



DECATUR
INDEPENDENT
SCHOOL DISTRICT
STRONG ROOTS, POWERFUL WINGS

Annual DISD Bilingual/ESL Program Evaluation

October 2026

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Decatur ISD is located in Decatur, Texas of Wise County. During the 2025-2026 school year, DISD reported a PEIMS Snapshot enrollment of 3,819 total students in pre-kindergarten through 12th grade. 514 of those students were identified as English Learners/Emergent Bilinguals (EL/EB). This accounted for about 13% of the total student enrollment, and Spanish continued as the predominant second language represented across the district.



Decatur ISD Overview 2025-2026

Campus	Grade Levels	Program Model	EB Enrollment	Notes
Rann Elementary	PK-5	<i>One-Way Dual Language</i>	151	<i>Only campus offering bilingual dual language program (Spanish/English)</i>
	PK-5	<i>ESL Content-Based</i>	22	<i>EB students supported through ESL model</i>
Carson Elementary	PK-5	<i>ESL Content-Based</i>	21	
Young Elementary	PK-5	<i>ESL Content-Based</i>	26	
STEM Academy at Enis Elementary	K-5	<i>ESL Content-Based</i>	4	
McCarroll Middle School	6-8	<i>ESL Pull-Out</i>	120	<i>ESL ELAR classes and push-in ELAR support</i>
Decatur High School	9-12	<i>ESL Pull-Out & ESOL I-II</i>	171	<i>ESL ELAR classes and push-in ELAR support & English for Speakers of Other Languages</i>
District Total	PK-12		514	



2025-26 English Learner/Emergent Bilingual Demographics

School Year	Total DISD Enrollment	Total EB Enrollment	Total Bilingual Program	Total ESL Program	Total ALP
2025-2026	3819	514	151	363	47
2024-2025	3786	551	127	352	102
2023-2024	3811	598	113	348	129
2022-2023	3838	580	149	310	154
2021-2022	3616	536	201	305	71
2020-2021	3429	504	254	257	53
2019-2020	3464	471	247	217	67



2025-26 Emergent Bilingual Academic Progress (2026 EB Elementary STAAR Scores)

	3rd Grade				4th Grade			
	Math	Math Spanish	Reading	Reading Spanish	Math	Math Spanish	Reading	Reading Spanish
# of Students	27	1	27	1	40	0	40	0
Appr & Above	48%	0%	48%	0%	65%	NA	63%	NA
Meets & Above	11%	0%	15%	0%	33%	NA	25%	NA
Masters	0%	0%	0%	0%	5%	NA	5%	NA

	5th Grade					
	Math	Math Spanish	Reading	Reading Spanish	Science	Science Spanish
# of Students	38	0	38	0	38	0
Appr & Above	45%	NA	50%	NA	34%	NA
Meets & Above	13%	NA	37%	NA	5%	NA
Masters	3%	NA	13%	NA	0%	NA



2025-26 Emergent Bilingual Academic Progress (2026 EB Secondary STAAR/EOC Scores)

6th Grade	
Math	Reading
# of Students	35
Appr & Above	54%
Meets & Above	39%
Masters	3%

7th Grade	
Math	Reading
# of Students	38
Appr & Above	37
Meets & Above	16%
Masters	38%
	8%
	8%
	0%

8th Grade			
Math	Reading	Science	Social Studies
# of Students	34	35	35
Appr & Above	74%	66%	66%
Meets & Above	23%	23%	31%
Masters	3%	0%	9%
			0%

End of Course Assessments						
	Algebra I	English I		English II	Biology	US History
# of Students	54	64		57	36	55
Appr & Above	65%	45%		44%	97%	80%
Meets & Above	9%	13%		16%	31%	35%
Masters	2%	0%		0%	0%	5%



TELPAS Overview

- The **Texas English Language Proficiency Assessment System (TELPAS)** measures the annual progress of Emergent Bilingual (EB) students in learning English.
- It assesses **listening, speaking, reading, and writing** using online tests for grades 2–12 and teacher-rated observations for K–1.
- All EB students are required to participate each year until they meet **reclassification criteria** for English proficiency, even if parents decline program services.

