

SAN FELIPE-DEL RIO CISD
COMMUNITY & STUDENT ENGAGEMENT
2017-2018

Final Overall Rating

Second Language Acquisition Programs

**Del Rio High School
9 – 12**

ACADEMIC PREPARATION/LANGUAGE DEVELOPMENT

Enrollment in Languages Other Than English (LOTE)

Percent of eligible students enrolled in LOTE courses

RATING

1 Unacceptable	2 Acceptable	3 Recognized	4 Exemplary
Less Than 20%	20% - 39%	40% - 59%	60%+

Rating:

ELL Enrollment in Core Foundation Courses

ELL student enrollment in 2 or more on-level foundation/core courses

RATING

1 Unacceptable	2 Acceptable	3 Recognized	4 Exemplary
Less Than 20%	20% - 39%	40% - 59%	100%

Rating:

Earned Credit – 2 Levels LOTE

Percent of graduates earning credit in at least 2 levels of LOTE courses

RATING

1 Unacceptable	2 Acceptable	3 Recognized	4 Exemplary
Less Than 50%	50% - 59%	60% - 69%	70%+

Rating:

LOTE AP Exams Taken

Percent of AP LOTE students who took the corresponding AP exam

RATING

1 Unacceptable	2 Acceptable	3 Recognized	4 Exemplary
Less Than 20%	20% - 39%	40% - 59%	100%

Rating:

LOTE AP Exam Scores

Percent of AP LOTE students who scored 3, 4, or 5 on the corresponding AP exam

RATING

1 Unacceptable	2 Acceptable	3 Recognized	4 Exemplary
1	2	3	4
Less Than 50%	50% - 59%	60% - 69%	70%+

Rating:

Language Development

The campus has a process for setting goals and monitoring language development progress of ELL students.

RATING

1 Unacceptable	2 Acceptable	3 Recognized	4 Exemplary
A process for goal setting or monitoring ELL student language development progress is not evident on the campus.	The campus has a process in place to set goals and monitor progress of ELL students in language development throughout school year.	In addition to Level 2— The campus uses current data to adjust ELL student instruction throughout the school year.	In addition to Level 3— The campus works collaboratively with ELL families on goal setting and student instruction.

Rating:

Staff Preparation

General education and ESL teachers have the training necessary to meet the instructional needs of ELL students.

RATING

1 Unacceptable	2 Acceptable	3 Recognized	4 Exemplary
Less than 70% of core staff are trained in the Proficiency Level Descriptors (PLD's) and in the English Language Proficiency Standards (ELPS).	70%-79% of core staff are trained in the Proficiency Level Descriptors (PLD's) and in the English Language Proficiency Standards (ELPS).	80% - 89% of staff are observed implementing and delivering instruction aligned to the TEKS in a manner that is linguistically accommodated (ELPS) commensurate with the students level of language proficiency (PLD's)	90% or more of core staff are observed implementing and delivering instruction aligned to the TEKS in a manner that is linguistically accommodated (ELPS) commensurate with the students level of language proficiency

Rating:

Parent/School Community Engagement

Opportunities are available for **FAMILIES** of ELL students to engage with the school community.

HLS/Registration Interview	Placement-Parent Permission Conference	LPAC Parent Training	Bilingual/ESL Program Overview
Newcomer Summer Literacy Institutes	ELL Assessment Overview Training (TELPAS and STAAR)	Family Literacy Support	Exit/Reclassification-Parent Permission Conf. Family Language Support- Rosetta Stone
Translation Services (District and Campus)	Annual Progress Reports	Instruction in Ingles Sin Barreras/Rosetta Stone	

The following are **campus specific** programs, strategies, or methods.

Ex: Classes in Ingles Sin Barreras			

RATING

1 Unacceptable	2 Acceptable	3 Recognized	4 Exemplary
Less than 3 programs, strategies or methods are identified; strategies seldom occur.	Selected strategies are implemented on a monthly basis.	Selected strategies are implemented with rigor and frequency to address individual student needs,	Selected strategies are implemented, monitored & adjusted to address individual student needs.

Rating: