

Emergent Bilingual Program Annual Evaluation

MCKINNEY ISD | 2025-2026



McKINNEY ISD

ENGLISH LEARNER SUPPORT



ZABDI GONZALEZ
Senior Director



MARIA GONZALES
Elementary Coordinator



LILIANA SCUILLA
Elementary Coordinator



ERICA RANEL
Secondary Coordinator



TAMMY JUSIC
Compliance Coordinator



ROBYNN MOORE
HS & Alternative Campuses LPAC
Facilitator



LETICIA MARQUEZ
Administrative Assistant



Purpose

In alignment with Chapter 89 of the Texas Administrative Code, the purpose of our Emergent Bilingual Program Evaluation is to ensure that emergent bilinguals (EBs) receive the high-quality instruction and support necessary for academic success and personal growth beyond the classroom. This evaluation allows us to assess program effectiveness, identify areas for improvement, and verify alignment with state standards. As a department, we are committed to providing every student with equitable opportunities to excel, fostering development in language and academics.

Chapter 89.1265 of the Texas Administrative Code (TAC) states the following “...a) All school districts required to implement a bilingual education or English as a second language (ESL) program shall conduct an annual evaluation in accordance with Texas Education Code (TEC), §29.053, collecting a full range of data to determine program effectiveness to ensure student academic success.”

Programs

McKinney ISD one-way dual language, two-way dual language, and English as a Second Language (ESL) programs served 3,645 emergent bilinguals during the 2025-2026 school year. Emergent bilinguals represented about 16% of the student population as of May 2026.

PROGRAM	PARTICIPATING EBS	CAMPUSES
One-way PK-5	25%	Burks, Lawson, Malvern, Slaughter, Vega, and Webb
*Two-way K-5	5%	Caldwell Dual Language Academy
ESL PK-5	32%	Lawson and All Elementary Campuses
ESL 6-12	33%	All Secondary Campuses
Parent Denials	3%	Districtwide

*Emergent bilinguals and Non-Emergent bilinguals participate in the program

Academic Progress STAAR



Dual Language Program

3rd-5th Grade Participants

Percent of EBs at Approaches or Above

STAAR ENGLISH	25-26
Reading Language Arts	69%
Mathematics	60%
Science	33%

STAAR SPANISH	25-26
Reading Language Arts	55%
Mathematics	44%
Science	23%

English as a Second Language

3rd-5th Grade Participants

Percent of EBs at Approaches or Above

STAAR ENGLISH	25-26
Reading Language Arts	72%
Mathematics	67%
Science	54%

English as a Second Language

6th-12th Grade Participants

Percent of EBs at Approaches or Above

GRADE	SUBJECTS ASSESSED
6	Math & RLA
7	Math & RLA
8	Math, RLA, Science, and SS
9-12	Alg I, Eng I/II, Biology, and US His.

STAAR/EOC	25-26
Reading Language Arts	43%
Mathematics	59%
Science	67%
Social Studies	56%

Continued Academic Progress After Reclassification

Emergent bilinguals who reclassify are monitored for two years to ensure continued academic progress as English proficient students.

**Percent of English Proficient Students
at Approaches or Above**

STAAR/EOC	25-26
Reading Language Arts	99%
Mathematics	93%
Science	94%
Social Studies	89%

English Proficiency



Texas English Language Proficiency Assessment System

The Texas English Language Proficiency Assessment System (TELPAS) is an English language proficiency assessment aligned to the Texas English Language Proficiency Standards (ELPS). This assessment is designed to assess the progress that emergent bilingual (EB) students make in learning the English language. TELPAS fulfills ESSA requirements for assessing EB students in kindergarten through grade 12 in four language domains: listening, speaking, reading, and writing.



Composite Scores

TELPAS K-2

Composite Rating	25-26
Beginning	25%
Intermediate	37%
Advanced	26%
Advanced High	12%

1,063 Tests

TELPAS 3-12

Composite Rating	25-26
Beginning	9%
Intermediate	34%
Advanced	42%
Advanced High	15%

2,253 Tests

TELPAS provides a composite score of beginning, intermediate, advanced, or advanced high every year for EBs. The composite rating indicates the student's overall English language proficiency level and is determined from the student's listening, speaking, reading, and writing proficiency ratings.

