

San Elizario Independent School District

Bilingual / ESL

Program Evaluation Report

2025-2026



Leticia de Santos, Instructional Programs Administrator

San Elizario Independent School District
Board of Trustees

Eduardo Chavez, Board President

Myrna Hernandez, Board Vice President

Sandra Licon, Board Secretary

Alexis Ann Tellez, Board Trustee

Monica Chavez, Board Trustee

Axel Lopez, Board Trustee

Lorenzo Luevano, Board Trustee

Dr. Jeannie Meza-Chavez, Superintendent

Dr. Blanca Cruz, Associate Superintendent

1050 Chicken Ranch Rd., San Elizario, TX 79849 (915) 872-3900

Table of Contents

Summary.....	3
Demographic Information.....	3
Program Objectives.....	4
Program Mission	4
Program Description	4,5
Characteristics of the Bilingual/ESL Program	5
Expected Outcomes	6
Eligibility Criteria	6
Funding Source	7
Bilingual/ESL Staff (FTE's)	7
Reclassification	8
Professional Development	9
Texas English Language Proficiency Assessment System (TELPAS)	10
State of Texas Assessment of Academic Readiness (STAAR).....	10
Recommended Action Plan	11
Appendix 1	11

Summary

The State of Texas mandates all school districts conduct a yearly evaluation of their Bilingual Education and/or English as a Second Language Program. While the evaluation is geared to meet the State and Federal requirements, the district, as a whole, benefits from the data and the findings. Students, teachers, administrators and community members are all stakeholders in this process.

The purpose of the evaluation is to fulfill the requirement of Chapter 89, Adaptations for Special Populations, Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Language Learners.

In compliance with the Texas Education Codes 29.051, 29.062, and 42.153 and Chapter 89.1265 of the Texas Administrative Code, San Elizario Independent School District (SEISD) provides Bilingual and ESL programs which incorporate a sheltered English approach, and a native language development component to meet the cognitive, linguistic, and affective needs of students identified as Emergent Bilingual (EB) students.

Demographic Information

San Elizario ISD is located in El Paso County, a few miles outside the city limits of the city of El Paso, which is the largest city on the Texas/Mexico border. Starting a new school year, the district's student enrollment is currently 2,602. In the 2025-2026 school year, San Elizario Independent School District had a student enrollment of 2,773 at the end of the school year. At this time, our student enrollment shows a decrease of 171 students. A financially impoverished district, SEISD has 92.13% of its families classified as economically disadvantaged. The district's enrollment reflects its border location with a Hispanic student population of 99.10%.

In the 2025-2026 school year, 1,617 (58.14%) students were identified as Emergent Bilingual. Of those, 1,438 were served through the Bilingual / ESL programs. Among the students who received program services, were the following:

- 837 students received Bilingual services in grades PK through 6 (Elementary)
- 601 students received ESL services in grades 7-12 (Secondary)

Program Objectives

The San Elizario Bilingual/ESL Department is committed to providing instructional support to Bilingual/ESL certified teachers and students alike to ensure consistency and continuity within the program. The department will ensure that all English Learners receive academic opportunities to address their needs in order to meet the state's rigorous academic standards. In addition, teachers will have the support that is necessary to serve their students with research-based best practices for academic achievement.

Bilingual/ESL Program Mission

The San Elizario Independent School District Bilingual and ESL Department will promote high academic achievement in all content areas through rigorous instruction by meeting the affective, linguistic, and cognitive needs of all English Learners.

Dual Language Program Mission

The San Elizario Independent School District Dual Language Program will develop highly competent bilingual students while fostering academic success and cultural awareness by meeting the affective, linguistic, and cognitive needs in both languages.

Program Description

The SEISD programs ensure that the affective, linguistic, and cognitive domains are addressed for all emergent bilingual students. The goal of the bilingual program is to facilitate high academic, high self-esteem, and timely acquisition of the second language. Elementary school administrators and their facilities shall implement the district bilingual education philosophy and its corresponding curriculum. This plan renders a challenge to educators and facilitates a means for the transformation of dated beliefs/values as well as rendering an enrichment program for all EL students.

