



MULTILINGUAL PROGRAM EVALUATION

Creating an inclusive environment
where students can thrive and
reach their full potential.



2025-
2026

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Prepared for: Pasadena ISD
School Board

The Pasadena ISD Multilingual Programs Department prepares students to leverage their linguistic and cultural richness to fulfill their potential as effective communicators, global citizens, engaged collaborators, innovative thinkers, and self-directed learners.

Pasadena ISD's Multilingual Program Evaluation



Purpose and Structure of the Program Evaluation

The purpose of this program evaluation is to meet the requirements stated in §89.1265 of TEC Chapter 89, Subchapter BB. Commissioner's Rules Concerning State Plan for Educating Emergent Bilingual Students.

This program evaluation will provide the results of the annual evaluation of the multilingual program and its effectiveness in ensuring our emergent bilingual students' academic success and linguistic progress in English. The program evaluation is written as a result of the analysis of a full range of data, and reflects on the following components:

1. Academic Achievement and Language Development

How well EB students are progressing academically in the language(s) used for instruction, based on the bilingual or ESL program they participate in.

2. English Proficiency and Biliteracy Growth

How effectively EB students are developing English language skills in each bilingual or ESL program model. For students in Dual Language programs, this also includes their progress in learning and becoming proficient in the partner language (Spanish in PISD).

3. Reclassification and Continued Success

The number of students who have been reclassified as English proficient (EP) and how well those students continue to perform academically after exiting the language instruction educational program (LIEP).

4. Professional Development for Teachers and Paraprofessionals

The number of teachers and instructional aides who received training, as well as how often the training occurred, what topics were covered, and the impact of the training on supporting second language acquisition and student success.

Multilingual Department Mission and Vision

The Pasadena ISD Multilingual Department advocates for and provides equitable access to high-quality curriculum and instruction that promotes biliteracy and honors languages and cultures. By supporting teachers and collaborating with parents and the community, we create an inclusive environment where students can thrive and reach their full potential.

The Pasadena ISD Multilingual Programs Department prepares students to leverage their linguistic and cultural richness to fulfill their potential as effective communicators, global citizens, engaged collaborators, innovative thinkers, and self-directed learners.

About Our Students

- Pasadena ISD is currently home to more than 15,000 Multilingual Learners (36% of all Pasadena ISD students) and 3,917 former emergent bilingual students we are currently monitoring to ensure they continue to be academically successful. During the 2025-2026 school year, PISD served over 17,500 students throughout the school year.
- Pasadena ISD currently serves:
 - 6,800+ Multilingual Learners in elementary schools
 - 2,200+ Multilingual Learners in middle schools
 - 1,900+ Multilingual Learners in intermediate schools
 - 4,300+ Multilingual Learners in high schools
- Our students come from over 36 linguistic backgrounds.
- The most prevalent home languages spoken among our families and multilingual learners are:
 - Spanish
 - Vietnamese
 - Arabic
 - Urdu

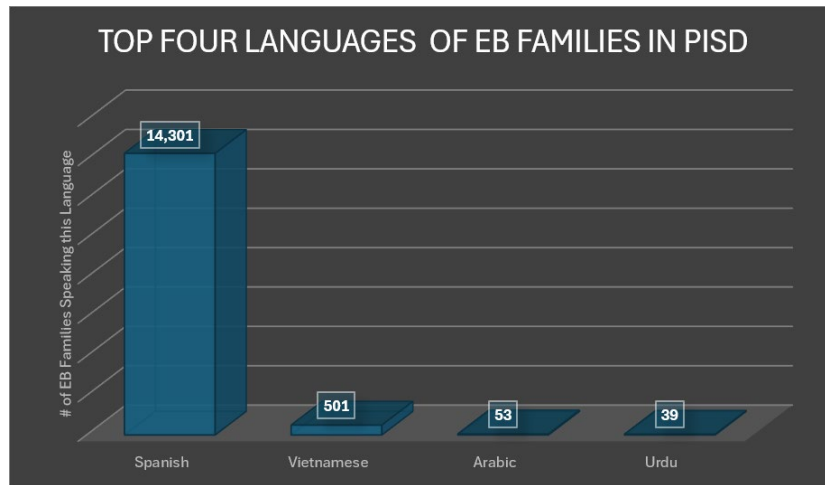


Figure 1

Pasadena ISD's Bilingual Education Program Models

There are six allowable bilingual education program models Pasadena ISD may implement, including four bilingual program models and two English as a second language (ESL) program models. Pasadena ISD implements two dual language immersion programs, one-way dual language (OWDL) and two-way dual language (TWDL), as well as a transitional bilingual late-exit bilingual program. The ESL program model we implement is the ESL pull-out program.

The bilingual and ESL programs are integral parts of our total school program, as required by Chapter 89, Subchapter BB. We proudly use an instructional approach designed to meet the specific language needs of our emergent bilingual students. Our curriculum is aligned to the TEKS and the ELPS to develop grade-level academic proficiency and, at the same time, English language proficiency. In Pasadena, we have the unique opportunity to provide Dual Language Immersion to develop students' home language of Spanish and English with curriculum aligned to each grade's TEKS in Spanish and English. The goal of the dual language immersion program is for students to become proficient in listening, speaking, reading and writing, in both Spanish and English, in the content areas of reading and language arts, mathematics, science and social studies, upon completion of the program.

During the 2025–2026 academic year, Pasadena Independent School District (PISD) offered three Spanish bilingual program models:

- Transitional Bilingual Late-Exit (TBLE) for grades 4–6
- One-Way Dual Language (OWDL) for grades pre-kindergarten through 3
- Two-Way Dual Language (TWDL) for grades Kindergarten through 10

These programs are designed to support EB students’ integration into the general education curriculum while ensuring equitable access to academic opportunities. Beginning in pre-kindergarten, bilingual programs offer a structured sequence of foundational skills in the student’s native language (Spanish), alongside gradual development of English proficiency through academic content.

Instruction in the TBLE model follows the district-approved Bilingual Continuum for Language of Instruction, while the OWDL model adheres to the district-approved Content and Language Allocation Plan (see Figure 2).

OWDL Content and Language Allocation Plan

Gr	CONTENT AREA					% span/eng
PK3	SLAR -135	ELD -25	SCI -15	MATHEMATICS -60	SS -15	90/10
PK4	SLAR -135	ELD -25	SCI -15	MATHEMATICS -60	SS -15	90/10
K	SLAR -115	ELD -35	SCI -20	MATHEMATICS -65	SS -15	80/20
1	SLAR -115	ELD -35	SCI -20	MATHEMATICS -65	SS -15	70/30
2	SLAR -80	ELAR -45	SCI -25	MATHEMATICS -80	SS -20	60/40
3	SLAR -80	ELAR -45	SCI -25	MATHEMATICS -80	SS -20	50/50
4	SLAR -80	ELAR -50	SCI -25	MATHEMATICS -75	SS -20	50/50

Figure 2

Pasadena ISD Emergent Bilingual Student Program Participation

In the 2025-2026 school year, the parents/guardians of 1,403 emergent bilingual students chose to deny bilingual education program services, or parent denial (PD), and did not participate in the dual language immersion, TBLE or ESL programs offered in PISD. However, these students participated in TELPAS, were able to receive designated supports for STAAR assessments and could receive linguistic accommodations for classroom instruction for English language acquisition, as needed. Figure 3 shows the distribution of the percentage of emergent bilingual students who participated in the bilingual education programs offered in PISD in 2025-2026.

PISD Bilingual Education Program Participation

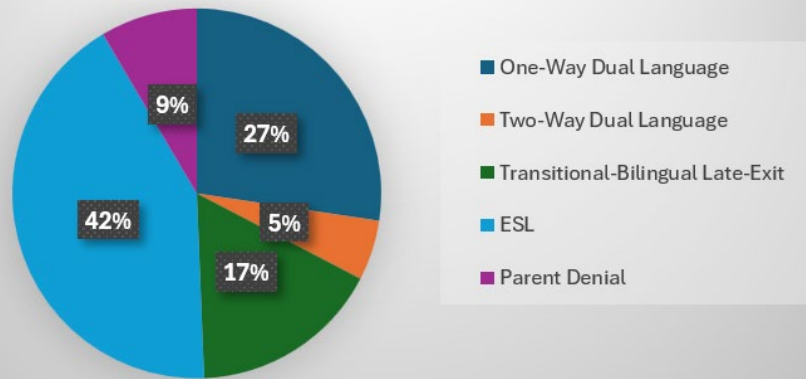


Figure 3

Academic Achievement and Language Development

Academic performance and growth of emergent bilingual (EB) students within each bilingual and ESL program model

The analysis in this section focuses on student achievement in English and Spanish and evaluates the extent to which students are meeting grade-level academic expectations across content areas.

Based on thorough analysis of the 2025-2026 STAAR program performance for emergent bilingual students (EB) and all students participating in dual language immersion programs, Pasadena ISD's bilingual and ESL programs continue to demonstrate strong outcomes for Emergent Bilingual (EB) students across most grade levels and content areas. The district outperformed Texas state EB performance in nearly every tested grade and subject, particularly in elementary grades, grade 8 mathematics, grade 5 and grade 8 science, and all high school End-of-Course (EOC) assessments. See Appendix A for detailed STAAR data for all grade levels.

Summary of 2025-2026 STAAR Data Results

- EB students exceeded state EB performance in most assessments across the district.
- Dual Language students consistently performed at the highest levels among program models, often outperforming “all student” district averages
- Grade 8 demonstrated exceptional success, with EB students surpassing state EB results by as much as 15 percentage points at the Meets level in mathematics.
- High school EB students achieved strong EOC outcomes, particularly in Algebra I, Biology, and U.S. History.
- Areas needing focused attention include grade 5 Reading and Mathematics and grade 7 Mathematics, where EB performance fell below state EB averages.

Program Strengths

Elementary Grades (3-4)

All EBs in third and fourth grade performed above state EB averages in both English and Spanish assessments. Across multiple grade levels and content areas, Two-Way Dual Language students achieved the highest performance rates.

Key highlights include:

- Third grade EB students, on average, performed above their EB peers at the state level on the Reading Language Arts STAAR Assessment in English with 73% scoring Approaches grade level or above, 50% Meets grade level or above, and 19% Masters grade level. Additionally, they scored above the performance for all 3rd grade students combined in PISD for Approaches grade level or above (71%), Meets grade level or above (45%), and Masters grade level (18%).
- Third grade TWDL EB students achieved 100% approaches grade level or above on the Reading Language Arts STAAR Assessment in English. Seventy-two percent achieved meets grade level or above, and 38% achieved Masters grade level. See data table for details.

Group, Subject & Grade Level	# of Students Tested	# of Students		# of Students Meets Grade Level or Above	% Meets Grade Level or Above	# of Students	
		Approaches Grade Level or Above	% Approaches Grade Level or Above			Masters Grade Level	% Masters Grade Level
All EBs [English] Reading/Language Arts 3rd	311	226	73% (↑5)	155	50% (↑6)	58	19% (↑2)
One-Way Dual Language EBs [English] Reading/Language Arts 3rd	133	101	76%	63	47%	13	17%
Two-Way Dual Language EBs [English] Reading/Language Arts 3rd	32	32	100%	22	72%	12	38%
ESL Pull-Out EBs [English] Reading/Language Arts 3rd	73	49	67%	35	48%	13	18%
Parent Denial EBs [English] Reading/Language Arts 3rd	128	72	56%	39	30%	13	10%
All Students [English] Reading/Language Arts 3rd	2022	1441	71%	926	45%	373	18%
Non-EBs [English] Reading/Language Arts 3rd	1792	1393	77%	869	48%	328	18%
↑ indicates percentage points above the state EB percentage							

- Students in the first cohort of one-way dual language program scored six percentage points higher at Meets grade level or higher in Spanish Reading in 2026 than third grade students in the Transitional Bilingual Late-Exit program in 2025. See data table for details.

