

Emergent Bilingual/English Learner Program Evaluation 2022-2023

I. SISD Bilingual Program Type

SISD implements a Dual language immersion/one way program in grades PK-6. Dual language immersion/one-way is a bilingual/biliteracy program model in which students identified as English learners are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. Instruction provided in a language other than English in this program model is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061. Instruction provided in English in this program model may be delivered either by a teacher appropriately certified in bilingual education or by a different teacher certified in ESL in accordance with TEC, §29.061. The goal of one-way dual language immersion is for program participants to attain full proficiency in another language as well as English. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, with at least half of the instruction delivered in the students' primary language for the duration of the program.

II. SISD ESL Program Types

SISD implements a Content-based ESL program in grades PK-2. An ESL/content-based program model is an English acquisition program that serves students identified as English learners through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies. 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 and reading, mathematics, science, and social studies.

SISD implements a Pull-out ESL program in grades 3-12. An ESL/pull-out program model is an English acquisition program that serves students identified as English learners through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. 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 and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

III. LPAC Activities Including Identification and Classification of Students as EL (English Learners)

(a) The single state-approved English language proficiency test for identification of English learners described in subsection (c) of this section shall be used as part of the standardized, statewide identification process.

(b) Within four weeks of initial enrollment in a Texas school, a student with a language other than English indicated on the home language survey shall be administered the state-approved English language proficiency test for identification as described in subsection (c) of this section and shall be identified as English learners and placed into the required bilingual education or ESL program in accordance with the criteria listed in subsection (f) of this section.

(c) For identifying English learners, school districts shall administer to each student who has a language other than English as identified on the home language survey:

(1) in prekindergarten through Grade 1, the listening and speaking components of the state-approved English language proficiency test for identification; and

(2) in Grades 2-12, the listening, speaking, reading, and writing components of the state-approved English language proficiency test for identification.

(d) School districts that provide a bilingual education program at the elementary grades shall administer a language proficiency test in the primary language of the student who is eligible to be served in the bilingual education program. If the primary language of the student is Spanish, the school district shall administer the Spanish version of the state-approved language proficiency test for identification. If a state-approved language proficiency test for identification is not available in the primary language of the student, the school district shall determine the student's level of proficiency using informal oral language assessment measures.

(e) All of the language proficiency testing shall be administered by professionals or paraprofessionals who are proficient in the language of the test and trained in the language proficiency testing requirements of the test publisher.

(f) For entry into a bilingual education or ESL program, a student shall be identified as an English learner using the following criteria.

(1) In prekindergarten through Grade 1, the student's score(s) from the listening and/or speaking components on the state-approved English language proficiency test for identification is/are below the level designated for indicating English proficiency.

(2) In Grades 2-12, the student's score(s) from the listening, speaking, reading, and/or writing components on the state-approved English language proficiency test for identification is/are below the level designated for indicating English proficiency.

(g) A student shall be identified as an English learner if the student's ability in English is so limited that the English language proficiency assessment described in subsection (c) of this section cannot be administered.

(h) The language proficiency assessment committee in conjunction with the admission, review, and dismissal (ARD) committee shall identify a student as an English learner if the student's ability in English is so limited or the student's disabilities are so severe that the English language proficiency assessment described in subsection (c) of this section cannot be administered. The decision for entry into a bilingual education or ESL program shall be determined by the language proficiency assessment committee in conjunction with the ARD committee in accordance with §89.1220(f) of this title (relating to Language Proficiency Assessment Committee).

(i) An English learner may be reclassified as English proficient only at the end of the school year in which a student would be able to participate equally in a general education, all-English instructional program. This determination shall be based upon all of the following:

(1) a proficiency rating on the state-approved English language proficiency test for reclassification that is designated for indicating English proficiency in each the four language domains (listening, speaking, reading, and writing);

(2) passing standard met on the reading assessment instrument under the Texas Education Code (TEC), §39.023(a), or, for students at grade levels not assessed by the aforementioned reading assessment instrument, a score at or above the 40th percentile on both the English reading and the English language arts sections of the state-approved norm-referenced standardized achievement instrument; and

(3) the results of a subjective teacher evaluation using the state's standardized rubric.

(j) An English learner may not be reclassified as English proficient in prekindergarten or kindergarten. A school district must ensure that English learners are prepared to meet academic standards required by the TEC, §28.0211.

(k) An English learner may not be reclassified as English proficient if the language proficiency assessment committee has recommended designated supports or accommodations on the state reading assessment instrument based on the student's second language acquisition needs.