Elementary Bilingual Program Models:

Grades PK-5th

The San Elizario Independent School District implements a one-way transitional dual-language program model in grades PK-5th. The program will grow incrementally, adding an additional grade year after year. Research shows that the dual language program produces high levels of success for emergent bilingual students. Students are immersed in both languages in all content areas and use their first language to learn academics in a natural way.

Grades 6

The San Elizario Independent School District implements a Transitional bilingual/*early exit* model at the elementary level. This program model serves students identified as limited English proficient in both English and Spanish and transfers the student to English-only instruction. This model provides instruction in English oral and academic language development. Non-academic subjects such as art, music, and physical education may also be taught in English. Exiting a student to an all-English program of instruction will occur no earlier than third grade and no earlier than two years or later than five years after the student enrolls in school. A student who has met exit criteria may continue receiving services, but the school district will not receive the bilingual education allotment for that student.

Secondary ESL Program Model:

Grades 7-12

The San Elizario Independent School District implements an English as a second language/*pull-out* program model. This is an English program that serves only students identified as English language learners by providing an ESL certified teacher to provide English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas. Instruction may be provided by the English as a second language teacher in a pull-out inclusionary delivery model.

All programs address the affective, linguistic, and cognitive needs of the students. Student identification, placement, monitoring, and exiting of the program is overseen by the Language Proficiency Assessment Committee (LPAC), which ensures that the established requirements in Chapter 89 Subchapter BB are being followed.

Characteristics of the Bilingual / ESL Programs

- Respects and utilizes the students' natural language, culture, background, and interests in the learning process.
- Provides high exposure to oral and written forms of English and Spanish from the onset of the student's schooling, thus promoting bi-literacy.
- Accelerates academic progress through the use of a student-centered curriculum.
- Capitalizes on the natural integration of thought, speech, and written language.
- Targets English language arts instruction over a period of four years to allow for both social and academic fluency.
- Maximizes potential learning by integrating language arts, both English and Spanish and content area concepts and skills.

Expected Outcomes

The expected outcomes of the programs are to prepare and enable limited English proficient students to acquire sufficient comprehension, listening, speaking, reading, and writing skills in English in order to participate successfully in a general education English classroom by:

- Providing an educational program to address the needs of students who are identified as Emergent Bilingual (EB)
- Providing all English Learners, the opportunity to master Texas Essential Knowledge and Skills (TEKS) in the areas of reading, mathematics, science, and social studies.
- Conducting the Bilingual / ESL program in such a way as to gain the understanding and active support of all segments of the community
- Providing limited EL students the opportunity to develop confidence, self-assurance, and a positive identity with their cultural heritage.

Eligibility Criteria

Students eligible for the program are those whose primary language is a language other than English. Students are flagged initially during the registration process after answering a Home Language Survey to identify the primary language spoken at home and the language of preference of the child. If the answer to either of the questions on the Home Language Survey is any other than English, an identification and placement assessment is administered, and overseen by the LPAC committee. After the student's oral language proficiency is assessed in both languages (LAS), the LPAC committee convenes to make a recommendation for placement. The timeline for this process is 4 calendar weeks. Additionally, the LPAC has a 10-day timeline to notify parents of the committee recommendation, share information about the benefits of the program, and finally, obtain parent approval for participation in the approved academic setting. English proficient students may also enroll in a bilingual education program according to TEC 29.058.

Funding Source

State funding program intent code 25

Federal funding Title III Part A

2025-2026 - Summary of BIL Funds Spent by Organization	
Organization	Program Intent Code (25) Bilingual Education
San Elizario High School (001)	59,671.61
Garcia Enriquez Middle School (041)	89,515.57
Alarcon Elementary (101)	51,841.51
Loya Primary (102)	42,593.99
Sambrano Elementary (103)	171,682.13
Borrego Elementary (104)	82,619.04
Summer School (699)	474.35
Departments (8XX)	27,872.74
Grand Total by Funding Source	526,270.94
2025-2026 - Summary of BIL Funds Spent by Activity	
Activity	Program Intent Code (25) Bilingual Education
Campus Activity	40,959.24
Department Activity	23,629.50
Supplemental Bilingual Staff	128,331.94
Summer School	474.35
Stipends for Bilingual Teachers	332,875.91
Grand Total by Funding Source	526,270.94

