish Literature

Spanish Content Area(s)

or

ESL and maybe Spanish I/II

## High School

Arts and Humanities

Endorsement

Biliteracy Seal

Spanish Content Area(s) if DL

Other Advanced Courses

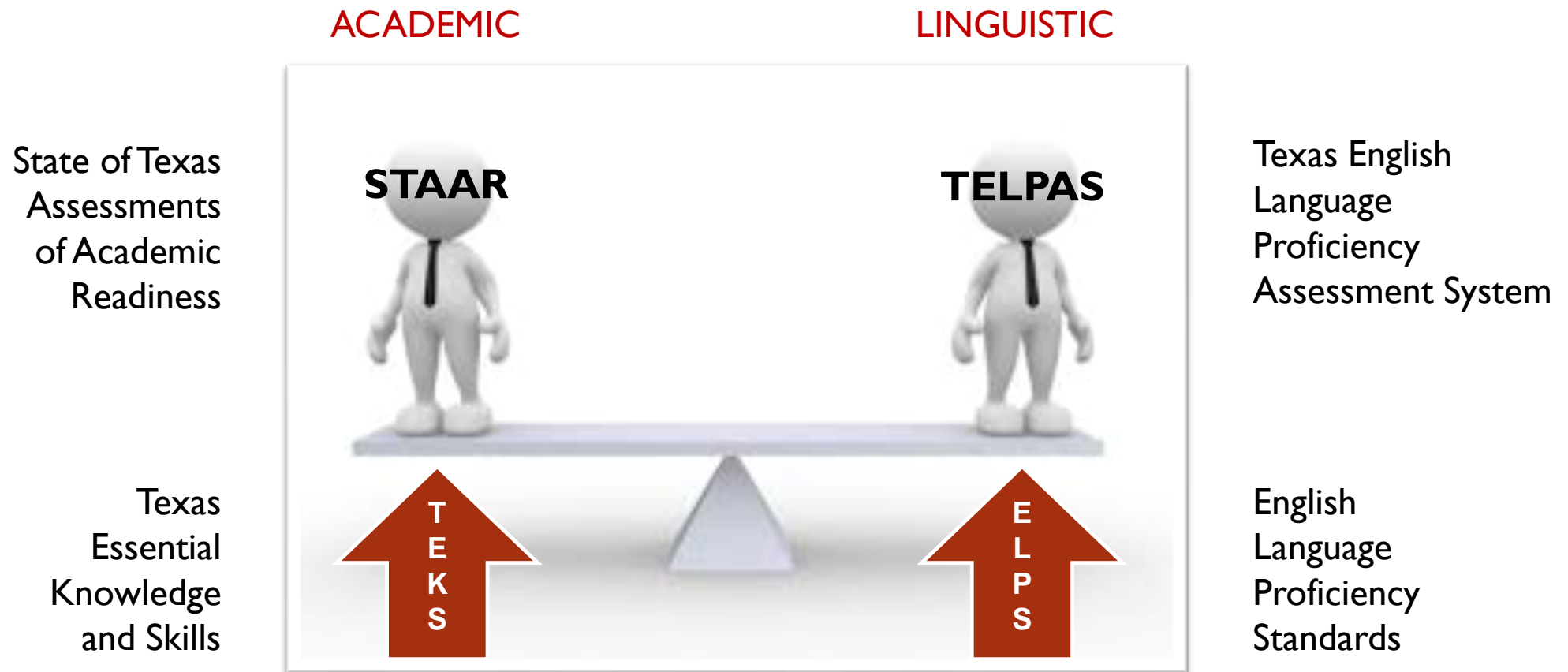
Performance

Acknowledgement in

Bilingualism and Biliteracy

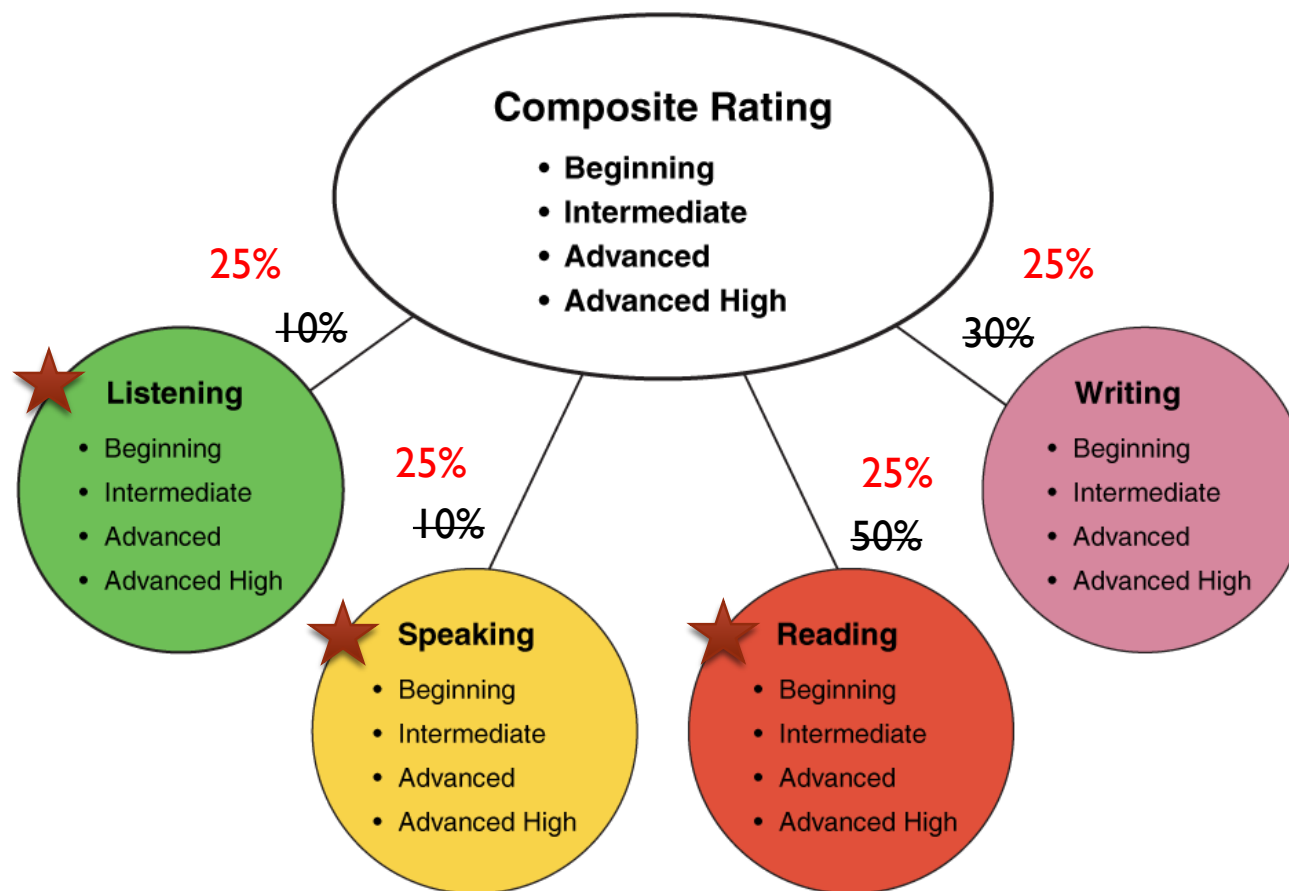


# STAAR – TELPAS RELATIONSHIP

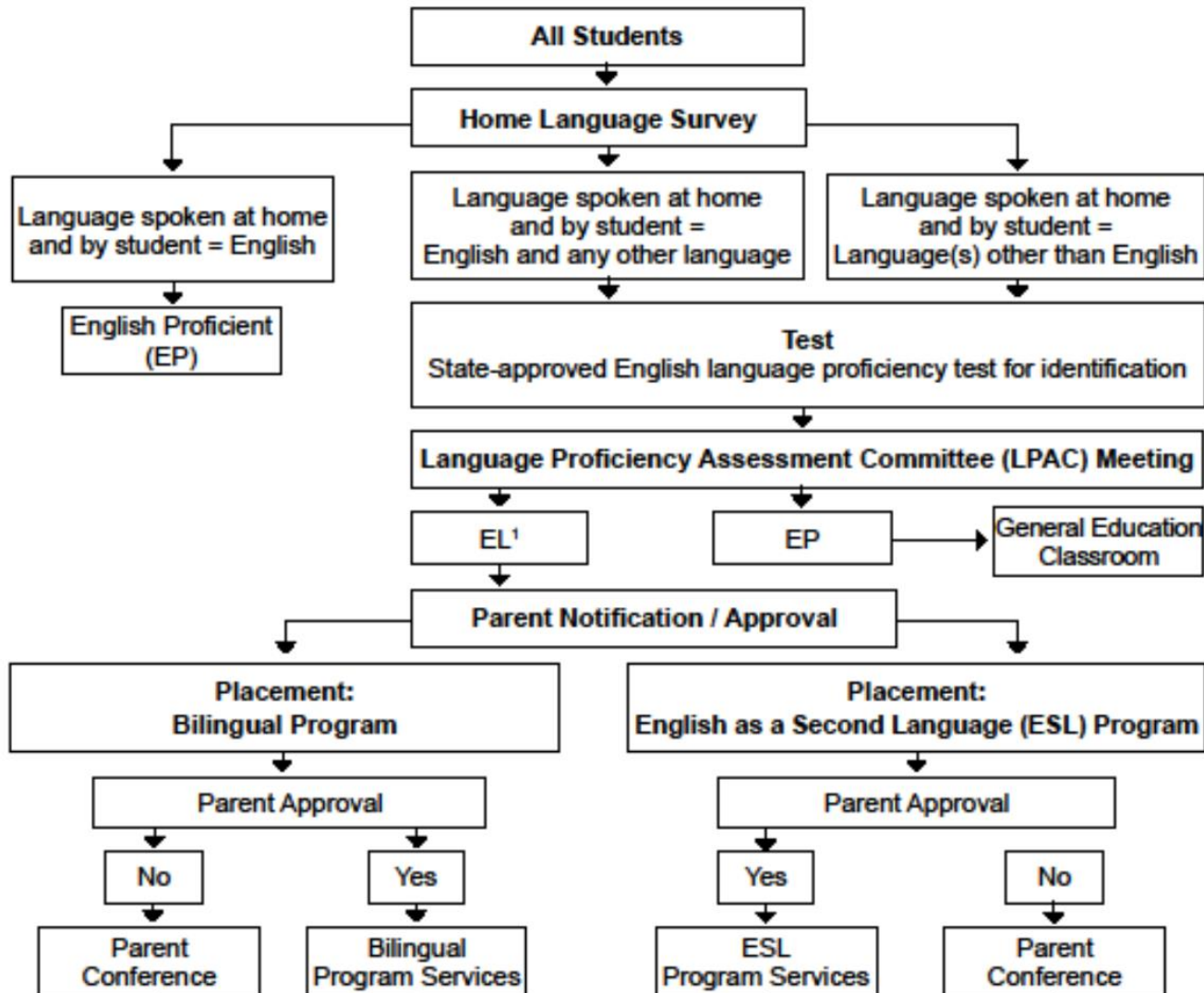


# TELPAS DOMAINS (ENGLISH LEARNERS K-12)

★ 2<sup>nd</sup>-12<sup>th</sup> Online

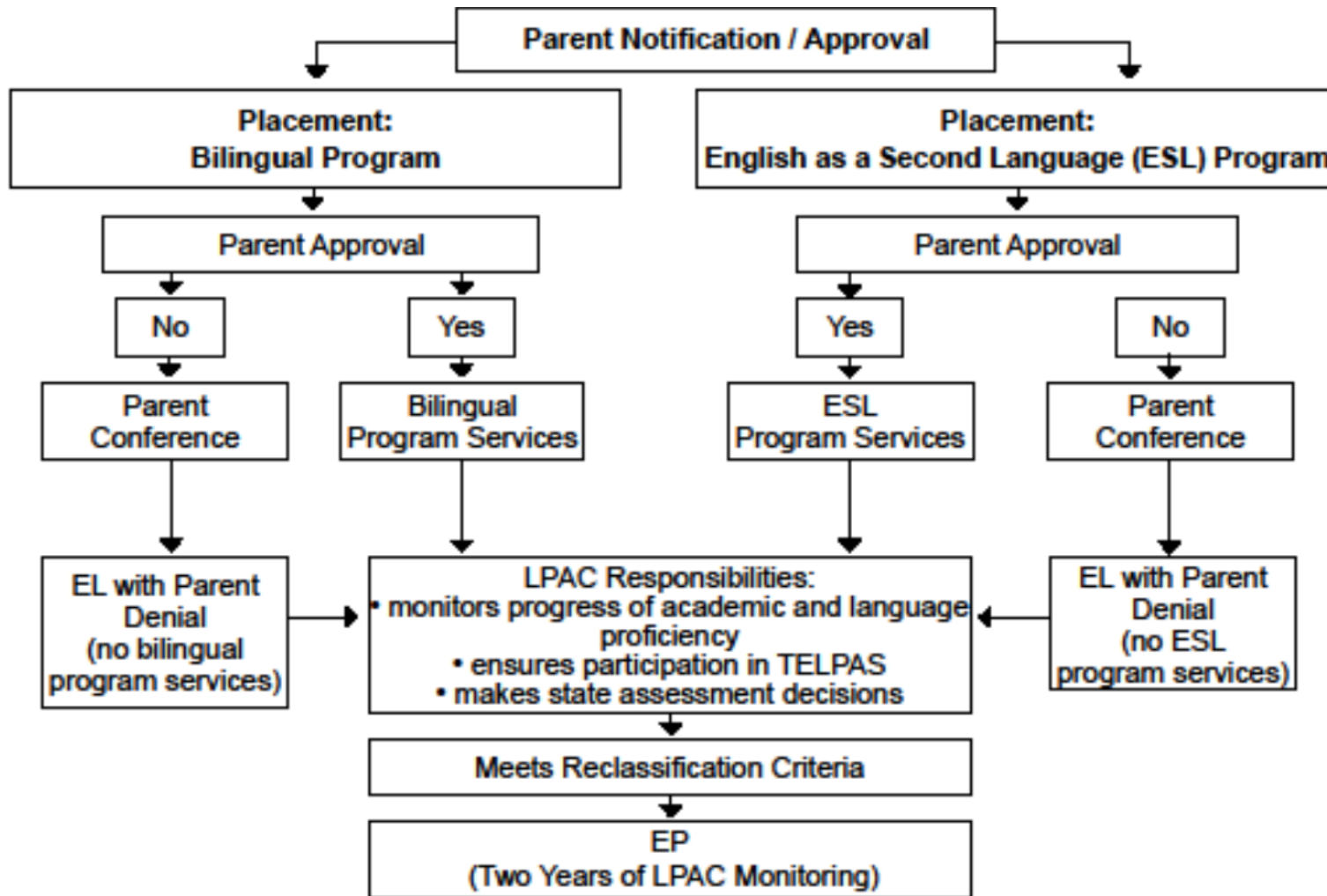


## English Learner (EL) Identification/Reclassification Flowchart



LANGUAGE  
PROFICIENCY  
ASSESSMENT  
COMMITTEE  
(LPAC)





# LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE (LPAC)





## 2019–2020 English Learner Reclassification Criteria Chart

At the end of the school year, a district may reclassify an English Learner (EL) as English proficient for the first time or a subsequent time if the student is able to participate equally in a regular all-English instruction program as determined by satisfactory performance in all three assessment areas below and the results of a subjective teacher evaluation.<sup>1</sup>

