

# **HUNTSVILLE INDEPENDENT SCHOOL DISTRICT**



## **BILINGUAL AND ESL PROGRAM EVALUATION 2025-2026**

## HUNTSVILLE INDEPENDENT SCHOOL DISTRICT

### EMERGENT BILINGUAL PROGRAMS

## Huntsville Independent School District

### 2025-2026 Bilingual and ESL Program Evaluation

#### *Emergent Bilingual Programs*

Huntsville ISD offers both a Spanish Bilingual Program and an English as a Second Language (ESL) Program to support Emergent Bilingual (EB) students. During the 2025-2026 school year, the Transitional Bilingual Early Exit Program served students in grades Pre-Kindergarten through 5, while the ESL Program served students in grades Pre-Kindergarten through 12. As of the Fall PEIMS submission, 1,469 Emergent Bilingual students were enrolled, a decrease from the 1,533 students enrolled in the fall of the 2024-2025 school year.

**Figure 1**

*Fall English Learner Year Comparison Percentages - Number of Years Displayed: 3 Possible Years*

|                                             | 2023-2024 |           |         | 2024-2025 |           |         | 2025-2026 |           |         |
|---------------------------------------------|-----------|-----------|---------|-----------|-----------|---------|-----------|-----------|---------|
| Campus                                      | EL Pop    | Total Pop | Percent | EL Pop    | Total Pop | Percent | EL Pop    | Total Pop | Percent |
| 236902002 - Huntsville H S                  | 325       | 1,847     | 17.60%  | 312       | 1,882     | 16.58%  | 290       | 1,853     | 15.65%  |
| 236902008 - Texas Online Preparatory H S    | 146       | 2,183     | 6.69%   | 154       | 2,228     | 6.91%   | 216       | 2,751     | 7.85%   |
| 236902041 - Huntsville INT                  | 189       | 831       | 22.74%  | -         | -         | -       | -         | -         | -       |
| 236902042 - Mance Park Middle               | 167       | 882       | 18.93%  | 263       | 1,298     | 20.26%  | 209       | 1,283     | 16.29%  |
| 236902048 - Texas Online Preparatory Middle | 279       | 2,120     | 13.16%  | 244       | 2,050     | 11.90%  | 186       | 2,085     | 8.92%   |
| 236902101 - Stewart EL                      | 112       | 531       | 21.09%  | 21        | 547       | 3.84%   | 23        | 571       | 4.03%   |
| 236902102 - Gibbs Pre-K Center              | 53        | 301       | 17.61%  | -         | -         | -       | -         | -         | -       |
| 236902103 - Samuel Houston EL               | 25        | 437       | 5.72%   | 153       | 760       | 20.13%  | 148       | 676       | 21.89%  |
| 236902104 - Scott Johnson EL                | 125       | 559       | 22.36%  | 174       | 879       | 19.80%  | 178       | 889       | 20.02%  |
| 236902106 - Huntsville EL                   | 137       | 601       | 22.80%  | 161       | 670       | 24.03%  | 152       | 655       | 23.21%  |
| 236902108 - Texas Online Preparatory EL     | 126       | 1,026     | 12.28%  | 51        | 646       | 7.89%   | 67        | 775       | 8.65%   |
| 236902 - Huntsville ISD                     | 1,684     | 11,318    | 14.88%  | 1,533     | 10,960    | 13.99%  | 1,469     | 11,538    | 12.73%  |

*Source: On Data Suite*

#### *Home Language Survey and Identification Process*

The Home Language Survey (HLS) serves as the initial step in identifying students who may require support in developing English language proficiency. Upon initial enrollment in a Texas public school, parents or guardians complete the HLS, which consists of three questions regarding the languages used by the student and family.

When a language other than English is identified on the original HLS, the student is assessed using state-approved English language proficiency assessments. If assessment results indicate that the student has not yet attained English language proficiency, the Language Proficiency Assessment Committee (LPAC) reviews the results and determines the student's eligibility for Emergent Bilingual (EB) services. Eligible students are provided appropriate support through the district's bilingual or

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English as a Second Language (ESL) program to promote English language development and academic success.

The EB program serves students from a diverse range of linguistic backgrounds, with multiple home languages represented across the district. Spanish is the most widely represented home language, while other languages reflect the diverse linguistic backgrounds of students enrolled.

**Figure 2**

*2025-2026 Home Languages*

| Languages       | TOPS | LOCAL |
|-----------------|------|-------|
| Amharic         | 1    |       |
| ASL             |      | 1     |
| Arabic          | 16   |       |
| Bengali         |      | 2     |
| Bosnian         | 1    |       |
| Cambodian       |      | 1     |
| Dutch/Flemish   | 1    |       |
| English         | 14   | 58    |
| Farsi (Persian) | 3    |       |
| French          | 1    | 2     |
| Hausa           |      | 1     |
| Ibo/Igbo        |      | 7     |
| Japanese        | 1    |       |
| Korean          | 1    |       |
| Laotian (Lao)   | 1    |       |
| Mandarin        |      | 2     |
| Other Language  | 1    | 4     |

| Languages  | TOPS | LOCAL |
|------------|------|-------|
| Pashto     | 3    |       |
| Pilipino   | 1    |       |
| Portuguese | 1    |       |
| Russian    | 1    |       |
| Samoan     |      | 1     |
| Somali     | 1    |       |
| Spanish    | 397  | 887   |
| Swahili    | 3    | 16    |
| Swedish    |      | 1     |
| Tamil      | 4    | 1     |
| Thai       | 2    |       |
| Tigrinya   | 2    |       |
| Tiwa       |      | 6     |
| Turkish    | 1    |       |
| Urdu       | 9    | 2     |
| Vietnamese | 1    | 1     |
| Yoruba     | 2    | 7     |

### ***Program Participation***

Huntsville ISD offers a Transitional Early Exit bilingual program. Starting in Prekindergarten, the bilingual program offers Emergent Bilingual students a structured progression of foundational skills in their native language, while gradually building proficiency in English. The primary language is used as a resource, and instruction in the primary language decreases as English is acquired.

The English as a Second Language program is designed to support Emergent Bilingual students in developing English language proficiency while learning grade-level academic content. All instruction is delivered in English, and teachers use specialized strategies to make lessons understandable and accessible. The goal is to help students become fluent in English and achieve academic success alongside their peers.