Bilingual / ESL Staff (FTE's)

In accordance with the Texas Education Code, San Elizario ISD assigns appropriately certified teachers to the required bilingual and ESL programs. The following table shows the total of Bilingual / ESL educators per grade level for the 2025-2026 school year:

Grade Level	Number of FTE
PK3 – PK4	5 Bilingual Teachers
Kinder	4 Bilingual Teachers
1 st grade	5 Bilingual Teachers
2 nd grade	5 Bilingual Teachers
3 rd grade	5 Bilingual Teachers
4 th grade	6 Bilingual Teachers
5 th grade	5 Bilingual Teachers
6 th grade	5 Bilingual Teachers
Middle School	4 ESL teachers
High School	7 ESL teacher
Total BIL/ESL staff	51 teachers

Reclassified Students in 2025-2026

The bilingual model calls for a timeline to exit bilingual students in a period between 2-5 years of instruction. Although a timeline is not specifically defined in the ESL Pull-out program, the same amount of years is expected to be sufficient in order to acquire enough English language acquisition to be mainstreamed.

At San Elizario ISD this year, a total of 63 students met the Exit Criteria set by the Texas Education Agency, compared to a total of 89 from the previous year. Students who meet Exit Criteria are then reclassified in PEIMS as Non-LEP students. The state does not require the continuation of language support after exit criteria is met. These student's academic performance is monitored, however, for two years after they are reclassified to ensure academic success.

2024-2025 Students Meeting Reclassification Criteria

Grade Level	Bil/ESL	Parental Denial
3 rd	2	0
4 th	7	1
5 th	13	1
6 th	4	6
7 th	3	1
8 th	13	6
9 th	7	5
10 th	15	3
11 th	2	0
12 th	0	0
Total = 89	66	23

2024-2025 Students Meeting Reclassification Criteria

Grade Level	Bil/ESL	Parental Denial
3 rd	10	1
4 th	2	0
5 th	7	2
6 th	6	0
7 th	4	2
8 th	11	2
9 th	6	0
10 th	7	2
11 th	0	1
12 th	0	0
Total =	53	10

Source: End of Year LPAC Minutes per campus

Emergent Bilingual/English Learner Reclassification Criteria Chart

At the end of the school year, a district may reclassify an emergent bilingual (EB) student/English Learner (EL) as English proficient if the student is able to participate equally in an English instructional program with no second language acquisition supports as determined by satisfactory performance in the following assessment areas below and the results of a subjective teacher evaluation using the state's Emergent Bilingual/English Learner Reclassification Rubric. An EB student/EL may not be reclassified as English proficient in prekindergarten or kindergarten as per Texas Administrative Code §89.1226(j). The language proficiency assessment committee (LPAC) will recommend for reclassified students to exit bilingual or English as a second language (ESL) program services or to continue participation if in a dual language immersion (DLI) bilingual program. Parental approval for exit or continuation in program beyond reclassification must be obtained.

Grade(s)	1 st /2 nd	3 rd through 8 th	9 th	10 th	11 th /12 th
English Language Proficiency Assessment	Texas English Language Proficiency Assessment System (TELPAS) Advanced High in each domain of Listening, Speaking, Reading, and Writing				
State Standardized Reading Assessment	TEA Approved Norm-Referenced Standardized Achievement Test: Iowa, Form F Reading and Language Arts 40 th percentile or above on each	STAAR Reading (English)*	STAAR English I EOC*	STAAR English II EOC*	TEA Approved Norm-Referenced Standardized Achievement Test: Iowa, Form F Reading and Language Arts 40 th percentile or above on each
Subjective Teacher Evaluation	Form: Emergent Bilingual/English Learner Reclassification Rubric				

*Satisfactory performance on STAAR Reading/English EOC includes Approaches, Meets, and Masters Grade Level performance levels.