For State of Texas Assessments of Academic Readiness (STAAR) English reading and English end-of-course (EOC) assessments, the performance standard for program exit is the student meeting any of the following:

- Masters Grade Level
- Meets Grade Level
- Approaches Grade Level

|   | 1st  | 2nd | 3rd                     | 4th | 5th | 6th | 7th | 8th                              | 9th                               | 10th  | 11 <sup>th</sup> /12 <sup>th</sup> |  |
|---|--|-----|-------------------------|-----|-----|-----|-----|----------------------------------|-----------------------------------|---|------------------------------------|--|
| English Language Proficiency Assessment | Texas English Language Proficiency Assessment System (TELPAS) Advanced High in each domain of Listening, Speaking, Reading and Writing   |     |                         |     |     |     |     |                                  |                                   |   |                                    |  |
| State Standardized Reading Assessment   | TEA Approved Norm-Referenced Standardized Achievement Test (Reading/Language) 40 <sup>th</sup> percentile or above <sup>2</sup>  |     | STAAR Reading (English) |     |     |     |     | STAAR English I EOC <sup>3</sup> | STAAR English II EOC <sup>3</sup> | TEA Approved Norm-Referenced Standardized Achievement Test (Reading/Language) 40 <sup>th</sup> percentile or above <sup>2</sup> |                                    |  |
| Subjective Teacher Evaluation           | Form: <a href="#">English Learner Reclassification Rubric</a><br>Training Video: English Learner <a href="#">Reclassification Rubric Training Video Presentation (35 minutes)</a><br>Training PowerPoint: <a href="#">English Learner Reclassification Rubric Introduction and Training PowerPoint</a> |     |                         |     |     |     |     |                                  |                                   |   |                                    |  |

<sup>1</sup> 19 TAC §89.1226(i)(3)

<sup>2</sup> Effective in school year 2019–2020, students in grades 1–2 and in grades 11–12 shall be assessed using the state’s single TEA Approved Norm-Referenced Standardized Achievement Test: <http://tea.texas.gov/bilingual/esl/education/>

<sup>3</sup> For STAAR, English reading and English writing refer to the grade-level tests in grades 3–8 and to the applicable end-of-course English 1 for grade 9, and English II for grade 10.

Note: ELs may be exited no earlier than at the end of first grade based on 19 TAC §89.1226(j).

Note: Students for whom the LPAC recommends the use of Oral Administration, Content and Language Supports, or Extra Time as an accommodation for any reading or writing assessment, may not be considered for exit at the end of the school year.

Note: English learners with significant cognitive disabilities who are receiving special education services may qualify to be reclassified using the following: [Individualized Reclassification Process for a Student with a Significant Cognitive Disability](#).



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# EXIT TICKETS: ZOOM CHAT



- I used to think...
- But now I know...



# ¡Mil Gracias!

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and Cultural Diversity Director

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