3rd	Reading Spring 2025				Spanish Reading Spring 2025			
	#	Approaches	Meets	Masters	#	Approaches	Meets	Masters
ALL	2,214	75%	46%	17%	949	64%	28%	14%
EB	402	75%	46%	16%	939	64%	28%	14%
TBLE	157	78%	50%	17%	856	62%	27%	12%
ESL	77	71%	43%	19%	0	0	0	0
TWDL EB	38	95%	87%	37%	54	83%	44%	30%
TWDL EP	62	89%	74%	44%	7	71%	14%	0%
PD	125	67%	32%	6%	0	0	0	0

- In Grade 3 mathematics, the number of students in the first cohort of the One-Way Dual Language program assessed in English during 2025-2026 increased by 349%, growing from 159 students to 714 students. Despite this significant transition, 44% of students met grade level or above, compared to 42% of students in the previous year's comparable Transitional Bilingual Late-Exit (TBLE) cohort, who were assessed in Spanish. This marks the first year that mathematics instruction and assessment were conducted in English for One-Way Dual Language students. In kindergarten through second grade, mathematics instruction was provided in Spanish. The results demonstrate students' ability to transfer academic knowledge and literacy skills across languages. Through intentional cross-linguistic connections and metalinguistic analysis embedded within the dual language program, students successfully applied their biliteracy skills to navigate an English-language assessment and exceeded the performance of the previous year's comparable cohort. See data tables for details.

All STAAR and EOC Data 2025-2026							
Group, Subject & Grade Level	# of Students			# of Students		# of Students	
	# of Students	Approaches Grade Level or Above	% Approaches Grade Level or Above	Meets Grade Level or Above	% Meets Grade Level or Above	Masters Grade Level	% Masters Grade Level
All EBs [English] Mathematics 3rd	840	575	68% (↑4)	365	43% (↑3)	155	18% (↑1)
One-Way Dual Language EBs [English] Mathematics 3rd	714	500	70%	315	44%	130	18%
Two-Way Dual Language EBs [English] Mathematics 3rd	10	8	80%	6	60%	30	3%
Two-Way Dual Language All Students [English] Mathematics 3rd	34		79%				
ESL Pull-Out EBs [English] Mathematics 3rd	74	51	68%	33	44%	15	20%
Parent Denial EBs [English] Mathematics 3rd	191	87	46%	43	23%	21	11%
All Students [English] Mathematics 3rd	2613	1611	62%	1222	37%	389	15%
Non-EBs [English] Mathematics 3rd	1622	963	60%	315	35%	219	14%
↑ indicates percentage points above the state EB percentage							

3rd	Mathematics Spring 2025		Spanish Mathematics Spring 2025	
	#	Meets	#	Meets
ALL	2,148	37%	1,000	36%
EB	385	41%	951	44%
TWDL	39	41%	84	65%
TBLE	159	51%	840	42%

- Grade 4 EB students exceeded state EB performance by 8 percentage points on both Approaches and Meets grade level or above and Masters grade level.
- Fourth grade TWDL EB students achieved 86% approaches grade level or above on the Reading Language Arts STAAR Assessment in English, while 74% achieved Meets grade level or above and 37% achieved Masters grade level. See data table for details.

Group, Subject & Grade Level	# of Students Tested	# of Students Approaches Grade Level or Above	% Approaches Grade Level or Above	# of Students Meets Grade Level or Above	% Meets Grade Level or Above	# of Students Masters Grade Level	% Masters Grade Level
All EBs [English] Reading/Language Arts 4th	788	586	74% (↑8)	358	45% (↑8)	113	14% (↑8)
Transitional Bilingual Late Exit EBs [English] Reading/Language Arts 4th	647	480	74%	282	43%	85	13%
Two-Way Dual Language EBs [English] Reading/Language Arts 4th	49	42	86%	36	74%	18	37%
ESL Pull-Out EBs [English] Reading/Language Arts 4th	57	47	83%	25	44%	6	11%
All Students [English] Reading/Language Arts 4th	2022	1441	70%	926	45%	373	18%
Parent Denial EBs [English] Reading/Language Arts 4th	246	156	63%	101	41%	38	15%
↑ indicates percentage points above the state EB percentage							

- Grade 4 EB student scores in the Spanish Reading Language Arts STAAR assessment were 5 percentage points higher than the EBs across the state. Again, scoring above their EB peers. See data table for details.

Subject & Grade Level	# of Students Tested	# of Students Approaches Grade Level or Above	% Approaches Grade Level or Above	# of Students Meets Grade Level or Above	% Meets Grade Level or Above	# of Students Masters Grade Level or Above	% Masters Grade Level or Above
All EBs [Spanish] Reading/Language Arts 4th	290	180	62% (↑5)	180	43% (↑3)	63	22% (↑4)
Transitional Bilingual Late Exit EBs [Spanish] Reading/Language Arts 4th	212	118	56%	80	38%	34	16%
Two-Way Dual Language EBs [Spanish] Reading/Language Arts 4th	64	52	81%	39	61%	26	41%
Two-Way Dual Language All Students [Spanish] Reading/Language Arts 4th	72		82%				
↑ indicates percentage points above the state EB percentage							

- Grade 4 EB students in the Spanish Mathematics STAAR assessment produced one of the strongest elementary outcomes, with 77% Approaches grade level or higher, 46% Meets grade level or higher, again exceeding state EB performance by 20 and 12 percentage points respectively.
- On the same mathematics Spanish STAAR assessment, 4th grade TWDL EB students achieved 88% Approaches grade level or higher and 59% Meets grade level or higher. Another group to note are the non-EBs who tested in Spanish for the Mathematics STAAR assessment. Ninety-four percent of these students scored Approaches grade level or higher and 44% Mastered grade level. See data table for details.

Subject & Grade Level	# of Students Tested	# of Students Approaches Grade Level or Above	% Approaches Grade Level or Above	# of Students Meets Grade Level or Above	% Meets Grade Level or Above	# of Students Masters Grade Level	% Masters Grade Level
All EBs [Spanish]							
Reading/Language Arts 4th	290	180	62% (↑5)	180	43% (↑3)	63	22% (↑4)
Transitional Bilingual Late Exit EBs [Spanish]							
Reading/Language Arts 4th	212	118	56%	80	38%	34	16%
Two-Way Dual Language EBs [Spanish]							
Reading/Language Arts 4th	64	52	81%	39	61%	26	41%
All EBs [Spanish]							
Mathematics 4th	181	139	77% (↑20)	84	46% (↑12)	23	13% (↑2)
Transitional Bilingual Late Exit EBs [Spanish]							
Mathematics 4th	175	107	61%	56	35%	15	9%
Two-Way Dual Language EBs [Spanish]							
Mathematics 4th	95	84	88%	56	59%	16	17%
Two-Way Dual Language non-EBs [Spanish]							
Mathematics 4th	34	32	94%	24	70%	15	44%
↑ indicates percentage points above the state EB percentage							

Middle School (5-6)

Middle school results showed that our emergent bilingual students exceeded state performance in reading and mathematics in *sixth* grade.

- Sixth grade Reading/Language Arts: 66% Approaches grade and above and 42% Meets grade level and above, exceeding state EB performance by 10 and 11 points, respectively.
- Sixth grade Mathematics: 71% Approaches grade and above and 28% Meets grade level and above, outperforming state EB results.

Group, Subject & Grade Level	# of Students Tested	# of Students Approaches Grade Level or Above	% Approaches Grade Level or Above	# of Students Meets Grade Level or Above	% Meets Grade Level or Above	# of Students Masters Grade Level or Above	% Masters Grade Level or Above
All EBs Reading/Language Arts 6th	744	493	66% (↑10)	311	42% (↑11)	106	14% (↑1)
All Two-Way Dual Language Students (EBs + Non-Ebs) Reading/Language Arts 6th	115		83%				
Non-EBs Reading/Language Arts 6th							
All Students Reading/Language Arts 6th	2913	2067	71%	1471	50%	686	24%
All EBs Mathematics 6th	743	528	71% (↑9)	205	28% (↑5)	48	6% (↑0)
Non-EBs Mathematics 6th	1691	1193	71%	583	35%	179	11%
All Two-Way Dual Language Students (EBs + Non-Ebs) Mathematics 6th	115		85%				
All Students Mathematics 6th	2914	2092	70%	1034	33%	309	10%
↑ indicates percentage points above the state EB percentage							

However, in 5th grade, academic performance is comparatively weaker than elementary results.

5th Grade Reading/Language Arts [English]

- 64% Approaches grade level or above, which was six percentage points lower than state EB results
- 36% Meets grade level or above
- 14% Masters grade level. See data table for details.

Group, Subject & Grade Level	# of Students Tested	# of Students Approaches Grade Level or Above	% Approaches Grade Level or Above	# of Students Meets Grade Level or Above	% Meets Grade Level or Above	# of Students Masters Grade Level or Above	% Masters Grade Level or Above
All EBs Reading/Language Arts [English] 5th	883	563	64% (↓6)	322	36% (↓8)	123	14% (↓4)
Immersion/two-way EBs Reading/Language Arts [English] 5th	56	41	73%	29	52%	10	18%
Dual language Immersion/two-way All Students Reading/Language Arts [English] 5th	102		84%				
English as a second language/pull-out Reading/Language Arts [English] 5th	55	26	47%	12	22%	1	2%
Transitional Bilingual Late Exit EBs Reading/Language Arts [English] 5th	796	444	56%	215	27%	75	9%
All Students Reading/Language Arts 5th	2363	1704	72%	1159	49%	550	23%
↑ indicates percentage points above the state EB percentage							
↓ indicates percentage points below the state EB percentage							

5th Grade Mathematics [English]

- 67% Approaches grade level or above, which was four percentage points lower than state EB results
- 29% Meets grade level or above
- 6% Masters grade level. See data table for details.

Group, Subject & Grade Level	# of Students Tested	# of Students Approaches Grade Level or Above	% Approaches Grade Level or Above	# of Students Meets Grade Level or Above	% Meets Grade Level or Above	# of Students Masters Grade Level or Above	% Masters Grade Level or Above
All EBs [English] Mathematics 5th	884	590	67% (↓4)	259	29% (↓10)	56	6% (6)
Dual language Immersion/two-way EBs [English] Mathematics 5th	79	63	80%	31	39%	11	14%
Dual language Immersion/two-way All Students [English] Mathematics 5th	102		79%				
English as a second language/pull-out [English] Mathematics 5th	54	35	64%	17	31%	5	9%
Transitional Bilingual Late Exit EBs [English] Mathematics 5th	800	491	62%	198	62%	30	4%
Parent Denials EBs [English] Mathematics 5th	86	44	51%	14	16%	5	6%
All Students Mathematics 5th	2364	1638	69%	812	34%	216	9%
↑ indicates percentage points above the state EB percentage							
↓ indicates percentage points below the state EB percentage							

5th Grade Science [English]

- 60% Approaches grade level or above, which was four percentage points lower than state EB results
- 26% Meets
- 8% Masters
- All EBs exceeded state EB averages. See data table for details.