2025-26 TELPAS Students

Number of EBs who took TELPAS* | 2026

	K	1st	2nd	3rd	4th	5th	
Total	33	40	40	27	43	40	
Carson	4	3	1	2	5	6	21
Enis	-	1	-	1	1	1	4
Rann	23	32	39	21	30	27	172
Young	6	4	-	3	7	6	26
MMS	6th	7th	8th				120
	38	41	41				
DHS	9th	10th	11th	12th			171
	40	32	55	44			
DISD Total	514						

*This numbers includes students who are parent denials. Per 19 TAC §89.1240(a)5 parents can deny language services however, the child will continue to be identified as an EB student and will continue to be assessed annually using the Texas English Language Proficiency Assessment System (TELPAS) until reclassification criteria have been met.



2025-26 Linguistic Progress - TELPAS Composite Scores

Elementary Kinder-5th Grade

Assessment Name	Student Count	Program	Performance Distribution
TELPA Kindergarten	29	TELPA	Percent Count: 55% (16), 24% (7), 10% (3), 10% (3)
TELPA Grade 1	40	TELPA	Percent Count: 18% (7), 43% (17), 15% (6), 25% (10)
TELPA Grade 2	43	TELPA	Percent Count: 2% (1), 19% (8), 65% (28), 14% (6)
TELPA Grade 3	28	TELPA	Percent Count: 7% (2), 57% (16), 32% (9), 4% (1)
TELPA Grade 4	42	TELPA	Percent Count: 7% (3), 36% (15), 50% (21), 7% (3)
TELPA Grade 5	40	TELPA	Percent Count: 8% (3), 30% (12), 38% (15), 25% (10)



2025-26 Linguistic Progress - TELPAS Composite Scores

Secondary 6th Grade - 12th Grade

Test Administration	Student Count	Performance Distribution
TELPA Grade 6	41	Percent: 5% 46% 44% 5% Count: 2 19 18 2
TELPA Grade 7	40	Percent: 5% 40% 45% 10% Count: 2 16 18 4
TELPA Grade 8	41	Percent: 32% 54% 15% Count: 13 22 6
TELPA Grade 9	42	Percent: 7% 26% 55% 12% Count: 3 11 23 5
TELPA Grade 10	32	Percent: 3% 6% 28% 47% 16% Count: 1 2 9 15 5
TELPA Grade 11	53	Percent: 2% 11% 47% 30% 9% Count: 1 6 25 16 5
TELPA Grade 12	43	Percent: 19% 56% 21% 5% Count: 8 24 9 2



25-26 Linguistic Achievement - TELPAS by Domain - Elementary

Kindergarten
33 Students

	Listening	Speaking	Reading	Writing
Beginning	36%	55%	61%	61%
Intermediate	39%	30%	21%	21%
Advanced	18%	9%	9%	3%
Advanced High	6%	6%	9%	15%

1st Grade
40 Students

Listening	Speaking	Reading	Writing
10%	25%	43%	43%
35%	28%	18%	25%
30%	23%	18%	25%
25%	25%	23%	8%

2nd Grade
40 Students

Listening	Speaking	Reading	Writing
8%	23%	55%	63%
30%	65%	35%	25%
43%	13%	8%	13%
20%	0%	3%	0%

3rd Grade
27 Students

	Listening	Speaking	Reading	Writing
Beginning	0%	30%	26%	26%
Intermediate	7%	48%	41%	59%
Advanced	41%	15%	26%	15%
Advanced High	52%	7%	7%	0%

4th Grade
43 Students

Listening	Speaking	Reading	Writing
12%	14%	7%	16%
30%	53%	44%	44%
49%	28%	28%	33%
9%	5%	21%	7%