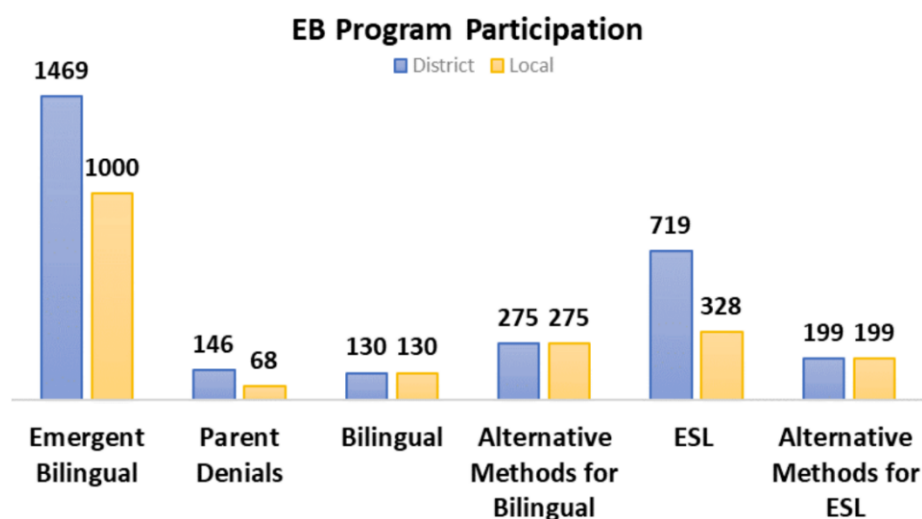
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## EMERGENT BILINGUAL PROGRAMS

When teachers are not appropriately Bilingual or ESL certified, students participate in an Alternative Language Program. The teachers in the Alternative Language Program receive training in content-based language instruction, and students receive additional support from a bilingual instructional assistant, when applicable. 199 students were served under the Alternative Methods for ESL, and 275 students were served under the Alternative Methods for Bilingual Education.

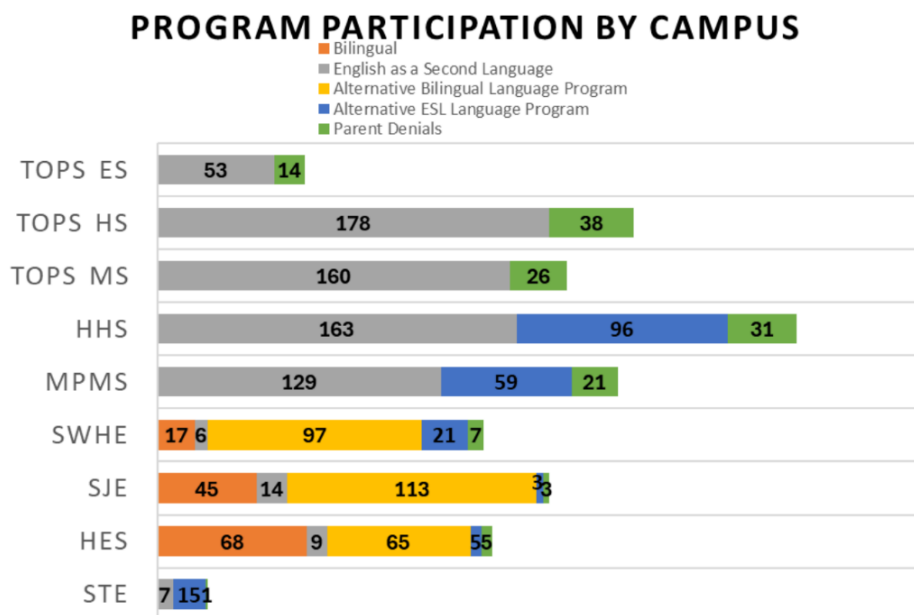
**Figure 3**

*2025-2026 HISD Emergent Bilingual Program Participation*



**Figure 4**

*Emergent Bilingual Program Participation by Campus*



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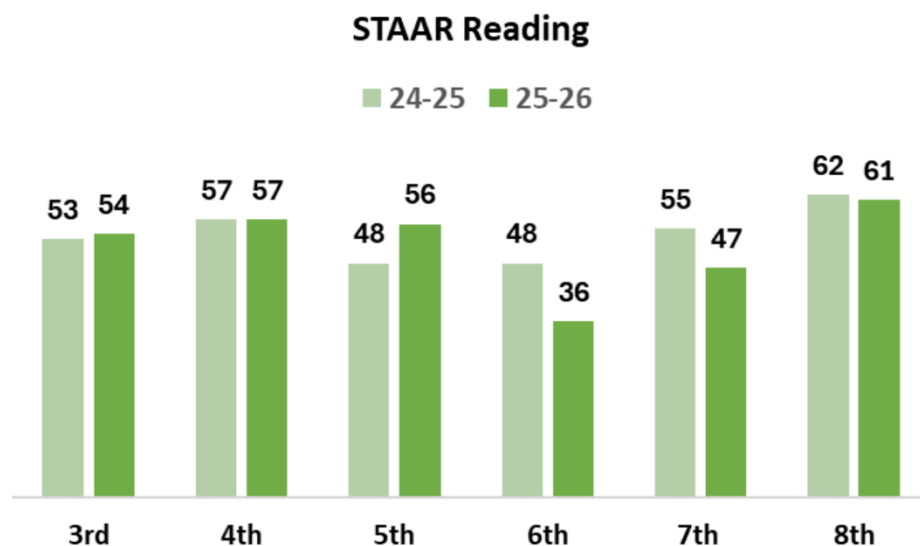
## EMERGENT BILINGUAL PROGRAMS

### *Academic Progress*

The following charts compare the 2025 and 2026 STAAR passing rates for Emergent Bilingual students in Huntsville ISD.