Group, Subject & Grade Level	# of Students			# of Students		# of Students	
	# of Students Tested	Approaches Grade Level or Above	% Approaches Grade Level or Above	Meets Grade Level or Above	% Meets Grade Level or Above	Masters Grade Level	% Masters Grade Level
All EBs Science 5th	885	530	60% (↑5)	228	26%(↑2)	68	8%(↑1)
Dual language Immersion/two-way EBs [English] Science 5th	56	40	72%	15	27%	7	13%
English as a second language/pull-out [English] Science 5th	54	27	51%	12	23%	3	6%
Transitional Bilingual Late Exit EBs [English] Science 5th	805	428	53%	148	18%	43	5%
Parent Denials EBs [English] Science 5th	86	42	49%	23	27%	6	7%
All Students Science 5th	2363	1563	66%	803	34%	323	14%
↑ indicates percentage points above the state EB percentage							
↓ indicates percentage points below the state EB percentage							

Intermediate Grades (7-8)

- 8th Grade Reading: 75% Approaches grade level or above and 39% Meets grade level or above
- 8th grade Mathematics: 78% Approaches grade level or above and 52% Meets grade level or above, and 19% Masters, exceeding state EB performance by 10, 15, and 8 points respectively.
- 8th Grade Science: 69% Approaches grade level or above and 42% Meets grade level or above, both 11 points above state EB performance.
- Social Studies: 43% Approaches grade level or above and 17% Meets grade level or above, exceeding state EB performance by 10 and 7 points. See data table for details.

Group, Subject & Grade Level	# of Students Tested	# of Students Approaches Grade Level or Above	% Approaches Grade Level or Above	# of Students Meets Grade Level or Above	% Meets Grade Level or Above	# of Students Masters Grade Level	% Masters Grade Level
All EBs Reading/Language Arts 8th	867	630	75% (↑7)	330	39% (↑5)	90	11% (↑2)
ESL Pull Out EBs Reading/Language Arts 8th	827	532	65%	221	27%	38	5%
All Two-Way Dual Language Students (EBs + Non-EBs) Reading/Language Arts 8th	74		96%				
All Students Reading/Language Arts 8th	3242	2561	79%	1656	51%	752	23%
All EBs Mathematics 8th	1077	845	78% (↑10)	563	52% (↑15)	209	19% (↑8)
ESL Pull Out EBs Mathematics 8th	851	577	68%	307	36%	58	7%
All Two-Way Dual Language Students (EBs + Non-EBs) Mathematics 8th	74		95%				
All Students Mathematics 8th	3283	2749	84%	2078	63%	914	28%
All EBs Science 8th	866	597	69% (↑11)	363	42% (↑11)	133	15% (↑5)
ESL Pull Out EBs Science 8th	826	481	58%	256	31%	83	10%
All Two-Way Dual Language Students (EBs + Non-EBs) Science 8th	70		91%				
All Students Science 8th	2463	1915	78%	1392	57%	686	28%
All EBs Social Studies 8th	865	373	43% (↑10)	149	17% (↑7)	56	6% (↑2)
ESL Pull Out EBs Social Studies 8th	825	263	32%	85	10%	34	4%
All Two-Way Dual Language Students (EBs + Non-EBs) Social Studies 8th			80%				
All Students Social Studies 8th	2460	1389	56%	725	29%	332	13%
↑ indicates percentage points above the state EB percentage							

High School EOC Success

EB students demonstrated strong outcomes across high school End Of Course Exams (EOCs).

Notable results include:

- Algebra I: 85% Approaches grade level or above, 55% Meets grade level or above, and 18% Masters.
- Biology: 93% Approaches grade level or above, 61% Meets grade level or above, and 20% Masters.
- U.S. History: 89% Approaches grade level or above and 50% Meets grade level or above.

Biology and Algebra I represent particularly strong indicators of college and career readiness among EB students, with 12 percentage points above the EB state average for Biology at meets grade level or above, and all End of course exams either met or exceeded the state EB average for every high school EOC.

Group, Subject & Grade Level	# of Students			# of Students		# of Students	
	# of Students	Approaches Grade Level or Above	% Approaches Grade Level or Above	Meets Grade Level or Above	% MeetsGrade Level or Above	Masters Grade Level	% Masters Grade Level
All EBs English 1 EOC 9th	1066	755	71% (↑7)	485	45% (↑7)	31	3% (↑1)
All EBs Algebra 1 EOC 9th	1168	994	85% (↑6)	636	55% (↑20)	217	18% (↑7)
All EBs Biology EOC 9th,10th	1087	1015	93% (↑3)	663	61% (↑12)	217	20% (↑8)
Biology EOC TWDL Students			98%				
All EBs English 2 EOC 10th	1184	694	59% (↑0)	417	35% (↑1)	8	1% (↑0)
All EBs US History EOC 11th	753	673	89% (↑1)	375	50% (↑2)	129	17% (↑3)
All Students English 1 EOC 9th	2781	2794	79%	1670	60%	261	9%
All Students Algebra 1 EOC 9th	1948	1683	86%	1112	57%	385	20%
All Students Biology EOC 9th	2813	2657	94%	1974	70%	885	31%
All Students English 2 EOC 10th	3220	2337	73%	1773	55%	171	5%
All Students US History EOC 11th	2918	2749	94%	2087	72%	1053	36%
↑ indicates percentage points above the state EB percentage							

Opportunities

Grade 5 represents the most notable challenge, with Reading and Mathematics performance for EBs below the state EB average performance. While science remained above the state EB performance, the drop in Reading and Mathematics suggest a need for targeted intervention and vertical alignment from Grade 4 to Grade 5.

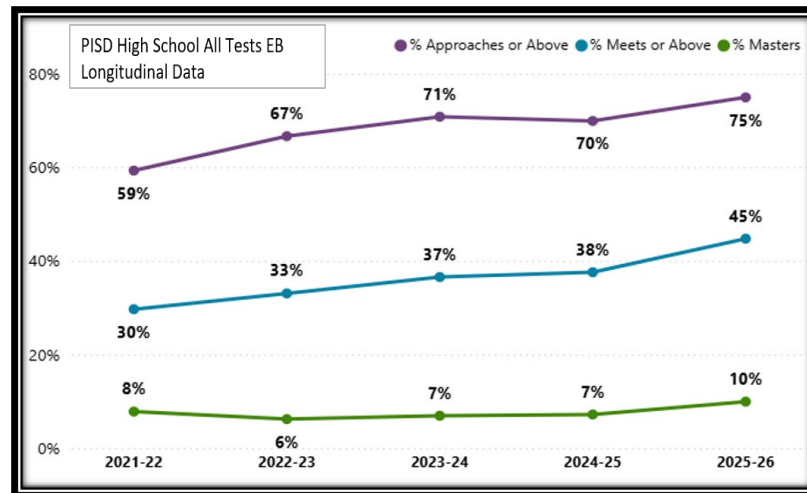
Grade 7 Mathematics was the district's weakest EB performance area. The results were:

- 32% Approaches grade level or above, which was two percentage points lower than the state's average EB performance
- 10% Meets grade level or above
- 1% Masters grade level or above

These results were below state EB performance levels, however the gap between all PISD students and EB was a mere five percentage points. Teachers of EBs will continue to focus on instructional planning and intervention support for their EBs to close the gap and begin to exceed the state EB average for 7th grade mathematics.

Longitudinal STAAR Data Trends (2021-2026)

The longitudinal graphs, such as the one seen here, indicate several encouraging patterns:



Areas EB Students are Showing Growth

- Grade 6 Reading has increased from 59% Approaches grade level or above in 2021-22 to 66% in 2025-26, with Meets grade level or above improving from 25% to 42%.
- All STAAR assessment EB scores for Grade 8 increased from 57% Approaches in 2021-22 to 64% in 2025-26, and state EB data shows a flat level of growth.
- High school EB performance improved steadily over time, reaching 75% Approaches grade level and 45% Meets grade level across tested EOCs in 2025-26, from 59% and 30% respectively, in 2021-2022. This data shows the gap between all students and EB students is decreasing.

Areas Requiring Continued Monitoring

- Grade 5 Reading and Mathematics show declines from previous years.
- Grade 7 Mathematics has declined considerably since 2023-24 and remains the most significant academic challenge.

Academic Achievement Section Summary

The 2025-2026 STAAR results provide strong evidence that Pasadena ISD's bilingual education programs, dual language immersion, transitional bilingual late-exit and ESL, are effectively supporting emergent bilingual students. District EB students exceeded state EB performance in nearly all tested grades and subjects, with especially strong outcomes in elementary dual language immersion programs, Grade 8 assessments, Algebra I, Biology, and U.S. History. Dual Language students consistently demonstrated the highest levels of achievement above all students in Pasadena ISD, reinforcing the effectiveness of our commitment to bilingualism and biliteracy, and showing that our bilingual education programs are meeting their intended goals by successfully advancing academic achievement and long-term student success.

English Proficiency and Biliteracy Growth

How effectively EB students are developing English language skills in each bilingual and ESL program model, including proficiency in L2 in the dual language immersion programs.

A total of 15,258 students received a composite rating on the TELPAS assessment for the 2025-2026 school year. The number of students who received Advanced High as a composite rating was 1,165 students, or 7.6% of the students. The Advanced High ratings by grade level are summarized in Table 1.