Notes:

- Students for whom the LPAC recommends the use of Oral Administration or Content and Language Supports as designated supports for English reading or English EOC assessments, may not be considered for reclassification at the end of the school year.
- EB students/ELs with significant cognitive disabilities who are receiving special education services may qualify to be reclassified using the following: [Individualized Reclassification Process for a Student with a Significant Cognitive Disability](#).
- For an EB student/EL who is deaf/hard of hearing (DHH) and exempt from participating in the listening and/or speaking domains of TELPAS due to the inability to perform these components of the exam, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
- For an EB student/EL who is blind/visually impaired (VI), braille versions of the TELPAS Reading test will be available and can be provided to an eligible student based on a decision of the ARD committee in conjunction with the LPAC. If the student is not eligible for a braille version of TELPAS Reading and is exempt from participating in the reading domain of TELPAS due to the inability to perform this component of the exam based on the student's disability, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
- The LPAC shall monitor the academic progress of each student who has met reclassification criteria during the first two years after reclassification.

Additional Information:

- [TEA Approved Norm-Reference Standardized Achievement Test](#) (new site)
- [State Assessments for English Learners](#)
- [Guidance Related to ARD Committee and LPAC Collaboration](#)
- [LPAC Guidance for Deaf or Hard of Hearing English Learners](#) and associated training [video](#)

aluation

Professional Development

This section contains the staff development model used by SEISD. Professional Development is multifaceted and it is one of the most important components of increasing student academic achievement. Providing quality professional development is critical. It is the catalyst for building leadership at the teacher level. The focus is to build teacher capacity and ultimately, improve student achievement.

The following are specific professional development sessions that were provided by the Bil/ESL Department for teachers and administrators and were geared toward Emergent Bilingual support (additional training and/or PLCs were provided at the campus level).

1. Latino Literacy Parent Sessions

This project is designed to establish family reading routines for Spanish and English-speaking parents and their children. It involves family reading, vocabulary development, and English-language development for Latino parents and their children.

2. Dual Language Classroom: Classroom Environments and Learning Targets

Teachers participated in professional development focused on Preview-View-Review, cross-linguistic connections, Bridging (El Puente), Content-Based Language Instruction (CBLI) aligned with the English Language Proficiency Standards (ELPS), and translanguaging strategies. Through these learning opportunities, teachers developed practical strategies to support language development and strengthen instructional practices. Teachers applied these strategies in their classrooms to create meaningful opportunities for students to develop and use language across content areas.

3. ELPS Transition Year Updates

These sessions provided support to teachers in effectively implementing the updated English Language Proficiency Standards (ELPS) into daily instruction. The sessions provided an overview of the updated ELPS and instructional expectations, as well as an analysis of the four language domains. Participants explored ways to integrate the ELPS into daily lessons, develop aligned content and language objectives, and implement instructional strategies that increase student language use across all four domains. The sessions provided teachers with practical strategies and tools to strengthen language development and support English learners through purposeful, language-rich instruction.

4. Mission: Progressing Together

Community members participated in a session presented by district personnel highlighting the benefits of using Summit K–12 at home to support English language acquisition. The session provided families with information and resources to help them engage in and reinforce their students' language development beyond the classroom.

5. Summit k-12

These sessions provided teachers with guidance and support for the effective implementation and ongoing monitoring of Summit K–12 usage across the district.

Texas English Language Proficiency Assessment System (TELPAS)

The TELPAS is an assessment program for Emergent Bilingual students (EBs). TELPAS assesses the English language proficiency of K-12 ELLs in four language domains- listening, speaking, reading, and writing. English language proficiency assessments in grades K-12 are federally required to evaluate the progress that EBs make in becoming proficient in the use of academic English. The assessment components for grades K-1 and 2-12 differ in the following ways:

- Grades K-1: TELPAS includes holistically rated listening, speaking, reading, and writing assessments based on ongoing classroom observations and student interactions.
- Grades 2-12: TELPAS includes online listening, speaking, reading, and writing tests.