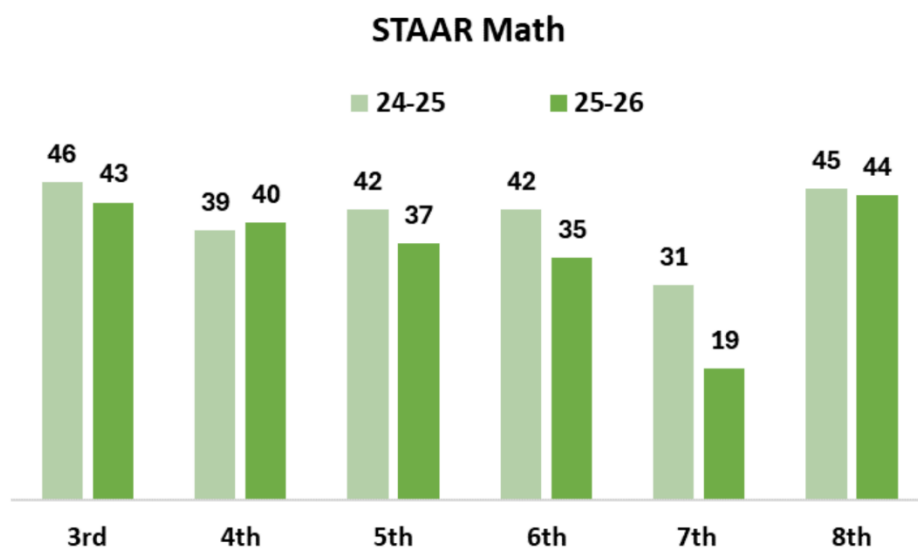
**Figure 5**

*Emergent Bilingual Passing Percentage on STAAR Reading*



**Figure 6**

*Emergent Bilingual Passing Percentage on STAAR Math*

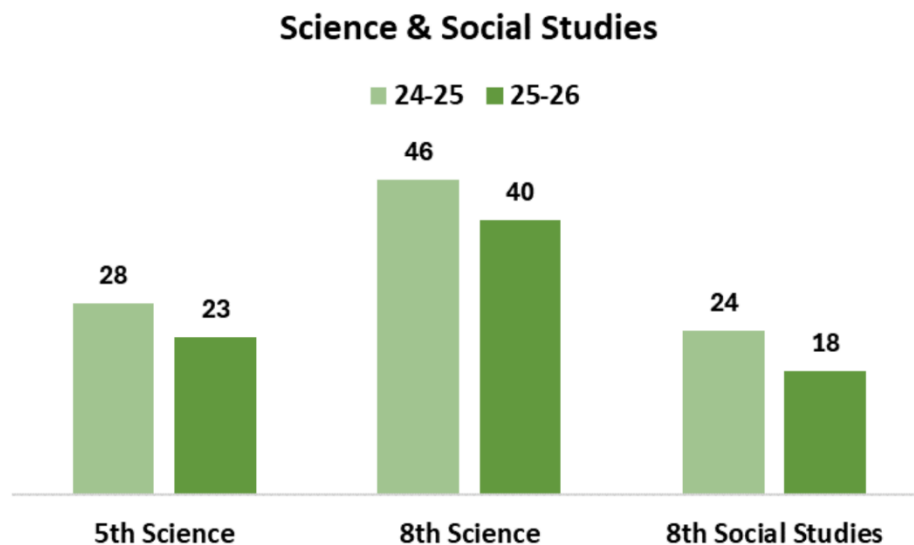


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### EMERGENT BILINGUAL PROGRAMS

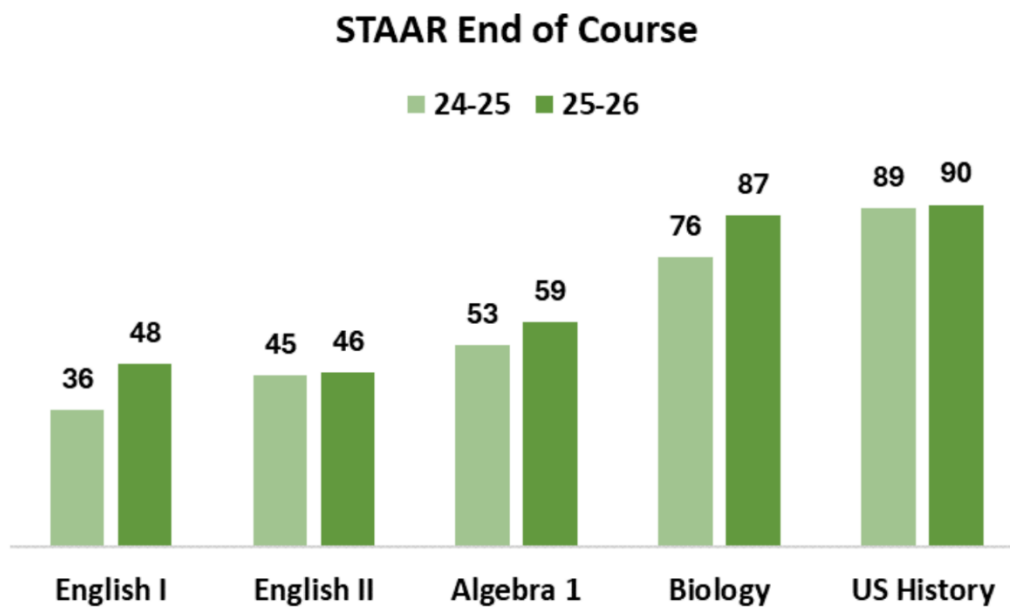
**Figure 7**

*Emergent Bilingual Passing Percentage on STAAR Science & Social Studies*



**Figure 8**

*Emergent Bilingual Passing Percentage on STAAR End of Course Exams*



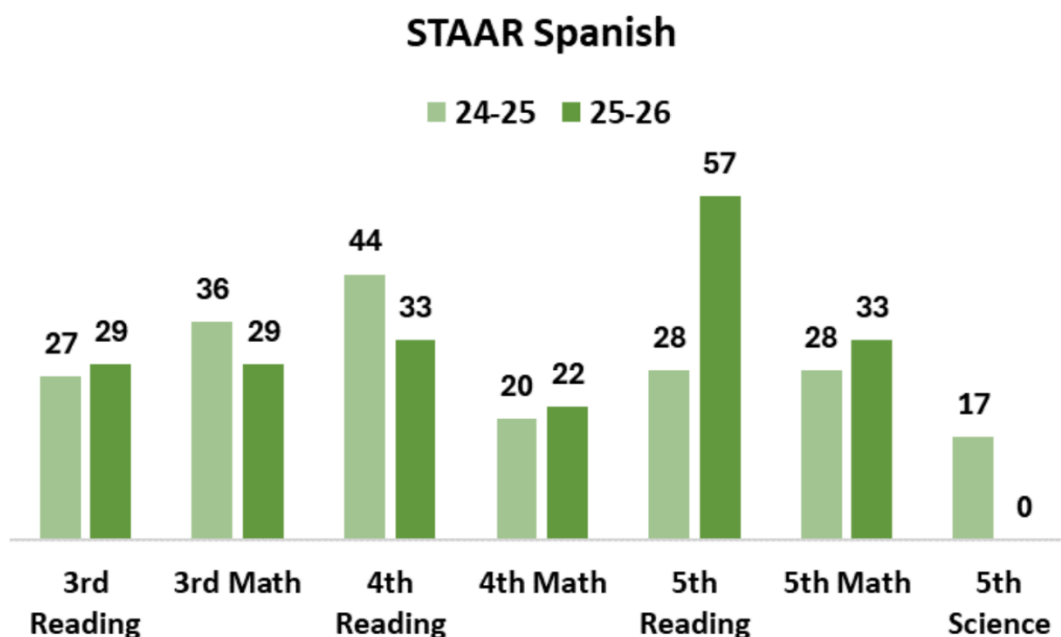
## HUNTSVILLE INDEPENDENT SCHOOL DISTRICT

### EMERGENT BILINGUAL PROGRAMS

STAAR Spanish is an online assessment available in Mathematics, Reading Language Arts (RLA) in grades 3–5, and Science in grade 5. It is administered to eligible students for whom the Spanish version of the STAAR provides the most appropriate measure of their academic progress.

