

BROWNWOOD ISD EMERGENT BILINGUAL PROGRAM OVERVIEW 2026 BOARD REPORT

Program Overview/ Program Models and Implementation

Brownwood ISD's English as a Second Language (ESL) Department provides appropriate planned instruction to identified students that are linguistically and culturally diverse.

BISD uses ESL as its educational approach to align academic content and the acquisition of English language skills for Emergent Bilingual (EB) students. Academic services are appropriate to each student's developmental and instructional level.

ESL instruction is delivered through classroom-based and pull-out models. It is designed to teach social and academic skills as well as cultural aspects of the English language. Planned instruction in the ESL program is aligned with Texas Education Agency's English Language and academic standards in reading, writing, listening, and speaking.

Teachers focus on specialized vocabulary, learning strategies, and literacy skills.

The goal of this program is to provide students with a positive and culturally responsive environment to ease transition into participation in core academic classes required for graduation. Teachers trained in English Language Proficiency Standards (ELPS) strategies provide instruction that is meaningful, comprehensible, and incorporates the ELPS as an overlay to academic content standards. In order to maintain a high-quality program, the district provides an aligned curriculum, appropriate textbook with related resources, as well as on-going professional development of teachers, administrators, and other school-based educators.

Student Participation and Languages

Brownwood ISD has the following primary home languages: Spanish, Vietnamese, Cantonese, Mandarin, and Swahili. BISD has seen an increase of students from the 25/26 school year. In 25/26, BISD had 131 EB students at the time of the Board report and currently has 157 EB students.

EMERGENT BILINGUAL ENROLLMENT BY GRADE/CAMPUS

	EE/ PK	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	CAMPUS TOTALS
COGGIN	2	4	5	3	3	2	5	8							32
EAST	2	1	1	1	2	0	2								9
NORTHWEST	3	3	0	3	2	3	4								18
WOODLAND HEIGHTS	4	2	4	4	0	2	1								17
MIDDLE SCHOOL									12	14					26
HIGH SCHOOL											11	14	15	15	55
BAHS											0	0	0	0	0
TOTAL PER GRADE	11	10	10	11	7	7	12	8	12	14	11	14	15	15	157

Academic Progress in the Language of Instruction

Collaborative conversations through the PLC process are focused on the student growth of BISD's Emergent Bilingual student population.

*The following chart shows the % of Emergent Bilingual students in that grade level that met **PARTIAL or FULL CREDIT FOR GROWTH**.*

MATH STATE ASSESSMENT		ELAR STATE ASSESSMENT	
4TH Grade	42%	4TH Grade	33%
5th Grade	38%	5th Grade	63%
6th Grade	69%	6th Grade	46%
7th Grade	25%	7th Grade	14%
8th Grade	88%	8th Grade	50%
Algebra 1	78%	English 1	29%
		English II	33%

English Language Proficiency Growth

Yearly Progress Indicator for TELPAS Testing from 2024 to 2025 School Year

Brownwood ISD's goal is for our Emergent Bilingual students to grow in their TELPAS Composite Rating Scale. **The following chart shows the PERCENTAGE OF STUDENTS SHOWING GROWTH in their TELPAS Composite scores for both Current EB students.**

	Lower or Same Level	Showed Growth in Composite Scores
1st Grade	58%	42%
2nd Grade	100%	
3rd Grade	75%	25%
4th Grade	89%	11%
5th Grade	75%	25%
6th Grade	100%	
7th Grade	87.5%	12.5%
8th Grade	75%	25%

9th Grade	71.4%	28.7%
10th Grade	85.7%	14.3%
11th Grade	60%	40%
12th Grade	100%	

Students Exiting Bilingual and ESL Programs

In the 25/26 school year BISD had 10 students successfully reclassify based on TELPAS and STAAR scores. .

Staff Training and Professional Development

English Language Proficiency Standards (ELPS Training)

The ELPS are an outline of the English language proficiency level descriptors and student expectations for emergent bilingual students (similar to the TEKS). Training on the ELPS is required by 19 Texas Administrative Code, Chapter 74, Subchapter A, 74.4. They focus on reading, writing, listening, and speaking.

Teachers are currently in the process of training opportunities in the NEW ELPS through the TEALearn Online system. Each campus has determined the mode of training opportunities for staff based on specific student and teacher learning needs.

Teacher Certification and Staffing

ESL CERTIFIED TEACHERS					
CAMPUS	26-27	25-26	24-25	23-24	22-23
COGGIN	24	20	30	12	26
EAST	12	13	13	16	10
NORTHWEST	21	19	22	18	15
WOODLAND HEIGHTS	19	17	20	23	17
MIDDLE SCHOOL	4	2	3	4	5
HIGH SCHOOL	12	11	11	10	7
BAHS	1	2*	2	1	2
TOTAL	93	83*	101	84	82

*One ESL teacher teaches at Coggin and BAHS; only counted once in the total

Overall Program Evaluation Summary

Goals and Initiatives of the ESL Program

The goal of the ESL program is to help students develop the language skills necessary to be successful students and members of society. This can be done most effectively by meeting the following initiatives:

- Nurture self-pride and self-identity in each student's linguistic and cultural heritage.
- Develop proficiency in the English language.
- Reach a level of proficiency in reading, writing, speaking, and listening as determined by the Texas Essential Language Proficiency Assessment System (TELPAS).
- Meet or exceed a level of proficiency in all content areas.
- Provide curricular and extra-curricular opportunities for EB students in a similar fashion to non-EB students.

Another goal of the ESL program is to help teachers develop skills needed to help EB students become successful members of society. This can be done most effectively by meeting the following initiatives:

- Offer professional development opportunities during the school year and summer to address the needs of the teachers, support staff and administrators to improve instructions focused on EB students.
- Provide administrative support through collaborative, individual, team, staff, and district-level meetings.
- Grant financial assistance by providing a reimbursement for testing expenditures for those teachers who are asked to acquire their ESL certification.
- Afford preference to those teachers who have their ESL certification when hiring.