(l) For English learners who are also eligible for special education services, the standardized process for English learner reclassification is followed in accordance with applicable provisions of subsection (i) of this section. However, annual meetings to review student progress and make recommendations for reclassification must be made in all instances by the language proficiency assessment committee in conjunction with the ARD committee in accordance with §89.1230(b) of this title (relating to Eligible Students with Disabilities). Additionally, the language proficiency assessment committee in conjunction with the ARD committee shall implement assessment procedures that differentiate between language proficiency and disabling conditions in accordance with §89.1230(a) of this title.

(m) For an English learner with a significant cognitive disability, the language proficiency assessment committee in conjunction with the ARD committee may determine that the state's English language proficiency assessment for reclassification is not appropriate because of the nature of the student's disabling condition. In these cases, the language proficiency assessment committee in conjunction with the ARD committee may recommend that the student take the state's alternate English language proficiency assessment, determine an appropriate performance standard requirement for reclassification by language domain under subsection (i)(1) of this section, and utilize the results of a subjective teacher evaluation using the state's standardized alternate rubric.

(n) Notwithstanding §101.101 of this title (relating to Group-Administered Tests), all tests used for the purpose of identification, reclassification, and placement of students and approved by the TEA must be re-normed at least every eight years.

IV. STAAR 3-8 and EOC for Bilingual and ESL Students

STAAR Reading-Bilingual

2023 STAAR Reading, Grade 3							
	Admin	Grade	Number Tested	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
STEPHENVILLE ISD	Spring 2023	3	258	13	87	59	23
Bilingual	Spring 2023	3	23	22	78	52	26
Not Bilingual	Spring 2023	3	235	12	88	60	23

2023 STAAR Reading, Spanish, Grade 3							
	Admin	Grade	Number Tested	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
STEPHENVILLE ISD	Spring 2023	3	16	31	69	31	12
Bilingual	Spring 2023	3	16	31	69	31	12
Not Bilingual	Spring 2023	3					

2023 STAAR Reading, Grade 4							
	Admin	Grade	Number Tested	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
STEPHENVILLE ISD	Spring 2023	4	261	10	90	64	34
Bilingual	Spring 2023	4	28	32	68	29	4
Not Bilingual	Spring 2023	4	233	8	92	69	37

2023 STAAR Reading, Spanish, Grade 4							
	Admin	Grade	Number Tested	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
STEPHENVILLE ISD	Spring 2023	4	7	14	86	86	0
Bilingual	Spring 2023	4	7	14	86	86	0
Not Bilingual	Spring 2023	4					

2023 STAAR Reading, Grade 5							
	Admin	Grade	Number Tested	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
STEPHENVILLE ISD	Spring 2023	5	247	15	85	58	33
Bilingual	Spring 2023	5	25	24	76	44	28
Not Bilingual	Spring 2023	5	222	14	86	59	33

2023 STAAR Reading, Grade 6							
	Admin	Grade	Number Tested	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
STEPHENVILLE ISD	Spring 2023	6	283	18	82	57	28
Bilingual	Spring 2023	6	41	41	59	10	0
Not Bilingual	Spring 2023	6	242	14	86	64	33

STAAR Reading-ESL

2023 STAAR Reading, Grade 3							
	Admin	Grade	Number Tested	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
STEPHENVILLE ISD	Spring 2023	3	258	13	87	59	23
ESL	Spring 2023	3	4	-	-	-	-
Not ESL	Spring 2023	3	254	13	87	59	23

2023 STAAR Reading, Grade 4							
	Admin	Grade	Number Tested	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
STEPHENVILLE ISD	Spring 2023	4	261	10	90	64	34
ESL	Spring 2023	4	7	0	100	100	29
Not ESL	Spring 2023	4	254	11	89	63	34

2023 STAAR Reading, Grade 5							
	Admin	Grade	Number Tested	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
STEPHENVILLE ISD	Spring 2023	5	247	15	85	58	33
ESL	Spring 2023	5	5	0	100	80	40
Not ESL	Spring 2023	5	242	15	85	57	33

2023 STAAR Reading, Grade 6							
	Admin	Grade	Number Tested	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
STEPHENVILLE ISD	Spring 2023	6	283	18	82	57	28
ESL	Spring 2023	6	6	33	67	33	0
Not ESL	Spring 2023	6	277	18	82	57	29

2023 STAAR Reading, Grade 7							
	Admin	Grade	Number Tested	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
STEPHENVILLE ISD	Spring 2023	7	251	17	83	59	34
ESL	Spring 2023	7	23	48	52	17	9
Not ESL	Spring 2023	7	228	14	86	64	37

2023 STAAR Reading, Grade 8							
	Admin	Grade	Number Tested	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
STEPHENVILLE ISD	Spring 2023	8	274	11	89	65	34
ESL	Spring 2023	8	46	22	78	39	11
Not ESL	Spring 2023	8	228	8	92	70	39

