

BELLVILLE INDEPENDENT SCHOOL DISTRICT

SPECIAL PROGRAMS BOARD REPORT

September 2026

EMERGING BILINGUAL STUDENT PROGRAMS

ANNUAL EVALUATION

BILINGUAL EDUCATION EXCEPTION

BISD will file a Bilingual Education Exception for the 25th consecutive year in 2026-2027.

The 2026-2027 Bilingual Education Exception will cover 115 students in 8 classrooms in grades PK-5 at O'Bryant Primary, O'Bryant Intermediate, and West End Elementary.

BISD would need to hire 8 Bilingual teachers to cover these students in order to not have to file an Exception.

BISD last hired a bilingual teacher in 2023-2024 for Kindergarten (currently have one - PK).

ESL WAIVER

BISD will file an ESL Waiver for the 8th time in 2026-2027 (1st time in 2018-2019).

BILINGUAL PROGRAM OFFERED IN BISD

Transitional/Early Exit

- ❑ Students begin instruction in their home language (usually Spanish) along with English.
- ❑ The goal is to help them learn grade-level content while building English skills.
- ❑ As students gain English proficiency, support in the home language is gradually reduced.
- ❑ Students are expected to transition fully into English-only instruction, usually by the end of elementary school (early exit).

ESL CONTENT-BASED & PULL-OUT

The BISD ESL program serves students who are Emerging Bilingual Students in English Only.

ESL Content-based Instruction - 5 Students

ESL Pull-out Instruction - 109 Students

EB DISTRICT ENROLLMENT HISTORY

School Year	EB Enrollment	EB %	# of Exits	Exit %
2022-2023	227	10.18	2	0.88
2023-2024	238	10.42	20	8.4
2024-2025	262	11.32	15	5.7
2025-2026	251	10.8	16	6.4

School Year	Parent Denials	Monitor Year 1	Monitor Year 2
2022-2023	4	3	1
2023-2024	3	2	3
2024-2025	4	15	19
2025-2026	8	15	18

EB ENROLLMENT BY CAMPUS-CURRENT 2026-2027

Campus	Campus Enrollment	EB Enrollment	EB % (of total campus)	EB % (of total EB)
BHS	747	63	8.43	27.39
BJH	563	52	9.24	22.61
Secondary	1310	115	8.78	50
OBP	432	65	15.05	28.26
OBI	397	44	11.08	19.13
WE	142	6	4.23	2.61
Elementary	971	115	11.84	50
District	2281	230	10.08	100

EB ENROLLMENT BY GRADE-CURRENT 2026-2027

EB Students per Grade

OBP	PK	K	1	2
#	11	16	20	23
%	30	14	14	18

OBI	3	4	5
#	12	15	23
%	10	13	14

WE	K	1	2	3	4	5
#	0	1	0	1	3	1
%	0	4	0	4	16	4

BJH	6	7	8
#	18	17	17
%	10	10	9

BHS	9	10	11	12
#	16	21	12	14
%	8	12	6	8

A bilingual program is required in Grades PK-5 beginning with PK if a school district has an enrollment of 20 or more EB students in any language in the same grade district-wide. BISD currently has a Bilingual teacher at PK.

YEARS IN US SCHOOLS

Years	Number	Percentage
0	26 (PK & K)	11.3
1	20(20 are Grade 1)	8.7
2	19	8.26
3	17	7.39
4	23	10
5	25	10.87
6+	100	43.48

ACADEMIC PROGRESS - STAAR READING

Grade	% Approaches EB/All Students	% Meets EB/All Students	%Masters EB/All Students
3	56/71	19/44	0/17
4	46/76	27/44	0/12
5	53/79	12/54	0/29
6	19/64	6/49	0/23
7	61/79	28/53	6/28
8	71/83	43/63	10/26
English I	36/80	9/70	0/14
English II	50/79	20/69	0/16