5th Grade
40 Students

Listening	Speaking	Reading	Writing
12%	12%	7%	15%
27%	22%	27%	35%
33%	48%	18%	38%
28%	18%	48%	12%



25-26 Linguistic Achievement - TELPAS by Domain - Secondary

6th Grade
38 Students

	Listening	Speaking	Reading	Writing
Beginning	0%	8%	24%	21%
Intermediate	47%	34%	42%	45%
Advanced	42%	50%	29%	19%
Advanced High	11%	8%	5%	16%

7th Grade
41 Students

	Listening	Speaking	Reading	Writing
Beginning	3%	12%	14%	15%
Intermediate	44%	32%	49%	41%
Advanced	24%	49%	22%	34%
Advanced High	29%	7%	15%	10%

8th Grade
41 Students

	Listening	Speaking	Reading	Writing
Beginning	0%	5%	5%	0%
Intermediate	20%	36%	34%	37%
Advanced	41%	54%	39%	44%
Advanced High	39%	5%	22%	19%

9th Grade
40 Students

	Listening	Speaking	Reading	Writing
Beginning	7%	5%	12%	15%
Intermediate	35%	27%	28%	52%
Advanced	43%	55%	42%	25%
Advanced High	15%	13%	18%	8%

10th Grade
31 Students

	Listening	Speaking	Reading	Writing
Beginning	7%	16%	16%	16%
Intermediate	26%	16%	32%	42%
Advanced	48%	39%	36%	39%
Advanced High	19%	29%	16%	4%

11th Grade
55 Students

	Listening	Speaking	Reading	Writing
Beginning	11%	36%	10%	24%
Intermediate	40%	18%	53%	40%
Advanced	26%	29%	24%	29%
Advanced High	22%	15%	13%	7%

12th Grade
44 Students

	Listening	Speaking	Reading	Writing
Beginning	11%	57%	21%	32%
Intermediate	39%	18%	36%	45%
Advanced	34%	23%	25%	16%
Advanced High	16%	2%	18%	7%



TEXAS SCHOOL ACCOUNTABILITY

HOW AN A-F RATING IS DETERMINED

Student Achievement

How well did our students perform?

Measures STAAR performance, CCMR, and graduation

STAAR PERFORMANCE
How well did students perform on STAAR?

Measures student performance at: Approaches + Meets + Masters

CCMR

Are graduates ready for college, career, or the military?
Measures the percentage of graduates who meet at least one CCMR indicator.

GRADUATION RATE
Are students graduating?

School Progress

How much progress did our students make?

Measures how much students grew academically OR how our performance compares to similar campuses.

PART A: ACADEMIC GROWTH

ANNUAL GROWTH
How many students grew at least one year academically?

ACCELERATED LEARNING

How many students who were Did Not Meet last year reached Approaches or higher this year?

or

PART B: RELATIVE PERFORMANCE

How did we perform compared with similar campuses?

Similar = similar % of economically disadvantaged students

DOMAIN 2 SCORE
Higher of Part A or Part B

Closing the Gaps

Are all student groups succeeding?

Each eligible student group is measured separately on four indicators.

ACADEMIC ACHIEVEMENT

Are student groups meeting grade-level expectations in RLA and Math?
Measures STAAR performance at Meets Grade Level or Above.

GROWTH OR GRADUATION

Are student groups growing—or graduating?
Elementary/Middle: Academic Growth in RLA and Math
High School/K-12: Graduation Rate

ENGLISH LANGUAGE PROFICIENCY

Are emergent bilingual students progressing in English?
Measures year-to-year progress on TELPAS/TELPAS Alternate.