STAAR Math-Bilingual

2023 STAAR Math, Grade 3							
	Admin	Grade	Number Tested	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
STEPHENVILLE ISD	Spring 2023	3	273	12	88	63	33
Bilingual	Spring 2023	3	37	8	92	65	16
Not Bilingual	Spring 2023	3	236	12	88	63	36

2023 STAAR Math, Grade 4							
	Admin	Grade	Number Tested	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
STEPHENVILLE ISD	Spring 2023	4	266	10	90	76	50
Bilingual	Spring 2023	4	34	21	79	44	12
Not Bilingual	Spring 2023	4	232	9	91	80	56

2023 STAAR Math, Grade 5							
	Admin	Grade	Number Tested	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
STEPHENVILLE ISD	Spring 2023	5	248	14	86	56	23
Bilingual	Spring 2023	5	26	23	77	58	15
Not Bilingual	Spring 2023	5	222	13	87	56	24

2023 STAAR Math, Grade 6							
	Admin	Grade	Number Tested	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
STEPHENVILLE ISD	Spring 2023	6	282	18	82	48	18
Bilingual	Spring 2023	6	41	41	59	22	0
Not Bilingual	Spring 2023	6	241	14	86	52	22

STAAR Math-ESL

2023 STAAR Math, Grade 3							
	Admin	Grade	Number Tested	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
STEPHENVILLE ISD	Spring 2023	3	273	12	88	63	33
ESL	Spring 2023	3	4	-	-	-	-
Not ESL	Spring 2023	3	269	11	89	64	33

2023 STAAR Math, Grade 4							
	Admin	Grade	Number Tested	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
STEPHENVILLE ISD	Spring 2023	4	266	10	90	76	50
ESL	Spring 2023	4	6	0	100	100	83
Not ESL	Spring 2023	4	260	10	90	75	50

2023 STAAR Math, Grade 5							
	Admin	Grade	Number Tested	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
STEPHENVILLE ISD	Spring 2023	5	248	14	86	56	23
ESL	Spring 2023	5	5	0	100	60	20
Not ESL	Spring 2023	5	243	14	86	56	23

2023 STAAR Math, Grade 6							
	Admin	Grade	Number Tested	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
STEPHENVILLE ISD	Spring 2023	6	282	18	82	48	18
ESL	Spring 2023	6	6	33	67	50	0
Not ESL	Spring 2023	6	276	17	83	48	19

2023 STAAR Math, Grade 7							
	Admin	Grade	Number Tested	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
STEPHENVILLE ISD	Spring 2023	7	247	23	77	50	15
ESL	Spring 2023	7	23	61	39	22	4
Not ESL	Spring 2023	7	224	20	80	53	17

2023 STAAR Math, Grade 8							
	Admin	Grade	Number Tested	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
STEPHENVILLE ISD	Spring 2023	8	196	15	85	41	9
ESL	Spring 2023	8	42	21	79	24	7
Not ESL	Spring 2023	8	154	14	86	45	10

STAAR Science-ESL							
2023 STAAR Science, Grade 5							
	Admin	Grade	Number Tested	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
STEPHENVILLE ISD	Spring 2023	5	247	29	71	46	23
ESL	Spring 2023	5	5	40	60	20	20
Not ESL	Spring 2023	5	242	29	71	47	24

2023 STAAR Science, Grade 8							
	Admin	Grade	Number Tested	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
STEPHENVILLE ISD	Spring 2023	8	273	23	77	47	16
ESL	Spring 2023	8	46	48	52	22	7
Not ESL	Spring 2023	8	227	19	81	52	18

STAAR Science-Bilingual							
2023 STAAR Science, Grade 5							
	Admin	Grade	Number Tested	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
STEPHENVILLE ISD	Spring 2023	5	247	29	71	46	23
Bilingual	Spring 2023	5	25	44	56	28	12
Not Bilingual	Spring 2023	5	222	27	73	48	25

STAAR Science-ESL							
2023 STAAR Science, Grade 5							
	Admin	Grade	Number Tested	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
STEPHENVILLE ISD	Spring 2023	5	247	29	71	46	23
ESL	Spring 2023	5	5	40	60	20	20
Not ESL	Spring 2023	5	242	29	71	47	24

2023 STAAR Science, Grade 8							
	Admin	Grade	Number Tested	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
STEPHENVILLE ISD	Spring 2023	8	273	23	77	47	16
ESL	Spring 2023	8	46	48	52	22	7
Not ESL	Spring 2023	8	227	19	81	52	18

STAAR EOC-ESL

2023 STAAR EOC-English I						
	Admin	Number Tested	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
STEPHENVILLE ISD	Spring 2023	289	15	85	72	18
ESL	Spring 2023	34	38	62	35	0
Not ESL	Spring 2023	255	12	88	77	20