Yearly Progress in TELPAS

The goal for TELPAS is growth. Yearly progress in TELPAS helps our teachers and administrators monitor English language progress, set goals, and plan for instruction that meets the needs of our emergent bilingual students.

EBs Who Progressed at Least One Proficiency Level

42%

K-2

34%

3-12



Beginning

Intermediate

Advanced

Advanced High

Reclassification of EBs

At the end of the school year, districts can reclassify an emergent bilingual student as English proficient when the student:

- Shows grade-level content mastery
- Meets state criteria on required assessments
- Receives a satisfactory teacher evaluation

MISD EBs Who Met
Reclassification Criteria

332

TEA's Reclassification Criteria

Grade(s)	1st/2nd	3rd through 8th	9th	10th	11th	12th
English Language Proficiency Assessment	Texas English Language Proficiency Assessment System (TELPAS) A Composite Score of Advanced High					
State Standardized Reading Assessment	TEA Approved Norm-Referenced Standardized Achievement Test: Iowa, Form F Reading and Language 40th percentile or above on each	STAAR Reading (English)* <i>*Satisfactory performance on STAAR Reading/English EOC includes Approaches, Meets, and Masters Grade Level performance levels.</i>	STAAR English I EOC*	STAAR English II EOC*	TEA Approved Norm-Referenced Standardized Achievement Test: Iowa, Form F Reading and Written Expression 40th percentile or above on each	
Subjective Teacher Evaluation	Form: Subjective Teacher(s) Evaluation / ALTERNATIVE Subjective Teacher(s) Evaluation					

Spanish Proficiency

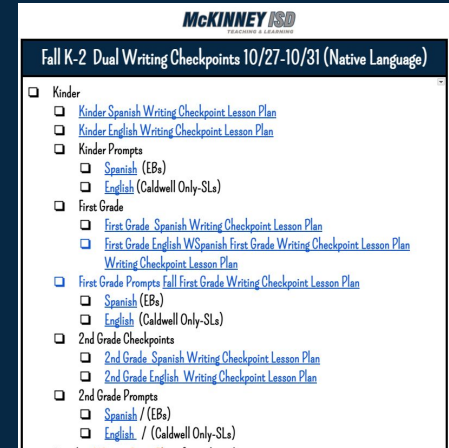


Elementary Spanish Writing Proficiency

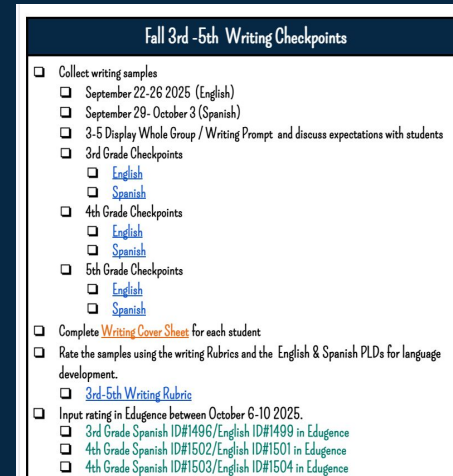
Tracking students' writing proficiency in Spanish is essential to the success of dual language programs. Writing reflects overall language mastery and helps ensure students develop strong biliteracy skills.

Through our fall and spring checkpoints, we assess students' writing using a holistic rubric, with scores ranging from Beginning to Advanced High, similar to TELPAS. This process allows us to identify areas for growth, provide targeted support, and ensure students meet academic standards in both languages, supporting our goals of bilingualism and biliteracy.

The following slides show the percentage of students in the dual language program at each level of Spanish writing proficiency.