The entire district's EB population has experienced challenges in this area, as students continue to feel uncomfortable with the testing process. As a result, TELPAS performance has been negatively impacted, making it more difficult for students to meet the established exit criteria.

The English Language Proficiency Standards (ELPS) are second language acquisition curriculum standards that support the ability of EBs to acquire the academic English they need for meaningful engagement in subject-area instruction and are an integral part of each foundation and enrichment subject of the Texas Essential Knowledge and Skills (TEKS) state-required curriculum.

State of Texas Assessments of Academic Readiness (STAAR)

The State of Texas Assessments of Academic Readiness (STAAR) assessment is the state's student testing program. The assessments are based on the Texas Essential Knowledge and Skills (TEKS), which are the state curriculum standards. Beginning in grade 3 through high school, students test in the core subject areas of reading, writing, mathematics, science, and social studies.

The STAAR measures the state-wide curriculum in Reading in grades 3 through 8; in Math in grades 3 through 8; in Science in grades 5 and 8; and in Social Studies in grade 8. A Spanish STAAR is available for students in grades 3, 4, and 5 only. The state assessments also include five end-of-course (EOC) tests administered at the high school level; English I, Algebra I, Biology in grade 9, English II in grade 10, and U.S. History in grade 11.

Recommended Action Plan

After analyzing the data provided in this document, the following are recommendations for the 2026-2027 academic school year:

- Conduct Summit k-12/TELPAS PLCs to facilitate collaborative teacher discussions focused on the monitoring of student growth across all language domains
- Continue to provide professional development opportunities to strengthen support for Emergent Bilingual students and enhance instructional practices for program teachers
- Increase communication with parents at all levels to emphasize the vital role they play in their children's education
- Support all EB teachers through learning walks and provide timely, actionable feedback to strengthen instructional practices
- Support and monitor all secondary EB teachers in implementing effective language acquisition strategies and best practices through RLA classes to support the success of all students
- Continue to monitor and provide ongoing support for the implementation of the Dual Language program roll-out plan
- Ensure implementation of updated ELPS across all classrooms and by all teachers
- Continue engaging all stakeholders in collaborative discussions on data analysis, needs assessment, improvement planning, program implementation, and ongoing monitoring
- Continue implementing Summit K–12 district-wide to support and enhance student growth in TELPAS
- Continue providing professional development for all Dual Language teachers focused on Bridging, Cross-Linguistic Connections, and CBLI/ELPS instructional strategies
- Provide professional development for secondary Social Studies teachers focused on effective implementation of the ELPS
- Provide professional development on the effective implementation of the revised ELPS to support a successful transition into the 2026–2027 school year

Appendix 1

The following is TELPAS and STAAR assessment data for the 2025-2026 academic school year.

- TELPAS Overall Scores
- District Emergent Bilingual Summary STAAR/EOC
- STAAR Comparison data

Appendix 1

TELPAS Overall

	K-2		3-12		ALL K-2	
	Number	Percent	Number	Percent	Number	Percent
Total Matched Students	197	100%	1142	100%	1339	100%
1 Level	48	24%	250	22%	298	22%
2 Levels	5	3%	9	1%	14	1%
3 Levels	0	0%	0	0%	0	0%
Total Documents Submitted	308	100%	1193	100%	1501	100%
Beginning	48	16%	10	1%	58	4%
Intermediate	44	14%	45	4%	89	6%
Advanced	6	2%	37	3%	43	3%
Advanced High	2	1%	8	1%	10	1%

District Emergent Bilingual Summary EOC—Grades 9-12; All students vs. EB's

EOC Exams Grades 9-12; 2026	Social Studies	Reading/ELA	Science	Mathematics
All Students				
Total Students	247	506	215	246
Approaches Grade Level (TX)	85%	51%	91%	83%
Meets Grade Level (TX)	44%	34%	51%	51%
Masters Grade Level (TX)	13%	2%	13%	24%
Currently Emergent Bilingual				
Total Students	133	282	108	128
Approaches Grade Level (TX)	79%	29%	85%	74%
Meets Grade Level (TX)	21%	10%	30%	35%
Masters Grade Level (TX)	2%	0%	2%	11%