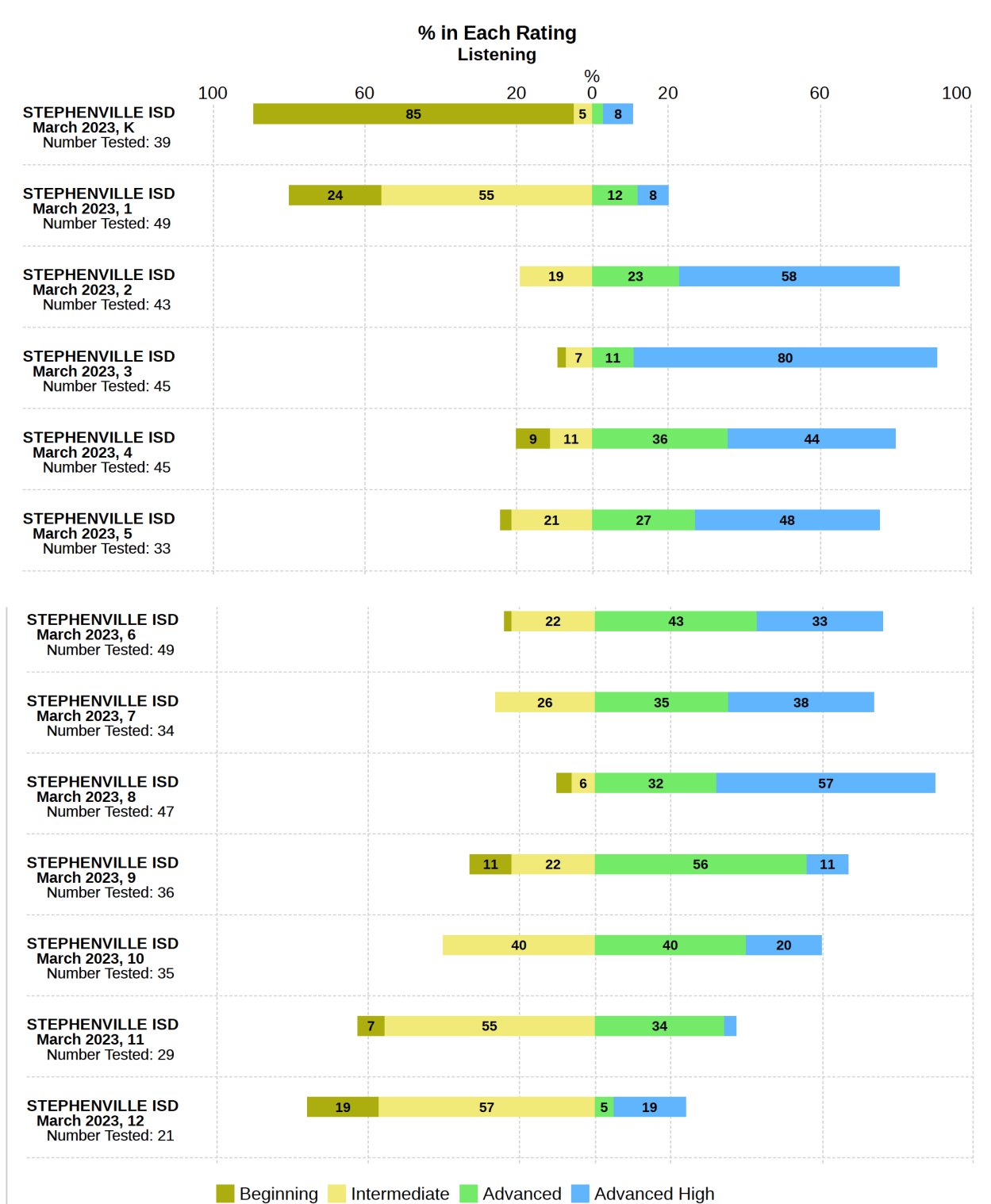
2023 STAAR EOC-English II						
	Admin	Number Tested	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
STEPHENVILLE ISD	Spring 2023	289	15	85	73	12
ESL	Spring 2023	37	43	57	41	0
Not ESL	Spring 2023	252	10	90	78	13

2023 STAAR EOC-Algebra I						
	Admin	Number Tested	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
STEPHENVILLE ISD	Spring 2023	285	15	85	57	31
ESL	Spring 2023	35	17	83	49	20
Not ESL	Spring 2023	250	15	85	58	33

