



Annual Emergent Bilingual | ESL Program Evaluation



CHISD
EMERGENT
BILINGUAL

Annual Bilingual/ESL Program Report

Texas Administrative Code (TAC) §89.1265.

Evaluation in accordance with Texas Education Code (TEC) §29.053

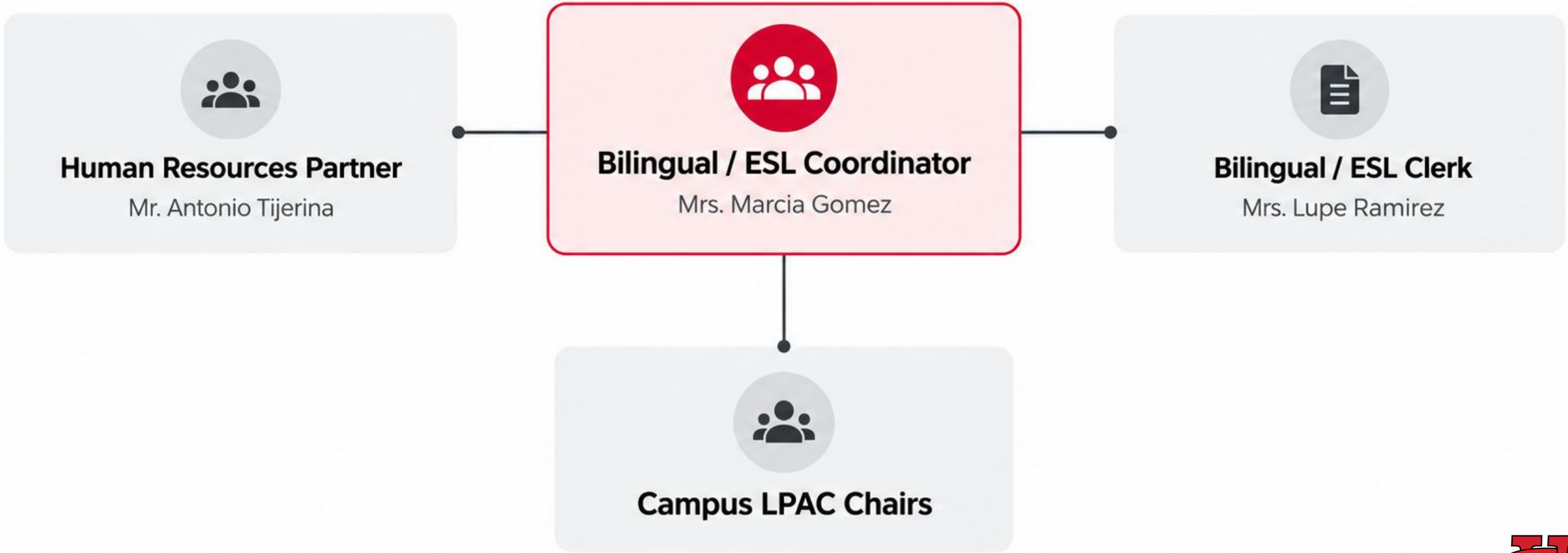
Is a state rule requiring all Texas school districts that operate a bilingual education or English as a second language (ESL) program to conduct an annual program evaluation.





Our Emergent Bilingual Team

Cedar Hill ISD support structure for bilingual and ESL programming.



Languages within the District

Bilingualism is a Super Power

CHISD languages represented

English
Spanish
Yoruba
Arabic
Vietnamese
French
Mandarin (Chinese)
Urdu
German



Every language is an asset.

Our Program Offerings:

- Dual Language Bilingual one-way model
- ESL Pull Out
- Parent Denial



Dual Language One-Way

Program model overview.

Dual Language Program provides students with the opportunity to become bilingual, biliterate, and academically successful in both English and Spanish. Through engaging, high-quality instruction, students develop strong language skills while learning grade-level academic content in a supportive and enriching environment.

Students **learn in both English and Spanish** throughout elementary school, building the skills and confidence needed to succeed in school, in their communities, and in an increasingly multilingual world.

