

Navarro ISD Annual Bilingual/ESL Program Evaluation Report

Submitted to: Navarro ISD Board of Trustees

Reporting Period: 2026-2027

Statutory Compliance: 19 TAC §89.1265 (Program Evaluation)

Submission Deadline: Prior to November 1 Annually

Section I: Program Design & Models Implemented

In accordance with 19 TAC §89.1210, Navarro ISD operates required language instructional programs designed to meet the affective, linguistic, and cognitive needs of Emergent Bilingual (EB) students:

- English as a Second Language (ESL) Programs: Operating an ESL/Content-Based model across primary and secondary campuses. Traditional core content areas (Language Arts, Math, Science, and Social Studies) are taught by ESL-certified teachers utilizing sheltered instruction methodologies to integrate language development with grade-level academic concepts.
 - Bilingual Program Model: Moving toward district implementation of elementary-level dual language or transitional bilingual services as student cohorts reach the statutory threshold of 20 or more EB students in the same grade level district-wide (19 TAC §89.1205).
 - Alternative Methods / Programs: Students in Pre-Kindergarten and Kindergarten are being serviced in an alternative program for Dual Language One-Way Immersion in which both teachers are currently working towards their certification. Students are taught utilizing Dual Language curriculum and bilingual instruction and receive bilingual support from bilingual paraprofessionals. Students in 1st-5th grade are not currently in an alternative program, however, Navarro ISD has a plan in place if parents choose to place their students in the alternative program. Students will receive instruction structured around Content-Based Language Instruction (CBLI) principles, target language support, and sheltered instruction frameworks. Our paraprofessionals will also implement pull-out support to strengthen skills in both languages.
Students assigned to an uncertified ESL teacher will receive instruction grounded in Content-Based Language Instruction, sheltered instruction frameworks, and explicit ELPS integration.
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Section II: Student Demographics & Enrollment Data

The Language Proficiency Assessment Committee (LPAC) oversees the standardized identification and placement protocols dictated by 19 TAC §89.1220.

- Total Identified Emergent Bilingual (EB) Students: 249
- Total Students Served via ESL Program: 220

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- Total Students Served via Bilingual Program: 22
 - Parental Denials: 7
 - Monitored Students (Years 1-4): 1st year - 20, 2nd year - 23, 3rd year - 14, 4th year - 4
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Section III: Staffing, Certification, and Professional Development

To meet the mandates of 19 TAC §89.1245, the district evaluates teaching personnel capacity and monitors professional development records to ensure high-quality program execution:

- Certified Staff Count: Currently neither teacher assigned to our two Dual Language classrooms are fully certified in bilingual education, but they are both completing certification requirements this semester. There are 63 ESL-certified teachers assigned to reading, language arts, or English classes, with several additional ESL certified teachers teaching other subjects that do not required the certification. *[Insert number of appropriately certified Bilingual and ESL teachers currently teaching in the program] - Dr. Kauffman Question*
 - Waiver and Exception Tracking: ESL Waiver - 1 teacher who will take the certification exam upon completion of the alternative certification program. Bilingual Exception - 2, both teachers are scheduled to take their certification exam before November 1st. There is a plan in place if teachers are not successful.
 - Professional Learning Initiatives: Documentation of completed professional training regarding the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and Content-Based Language Instruction frameworks.
 - Teachers have completed a CBLI training upon return of the 26-27 school year.
 - Bilingual/ESL Program Specialists are offering monthly ELPS/CBLI trainings to all teachers.
 - All appropriate staff have been trained on the LPAC Framework by TEA.
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Section IV: Student Performance & Academic Success Indicators

1. Academic Progress (STAAR Outcomes)

Per Chapter 89 criteria, student achievement data on the State of Texas Assessments of Academic Readiness (STAAR) is disaggregated to measure core curriculum mastery.

- STAAR Reading/Language Arts (RLA): 62% Approaches, 31% Meets, 4% Masters
- STAAR Mathematics: 59% Approaches, 30% Meets, 10% Masters
- Closing the Gaps (Accountability Domain 3): Evaluation of how effectively the EB student subgroup met performance targets, contributing to Navarro ISD's overall

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"B" state accountability rating. 31% Meets Standard or Above in RLA, 30% Meets Standard or Above in Math. For academic growth: 55%, 47 points in RLA. 57%, 41.25 points in Math.

2. English Language Proficiency Progress (TELPAS Outcomes)

In accordance with 19 TAC §89.1226, student growth across the four linguistic domains (Listening, Speaking, Reading, Writing) is measured via the Texas English Language Proficiency Assessment System (TELPAS):

- Linguistic Growth Rate: 38%
 - Proficiency Level Distribution: Beginner - 12, Intermediate - 67, Advanced - 80, Advanced High - 37
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Section V: Program Effectiveness & Reclassification Rates

The primary objective of the Chapter 89 State Plan is facilitating successful language reclassification.

- Annual Reclassification Total: Navarro ISD celebrated 20 students exiting the English as a Second Language program during the evaluation period after meeting all rigorous, state-mandated LPAC criteria.
 - Exit Benchmarks Achieved: Exiting students successfully demonstrated an overall composite score of "Advanced High" on the TELPAS, achieved a minimum of "Approaches Grade Level" on their RLA STAAR exams, and received a positive subjective teacher evaluation.
 - Post-Exit Performance Monitoring: Academic records for reclassified students in years 1–4 indicate steady performance, confirming that language proficiency gains are translating into sustained classroom success.
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Section VI: Recommendations for the Campus/District Improvement Plan

Based on the collected data, Chapter 89 requires the district to outline mandatory adjustments to be integrated into the upcoming Campus and District Improvement Plans to remediate any performance gaps found in the EB student group.

- Students will continue to receive push-in and pull-out intervention services by the Bilingual Paraprofessionals targeting content and language needs.
- Teachers will receive continued education on CBLI and ELPS integration to support second language acquisition.
- Teachers in need of Bilingual or ESL certification will have access to resources and/or training from TEA, Region 13, and Region 20.