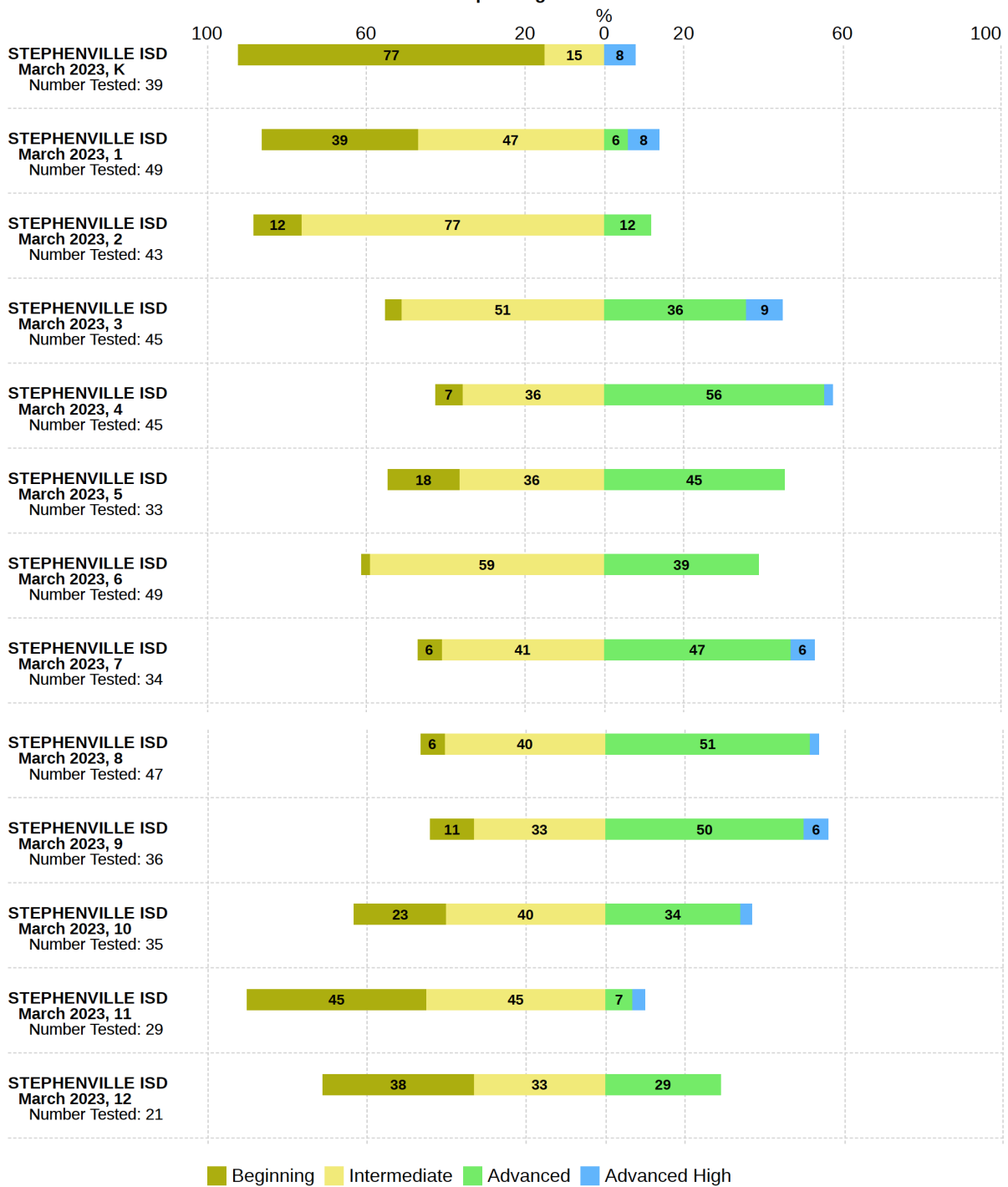
2023 STAAR EOC-Biology						
	Admin	Number Tested	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
STEPHENVILLE ISD	Spring 2023	255	4	96	87	51
ESL	Spring 2023	30	3	97	70	10
Not ESL	Spring 2023	225	4	96	89	56

2023 STAAR EOC-US History						
	Admin	Number Tested	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
STEPHENVILLE ISD	Spring 2023	283	1	99	80	43
ESL	Spring 2023	31	3	97	42	10
Not ESL	Spring 2023	252	1	99	85	47