Certification Expectation

- Valid Texas Teaching Certificate
- Bilingual Education Certification
- Demonstrated proficiency in English and Spanish
- Deliver instruction in both languages according to the district's bilingual model
- Implement ELPS and language acquisition strategies daily
- Support the academic and linguistic growth of Emergent Bilingual students

	Pre-K	Kinder	1st	2nd	3rd	4th	5th
Spanish	80%	80%	70%	50%	50%	50%	50%
English	20%	20%	30%	50%	50%	50%	50%

Goal: bilingualism + biliteracy + academic content mastery



ESL/Push-In & Pull-Out

Definition

Push-In ESL

The ESL teacher **provides support within** the general education classroom. Students receive language support while participating in grade-level instruction.

Pull-Out ESL

Students are **temporarily removed from the general education classroom** for targeted English language instruction. Focus is on developing listening, speaking, reading, and writing skills.

Goal: full English proficiency and equitable participation in school



CEDAR HILL ISD

ELPS STRATEGY TOOLBOX

SUPPORTING EMERGENT BILINGUAL STUDENTS IN EVERY CLASSROOM

LISTENING

Students listen to academic language, discussions, and instructions.

SPEAKING

Students speak to share ideas, explain thinking, ask and answer questions.

READING

Students read and comprehend grade-level texts and use academic vocabulary.

WRITING

Students write to demonstrate understanding and communicate ideas.

QSSSA

- ? Question
- 👍 Signal
- 🗉 Stem
- 👤 Share
- 📝 Assess

THINK-WRITE-PAIR-SHARE

1. Think about the question
2. Write a response
3. Discuss with a partner
4. Share with a partner/class

TURN AND TALK

1. Ask a question
2. Students discuss with a partner
3. Students share ideas

SENTENCE STEMS

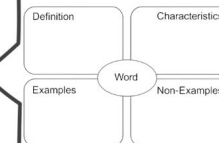
Examples:

- I agree with__ because__.
- My evidence is__.
- The main idea is__.
- I solved the problem by__.
- One similarity is__.

ELPS LOOK-FORS

- Student discussion of content
- Listening and responding
- Writing about learning
- Academic conversations
- Academic vocabulary use
- Language supports provided
- Grade-level rigor maintained

FRAYER MODEL



QUICK WRITES

Examples:

- Exit tickets
- Reflections
- Explain your thinking
- One sentence summary

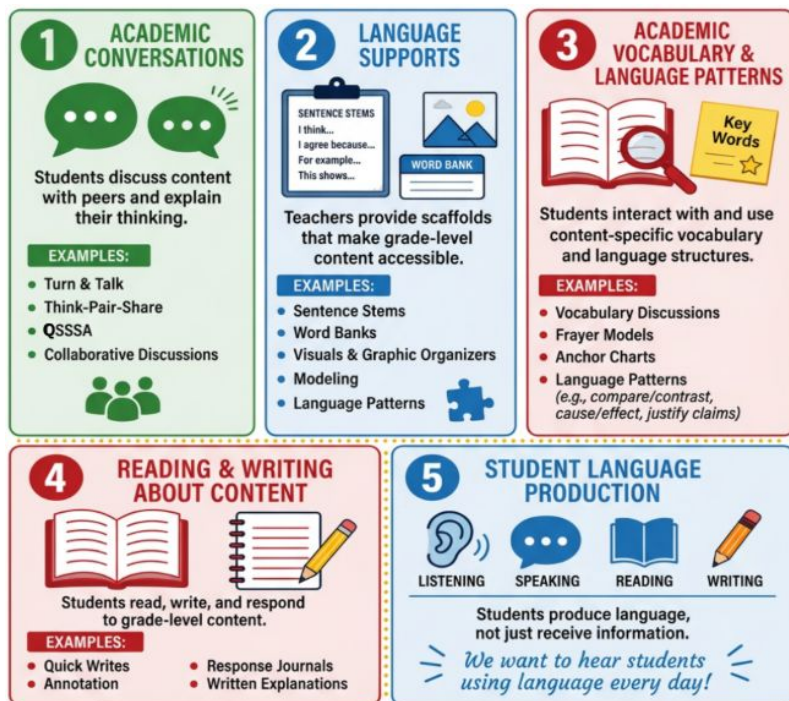


English as a Second Language (ESL)



Program model overview.

Students receive English language support within their regular classroom. **ESL strategies and accommodations are integrated into daily instruction.** Language development occurs through grade-level content.