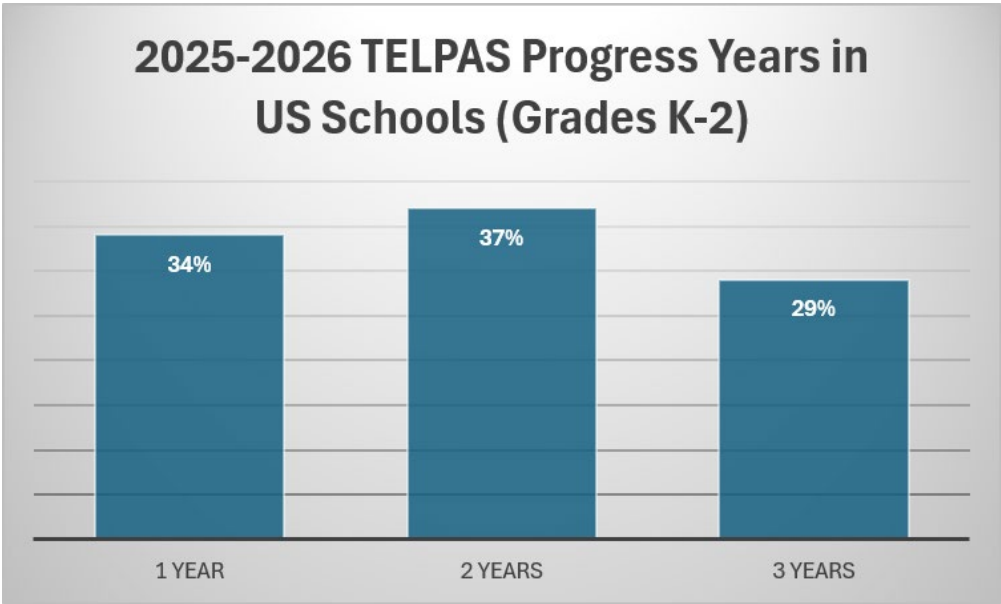
Grade	Total Tested	Composite Rating AH %
K	1180	4%
1	1307	5%
2	1218	2%
3	1244	4%
4	1288	7%
5	1204	8%
6	1027	8%
7	1153	10%
8	1168	13%
9	1428	13%
10	1227	9%
11	970	10%
12	844	6%

Table 1

Yearly Progress in TELPAS by Grade Band

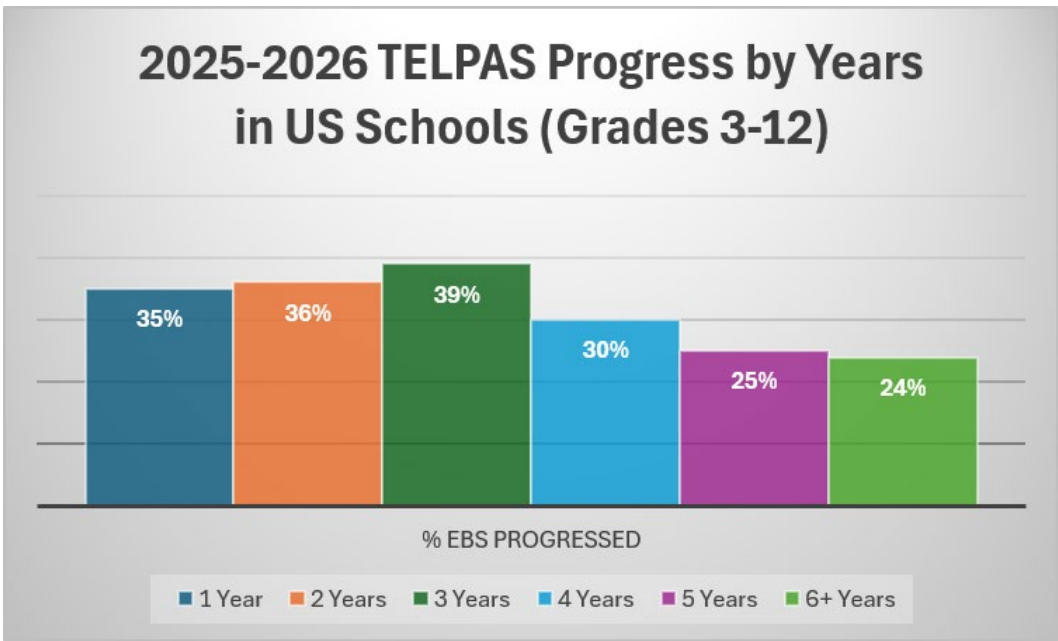
Grades K-2

In grades K-2, 34% of students in their 1st year in US school progressed at least one proficiency level in TELPAS, 37% in their second year, and 29% in their third year.



Grades 3-12

In grades 3-12, each grade level showed progression from one proficiency level to the next. See Table 2 for details. Students in their third year showed the greatest progress in English language proficiency as noted by the TELPAS assessment results.



Key Findings

- The highest Advanced High percentages occur in:
 - Grade 8 (13%)
 - Grade 9 (13%)
 - Grade 7 (10%)
 - Grade 11 (10%)
- TELPAS yearly progress peaks among students in their 3rd year U.S. Schools (39%) for Grades 3-12.
- For K-2, students in their second year in U.S. schools (37%) show the highest progress rate.
- Districtwide, approximately 1,165 students achieved Advanced High, representing 7.6% of all students with a TELPAS Composite Rating

District-wide TELPAS Yearly Progress

The district results indicate continued language growth in English language proficiency evidenced by 3,981 students, or 29.2%, of our emergent bilingual students growing at least one proficiency level in 2025-2026. The table shows the percentage of students that grew at least one proficiency level from the year before, by grade level.

Grade	Percent Grew At Least 1 Level
1	33%
2	38%
3	42%
4	28%
5	26%
6	26%
7	26%
8	29%
9	26%
10	23%
11	26%
12	22%

Analysis of TELPAS Growth by Grade Level

The highest rates of TELPAS growth occurred in the early elementary grades. Grade 3 showed the strongest performance, with 42% of students increasing at least one proficiency level,

followed by Grade 2 (38%) and Grade 1 (33%), indicating that foundational language development is occurring most rapidly during the elementary years.

Beginning in Grade 4, TELPAS growth percentages decrease substantially. Grades 4 through 12 generally ranged from 22% to 29% of students progressing at least one proficiency level. The decline is expected because students are moving into higher proficiency levels (Advanced and Advanced High), where growth becomes increasingly difficult as language demands become more sophisticated.

Although overall percentages are lower in grades 5–12, approximately one-fourth of students continue to increase at least one proficiency level annually:

- Grade 5: 26%
- Grade 6: 26%
- Grade 7: 26%
- Grade 8: 29%
- Grade 9: 26%
- Grade 10: 23%
- Grade 11: 26%
- Grade 12: 22%

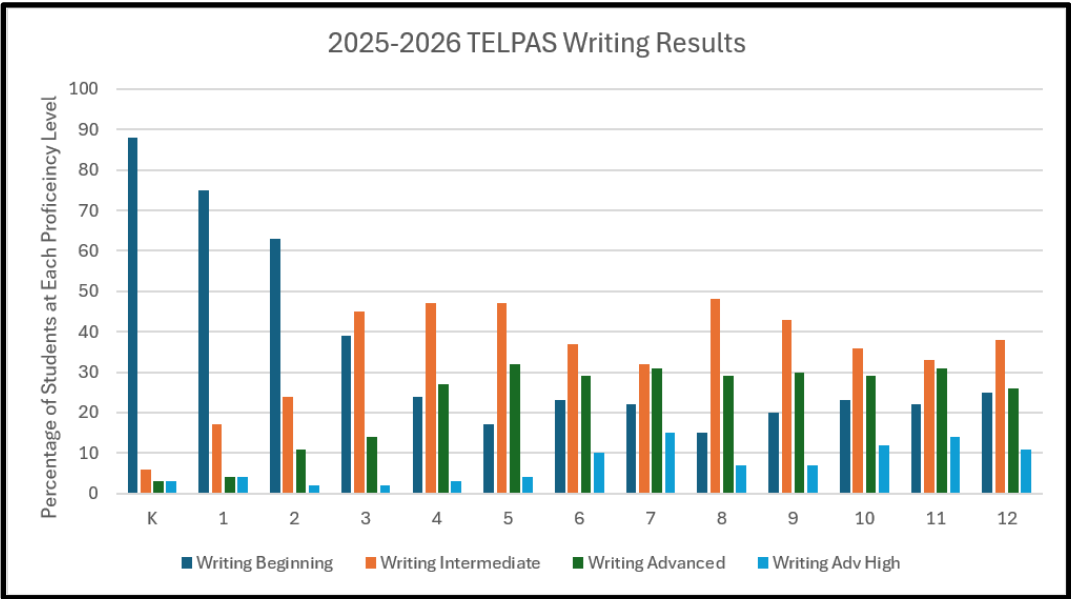
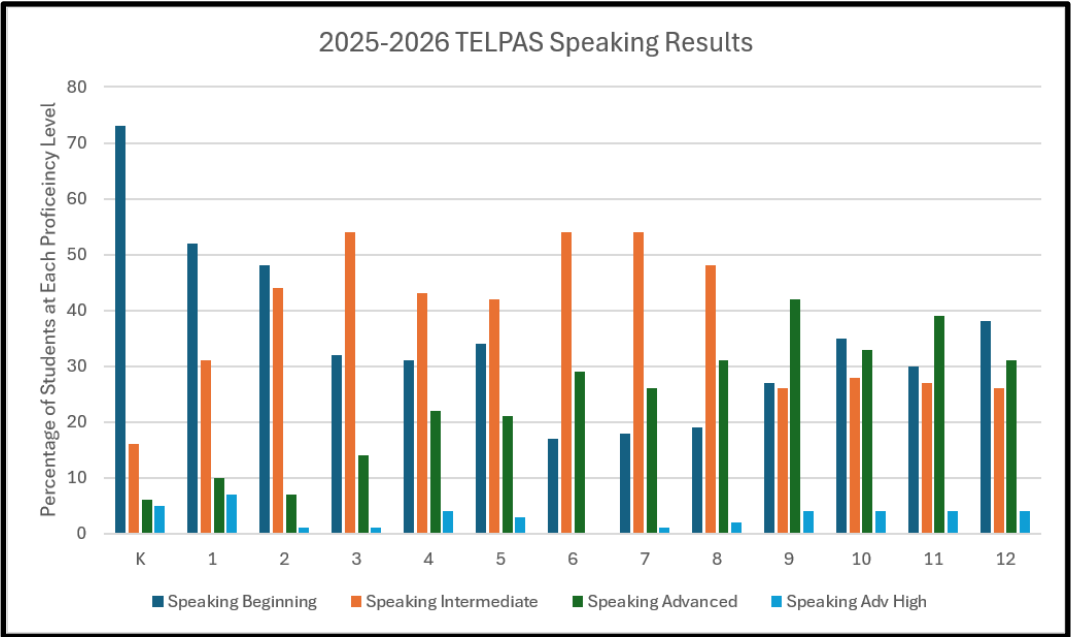
These rates indicate continued language growth even as students approach Advanced and Advanced High levels, where movement becomes more difficult due to increasingly rigorous academic language expectations. All TELPAS results for grades K-12 are located in Appendix B.

Summary of Emergent Bilingual English Proficiency Progress

Third grade had the strongest growth, with 42% of 3rd graders increasing at least one proficiency level. This is significant data to highlight, since this is the first cohort progressing through our One-Way Dual language immersion program in Pasadena ISD. Another notation is that grades 1-3 collectively outperformed all other grade bands, suggesting strong effectiveness of elementary dual language immersion and ESL models. More than 200 students advanced two proficiency levels between the 2024-2025 and 2025-2026 school year, demonstrating that substantial language gains remain possible within one academic year.

TELPAS growth gradually decreases in secondary grades as students reach higher proficiency levels and have fewer opportunities for larger increases. This may indicate that the focus on English language acquisition is reduced in the secondary levels and in the ESL programs district wide. A focus on language acquisition at the secondary levels within each content area continues to be a need for the district, especially in productive language skills. The graphs below show the

TELPAS speaking and writing results. Students at Intermediate levels of proficiency far outweigh the students at advanced and advanced high levels. Speaking continues to be the domain in which students are the least likely to obtain Advanced High proficiency. See charts below for details.