**Figure 9**

*Emergent Bilingual Passing Percentage on STAAR Spanish Assessments*



### ***Post-Exit Monitoring***

Once students meet the criteria to exit the Emergent Bilingual (EB) program, the Language Proficiency Assessment Committee (LPAC) monitors their academic progress for two years to ensure they continue to experience academic success without language support services. Figure 10 presents the percentage of students in their first and second years of post-exit monitoring who met STAAR passing standards, along with the performance of students who have been exited from the EB program for three or more years.

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### EMERGENT BILINGUAL PROGRAMS

**Figure 10**

*Monitored Students' Passing Percentage on STAAR*

| Assessment               | M1 & M2 | M3 + |
|--------------------------|---------|------|
| Reading 3rd Grade        | 100     | NA   |
| Math 3rd Grade           | 100     | NA   |
| Reading 4th Grade        | 100     | 100  |
| Math 4th Grade           | 100     | 100  |
| Science 5th Grade        | 57      | *    |
| Reading 5th Grade        | 100     | *    |
| Math 5th Grade           | 71      | *    |
| Reading 6th Grade        | 98      | 50   |
| Math 6th Grade           | 84      | 50   |
| Reading 7th Grade        | 100     | 90   |
| Math 7th Grade           | 48      | 57   |
| Reading 8th Grade        | 97      | 100  |
| Math 8th Grade           | 78      | 76   |
| Social Studies 8th Grade | 61      | 68   |
| Science 8th Grade        | 83      | 84   |
| English I                | 94      | 90   |
| English II               | 97      | 95   |
| Algebra 1                | 81      | 86   |
| Biology                  | 98      | 100  |
| US History               | 95      | 98   |

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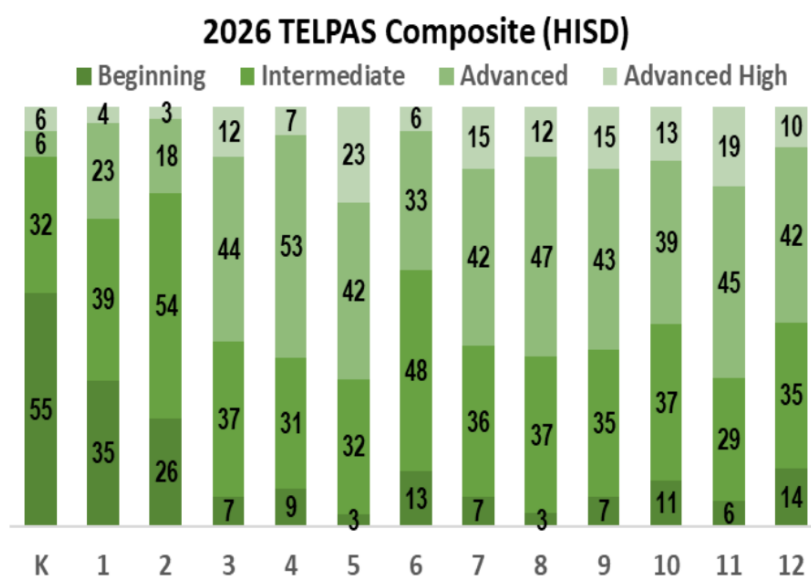
### EMERGENT BILINGUAL PROGRAMS

#### *English Proficiency*

Emergent Bilingual (EB) students in grades K–12 participate in the Texas English Language Proficiency Assessment System (TELPAS) each spring to measure progress in English language development. The following graphs highlight the district's 2025-2026 TELPAS results and provide insight into students' English language proficiency and growth.

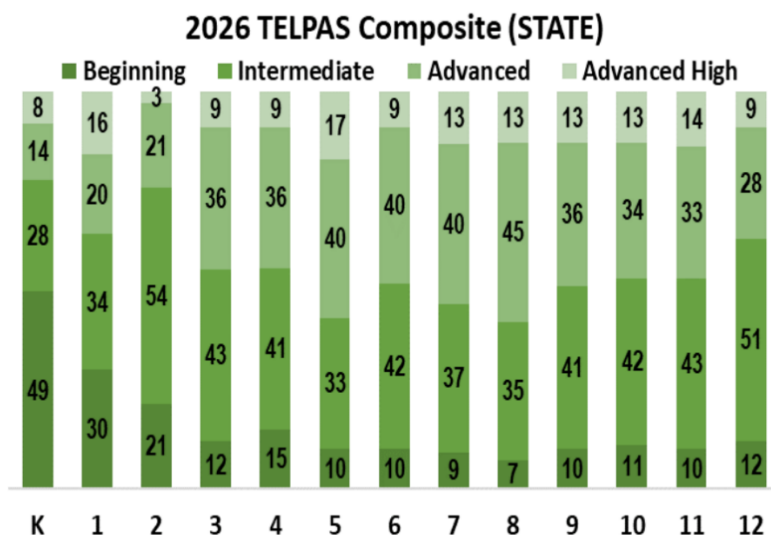
**Figure 11**

*TELPAS Overall Composite Score Percentages by Grade Level (HISD)*



**Figure 12**

*TELPAS Overall Composite Score Percentages by Grade Level (STATEWIDE)*

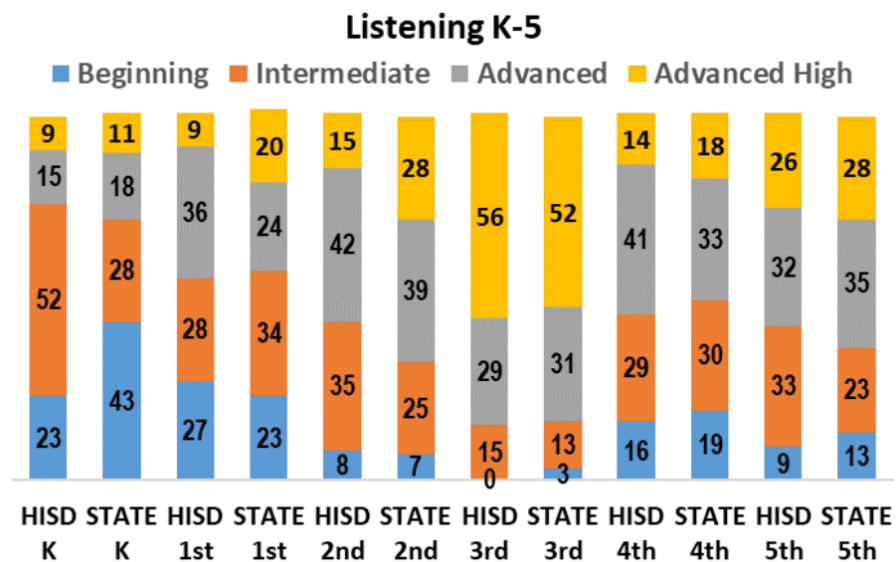


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## EMERGENT BILINGUAL PROGRAMS