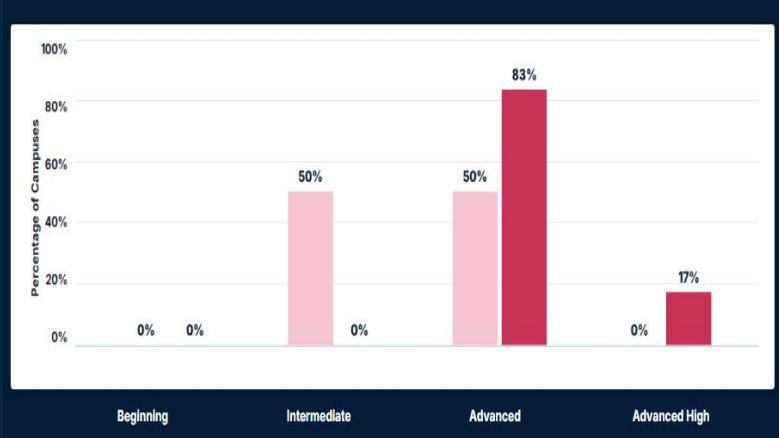


Click on the image for a direct link to the document



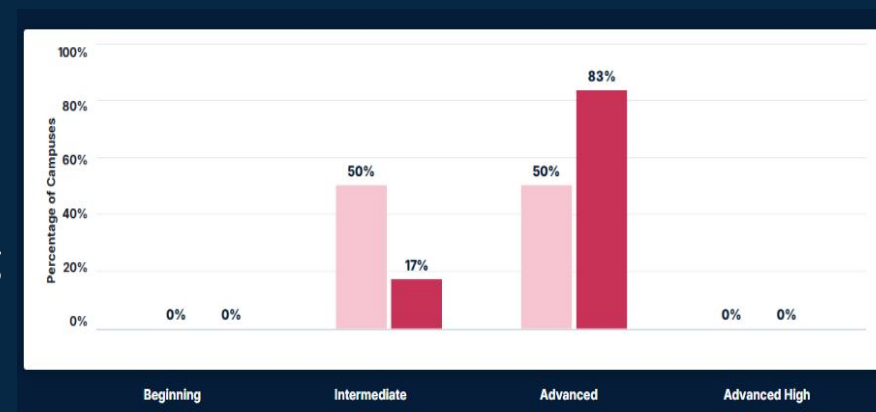
Dual Program - Spanish Writing

Emergent Bilinguals

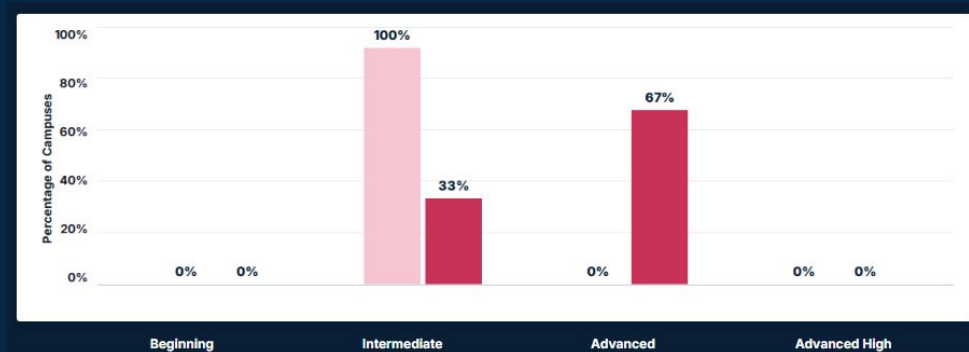


Kinder

Fall
Spring



First Grade



Second Grade

Dual Program - Spanish Writing

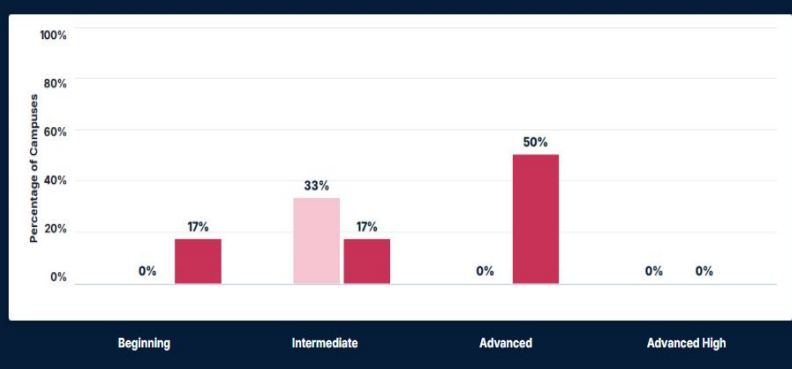
Emergent and Non-Emergent Bilinguals



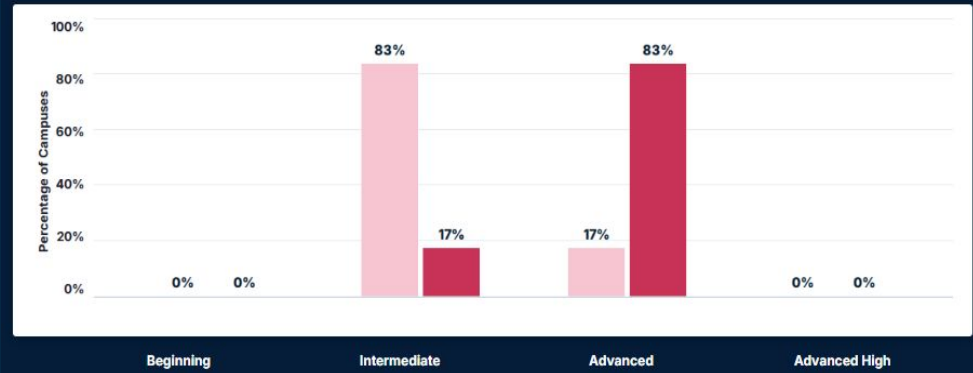
Third Grade

Fall

Spring



Fourth Grade



Fifth Grade

LAS links Español

LAS Links Español ([link](#)) is a comprehensive assessment that measures students' Spanish language proficiency in both social and academic settings. In a two-way dual language program, it helps track students' progress toward full bilingualism and biliteracy, while providing valuable data to guide instruction and improve outcomes in both Spanish and English.

English Learner Support local department funds were allocated to purchase LAS Links Español and scoring services for two-way dual language participants at Caldwell. The assessment measures students' oral Spanish proficiency, listening and speaking, and was administered as follows:

- Grades 3–4: October and March
- Grade 5: September and December

The results help teachers and parents make informed decisions about student placement, interventions, and support, offering a clear view of each student's language development.

Proficiency Levels: Beginning, Early Intermediate, Intermediate, Proficient, Above Proficient



LEADING THE WAY IN LANGUAGE ASSESSMENT



3rd-5th Oral Language Development

End of Year Expectations

	English Learners (3rd-5th)		Spanish Learners (3rd-5th)	
Grade	Spanish Expectation	English Expectations	Spanish Expectations	English Expectations
3rd	Proficient or above	Intermediate or above	Early intermediate or above	Proficient or above
4th	Proficient or above	Intermediate or above	Intermediate or above	Proficient or above
5th	Above Proficient	Proficient or above	Intermediate or above	Above Proficient

Descriptors	
Beginning (Level 1)	A Level 1 student is beginning to develop receptive and productive uses of English or Spanish in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English or Spanish.
EARLY INTERMEDIATE (Level 2)	A Level 2 student is developing the ability to communicate in English or Spanish within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features of English or Spanish are emerging.
INTERMEDIATE (Level 3)	A Level 3 student is developing the ability to communicate effectively in English or Spanish across a range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
PROFICIENT (Level 4)	A Level 4 student communicates effectively in English or Spanish across a range of grade-level-appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
ABOVE PROFICIENT (Level 5)	A Level 5 student communicates effectively in English or Spanish, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