Grades 7-8 STAAR; 2025-2026; All students vs. EB's

Grades 7-8 STAAR; 2026	Reading/ELA	Mathematics	Social Studies	Science
All Students				
Total Students	389	321	196	197
Approaches Grade Level (TX)	74%	60%	44%	71%
Meets Grade Level (TX)	43%	32%	13%	43%
Masters Grade Level (TX)	17%	9%	4%	16%
Currently Emergent Bilingual				
Total Students	205	187	104	105
Approaches Grade Level (TX)	58%	49%	24%	60%
Meets Grade Level (TX)	21%	19%	3%	26%
Masters Grade Level (TX)	3%	3%	1%	5%

Grades 3-6 STAAR 2025-2026; All students vs. EB's

Grades 3-6 STAAR; 2026	Reading/ELA	Mathematics	Science
All Students			
Total Students	804	804	209
Approaches Grade Level (TX)	63%	58%	44%
Meets Grade Level (TX)	35%	26%	20%
Masters Grade Level (TX)	12%	6%	7%
Currently Emergent Bilingual			
Total Students	472	471	127
Approaches Grade Level (TX)	55%	55%	38%
Meets Grade Level (TX)	24%	21%	17%
Masters Grade Level (TX)	6%	4%	7%

STAAR Comparison data

Grades 3-6 STAAR; 2025 vs. 2026; All students and EB's	2026 Reading/ELA	2025 Reading/ELA	2026 Mathematics	2025 Mathematics	2026 Science	2025 Science
All Students						
Total Students	804	808	804	802	209	199
Approaches Grade Level (TX)	63%	66%	58%	62%	44%	46%
Meets Grade Level (TX)	35%	37%	26%	31%	20%	11%
Masters Grade Level (TX)	12%	11%	6%	8%	7%	3%
Currently Emergent Bilingual						
Total Students	472	486	471	482	127	118
Approaches Grade Level (TX)	55%	57%	55%	56%	38%	42%
Meets Grade Level (TX)	24%	28%	21%	26%	17%	7%
Masters Grade Level (TX)	6%	6%	4%	5%	7%	1%

Grades 7-8 STAAR; 2025 vs. 2026; All students and EB's	2026 Reading/ELA	2025 Reading/ELA	2026 Mathematics	2025 Mathematics	2026 Social Studies	2025 Social Studies	2026 Science	2025 Science
All Students								
Total Students	389	402	321	337	196	191	197	196
Approaches Grade Level (TX)	74%	71%	60%	58%	44%	47%	71%	64%
Meets Grade Level (TX)	43%	39%	32%	28%	13%	13%	43%	31%
Masters Grade Level (TX)	17%	12%	9%	5%	4%	4%	16%	9%
Currently Emergent Bilingual								
Total Students	205	226	187	207	104	99	105	103
Approaches Grade Level (TX)	58%	54%	49%	46%	24%	27%	60%	43%
Meets Grade Level (TX)	21%	15%	19%	16%	3%	5%	26%	13%
Masters Grade Level (TX)	3%	1%	3%	1%	1%	1%	5%	3%

EOC's STAAR; 2024 vs. 2025; All students and EB's	2026 Reading/ELA	2025 Reading/ELA	2026 Mathematics	2025 Mathematics	2026 Social Studies	2025 Social Studies	2026 Science	2025 Science
All Students								
Total Students	506	570	246	266	247	239	215	241
Approaches Grade Level (TX)	51%	48%	83%	67%	85%	92%	91%	85%
Meets Grade Level (TX)	34%	30%	51%	35%	44%	49%	51%	47%
Masters Grade Level (TX)	2%	2%	24%	5%	13%	15%	13%	6%
Currently Emergent Bilingual								
Total Students	282	341	128	207	133	134	108	140
Approaches Grade Level (TX)	29%	28%	74%	46%	79%	89%	85%	77%
Meets Grade Level (TX)	10%	12%	35%	16%	21%	32%	30%	27%
Masters Grade Level (TX)	0%	0%	11%	1%	2%	6%	2%	1%

End of Report
(Page intentionally left blank)