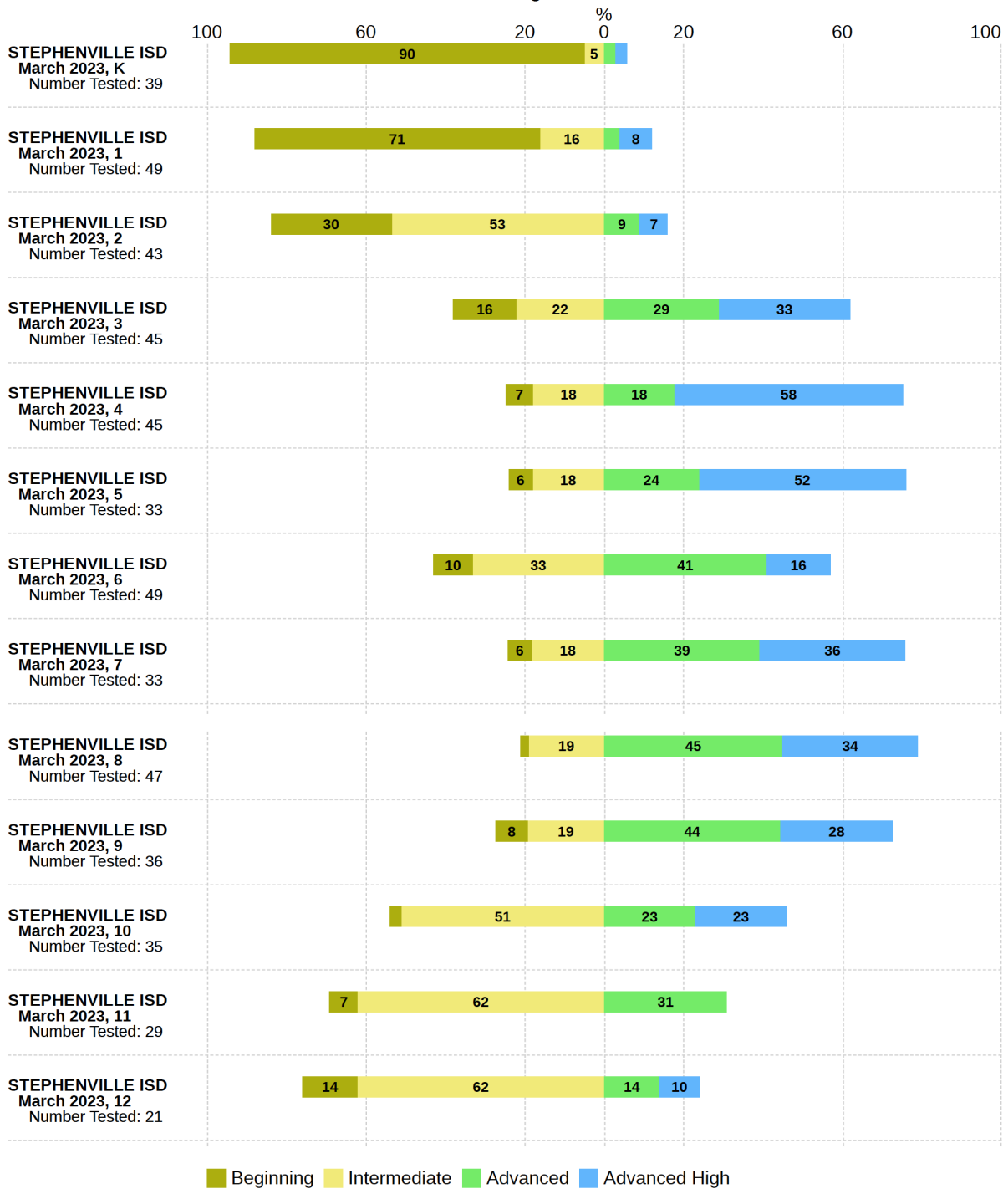
V. TELPAS, Grades K-12



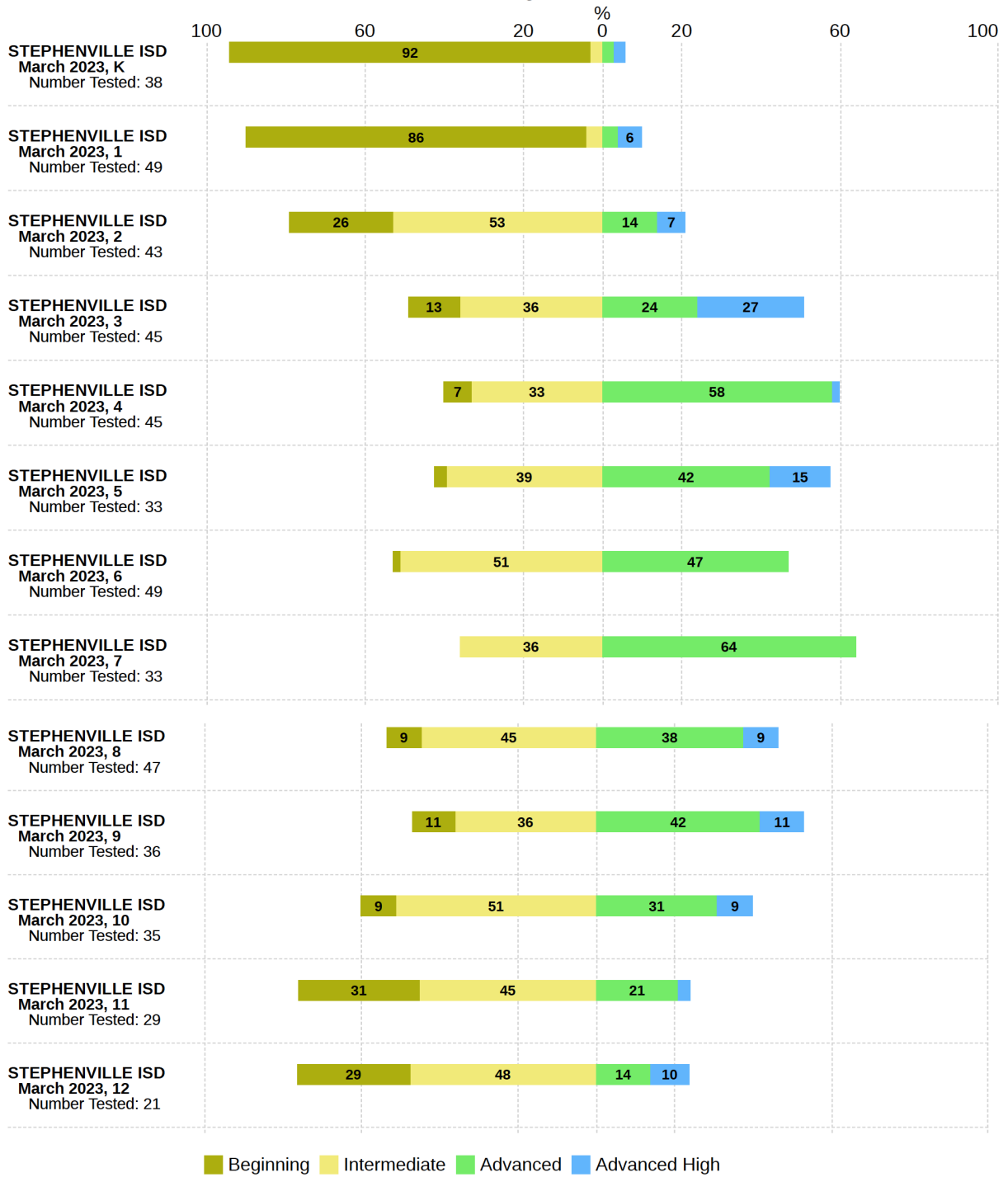
% in Each Rating Speaking



% in Each Rating Reading



% in Each Rating Writing



VI. 2022-2023 Number of Students Reclassified as EP (English Proficient)

	2020-2021	2021-2022	2022-2023
Number of Reclassifications/ Number of Total EB Students	1/518=.2%	6/545=1.1%	10/526=1.9%

VII. Staffing and Professional Development Supporting Second Language Acquisition

Stephenville ISD employs 145 ESL teachers and 19 bilingual teachers. SISD's PK-6 Bilingual Program is fully staffed with certified Bilingual teachers except for one bilingual teacher at Gilbert Intermediate School. Stephenville ISD will file for a Bilingual Exception from the Texas Education Agency pending certification of this staff member. Our ESL Content-Based and Pull-Out programs are fully staffed with ESL teachers in all ELAR classes. Teachers attended the following staff development that included strategies focused on helping LEP students acquire English:

Central Staff Development Plan