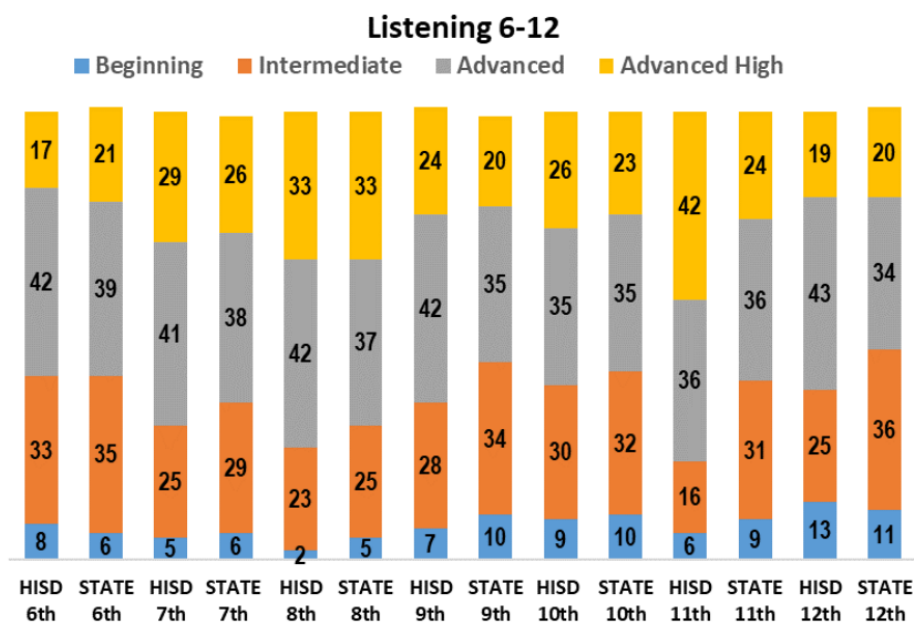
**Figure 13**

*TELPAS Listening Results for Grades K-5*



**Figure 14**

*TELPAS Listening Results for Grades 6-12*

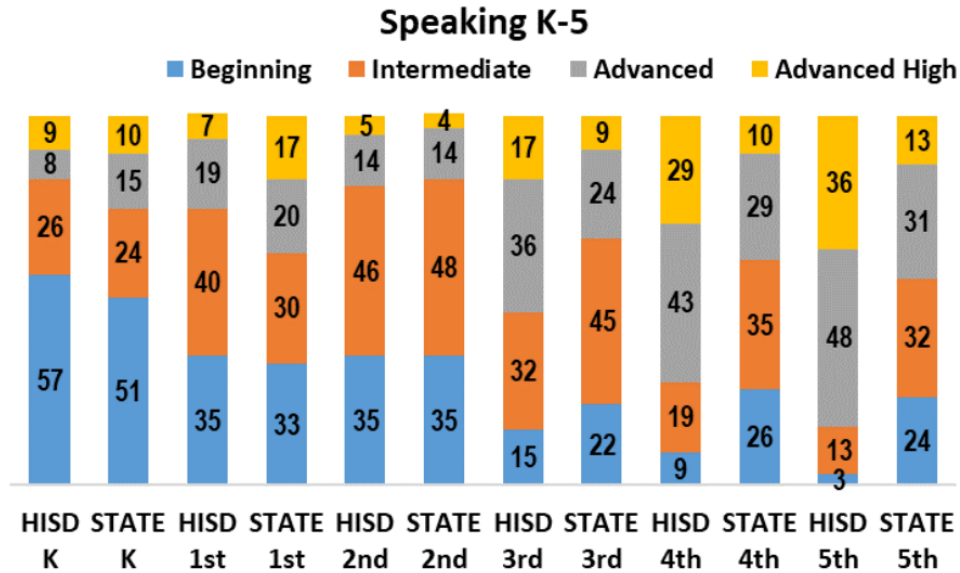


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## EMERGENT BILINGUAL PROGRAMS