English Proficiency Section Summary

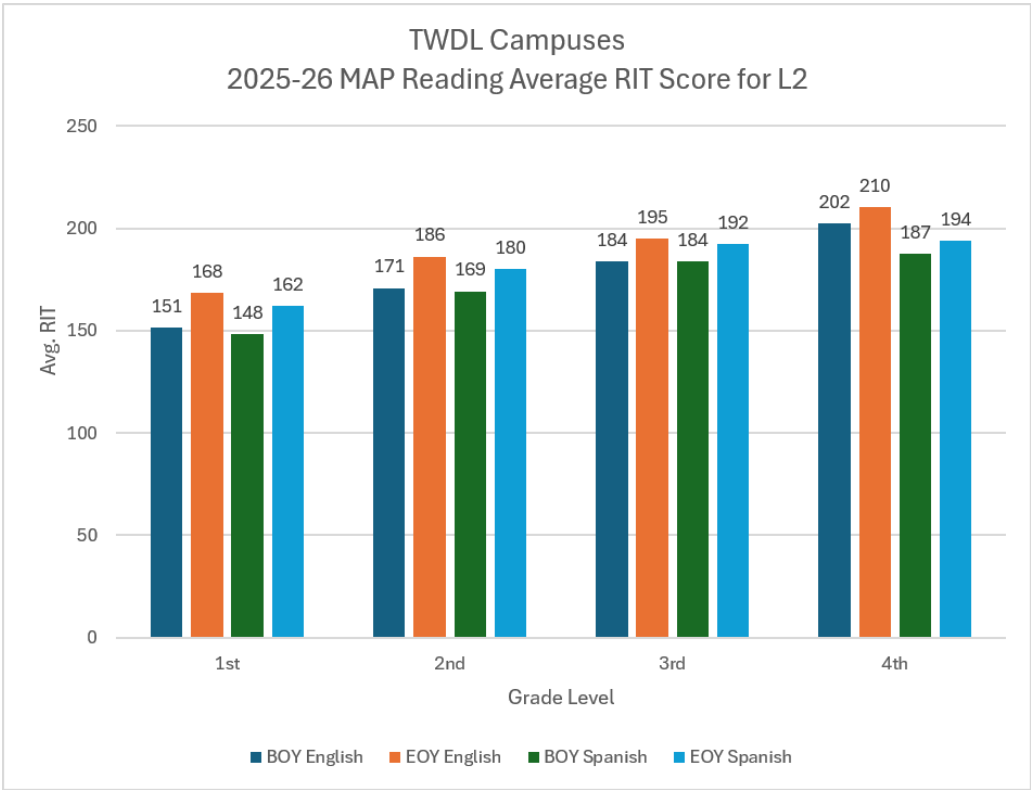
Overall, Pasadena ISD's TELPAS data indicate that students continue to make meaningful progress in English language proficiency. While some elementary grades experienced declines in the percentage of students reaching Advanced High, strong gains in Grades 6, 8, 9, and 11 helped offset those decreases. Grade 8 showed the largest improvement, increasing five percentage points, while Grade 9 reached one of the highest Advanced High rates in the district at 13%.

The Yearly Progress data further reinforce that the district's bilingual and ESL programs are successfully accelerating language acquisition during students' first several years in U.S. schools. Students continue to make the greatest gains during Years 2 and 3 of U.S. school enrollment, creating a pipeline of learners who are increasingly able to attain Advanced High proficiency as they move into secondary grades. As a district, the need is for campuses to continue to focus on language acquisition in all content areas as a daily focus to capitalize on the gains in the elementary years.

Taken together, the results suggest that Pasadena ISD is successfully moving large numbers of emergent bilingual students along the English language proficiency continuum.

Growth in Biliteracy

The district's MAP Reading data demonstrates strong growth in students' second language literacy development (L2), a core goal of dual language immersion programs. Since Pasadena ISD implements a Spanish and English two-way dual language program, L2 is either English or Spanish. The assessment measure for L2 in Pasadena ISD is the NWEA MAP assessment, which students take at the beginning of the school year and at the end of the year. The chart below shows L2 performance in Spanish and English for our dual language immersion students in 1st through 4th grade. See L2 comparison chart below.



Bilingualism and Biliteracy Performance Acknowledgements from the State of Texas

Students in the state of Texas may earn a performance acknowledgement on their high school transcript for outstanding performance in bilingualism and biliteracy by demonstrating proficiency in two or more languages. Pasadena ISD had 243 students earn this remarkable acknowledgement in the 2025-2026 school year, up from 165 students in 2024-2025. As a multilingual department, we have increased awareness about this performance acknowledgement among parents, students, counselors, high school multilingual instructional coaches and additional stakeholders to identify qualifying students and recognize this outstanding achievement.

Biliteracy Section Summary

Students demonstrated measurable growth in both English and Spanish L2 (second language) reading across every grade level assessed, reflecting the effectiveness of the district's dual language program. The most significant gains were observed in Grade 1, highlighting the strong literacy foundation established in the early years. Growth continued consistently through Grade 4, demonstrating sustained second-language acquisition and reinforcing students' ability to develop academic literacy in two languages simultaneously. These outcomes support the district's commitment to bilingualism, biliteracy, and long-term academic success for multilingual learners.

Emergent Bilingual Reclassification and Continued Success

The number of students who have been reclassified as English proficient (EP) and how well those students continue to perform academically after exiting the language instruction educational program (LIEP).

After the 2025-2026 school year, 877 emergent bilingual students met the criteria for reclassification as English proficient and exited the bilingual or ESL program. The breakdown by grade level is as follows:

- 113 elementary students (2-4)
- 183 Middle School Students (5-6)
 - 5th Grade 98 Students
 - 6th Grade 85 Students
- 257 Intermediate School Students (7-8)
 - 7th Grade 112 students
 - 8th grade 145 students
- 318 High School Students (9-12 with majority 9th and 10th graders)

The number of students who exited was a slight decrease from the 2024-2025 school year of 890 students.

In 2025-2026, 85% of monitored reclassified English proficient students achieved Meets grade level or above on state assessments across all tested subjects and grade levels. These data show that emergent bilingual students who are reclassified as English proficient in Pasadena ISD are well-prepared to succeed academically on English assessments.

Test Subject (All Grade Levels)	Approaches Grade Level or Above	Meets Grade Level or Above	Masters Grade Level
All Tests	96%	85%	44%
RLA	97%	91%	40%
Mathematics	93%	79%	40%
Science	97%	88%	60%
Social Studies	95%	76%	41%

Monitored Student Data for 2025-2026 School Year (F, S Students)

Professional Development for Teachers, Administrators and Paraprofessionals

The number of teachers and instructional aides who received training, as well as how often the training occurred, what topics were covered, and the impact of the training on supporting second language acquisition and student success.

In 2025-2026, Pasadena ISD offered a wide range of professional development for teachers, administrators and paraprofessionals working with emergent bilingual students and non-emergent bilingual students in the dual language immersion programs. A total of over 1,198 hours of professional development hours were offered from members of the Multilingual Department teaming with colleagues from mathematics, RLA, science, social studies and campus instructional coaches.

Teachers were offered 1,198.5 hours of professional development over the course of the 2025-2026 school year from the Multilingual Team. In addition to teachers, 22.5 hours of professional development was tailored for instructional paraprofessionals, 30 hours for LPAC paraprofessionals, and 30 hours for administrators.

Over 9,400 participants attended our professional development offerings. These sessions focused on instructional strategies, curriculum, assessment and progress monitoring aligned with:

- Bilingual education
- English language development
- English as a second language
- Two-Way Dual Language
- One-Way Dual Language
- Content-Based Language Instruction
- Mathematics
- Spanish and English Language Arts and Reading
- STEM
- TELPAS
- New ELPS

A comprehensive list of workshops and attendance records is available in Appendix C.

Recurring Professional Development Offerings (Every 6 or 9 Weeks)

- Focus on Bilingual Instruction (Spanish Language Arts and ELD)
- Mathematics with a Dual Language and Bilingual Focus
- Two-Way Dual Language Instruction
- Biliteracy Development
- ESL Instruction for Grades 7 and 8
- ESOL I and II for High School
- ESL Professional Learning Communities (PLCs)
- Content-Based Language Instruction Institutes

Certification Support

As part of our comprehensive staff development plan, the multilingual department also provided:

- Bilingual certification preparation course for teachers pursuing a bilingual supplemental certification
- ESL Institutes for teachers pursuing their ESL supplemental certification

Support for One-Way Dual Language Implementation

Aligned with the district's strategic plan, the Multilingual Department prioritized support for the continued implementation of the One-Way Dual Language program in grades 3 and 4. Through comprehensive professional development, new teachers and administrators developed a shared understanding of the One-Way Dual Language model and the essential elements of effective dual language instruction.

- Campus Learning Walks: Conducted by specialists and administrators to provide feedback on implementation
- Grade-Level Specific Training: Focused sessions for 4th grade teachers on philosophy, strategies, curriculum and lesson planning to ensure they were prepared for implementation in the 2026-2027 school year. Implementation support for 3rd grade teachers during their first year of full implementation with students.
- Continued support and training: Provided to Pre-K, Kindergarten-2nd grade teachers, and elementary paraprofessionals for continuous support of one-way dual language implementation.

Support for LPAC Administrators

Training and updates on LPAC processes for all campus LPAC administrators occurred every nine weeks to ensure adherence to compliance procedures, ensuring students received the appropriate bilingual education programming and supports needed for optimal biliteracy development and/or English language acquisition.

Impact of Professional Development on Student Success

As noted in the Academic Achievement section of the Program Evaluation, Pasadena ISD's emergent bilingual students outperformed Texas state EB performance in nearly every tested grade and subject, particularly in elementary grades, Grade 8 mathematics, Grade 5 and 8 science, and all high school End-of-Course (EOC) assessments. This is evidence of the success and transfer of the professional development teachers and paraprofessionals received throughout the 2025-2026 school year. Effective CBLI practices are becoming more prevalent in secondary classrooms, although more growth in this area is needed through professional development to address the expectations to receive advanced high level in speaking on TELPAS.