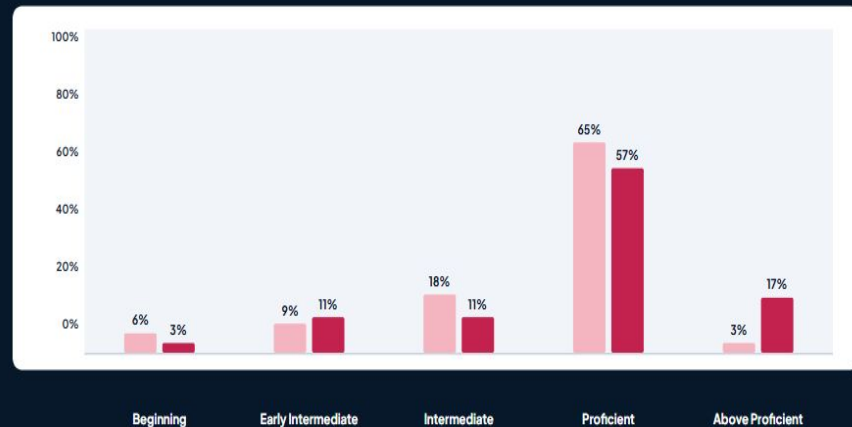
Spanish Listening and Speaking

Non-Emergent Bilinguals

Third Grade



Fourth Grade



October

March

Spanish Listening and Speaking

Emergent and Non-Emergent Bilinguals

Fifth Grade



September



December



Professional Learning



Professional Learning Sessions

The English Learner Support Team provides ongoing professional learning for instructional staff who serve emergent bilingual students. These sessions focus on:

- Strategies that promote second language acquisition
- Building cultural understanding
- Research based instructional practices from our Model of Instruction that support language and academic growth

Our goal is to empower educators to unlock each emergent bilingual students' full potential in language learning and academic success.

80+

sessions offered

500+

participants

82%

of *participants
rated sessions as
Excellent

*746 feedback entries
were received in 25-26

Participant Feedback

Participants who attended professional learning focused on emergent bilinguals identified the following as the most valuable aspects of the sessions and shared strategies they planned on implementing to strengthen students' linguistic and academic development.

Language Access & Comprehension	Academic Vocabulary Development
- Using visuals, gestures, and simplified language to increase access to content - Incorporating intentional repetition and modeling to strengthen understanding	- Integrating visual word banks and explicit vocabulary instruction across content areas - Providing repeated opportunities to use academic vocabulary in context
Student Discourse & Language Output	Targeted Instruction & Language Growth
- Increasing structured academic conversations and collaborative language practice - Using sentence stems and writing strategies to develop more complex responses	- Analyzing TELPAS data and student work to identify language development needs - Planning differentiated scaffolds and instruction aligned to students' linguistic proficiency levels

English as a Second Language Waiver and Bilingual Exception



25-26 ESL Waiver and Bilingual Exception

MISD filed an ESL waiver with the Texas Education Agency for the 2025–2026 school year due to the number of teachers serving emergent bilingual (EB) students who were not ESL certified. A bilingual exception for Spanish was also filed because there were more students requiring bilingual instruction than certified bilingual teachers available. Additionally, a Telugu bilingual exception was filed since the district had 20 or more students in one grade level whose home language is Telugu, and a bilingual program in that language is not offered.

ESL Waivers Submitted	Teachers Who Obtained ESL Certification	Teachers on Spanish Bilingual Exception	Teachers Who Obtained Spanish Bilingual Certification
26	12	2	1
199 Emergent Bilinguals were temporarily served under an Alternative Methods program due to teacher certification			

25-26 ESL Waiver and Bilingual Exception Action Plan

- Cost of ESL certification test, \$116, was reimbursed to any teacher who passed their ESL test and added it to their teaching certificate
- Bilingual job fair and outreach events throughout the year
- Provided training focused on language support and instructional strategies to support new bilingual hires
- Professional learning opportunities focused on EBs were available for all teachers at every district training day
- ESL test preparation sessions hosted by Human Resources were offered by Human Resources throughout the year
- Follow-up emails and communication with testing schedules, locations, and test prep resources

26-27 ESL Waiver and Exceptions

McKinney ISD will submit an ESL waiver and bilingual exception for Telugu in accordance with Texas Education Agency (TEA) requirements. These requests are necessary due to the limited availability of appropriately certified teachers to meet current program staffing needs. The waiver and exception allow the district to address certification requirements while maintaining instructional services and support for emergent bilingual students. McKinney ISD will continue recruitment efforts, support teacher certification pathways, and provide professional development to strengthen program implementation and work toward full compliance with state certification requirements.

Every Student, Every Day!