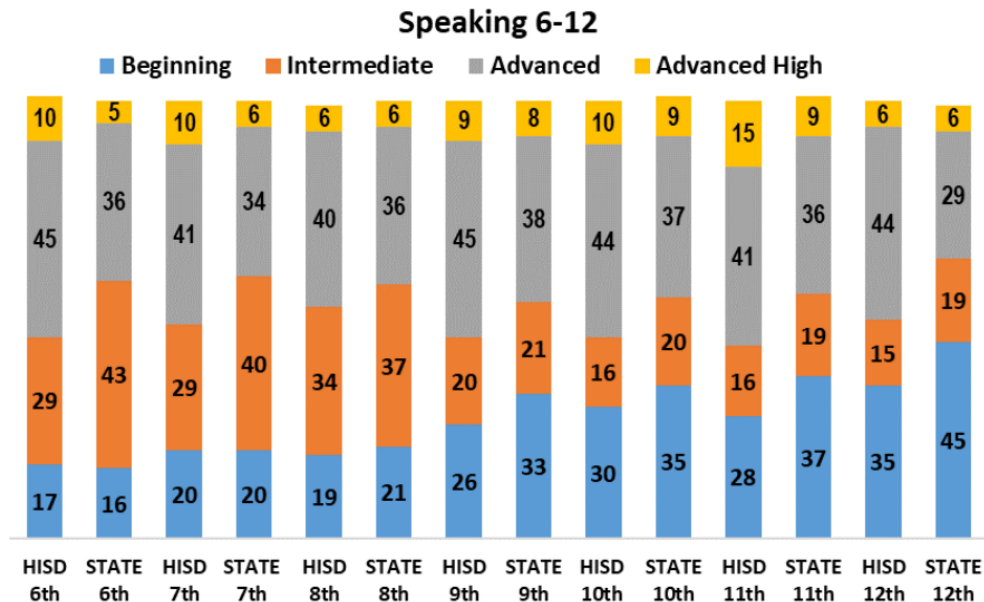
**Figure 15**

*TELPAS Speaking Results for Grades K-5*



**Figure 16**

*TELPAS Speaking Results for Grades 6-12*

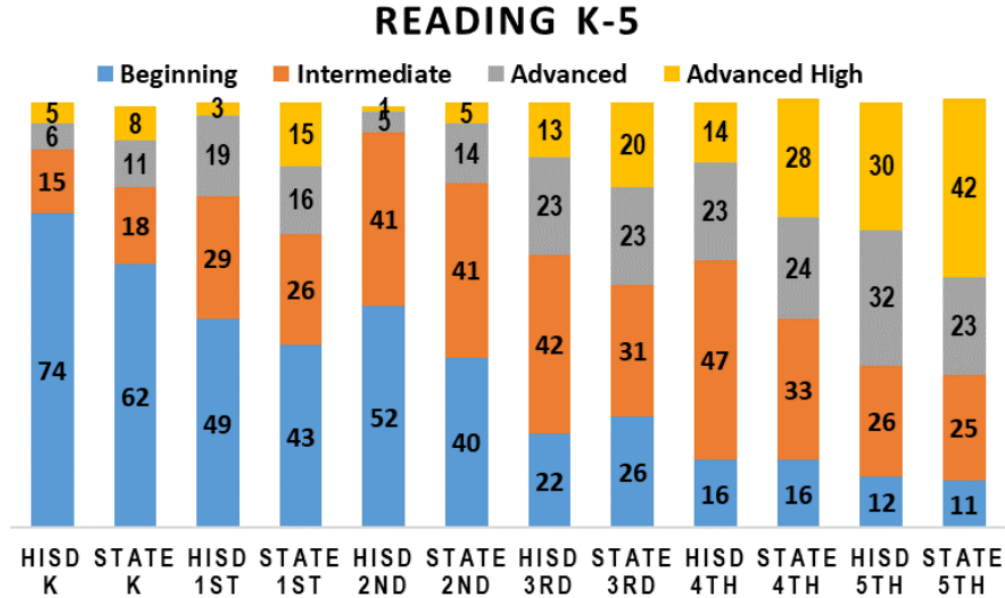


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## EMERGENT BILINGUAL PROGRAMS

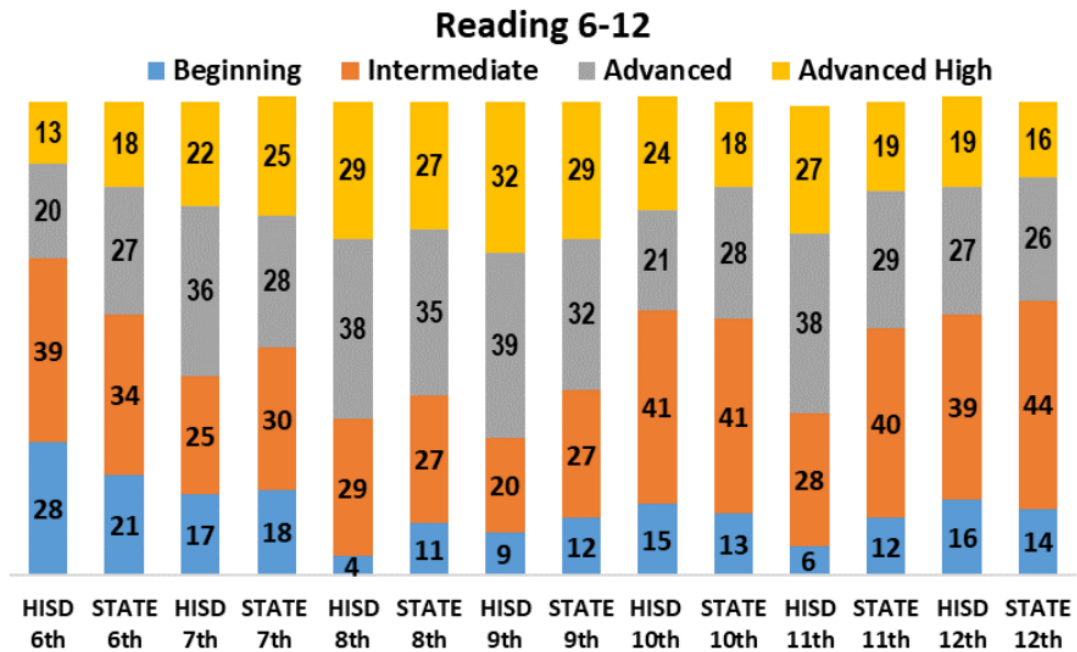
**Figure 17**

*TELPAS Reading Results for Grades K-5*



**Figure 18**

*TELPAS Reading Results for Grades 6-12*

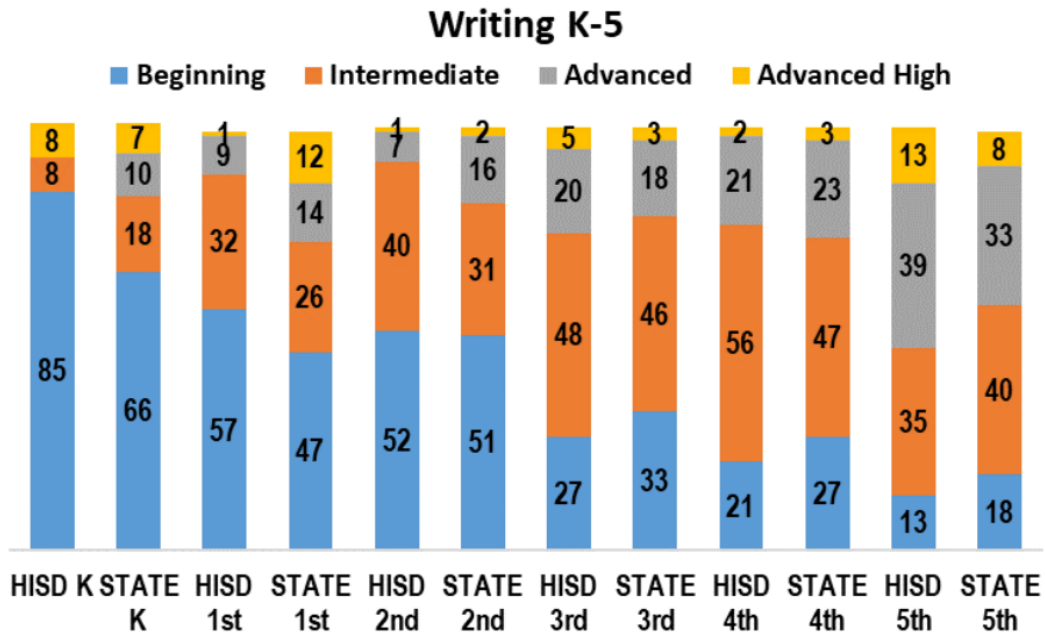


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## EMERGENT BILINGUAL PROGRAMS