Certification Expectation

- Valid Texas Teaching Certificate
- ESL Certification
- Implement ELPS and language acquisition strategies daily
- Provide linguistic accommodations across all content areas
- Support the academic and linguistic growth of Emergent Bilingual students
- Monitor language proficiency and student progress



Goal: full English proficiency and equitable participation in school



Number of Students Enrolled

Elementary 347

Middle 97

High School 150

OVERALL EB STUDENTS PK3-12

594

Total students identified as emergent bilingual.

One-Way DUAL LANGUAGE @ Highlands

215

Students served in dual language programming.

ESL STUDENTS PK-12

379

Students served through ESL programming.

% OF ENROLLMENT

10.6%

Percent of district enrollment identified as EB.



THIS IS US...

	Bilingual	ESL	Parent Denial	Total English Learners	District Enrollment	District Percent
2020/2021	270	293	27	590	7279	8%
2021/2022	212	346	29	587	7148	8%
2022/2023	267	319	10	590	6920	9%
2023/2024	260	307	18	575	6337	9%
2024/2025	212	300	20	532	6253	9%
2025/2026	199	352	9	560	5908	9%
2026/2027	215	379	0	594	5568	10.6%





TELPAS is designed to assess the progress that Limited English Proficient (LEP) students make in learning the English language. TELPAS assesses listening, speaking, reading, and writing. Student performance is reported in terms of four English language proficiency levels:



- 1- Beginning
- 2- Intermediate
- 3- Advanced
- 4- Advanced High

- The goal is for students to advance one proficiency level each year.
- Scholars are eligible to exit once they score **advanced high** and approaches or better on **ELAR STAAR**.



2024-2025 TELPAS Composite Score

	Tested	Beginning	Intermediate	Advanced	Advance High
K-2 Composite	146	33%	48%	13%	6%
3-12 Composite	363	9%	57%	36%	12%

2025-2026 TELPAS Composite Score

	Tested	Beginning	Intermediate	Advanced	Advance High
K-2 Composite	122	33	67	20	12
3-12 Composite	266	31	130	61	29

2025-2026 TELPAS Composite Score

	Tested	Beginning	Intermediate	Advanced	Advance High
K-2 Composite	122	27%	55%	16%	10%
3-12 Composite	262	12%	50%	23%	11%



A TELPAS composite score is a single, overall summary score that combines a student's proficiency ratings across all four language domains: **listening, speaking, reading, and writing**

- **English Progress:** It measures an emergent bilingual (EB) student's annual growth and overall stage in acquiring academic English.
- **Reclassification and Accountability:** Districts use composite ratings alongside other metrics (like STAAR tests) to determine if a student is ready to be reclassified out of English learner status, and to evaluate campus performance under state accountability systems.





CHISD TELPAS Results

English-proficiency development summary.



2026 - 2027 CHISD TELPAS Results Growth (DOMAIN 3)

	2023-2024	2024-2025	2025-2026
District Average	49%	46%	25%
District Domain 3 Points (out of 4)	4	4	0

Training staff | Meet with Students



Reclassification



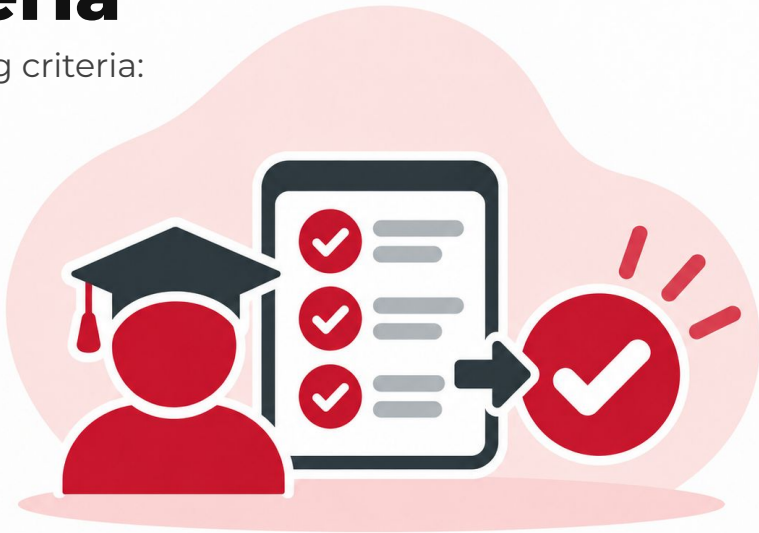
Reclassification is the process of determining that an Emergent Bilingual student has developed sufficient English proficiency to participate successfully in an English-only instructional program and no longer requires bilingual or ESL services.