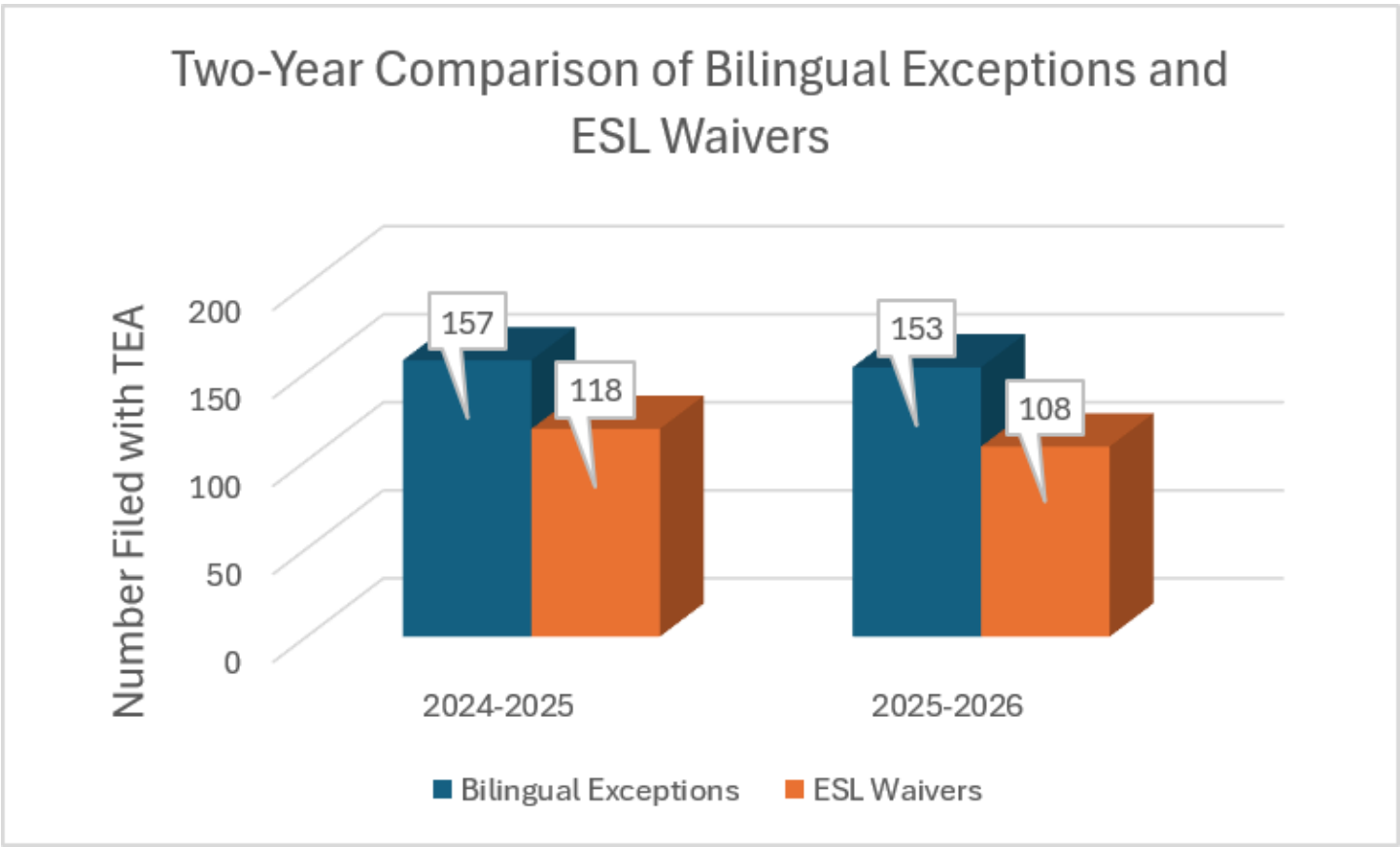
Dual Language students consistently demonstrated the highest levels of achievement above all students in Pasadena ISD, reinforcing the effectiveness of our commitment to bilingualism and biliteracy, and showing that our bilingual education programs are meeting their intended goals by successfully advancing academic achievement and long-term student success. With consistent, effective professional development, the intended goals of dual language education are researched, internalized, practiced and refined so that students are the beneficiaries of these best practices in bilingual education.

Bilingual exceptions and ESL waivers

Update on previously filed bilingual exception and ESL waiver

Bilingual Exceptions and ESL Waivers

During the 2025-2026 school year, Pasadena ISD submitted 153 exception requests for Spanish bilingual teachers. This was a 25% decrease in the number of bilingual exceptions needed last school year. For ESL waivers, we submitted 108 waiver requests, which was a 29% decrease from the previous school year.



The reduction in bilingual exemptions and ESL waivers is a positive indicator of progress as more teachers obtain their bilingual supplemental certification.

During the 2025-2026 school year, 52 teachers who attended Pasadena ISD’s ESL Institute obtained their ESL supplemental certification, which prepares them to take the TExES ESL Supplemental Certification Exam. The ESL Institute is offered three times throughout the school year. Eighty-nine teachers attended the ESL Institute throughout the year.

Another support pathway for teachers is through the human resources department by connecting teachers with certification preparation workshops through external institutions and the multilingual department connecting teachers with TEA's free preparation modules through TEA Learn and the txel.org website.

Students Served in the Alternative Language Programs

Due to the bilingual waivers submitted for the 2025-2026 school year, 2,215 students were temporarily served with alternative methods.

- 1,672 students (75%) were in middle schools (5-6)
- 542 (25%) students were in elementary campuses (PK-4)

In the ESL program, 1,098 students were temporarily served with alternative methods.

- 93 students (8%) in elementary schools
- 84 students (8%) in middle schools
- 211 students (19%) in intermediate schools
- 710 students (65%) in high schools

When students are served with alternative methods, teachers enact a temporary instructional plan to meet the affective, linguistic and cognitive needs of their emergent bilingual students. Teachers also receive training in content-based language instruction, use ELLevation for planning instructional strategies, and ELLevation modules for additional training to equip them with additional strategies to meet their student's needs, as part of Pasadena ISD's Comprehensive Professional Development Plan. Professional Learning Communities and campus instructional coaches also guide teachers as they plan together to enrich their lessons with essential teacher techniques for emergent bilingual students. Compared to last year, the number of students temporarily served with alternative methods decreased. The need for ESL-certified English Language Arts teachers, particularly at the secondary level, to ensure compliance and quality instruction for emergent bilingual students, remains an urgent need for the 2026-2027 school year

Appendix A

All STAAR and EOC Data 2025-2026

Group, Subject & Grade Level	# of Students Tested	# of Students Approaches Grade Level or Above	% Approaches Grade Level or Above	# of Students Meets Grade Level or Above	% Meets Grade Level or Above	# of Students Masters Grade Level	% Masters Grade Level
All EBs [English] Reading/Language Arts 3rd	311	226	73% (↑5)	155	50% (↑6)	58	19% (↑2)
One-Way Dual Language EBs [English] Reading/Language Arts 3rd	133	101	76%	63	47%	13	17%
Two-Way Dual Language EBs [English] Reading/Language Arts 3rd	32	32	100%	22	72%	12	38%
Two-Way Dual Language All Students [English] Reading/Language Arts 3rd	92		94%				
ESL Pull-Out EBs [English] Reading/Language Arts 3rd	73	49	67%	35	48%	13	18%
Parent Denial EBs [English] Reading/Language Arts 3rd	128	72	56%	39	30%	13	10%
All Students [English] Reading/Language Arts 3rd	2022	1441	71%	926	45%	373	18%
Non-EBs [English] Reading/Language Arts 3rd	1792	1393	77%	869	48%	328	18%
All EBs [English] Mathematics 3rd	840	575	68% (↑4)	365	43% (↑3)	155	18% (↑1)
One-Way Dual Language EBs [English] Mathematics 3rd	714	500	70%	315	44%	130	18%
Two-Way Dual Language EBs [English] Mathematics 3rd	10	8	80%	6	60%	30	3%
Two-Way Dual Language All Students [English] Mathematics 3rd	34		79%				
ESL Pull-Out EBs [English] Mathematics 3rd	74	51	68%	33	44%	15	20%
Parent Denial EBs [English] Mathematics 3rd	191	87	46%	43	23%	21	11%
All Students [English] Mathematics 3rd	2613	1611	62%	1222	37%	389	15%
Non-EBs [English] Mathematics 3rd	1622	963	60%	315	35%	219	14%

↑ indicates percentage points above the state EB percentage

Subject & Grade Level	# of Students Tested	# of Students Approaches Grade Level or Above	% Approaches Grade Level or Above	# of Students Meets Grade Level or Above	% Meets Grade Level or Above	# of Students Masters Grade Level	% Masters Grade Level
All EBs [Spanish] Reading/Language Arts 3rd	913	494	69% (↑7)	247	34% (↑4)	130	18% (↑2)
One-Way Dual Language EBs [Spanish] Reading/Language Arts 3rd	715	474	66%	237	33%	127	18%
Two-Way Dual Language EBs [Spanish] Reading/Language Arts 3rd	79	58	73%	38	48%	22	28%
Two-Way Dual Language All Students [Spanish] Reading/Language Arts 3rd	81		74%				
Parent Denial EBs [Spanish] Reading/Language Arts 3rd	88	48	54%	18	20%	8	9%
All EBs [Spanish] Mathematics 3rd	192	98	51% (↑5)	54	28% (↑2)	24	13% (↑2)
One-Way Dual Language EBs [Spanish] Mathematics 3rd	136	48	35%	37	13%	17	19%
Two-Way Dual Language EBs [Spanish] Mathematics 3rd	88	55	62%	37	42%	17	19%
Two-Way Dual Language All Students [Spanish] Mathematics 3rd	140		68%				
Two-Way Dual Language non-EBs [Spanish] Mathematics 3rd	48	39	81%	23	48%	13	27%
Parent Denial EBs [Spanish] Mathematics 3rd	26	11	43%	6	55%	3	12%

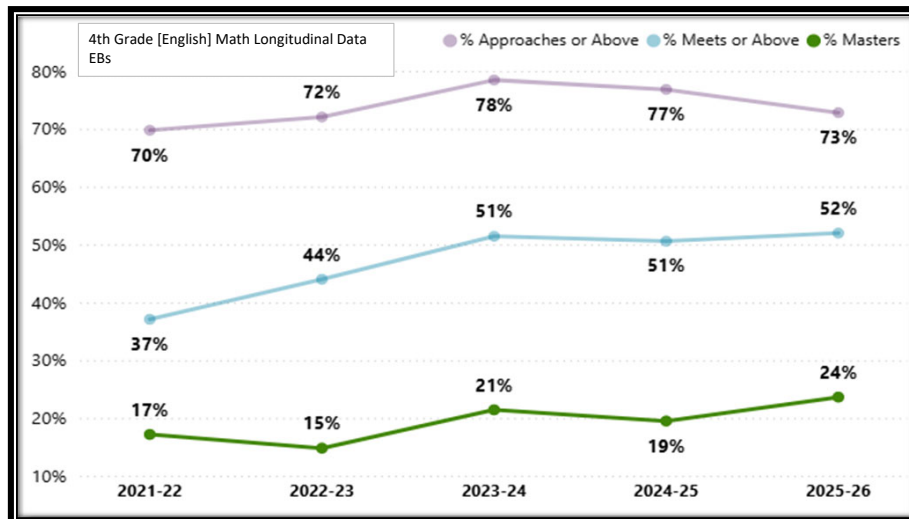
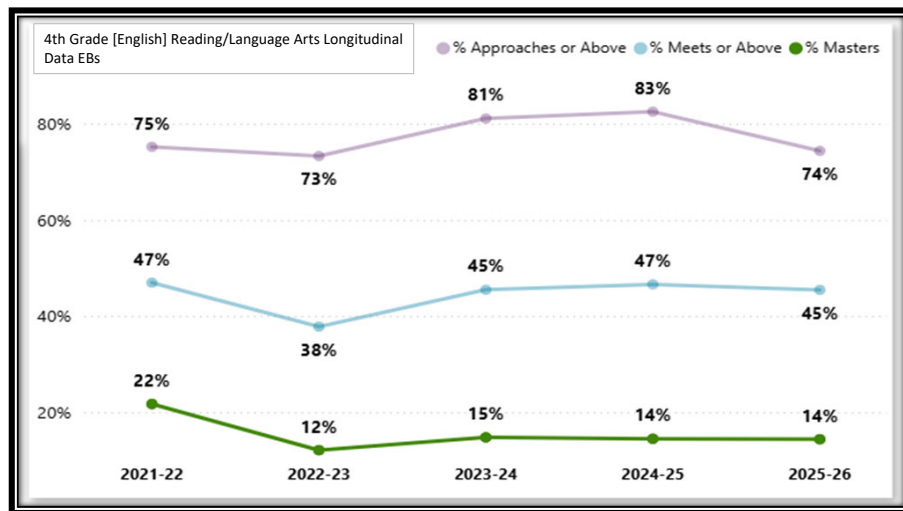
↑ indicates percentage points above the state EB percentage