ACADEMIC PROGRESS - STAAR MATH

Grade	& Approaches EB/All Students	% Meets EB/All Students	% Masters EB/All Students
3	38/71	6/45	0/24
4	42/67	31/49	12/21
5	39/73	22/45	0/18
6	25/60	0/28	0/7
7	25/23	19/8	0/0
8	53/83	29/50	6/11
Algebra I	70/83	19/52	4/26

ENGLISH PROFICIENCY (TELPAS 2026)

Grades 1-2

Years in US Schools	Composite - % Beginning	Composite - % Intermediate	Composite - % Advanced/ Advanced High
1	0	36	64
2	40	40	20

Grades 3-12

Years in US Schools	Composite - % Beginning	Composite - % Intermediate	Composite - % Advanced/ Advanced High
1	83	17	0
2	0	0	0
3	6	56	38
4	9	39	52
5	10	45	45
6+	11	51	38

STAFF

5 Bilingual Paraprofessionals

1 Bilingual Teachers

60 ESL Certified Staff

PROFESSIONAL DEVELOPMENT

BISD is required to develop a Comprehensive Professional Development Plan whenever a Bilingual Education Exception or ESL Waiver is submitted.

The 2026-2027 plan included the following:

- Region 6 Bilingual/ESL Contracted Services provided technical assistance and professional development targeting all levels of district and campus personnel that provide ongoing support for English language learners
- TABE and Title III Symposium Conferences for two elementary Bilingual teachers and two elementary ESL teachers
- District Wide - Seidlitz: 38 Great Academic Language Builders Training
- District Wide - Seidlitz: Updated ELPS Training

PARENTAL ENGAGEMENT

- ESL FIESTA - Family Involvement Encourages Students To Achieve - Elementary and Secondary Bilingual and ESL parent meetings to collaborate with parents on ensuring the success of their students and to inform parents of activities going on at the campuses.
- PK/Kindergarten Round-up - ESL staff meets with parents and students to help register, translate, administer formal assessments for students to determine eligibility for Bilingual/ESL program, and bilingual teacher met students and performed an informal assessment with students.
- Provide translation for teachers and administrators as needed for parents
- Literacy and Numeracy activities were purchased and sent home at the end of the school year with elementary EB students along with information on how to use the activities as a family

SUMMER SCHOOL

Bellville ISD provides the state required Summer School for students entering Kindergarten and Grade 1 who are identified as EB students.

SPECIAL EDUCATION



SPED DISTRICT ENROLLMENT HISTORY

School Year	SPED Enrollment	SPED %
2022-2023	305	13
2023-2024	325	14
2024-2025	354	14
2025-2026	373	15

SPED ENROLLMENT-CURRENT 2026-2027 BY CAMPUS

Campus	Campus Enrollment	SPED Enrollment	SPED % (of total campus)	SPED % (of total SPED)
BHS	747	72	9.6	19.8
BJH	563	112	19.9	30.9
Secondary	1310	184	14	50.7
OBP	433	68	15.7	18.7
OBI	397	94	23.7	25.9
WE	142	17	12	4.7
Elementary	972	179	18.4	49.3
District	2282	363	15.9	100

2025-2026 - 100% SPED Graduation Rate & 89% met CCMR

SPECIAL EDUCATION ENROLLMENT BY GRADE-CURRENT 2026-2027

SPED Students per Grade

OBP	PK	K	1	2
#	0	19	24	19
%	0	16	17	15

OBI	3	4	5
#	25	28	41
%	20	25	25

WE	K	1	2	3	4	5
#	0	1	4	5	3	4
%	0	4	21	19	16	17

BJH	6	7	8
#	36	32	44
%	19	18	22

BHS	9	10	11	12
#	20	16	20	11
%	10	9	10	6

SPED DISABILITY BREAKDOWN (PRIMARY DISABILITY)

Orthopedic Impairment	1
Auditory/ Visual Impairment	3
Intellectual Disability	30
Emotional Disturbance	25
Traumatic Brain Injury	3

Developmental Delay	1
Autism/ Developmental Delay	68
Specific Learning Disability	145
Speech Impairment (all)	138 (43 Speech only)
Other Health Impairment	43