GT Update Building Your Toolbox (6 hours)
NWEA Training Map Basics and Applying Reports (6 hours)
Mental Health First Aid (6 hours)
NWEA Training Informing Instruction (6 hours)
CPI- (6 hours)
Science TEKS Update (6 hours)
Strengthen Your Students' Learning by Using the LATEST BRAIN RESEARCH (6 hours)
Elementary SPED 101 (3 hours)
Creative Mathematics (6 hours)
Teaching Early Literacy Skills (6 hours)
Compliance Courses (6 hours)
TRS Planning (approximate # of hours)

Chamberlin Staff Development Plan

GT Update Building Your Toolbox (6 hours)
NWEA Training Map Basics and Applying Reports (6 hours)
Mental Health First Aid (6 hours)
NWEA Training Informing Instruction (6 hours)
CPI- (6 hours)
Science TEKS Update (6 hours)
Strengthen Your Students' Learning by Using the LATEST BRAIN RESEARCH (6 hours)
Elementary SPED 101 (3 hours)
Creative Mathematics (6 hours)
Compliance Courses (6 hours)
TRS Planning (approximate # of hours)
RBL- Student Experience (6 hours)
RBL- Rigor (3 hours)

RBL- Relationships (3 hours)
RBL- Personalized Instruction (3 hours)
RBL- Agency (3 hours)
Kevin Tutt (2 hours)