Reclassification Criteria

Students may reclassify if they meet the following criteria:



Grade(s)	1st/2nd	3rd through 8th	9th	10th	11th	12th
English Language Proficiency	Texas English Language Proficiency Assessment System (TELPAS) A Composite Score of Advanced High					
State Reading Assessment	TEA Approved norm-referenced test / 40th percentile	STAAR Reading / English	STAAR English I EOC	STAAR English II EOC	TEA Approved norm-referenced test Reading and Written Expression 40th percentile or above on each	
Subjective Teacher Evaluation	Required	Required	Required	Required	Required	Required





Number of Students Reclassified

Report CHISD students reclassified as English proficient.

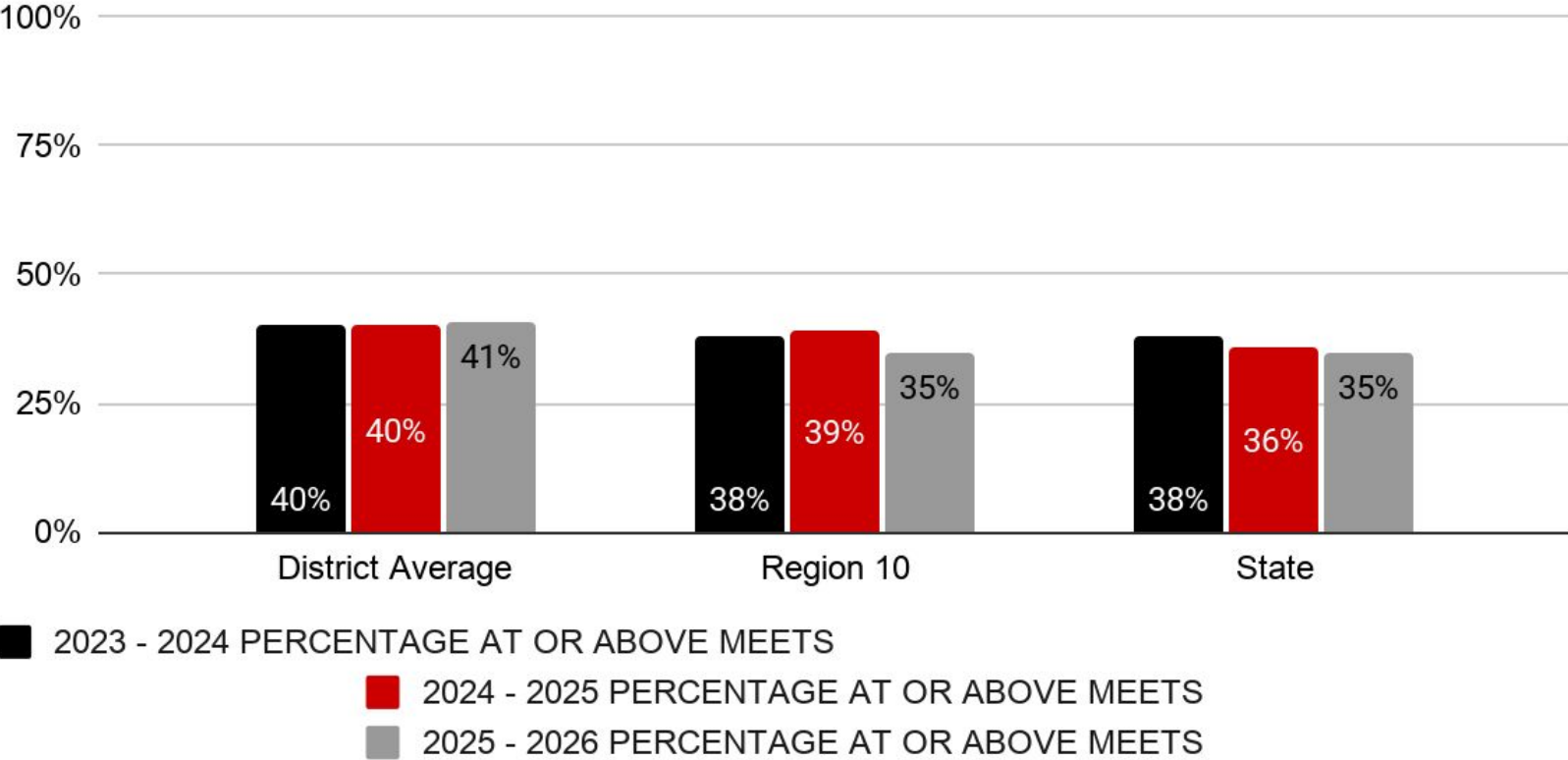


School year	2024-25	2025-26
Number of students	41	45



STAAR Performance - % Met Meets + READING

PERCENTAGE OF EMERGENT BILINGUAL AT OR ABOVE MEETS PERFORMANCE LEVEL READING





STAAR Performance - % Met Meets + READING

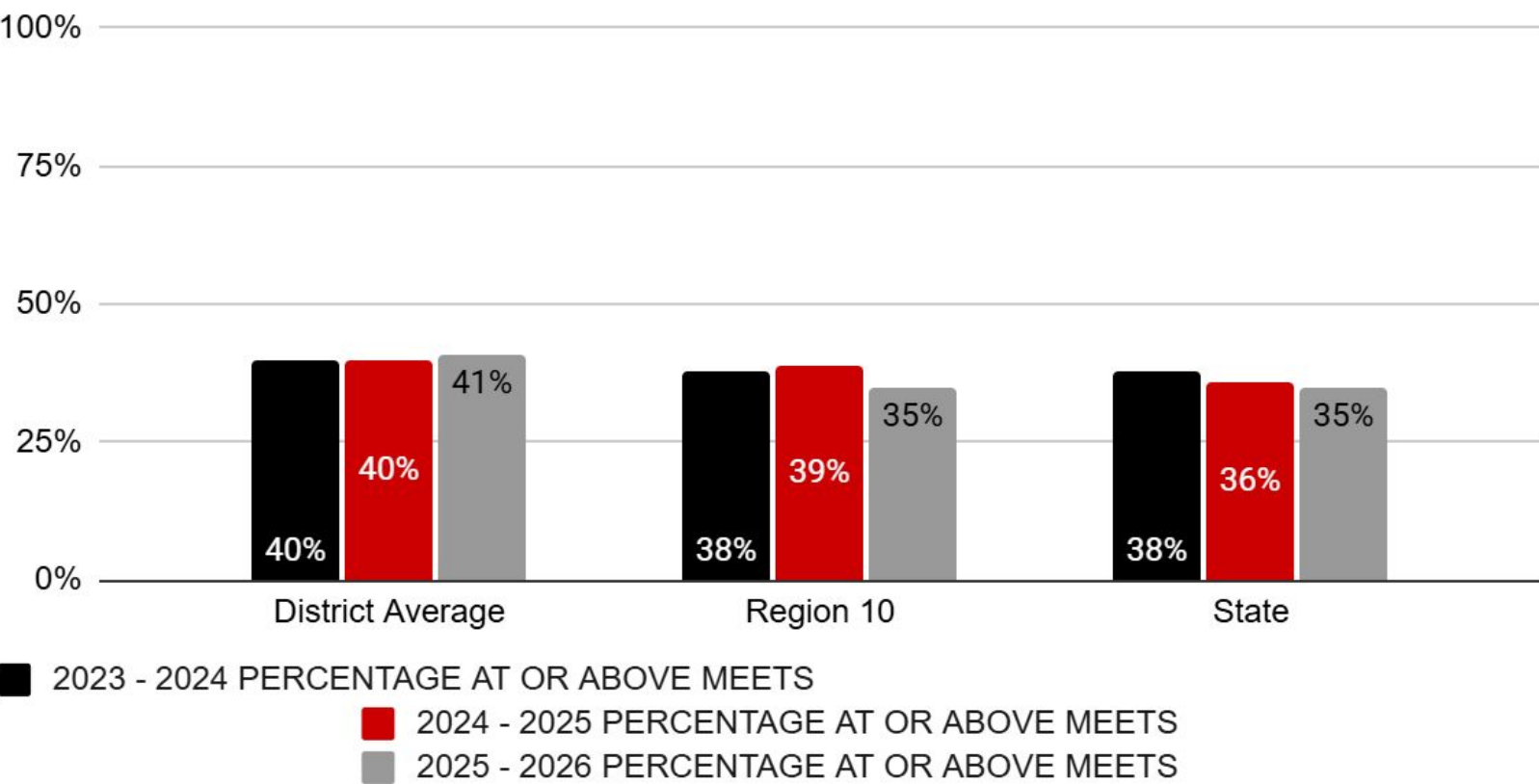
PERCENTAGE OF EMERGENT BILINGUAL AT OR ABOVE MEETS PERFORMANCE LEVEL READING

	2023 - 2024 PERCENTAGE AT OR ABOVE MEETS	2024 - 2025 PERCENTAGE AT OR ABOVE MEETS	2025 - 2026 PERCENTAGE AT OR ABOVE MEETS
District Average	40%	40%	41%
Region 10	38%	39%	35%
State	38%	36%	35%



STAAR Performance - % Met Meets + MATH

PERCENTAGE OF EMERGENT BILINGUAL AT OR ABOVE MEETS PERFORMANCE LEVEL MATH





STAAR Performance - % Met Meets + MATH

PERCENTAGE OF EMERGENT BILINGUAL AT OR ABOVE MEETS PERFORMANCE LEVEL MATH

	2023 - 2024 PERCENTAGE AT OR ABOVE MEETS	2024 - 2025 PERCENTAGE AT OR ABOVE MEETS	2025 - 2026 PERCENTAGE AT OR ABOVE MEETS