ACADEMIC PROGRESS - STAAR READING

Grade	% Approaches SPED/All Students	% Meets SPED/All Students	%Masters SPED/All Students
3	39/71	3/44	0/17
4	39/76	11/44	0/12
5	55/79	21/54	3/29
6	13/64	0/49	0/23
7	35/79	5/53	0/28
8	19/83	6/63	0/26
English I	35/80	6/70	0/14
English II	20/79	0/69	0/16

ACADEMIC PROGRESS - STAAR MATH

Grade	& Approaches SPED/All Students	% Meets SPED/All Students	% Masters SPED/All Students
3	29/71	3/45	0/24
4	31/67	11/49	0/21
5	53/73	18/45	3/18
6	30/60	0/28	0/7
7	13/23	8/8	0/0
8	53/83	29/50	6/11
Algebra I	47/83	6/52	0/26

SPED INITIAL EVALUATIONS NUMBERS

School Year	Initial Evaluations	Qualified	DNQ	Parent Request
2020-2021	55	41	14	17
2021-2022	64	46	18	38
2022-2023	83	60	23	37
2023-2024	67	42	25	32
2024-2025	73	53	20	30
2025-2026	88	58	31	40

In 2025-2026, 16 students were exited from SPED.

SPED INSTRUCTIONAL SETTING NUMBERS

Location	#	%
Mainstream	125	34
<21%	115	31
>21%, <49%	70	19
>50%, <60%	6	2
>60%	39	11
ECSE	13	4
Residential	1	0.2
Day Placement	2	0.5

504 & DYSLEXIA UPDATES

504 ENROLLMENT-CURRENT 2026-2027 BY CAMPUS

Campus	Campus Enrollment	504 Enrollment	504 % (of total campus)	504 % (of total 504)
BHS	747	132	17.7	54.8
BJH	563	77	13.7	32
Secondary	1310	209	16	86.7
OBP	432	6	1.4	2.5
OBI	397	21	5.3	8.7
WE	142	5	3.5	2.1
Elementary	971	32	3.3	13.3
District	2281	241	10.6	100

DYSLEXIA

Currently, 88 students receive interventions for dyslexia.

Dyslexia is now considered a Specific Learning Disability, for SPED therefore:

- Any student that is currently 504 may only receive dyslexia accommodations, not interventions.
- When dyslexia is suspected, a person with specific knowledge in the reading process, dyslexia and related disorders, and dyslexia instruction must serve on the LEA's multidisciplinary team and any ARD committee that is convened to determine eligibility for special education and related services.

We had a total of 8 students attend dyslexia camp. They were able to complete their program and not need to continue dyslexia interventions during the 2026-2027 school year.

GIFTED & TALENTED

STUDENT PARTICIPATION AT A GLANCE

Gifted and Talented serves a total of 209 students, or roughly 10% of our enrollment.

GRADE BAND	# OF STUDENTS SERVED
K-2 ND	11
3 RD -5 TH	47
6 TH -8 TH	71
9 TH -12 TH	80

ETHNICITY	% OF GT POPULATION	% OF TOTAL POPULATION
WHITE	85%	57%
HISPANIC	11%	33%
AFRICAN AMERICAN	.4%	6%
TWO OR MORE RACES	3%	4%

STUDENT ASSESSMENT

- Fall nomination window: October 1-30
- Kindergarten Universal Screener: Planned Experiences
 - 3 Planned Experiences with opportunities for students to showcase advanced thought and out of the box thinking.
 - Administered November-January in their class library visits.
 - District GT committee will score them using a rubric in January to determine which students should be assessed with CogAT
- NNAT3 serves as our universal screener for 2nd grade students.
- Adding MAP Growth Results to screen for student candidates.

SERVICE DESIGN

- GT Services in K-5 are a pull-out model with students being served during their specials and PE for approximately 90 minutes per week.
- GT students at BJHS and BHS are served through their advanced courses
 - Teachers are in the process of completing their 30 hours of PD or the 6 hour update.
 - Teachers will be differentiating for GT students, and have been provided a list of their students who are identified as GT.
 - At BJHS, Mrs. Krumrey is the campus GT Coordinator and serves as an advocate and “homebase” for those students.
 - At BHS, Mrs. Muzny is the campus GT Coordinator and will serve as an advocate and liaison for those students.