SCHOOL QUALITY OR STUDENT SUCCESS

Are student groups demonstrating success?
Elementary/Middle: STAAR Performance
High School/K-12: CCMR Performance

HOW THE OVERALL RATING IS DETERMINED

Higher of Domain 1 OR Domain 2
70%
+
Domain 3: Closing the Gaps
30%
=
OVERALL A-F RATING



2026 Closing the Gaps ELP Status Points Earned

	Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
STEM	NA					
Rann	ELP Status	3	4	75	10.00%	7.5
Carson	ELP Status	0	4	0	10.00%	0
Young	ELP Status	3	4	75	10.00%	7.5
MMS	ELP Status	0	4	0	10.00%	0
DHS	ELP Status	2	4	50	10.00%	5

A student counts as making progress when they either:

- Move up at least one composite proficiency level from the previous year.
- Reach Advanced High on TELPAS (or Basic Fluency on TELPAS Alternate), even if they were already at that level.



2025-26 Reclassified Students

Campus	Number of EBs who took TELPAS* 2026	Number of EBs who MET Reclassification Criteria		Parent Denials
		2026	2025	
Carson	21	2	4	5
Enis	4	0	0	1
Rann	172	19	18	0
Young	26	7	1	4
McCarroll	120	12	19	6
DHS	171	17	7	5
Decatur ISD	514	57	49	

*This numbers includes students who are parent denials. Per 19 TAC §89.1240(a)5 parents can deny language services however, the child will continue to be identified as an EB student and will continue to be assessed annually using the Texas English Language Proficiency Assessment System (TELPAS) until reclassification criteria have been met.



2025-2026 DISD EL/EB Teachers Professional Learning

Session Title	Time	Audience
ELPS Preview and Instructional Resources	1 hours	Bilingual Teachers
Aware Assessment Development with Online Supports	1.5 Hours	All Teachers
lead4ward Engaging Learners	2 Hours	Secondary Teachers
ELPS Roadmap to Implementation	1 Hour	All Teachers
Circle PM, TxKEA, TPRI/Tejas Lee Training	1 Hour	PreK-2 Teachers
Writable PLC Training	2 Hours	District ELA Teachers
Campus-Based PLC: Best Instructional Practices	3 Hours	All Teachers
LPAC Administrator Collaboratives	2 hours	Campus LPAC Coordinators
Dual Language Leadership Collaboratives	1 Hour	Coordinator, Principal
Reading Academies	42 Hours	K-3 Reading Teachers



DISD Bilingual Exception/ESL Waiver

2024-2025

Bilingual
Exceptions

DISD Total	3
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ESL Waivers

DISD Total	14
DHS	1
MMS	1
Carson	3
Enis	2
Rann	2
Young	5

2025-2026

Bilingual
Exceptions

DISD Total	2
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ESL Waivers

DISD Total	11
DHS	0
MMS	1
Carson	2
Enis	0
Rann	4
Young	4

For Approval:

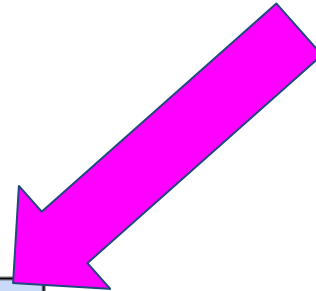
2026-2027

Bilingual
Exceptions

DISD Total	0
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ESL Waivers

DISD Total	15
DHS	1
MMS	1
Carson	3
Enis	1
Rann	4
Young	5



DISD English as a Second Language (ESL)

- **Program model**

- ESL via an ESL-certified English Language Arts teacher (**all levels**)
- Additional ESL push-in support in ELAR and other content areas (**MMS**)
- ESOL, ESL Reading classes, ESL push-in support in English I-II (**DHS**)

- **Content-Based Language Instruction (CBLI)**



WHAT IS CONTENT-BASED LANGUAGE INSTRUCTION (CBLI)?

CBLI is an integrated approach to language instruction in which language is developed within the context of content delivery that is culturally and linguistically responsive.

Sheltered instruction is a similar term used to describe instruction that makes content comprehensible while supporting language development. However, CBLI emphasizes the targeted and intentional methods used to meet the affective, linguistic, and cognitive needs of emergent bilingual (EB) students through the medium of content in the students' primary language and/or English.