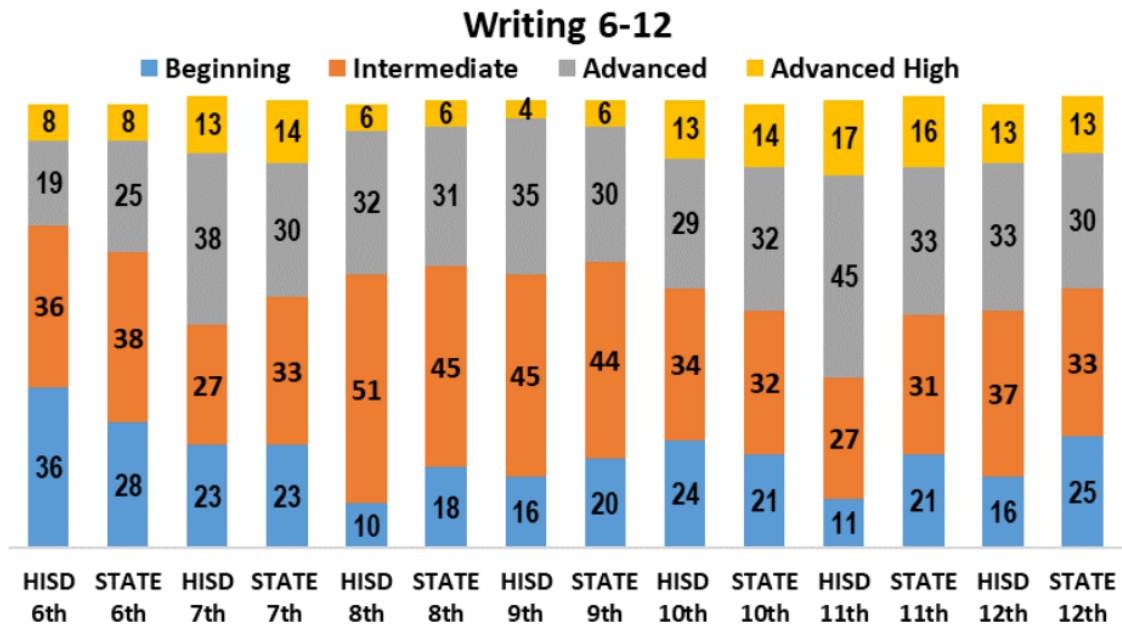
**Figure 19**

TELPAS Writing Results for Grades K-5



**Figure 20**

TELPAS Writing Results for Grades 6-12

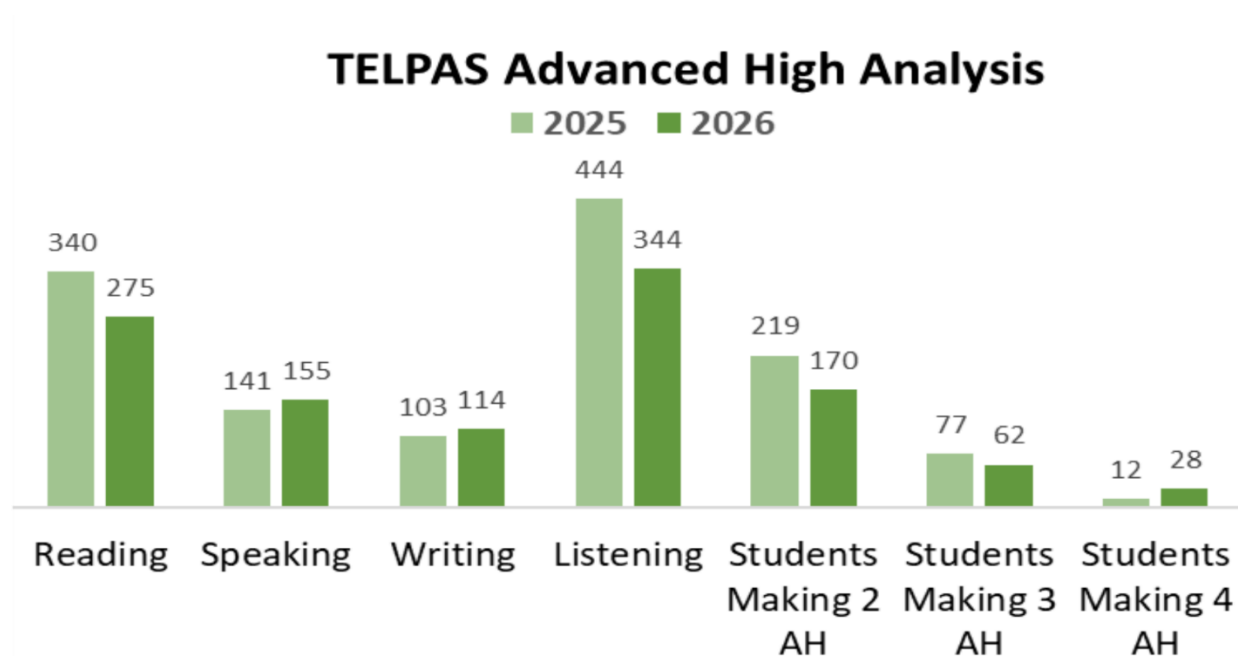


## HUNTSVILLE INDEPENDENT SCHOOL DISTRICT

### EMERGENT BILINGUAL PROGRAMS

**Figure 21**

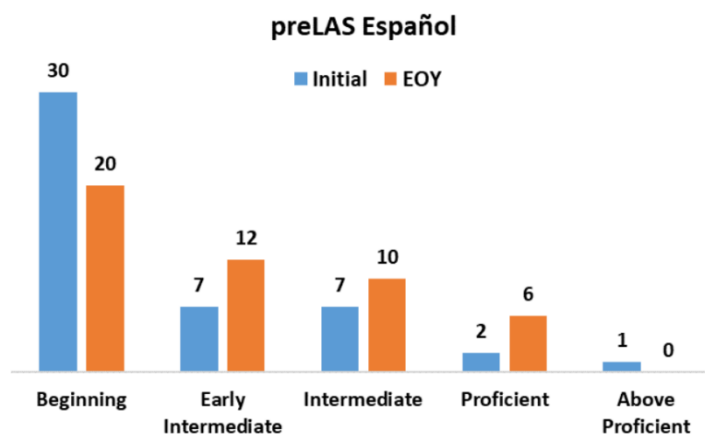
*TELPAS Advanced High Analysis*



The language progress of PK students in Huntsville ISD is evaluated with the preLAS monitoring assessment. This assessment measures key language skills, including vocabulary, listening comprehension, and oral language development in both English and Spanish, as applicable. The goal is to monitor students' progress in acquiring language skills by the end of the school year, ensuring they are developing a strong foundation for future academic success.

**Figure 22**

*2025-2026 preLAS Assessment Results- Spanish*

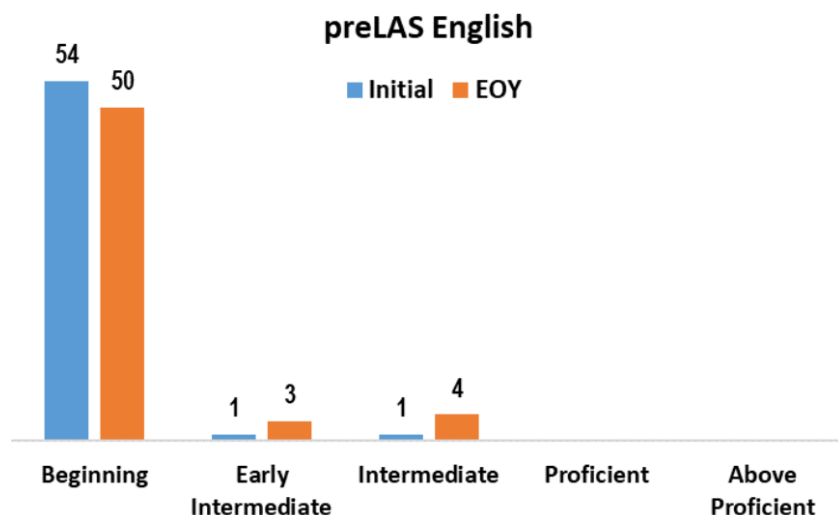


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### EMERGENT BILINGUAL PROGRAMS