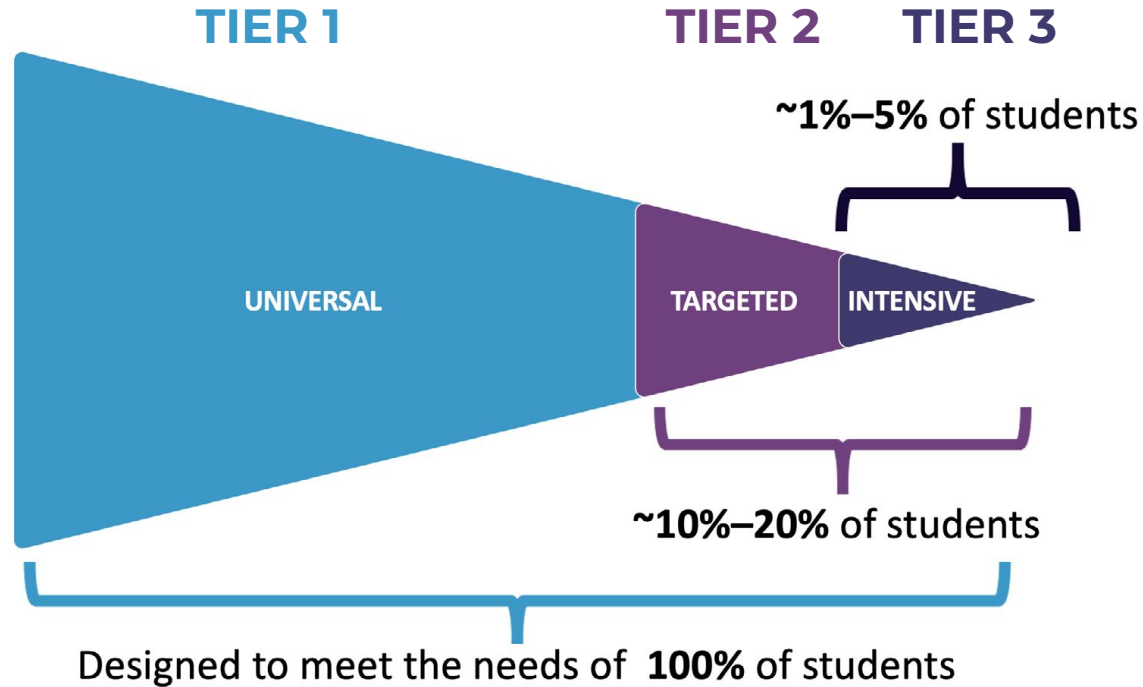
CURRICULUM AND INSTRUCTION

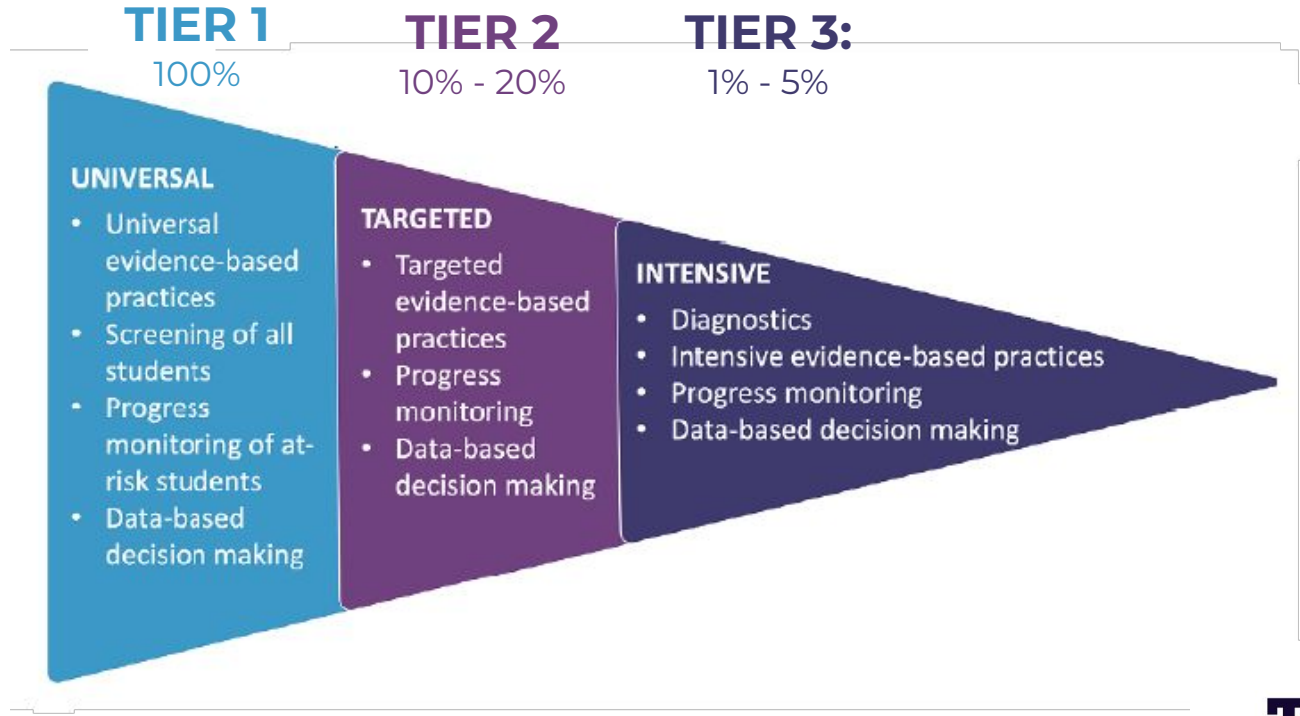
- Currently offer Acceleration in Math (Alg I @ JH allows for additional advanced math end of HS), differentiation tracks in 6-8 RLA, Credit by Exam Acceleration, Dual Credit
- Teachers utilize:
 - Project Based Learning
 - Problem Solving Challenges
 - Texas Performance Standards Projects (performance standards, projects, and assessments for GT)
 - J. Taylor's Depth and Complexity framework

PROFESSIONAL LEARNING

- Partnered with Academy for GT Professional Learning
 - GT teachers complete a 6 hour update annually.
 - New GT teacher have the summer and fall to complete 30 hours of GT professional learning.
- The Texas GT Plan, all administrators and counselors need to complete an update after each legislative session. Last year we focused on APs and Counselors. This year we are focusing on principals.

Multi-Tiered System of Supports (MTSS)





INTERVENTION ACADEMY

- 2026-2027 Pilot Year
 - Focus: O'Bryant Intermediate
- Administrator Track
 - Emily Barrera
- Tier 2 and Tier 3 Math Track
 - OBI Math RtI Teacher: Krystal Rettig
- Updates for the 2026-2027 SY:
 - Revised Entrance and Exit Criteria for Tier 2 and Tier 3 Interventions
 - Revised Problem Solving Team (PST) meetings
 - Developed a Smart Goal for each student in RtI for progress monitoring

RtI PROGRAM DESIGN - ELEMENTARY CAMPUSES

- Universal Screeners
 - MAP Growth assessments (K-5)
 - Early Childhood Screeners (PK-K)
- PSTs after BOY and MOY MAP Growth
- Tier 2 Interventions - Flex Time with subject area teachers
- Tier 3 Interventions - Pull-out small groups with RtI Teachers
- Goal is to close gaps as quickly as possible and exit students from RtI

RtI PROGRAM DESIGN - SECONDARY CAMPUSES

- Universal Screeners
 - MAP Growth assessments (6-8)
- PSTs are on a student by student basis
- Tier 2 Interventions - Flex Time with subject area teachers
 - Adjusted based on data analysis after EOU assessments
- Tier 3 Interventions - Lab class for RLA
- Goal is to close gaps as quickly as possible and exit students from RtI

QUESTIONS