KEY POINTS:

Content-based language instruction

- ▶ applies to all programs for EB students (bilingual and ESL),
- ▶ applies to any language of instruction (primary/partner language and English),
- ▶ is part of Tier I instruction as it provides equitable access to general content instruction,
- ▶ holds high expectations at grade level in each content area, and
- ▶ encompasses an asset-based approach.



DISD Dual Language (DLI) Language Allocation Plan

Grade Level	Language Arts	Math	Science	Social Studies
Kindergarten	Spanish	English	Spanish	Spanish
1st	Spanish	English	Spanish	Spanish
2nd	Spanish/English	English	English	Spanish
3rd	Spanish/English	English	English	Spanish
4th	Spanish/English	English	English	Spanish
5th	Spanish/English	English	English	Spanish



- ESL - Recommendations/Celebrations

- Continue working towards all ELAR teachers to be ESL certified.
- The 2025–2026 school year marked the first full year that our DHS ESL teacher was able to dedicate more consistent time to supporting Emergent Bilingual students. Through targeted instruction in ESOL I & II, additional academic support, and focused TELPAS tutorials, DHS saw a significant increase in student reclassifications, **growing from 7 to 17 students!** This growth highlights the positive impact of providing dedicated ESL support and intentional opportunities for students to develop their English language proficiency.
- **ZERO Bilingual Exceptions filed for 2026-27!!** 🎉



Improving EB Classroom Instruction

1. Identify & Know Our EB Students

- Review previous TELPAS composite and individual domain levels (Listening, Speaking, Reading, Writing).
- Identify specific language development needs, including areas affecting reclassification.

2. Align TELPAS & STAAR Data

- Identify each student's 8–10 lowest-performing STAAR TEKS.
- Look for connections between academic weaknesses and language proficiency needs.
- Don't overlook students who scored Approaches or above on STAAR.

3. Provide Targeted Language Support

- Intentionally address individual language needs during Tier 1 instruction.
- Incorporate CBLI methods, oral language opportunities, vocabulary instruction, and scaffolds.



Improving EB Classroom Instruction

25-26 Grade	Composite Score	TELPAS Listening	TELPAS Speaking	TELPAS Reading	TELPAS Writing	STAAR Scale Score	STAAR Percent Score	STAAR Performance	8 Lowest STAAR TEKS
4th Grade	3	3 - Advanced	2 - Intermediate	3 - Advanced	2 - Intermediate	1661	69.2%	Meets	4.9.E.ii, 4.10.G, 4.11.D.i, 4.7.B, 4.7.D, 4.6.E, 4.11.C, 4.2.B.ii 4.10(G) – I can identify and explain the 4.11(D)(i) – I can edit a draft for comple 4.7(B) – I can write responses that demc 4.7(D) – I can retell, paraphrase, or sum 4.6(E) – I can make connections between 4.11(C) – I can revise a draft to improve 4.2(B)(ii) – I can demonstrate and apply

A student can meet grade-level academic expectations on STAAR and still need targeted English language development. STAAR performance alone does not tell the full story of an EB student's instructional needs.



Targeted Materials and Strategies

HMH Tabletop Minilessons: English Language Development – Each elementary ELA teacher has access to this resource and can search within HMH for lessons aligned to a specific TEKS, allowing teachers to provide targeted English language development connected directly to current Tier 1 instruction or identified student needs.

Embedded HMH supports – Vocabulary development, visuals, sentence frames, modeling, and other scaffolds can be used within grade-level instruction.

HMH Multilingual Learner Resources – All secondary ELA teachers have access to these resources for multilingual learners including unit and selection specific supports.

Content-based language instruction (CBLI) integrated language instruction in which language is developed within the context of content delivery that is linguistically sustaining. CBLI emphasizes the targeted and intentional methods used to meet the affective, linguistic, and cognitive needs of EB students through the medium of content in the students' primary language and/or English.