**Figure 23**

*2025-2026 preLAS Assessment Results- English*



### ***Emergent Bilingual Reclassification***

Emergent Bilingual (EB) students are considered for reclassification when they demonstrate sufficient English language proficiency to participate successfully in grade-level instruction without specialized language support. In accordance with Texas Education Agency (TEA) requirements, reclassification decisions are based on multiple measures, including performance on the Texas English Language Proficiency Assessment System (TELPAS), the state-designated reading assessment, and teacher evaluation. Students who participate in the TELPAS Alternative (TELPAS Alt) assessment due to significant cognitive disabilities are considered for reclassification based on their individualized reclassification criteria.

The Language Proficiency Assessment Committee (LPAC) reviews multiple sources of student performance and determines whether the student meets the criteria for reclassification. Students who meet the criteria are eligible to exit the bilingual or English as a Second Language (ESL) program, pending required parent approval.

Following reclassification, students are monitored for two years to ensure continued academic success without specialized language support. The charts below present the number of students who met the reclassification criteria and are eligible to exit the program, pending parent approval. Continued progress is monitored through course performance and state assessment results.

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### EMERGENT BILINGUAL PROGRAMS

**Figure 24**

*Number of Students Who Met Reclassification Criteria (Local)*

| Grade Level  | 2023-2024  | 2024-2025 | 2025-2026 |
|--------------|------------|-----------|-----------|
| 1            | 4          | 5         | 1         |
| 2            | 5          | 0         | 2         |
| 3            | 8          | 3         | 7         |
| 4            | 18         | 7         | 5         |
| 5            | 18         | 8         | 8         |
| 6            | 9          | 8         | 0         |
| 7            | 6          | 17        | 8         |
| 8            | 5          | 9         | 7         |
| 9            | 12         | 5         | 6         |
| 10           | 14         | 5         | 8         |
| 11           | 7          | 10        | 4         |
| 12           | 2          | 2         | 0         |
| <b>TOTAL</b> | <b>108</b> | <b>79</b> | <b>56</b> |

**Figure 25**

*Number of Students Who Met Reclassification Criteria (TOPS)*

| Grade Level  | 2023-2024 | 2024-2025 | 2025-2026 |
|--------------|-----------|-----------|-----------|
| 3            | 0         | 4         | NA        |
| 4            | 1         | 1         | NA        |
| 5            | 4         | 5         | NA        |
| 6            | 15        | 7         | 5         |
| 7            | 20        | 20        | 12        |
| 8            | 18        | 8         | 10        |
| 9            | 10        | 6         | 22        |
| 10           | 8         | 14        | 8         |
| 11           | 16        | 3         | 12        |
| 12           | 5         | 1         | 3         |
| <b>TOTAL</b> | <b>97</b> | <b>69</b> | <b>72</b> |

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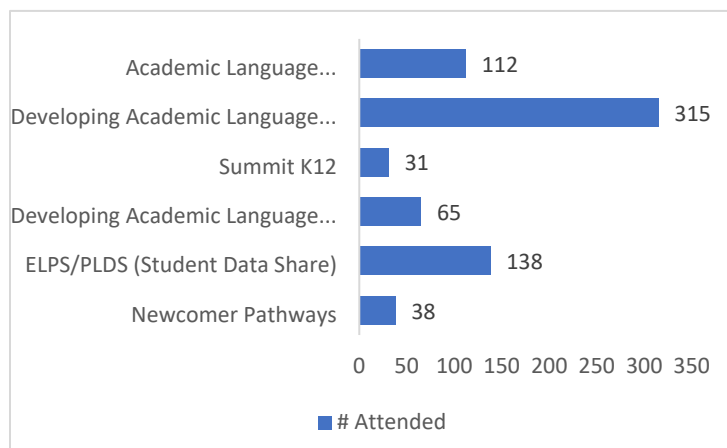
#### ***Bilingual Exception & ESL Waiver***

Huntsville ISD submitted a request to the Commissioner of Education for a Bilingual Education Exception and an ESL Waiver. This request was made due to challenges the district faces in recruiting enough Bilingual and ESL-certified teachers to staff the required Emergent Bilingual programs. The district Bilingual Exception request included 21 teachers, with a need of 24 certified bilingual teachers. The ESL Waiver request included 32 teachers, and a need for 39 ESL certified teachers.

Huntsville ISD continued expanding certification opportunities by using Bilingual Education Allotment funds to support teachers pursuing Bilingual or ESL certification. Support included test preparation through ESC 6, test reimbursement, and stipends for teachers who earn ESL certification. Teachers who earn bilingual certification also qualify for the \$7,500 bilingual teacher stipend.

#### ***Professional Learning***

The district continues to prioritize professional learning and building educator capacity as part of a districtwide initiative to strengthen academic language development for Emergent Bilingual students. Professional learning opportunities included regional and statewide conferences, Bilingual and ESL certification training, EB Data Shares, Newcomer planning and development days, and targeted TELPAS preparation. The district also partnered with a Seidlitz Education consultant to strengthen teachers' understanding of language opportunities in the classroom, with a focus on increasing meaningful opportunities for both newcomers and other EB students to develop and use academic language. Together, these efforts help teachers build more opportunities for language development in the classroom and provide EB students with the language support they need to be successful academically. All district administrators and instructional coaches also received Developing Academic Language at the beginning of the school year.



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### EMERGENT BILINGUAL PROGRAMS

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#### ***Additional Information***

- PK/K Summer School
  - The required Emergent Bilingual summer school program was offered to all Prekindergarten and Kindergarten emergent bilingual students. Twenty-seven students attended summer school.
- EB Summer Camp
  - This year's camp was adjusted to include EB students in grades 2-4.
  - Teachers worked with approximately 45 students to promote language acquisition through a variety of fun, instructional activities.
  - Students went home with book packs, notebooks, writing prompts, and a family game, giving them fun ways to keep reading, writing, and growing their language skills together.
- Programs used by EB Students
  - Imagine Learning (PK)
  - Rosetta Stone
  - Summit K12
  - Estrellita
  - Vista Get Ready
- Program Expenditures
  - Summer school staff
  - Summer school supplies
  - Ellevation Platform & Strategies
  - Seidlitz Consultant
  - ESC 6 Service Fee
  - Professional Learning/Travel Expenses
  - Assessments for Identification
  - Certification Stipends
  - Salaries