District Average	40%	40%	41%
Region 10	38%	39%	35%
State	38%	36%	35%





Bilingual Exception/Waiver Requirement

§89.1207. Bilingual Program Exceptions and ESL Program Waivers

§89.1207. Bilingual Program Exceptions and English as a Second Language (ESL) Program Waivers. (a) (b) (c) (d) Purpose. A school district that is unable to provide a bilingual and/or an English as a second language (ESL) program as required by §89.1205(a) and (c) of this title (relating to Required Bilingual and English as a Second Language (ESL) Programs) because of an insufficient number of appropriately certified teachers shall request from the commissioner of education an exception to the bilingual program and/or a waiver for the ESL program and the approval of temporary alternative methods as defined in §89.1203(1) of this title (relating to Definitions) that align as closely as possible to the required bilingual or ESL program.





Reporting to TEA

DRAFT Snapshot information to be submitted to TEA by October 31, 2026

- 87 Reading Language Arts (RLA) teachers instructing Emergent Bilingual (EB) students at all grade levels.
- 47 (RLA) teachers need an ESL Waiver
- 1 Bilingual Exceptions



Comprehensive Professional Development Plan

Professional development aligned to waiver requirements and EB student needs.

1. Certification preparation

Region 10/approved ESL and bilingual certification preparation; exam readiness; tracking completion and test attempts.

2. Instructional support

Region 10 MyPro Training Module:

Bilingual-

