

§89.1265. Evaluation.

- a) All school districts required to conduct a bilingual education or English as a second language 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 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 exited from the bilingual education and ESL programs; 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, 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 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 Texas Education Code, §11.253, for the purpose of improving student performance for English learners.

1. Does the school district use completion/graduation rates to assess academic attainment of Emergent Bilinguals/English Learners including tracking student performance data two years after exiting the bilingual/ESL program? 19 TAC §89.1220(k)

Brownwood ISD reviews graduation rates, as well as ESL completion rates to monitor student progress through the Emergent Bilingual Program. Students are tracked through 4th year monitor.

Documentation of Compliance: BISD uses PEIMS data and internal documentation to track student performance.

Program Strengths: Reorganization of the Emergent Bilingual Program to include campus administration to ensure support for teachers and students.

Areas for Improvement: Review of current system for monitoring students progress and instructional support as we continue to strive for excellence in our ESL programs.

2. Does the school district use STAAR results and accountability reports to assess academic attainment of Emergent Bilinguals/English Learners including monitored students (F and S)? 19 TAC §89.1220(k); §89.1265(b)

Brownwood ISD uses state assessment scores to review students' strengths and weaknesses in an effort to assess student progress and identify areas for continued improvement.

Documentation of Compliance: Result Driven Accountability scores and state assessment scores.

Program Strengths: Collaboration among district departments including ESL programs and the curriculum department as we work to identify specific areas of improvement and support for students in the ESL program.

Areas for Improvement: Review of current system for identifying areas of improvement in instruction and support for teachers.

3. Does the school district use TELPAS results to assess the progress and attainment of the English proficiency of the limited English students in the bilingual/ESL program and the parent denials? How many students made progress? How many received AH as a TELPAS Composite rating? 19 TAC §89.1265(b)

Brownwood ISD uses TELPAS scores to review students' strengths and weaknesses in an effort to assess student progress and identify areas for continued improvement.

Documentation of Compliance: Results Driven Accountability and TELPAS scores.

Program Strengths: Collaboration among district departments including ESL programs and the curriculum department as we work to identify specific areas of improvement and support for students in the ESL program.

Areas for Improvement: Review of current system for identifying areas of improvement in instruction and support for teachers.

4. How many Emergent Bilinguals/English Learners were reclassified and exited out of the bilingual/ESL program? 19 TAC §89.1265(b)

Brownwood ISD had 4 students reclassified and exited out of the ESL program for the 2023/2024 school year.

Documentation of Compliance: PEIMS Data confirms reclassification and exit of students.

Program Strengths: BISD continues to strive for student reclassification and exit of students from the ESL program.

Areas for Improvement: BISD will continue to work to increase the number of students who qualify for reclassification and exit from ESL programs.

5. How many parent denials were reclassified as Non-EL? 19 TAC §89.1265(b)

Brownwood ISD had no parent denials reclassified as Non-EL.

Documentation of Compliance: Brownwood ISD uses PEIMS data and internal tracking documentation to track parent denials.

6. Did school district staff including aides attend any professional development in approaches and strategies that support second language acquisition? What was the name of the professional development? Who attended this training? Was there any follow-up training? How were teachers and/or aides held accountable in using the training information? 19 TAC §89.1265(b)

Brownwood ISD staff who support the ESL program are ESL certified and are trained through the ELPS Academy through Texas Education Agency.

Documentation of Compliance: ESL certifications are kept on file with the Human Resources Department and training through the ELPS Academy documentation is maintained with BISD.

Program Strengths: Brownwood ISD continues to support teachers through obtaining ESL certification and ensuring staff are highly trained through the ELPS Academy allowing for high yield instructional strategies in the classroom.

Areas for Improvement: As BISD realigns ESL program oversight, the district continues to refine internal process to ensure continuous improvement and instructional support for teachers and students.

7. Did the school district report the progress of the Emergent Bilinguals/English Learners to the parents/guardians? 19 TAC §89.1265(d)

Brownwood ISD sent parents progress reports regarding their student in TELPAS prior to the 30th day of school as required by 19 TAC §89.1265(d).

Documentation of Compliance: Campus administration documentation regarding progress reports dissemination.

Program Strengths: BISD ensures compliance with the TAC in progress reporting sent to parents.

Areas for Improvement: As BISD realigns ESL program oversight, the district continues to refine internal process to ensure continuous improvement as we strive for consistent processes across the district and ensure parent partnership in our ESL programs.

8. Has the principal of each school campus, along with the assistance of the campus level committee, used the results of the program evaluation to review and revise the Campus Improvement Plan for the purpose of improving student performance for Emergent Bilinguals/English Learners? TEC 11.253, 19 TAC §89.1265(d)

Campus Improvement Plans and the District Improvement Plans have been updated.

Documentation of Compliance: CIP/ DIP Updates

Program Strengths: BISD continues to use plans to intentionally drive for continuous improvement.

Areas for Improvement: As BISD realigns ESL program oversight, the district continues to refine internal process to ensure continuous improvement as we strive for consistent processes across the district in our ESL programs.

9. Did the school district file a bilingual exception and/or ESL waiver in the previous school year? If yes, what was the number of teachers for whom the exception and/or waiver was filed for? How many of those teachers successfully obtained certification? What was the frequency and scope of the comprehensive professional development plan and what were the results of such plan? 19 TAC §89.1265(c)

BISD did not file an ESL waiver for the 23/24 school year.

Documentation of Compliance: No waivers needed as all ESL students were provided support with an ESL certified teacher.

Program Strengths: BISD continues to work with teachers to obtain ESL certification.

Areas for Improvement: As BISD realigns ESL program oversight, the district continues to refine internal process to ensure continuous improvement as we strive for consistent processes across the district to ensure new teachers obtain ESL certification as they support students.

10. Is the school district filing a bilingual exception and/or ESL waiver in this current school year? If yes, what will be the number of teachers for whom the exception and/or waiver is being filed for? What will be the frequency and scope of the comprehensive professional development plan for those teachers and any other teachers that work with the Emergent Bilinguals/English Learners? 19 TAC §89.1265(c)

At this time, BISD's goal is not to file for an ESL waiver for the 24/25 school year.

Documentation of Compliance: ESL certification for teachers supporting Emergent Bilingual students.

11. Have the results of this annual program evaluation been presented to the local board of trustees? If not, what is the plan to present this information to the local board of trustees before November 1? What documentation will be maintained? 19 TAC §89.1265(a)

Board Meeting review 10/7/24

Documentation of Compliance: Board meeting minutes