3rd	Reading Spring 2025				Spanish Reading Spring 2025			
	#	Approaches	Meets	Masters	#	Approaches	Meets	Masters
ALL	2,214	75%	46%	17%	949	64%	28%	14%
EB	402	75%	46%	16%	939	64%	28%	14%
TBLE	157	78%	50%	17%	856	62%	27%	12%
ESL	77	71%	43%	19%		0	0	0
TWDL EB	38	95%	87%	37%	54	83%	44%	30%
TWDL EP	62	89%	74%	44%	7	71%	14%	0%
PD	125	67%	32%	6%	0	0	0	0

3rd	Mathematics Spring 2025		Spanish Mathematics Spring	
	#	Meets	#	Meets
ALL	2,148	37%	1,000	36%
EB	385	41%	951	44%
TWDL	39	41%	84	65%
TBLE	159	51%	840	42%

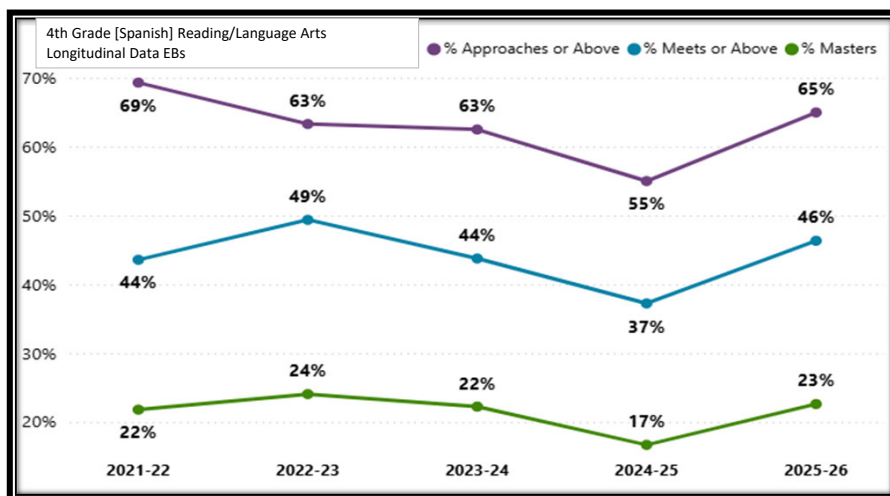
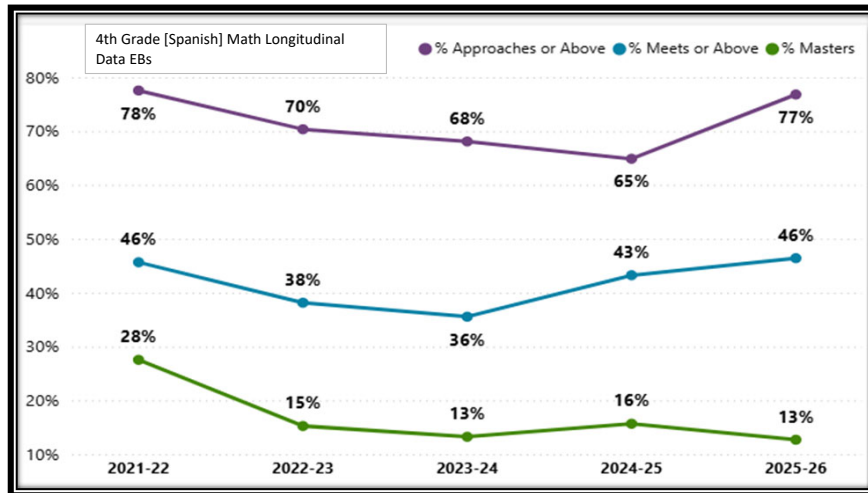
Group, Subject & Grade Level	# of Students Tested	# of Students Approaches Grade Level or Above	% Approaches Grade Level or Above	# of Students Meets Grade Level or Above	% Meets Grade Level or Above	# of Students Masters Grade Level	% Masters Grade Level
All EBs [English] Reading/Language Arts 4th	788	586	74% (↑8)	358	45% (↑8)	113	14% (↑8)
Transitional Bilingual Late Exit EBs [English] Reading/Language Arts 4th	647	480	74%	282	43%	85	13%
Two-Way Dual Language EBs [English] Reading/Language Arts 4th	49	42	86%	36	74%	18	37%
ESL Pull-Out EBs [English] Reading/Language Arts 4th	57	47	83%	25	44%	6	11%
Parent Denial EBs [English] Reading/Language Arts 4th	243	161	66%	87	36%	27	11%
All EBs [English] Mathematics 4th	783	570	73% (↑8)	407	52% (↑8)	185	24% (↑8)
Transitional Bilingual Late Exit EBs [English] Mathematics 4th	685	503	73%	370	54%	165	24%
Two-Way Dual Language EBs [English] Mathematics 4th	18	11	62%	6	34%	3	17%
Two-Way Dual Language All Students [English] Mathematics 4th	42		76%				
ESL Pull-Out EBs [English] Mathematics 4th	57	45	79%	34	60%	14	25%
Parent Denial EBs [English] Reading/Language Arts 4th	246	156	63%	101	41%	38	15%

↑ indicates percentage points above the state EB percentage



Subject & Grade Level	# of Students Tested	# of Students Approaches Grade Level or Above	% Approaches Grade Level or Above	# of Students Meets Grade Level or Above	% Meets Grade Level or Above	# of Students Masters Grade Level	% Masters Grade Level
All EBs [Spanish] Reading/Language Arts 4th	290	180	62% (↑5)	180	43% (↑3)	63	22% (↑4)
Transitional Bilingual Late Exit EBs [Spanish] Reading/Language Arts 4th	212	118	56%	80	38%	34	16%
Two-Way Dual Language EBs [Spanish] Reading/Language Arts 4th	64	52	81%	39	61%	26	41%
Two-Way Dual Language All Students [Spanish] Reading/Language Arts 4th	72		82%				
All EBs [Spanish] Mathematics 4th	181	139	77% (↑20)	84	46% (↑12)	23	13% (↑2)
Transitional Bilingual Late Exit EBs [Spanish] Mathematics 4th	175	107	61%	56	35%	15	9%
Two-Way Dual Language EBs [Spanish] Mathematics 4th	95	84	88%	56	59%	16	17%
Two-Way Dual Language All Students [Spanish] Mathematics 4th	129		91%				
Two-Way Dual Language non-EBs [Spanish] Mathematics 4th	34	32	94%	24	70%	15	44%

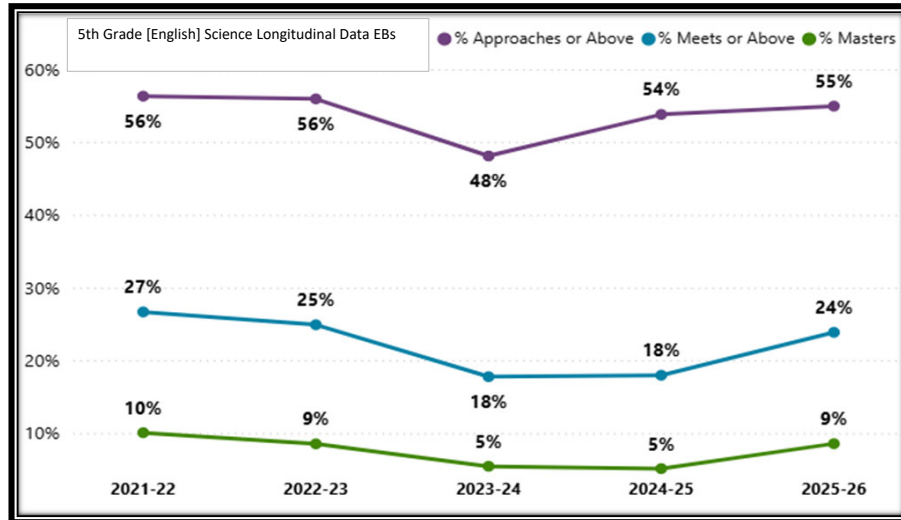
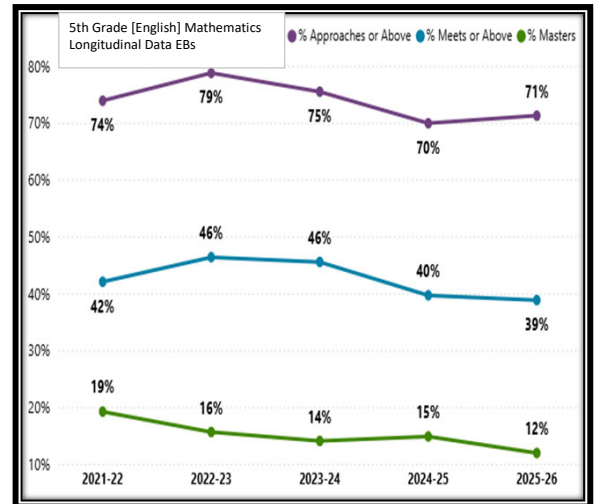
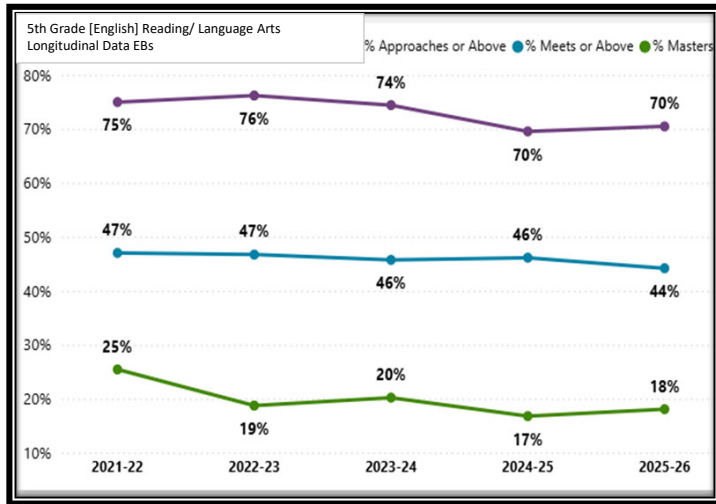
↑ indicates percentage points above the state EB percentage