1. ELPS Focus on Introduction and Implementation
2. Building Background

ESL - 6 modules - Sheltered Instruction
ELPS

3. Compliance + evidence

LPAC training, TELPAS support, Check-in to monitor compliance and Bilingual walks.

Include the required use of at least 10% of BEA funds for the comprehensive PD plan.



Program Needs

- More support needed in grades PK-12 to serve teachers of English Learners and students, especially newcomers.
- There is a need for more Bilingual & ESL certified teachers districtwide.
- TELPAS preparation and practice for scholars in daily curriculum.

Action Steps

- Teachers will complete Region 10 asynchronous learning course.
- District or Region 10 ESL / Bilingual Language Placement Test prep sessions are offered in summer.
- CHISD reimburses teachers for passing their ESL 154 exam and adding it to their certification.





Staffing

- Region 10 test-preparation opportunities
- Approved ESL/bilingual certification preparation resources
- Coordination with Human Resources to prioritize proper certification
- Certification exam reimbursement or other approved incentives
- Targeted job fairs and educator-preparation-program outreach



Program Supports and Monitoring

- Dual language teacher and principal support
- HR certification meetings with principals and district leaders
- Tracking report for bilingual/ESL certification and test preparation
- ESL and bilingual certification completions
- ELPS Training
 - Principals and Teachers
- LPAC training
 - Administrators and Chairs
- TELPAS Screeners
 - Required Blended Learning K-12 Intervene