Hook Staff Development Plan

GT Update Building Your Toolbox (6 hours)
NWEA Training Map Basics and Applying Reports (6 hours)
Mental Health First Aid (6 hours)
NWEA Training Informing Instruction (6 hours)
CPI- (6 hours)
Science TEKS Update (6 hours)
Strengthen Your Students' Learning by Using the LATEST BRAIN RESEARCH (6 hours)
Elementary SPED 101 (3 hours)
The Writing Academy- Full Circle Language Arts (6 hours)
Compliance Courses (6 hours)
TRS Planning (approximate # of hours)
RBL- Student Experience (6 hours)
RBL- Rigor (3 hours)
RBL- Relationships (3 hours)
RBL- Personalized Instruction (3 hours)
RBL- Agency (3 hours)

Gilbert Staff Development Plan

GT Update Building Your Toolbox (6 hours)
NWEA Training Map Basics and Applying Reports (6 hours)
Mental Health First Aid (6 hours)
NWEA Training Informing Instruction (6 hours)
CPI- (6 hours)
Science TEKS Update (6 hours)
Strengthen Your Students' Learning by Using the LATEST BRAIN RESEARCH (6 hours)
Elementary SPED 101 (3 hours)
The Writing Academy- Full Circle Language Arts (6 hours)
Compliance Courses (6 hours)
TRS Planning (approximate # of hours)
RBL- Student Experience (6 hours)
RBL- Rigor (3 hours)
RBL- Relationships (3 hours)
RBL- Personalized Instruction (3 hours)
RBL- Agency (3 hours)
TRS Content Support (3 hours per core content)

HJH Staff Development Plan

GT Update Building Your Toolbox (6 hours)
NWEA Training Map Basics and Applying Reports (6 hours)
Mental Health First Aid (6 hours)
NWEA Training Informing Instruction (6 hours)
CPI- (6 hours)

Science TEKS Update (6 hours)
Strengthen Your Students' Learning by Using the LATEST BRAIN RESEARCH (6 hours)
Secondary SPED 101 (3 hours)
The Writing Academy- Full Circle Language Arts (6 hours)
Compliance Courses (6 hours)
TRS Planning (approximate # of hours)
TRS Content Support (3 hours per core content)

SHS Staff Development Plan

GT Update Building Your Toolbox (6 hours)
NWEA Training Map Basics and Applying Reports (6 hours)
Mental Health First Aid (6 hours)
NWEA Training Informing Instruction (6 hours)
CPI- (6 hours)
Strengthen Your Students' Learning by Using the LATEST BRAIN RESEARCH (6 hours)
Secondary SPED 101 (3 hours)
The Writing Academy- Full Circle Language Arts (6 hours)
Compliance Courses (6 hours)
TRS Planning (approximate # of hours)
TRS Content Support (3 hours per core content)

VIII. Learning Materials

TEKS Resource System
Esperanza
Istation Espanol
iReady Spanish Reading
iReady Toolbox
Exact Path Reading
Exact Path Math
IXL Reading
IXL Math
Study Island Reading
Dreambox
Lexia Core 5
Reading Plus
Speak Agent
Summit K12

IX. Assessment Materials

NWEA Maps Assessments
MClass
STAAR
TEKS Resource Unit Assessments
TELPAS
Pre-Las/Las Links

X. Bilingual Exception

The following information is required in the SISD annual district report on educational performance of the bilingual education and/or ESL program, as described in TAC §89.1265(c), because SISD is requesting a Bilingual Exception. This waiver is required when the district has any staff teaching bilingual students without the required certification.

- the number of teachers for whom an exception or waiver was/is being filed
 - 1 Bilingual teacher
- the number of teachers for whom an exception or waiver was filed in the previous year
 - 1 ESL teacher
- the frequency and scope of a comprehensive professional development plan, implemented as required under 19 TAC §89.1207(a)(1)(D) or §89.1207(b)(1)(D), and results of such plan if an exception and/or waiver was filed in the previous school year.
 - The comprehensive professional development plan should include
 - The use of the 10% from the BEA funds to provide targeted PD for the teachers under an exception or waiver
 - Total BEA Allotment for 2023-2024: \$196,482; BEA 10% Set Aside for PD: \$19,648
 - To prepare for the certification exam before the end of the school year
 - Use Tutoring 240 to virtually prepare for certification exams.
 - Schedule individualized tutoring sessions for teachers who need to pass ESL or Bilingual certification tests.
 - To equip them with second language acquisition practices and evidence-based strategies that positively impact EB student outcomes
 - Schedule Sheltered Instruction Training for all content area teachers at Gilbert Intermediate School.
 - To build capacity with other teachers who may serve EB students
 - Schedule Sheltered Instruction Refreshers for all content area teachers in Stephenville ISD.