[CBLI Content Based Language Instruction - Instructional Methods](#)

Intentional oral-language supports – Partner discussion, oral rehearsal before writing, structured academic conversations, and sentence stems help students develop Speaking and Writing while working on grade-level TEKS.

Explicit vocabulary instruction – Preteaching academic vocabulary, cognates, affixes, and multiple-meaning words helps students access grade-level texts.



New ELPS Implementation

Texas ELPS: The Roadmap to Full Implementation (2026–2029)



Phase 1: Classroom Implementation (2026–2027)

The new ELPS are officially implemented in Texas classrooms starting in the 2026–2027 school year, replacing the current Chapter 74 standards.



Phase 2: Transition Assessment Period (2026–2028)

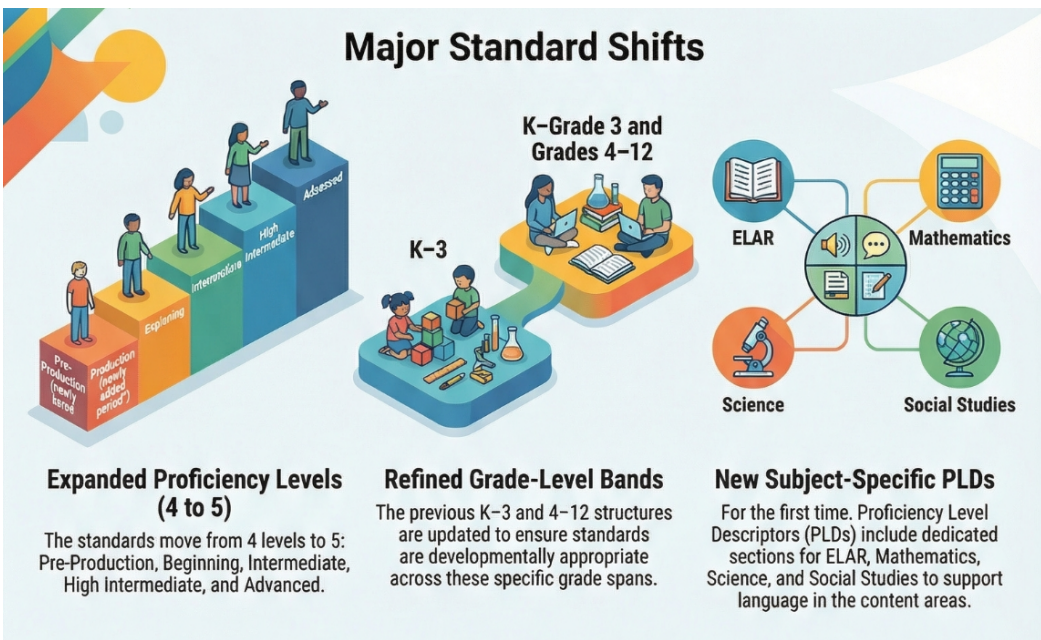
For these two school years, TELPAS assessments will use current blueprints and only include questions where the current and new ELPS overlap.



Phase 3: Full Assessment Redesign (2028–2029)

This year marks the launch of fully redesigned TELPAS assessments and blueprints aligned entirely with the new standards and assessed curriculum.

Major Standard Shifts



Structural Comparison

Current ELPS	New ELPS (Adopted 2024)
Proficiency Levels: Beginning, Intermediate, Advanced, Advanced High	Proficiency Levels: Pre-Production, Beginning, Intermediate, High Intermediate, Advanced
Grade Bands: Kindergarten–Grade 3	Grade Bands: K–Grade 3 and Grades 4–12
PLD Focus: General Domains (L, S, R, W)	PLD Focus: General + Subject-Specific (ELAR, Math, Science, Social Studies)
Legal Code: 19 TAC Chapter 74, Subchapter A	Legal Code: 19 TAC Chapter 120, Subchapter B