Group, Subject & Grade Level	# of Students Tested	# of Students Approaches Grade Level or Above	% Approaches Grade Level or Above	# of Students Meets Grade Level or Above	% Meets Grade Level or Above	# of Students Masters Grade Level	% Masters Grade Level
All EBs Reading/Language Arts [English] 5th	883	563	64% (↓6)	322	36% (↓8)	123	14% (↓4)
Dual language Immersion/two-way EBs Reading/Language Arts [English] 5th	56	41	73%	29	52%	10	18%
Dual language Immersion/two-way All Students Reading/Language Arts [English] 5th	102		84%				
English as a second language/pull-out Reading/Language Arts [English] 5th	55	26	47%	12	22%	1	2%
Transitional Bilingual Late Exit EBs Reading/Language Arts [English] 5th	796	444	56%	215	27%	75	9%
All Students Reading/Language Arts 5th	2363	1704	72%	1159	49%	550	23%
All EBs [English] Mathematics 5th	884	590	67% (↓4)	259	29% (↓10)	56	6% (6)
Dual language Immersion/two-way EBs [English] Mathematics 5th	79	63	80%	31	39%	11	14%
Dual language Immersion/two-way All Students [English] Mathematics 5th	102		79%				
English as a second language/pull-out [English] Mathematics 5th	54	35	64%	17	31%	5	9%
Transitional Bilingual Late Exit EBs [English] Mathematics 5th	800	491	62%	198	62%	30	4%
Parent Denials EBs [English] Mathematics 5th	86	44	51%	14	16%	5	6%
All Students Mathematics 5th	2364	1638	69%	812	34%	216	9%
All EBs Science 5th	885	530	60% (↑5)	228	26%(↑2)	68	8%(↑1)
Dual language Immersion/two-way EBs [English] Science 5th	56	40	72%	15	27%	7	13%
English as a second language/pull-out [English] Science 5th	54	27	51%	12	23%	3	6%
Transitional Bilingual Late Exit EBs [English] Science 5th	805	428	53%	148	18%	43	5%
Parent Denials EBs [English] Science 5th	86	42	49%	23	27%	6	7%
All Students Science 5th	2363	1563	66%	803	34%	323	14%

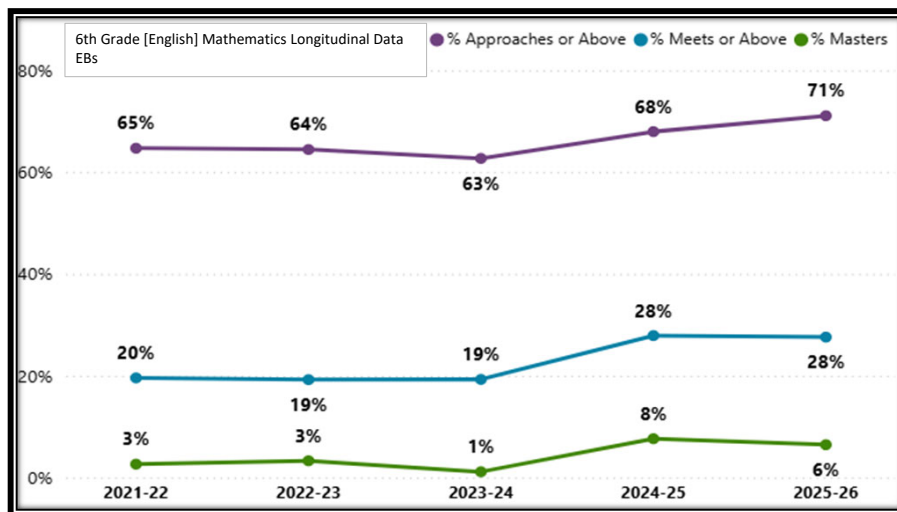
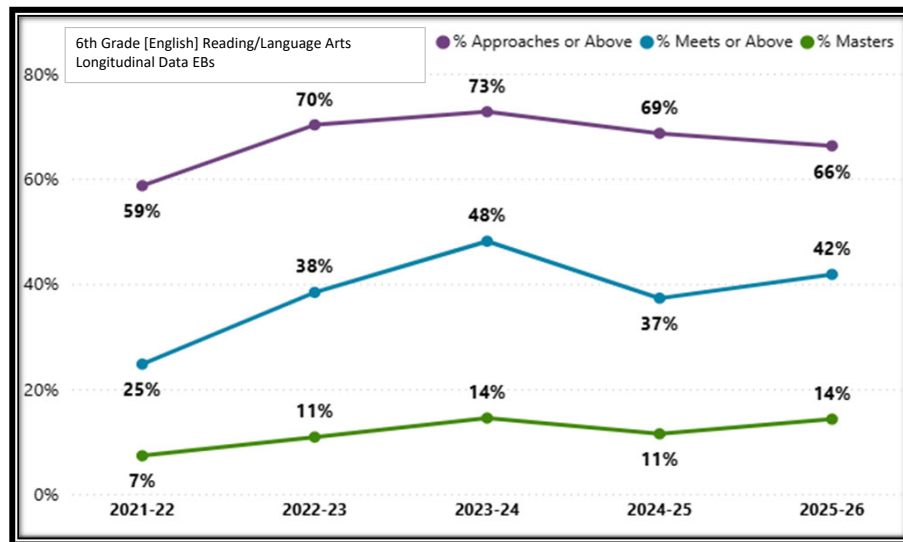
↑ indicates percentage points above the state EB percentage

↓ indicates percentage points below the state EB percentage



Group, Subject & Grade Level	# of Students Tested	# of Students Approaches Grade Level or Above	% Approaches Grade Level or Above	# of Students Meets Grade Level or Above	% Meets Grade Level or Above	# of Students Masters Grade Level	% Masters Grade Level
All EBs Reading/Language Arts 6th	744	493	66% (↑10)	311	42% (↑11)	106	14% (↑1)
All Two-Way Dual Language Students (EBs + Non-EBs) Reading/Language Arts 6th	115		83%				
Non-EBs Reading/Language Arts 6th							
All Students Reading/Language Arts 6th	2913	2067	71%	1471	50%	686	24%
All EBs Mathematics 6th	743	528	71% (↑9)	205	28% (↑5)	48	6% (↑0)
Non-EBs Mathematics 6th	1691	1193	71%	583	35%	179	11%
All Two-Way Dual Language Students (EBs + Non-EBs) Mathematics 6th	115		85%				
All Students Mathematics 6th	2914	2092	70%	1034	33%	309	10%

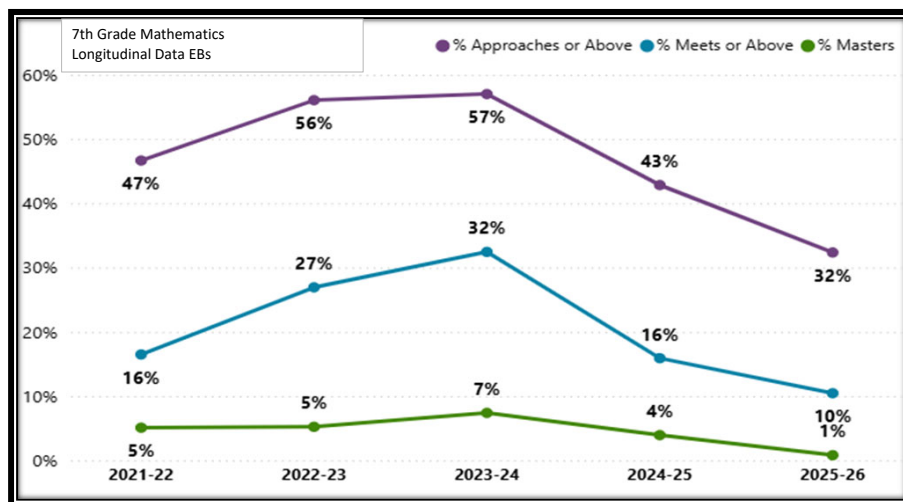
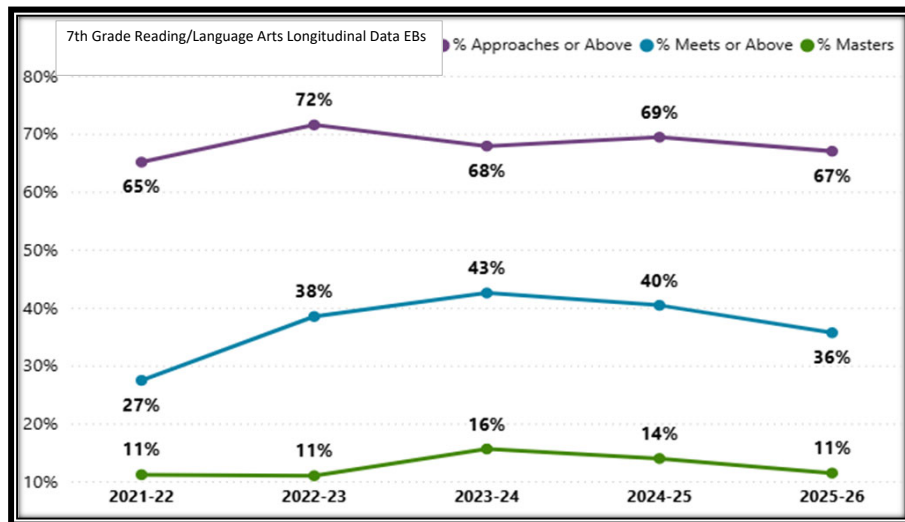
↑ indicates percentage points above the state EB percentage



Group, Subject & Grade Level	# of Students Tested	# of Students Approaches Grade Level or Above	% Approaches Grade Level or Above	# of Students Meets Grade Level or Above	% Meets Grade Level or Above	# of Students Masters Grade Level	% Masters Grade Level
All EBs Reading/Language Arts 7th	830	556	67% (↑4)	296	36% (↑5)	95	11% (↑1)
Non-EBs Reading/Language Arts 7th	1656	1663	75%	798	24%	413	25%
ESL Pull Out EBs Reading/Language Arts 7th	865	484	56%	208	24%	61	7%
All Two-Way Dual Language Students (EBs + Non-EBs) Reading/Language Arts 7th	118		86%				
All Students Reading/Language Arts 7th	2275	1705	75%	1122	49%	554	24%
All EBs Mathematics 7th	612	198	32% (↓2)	64	10% (↓6)	5	1% (↓2)
Non-EBs Mathematics 7th	1133	419	37%	174	15%	14	1%
ESL Pull Out EBs Mathematics 7th	698	1670	26%	61	9%	3	1%
All Two-Way Dual Language Students (EBs + Non-EBs) Mathematics 7th	118		78%				
All Students Mathematics 7th	1448	530	37%	205	14%	16	1%

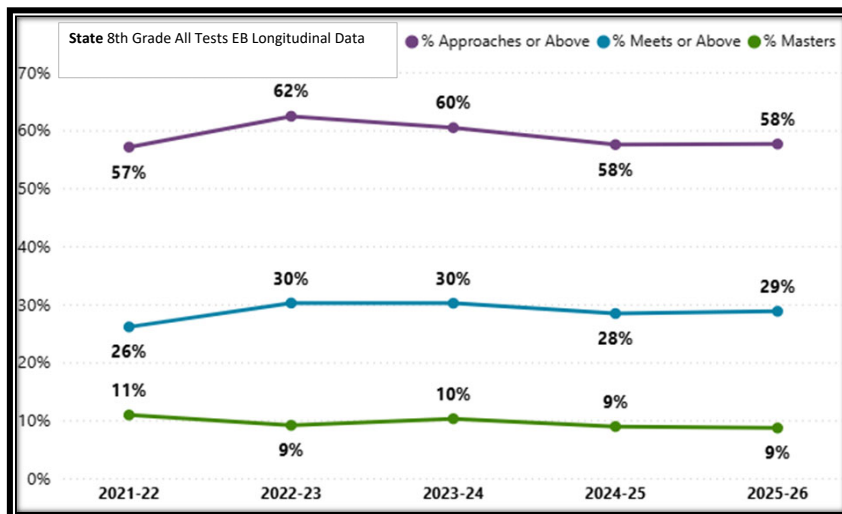
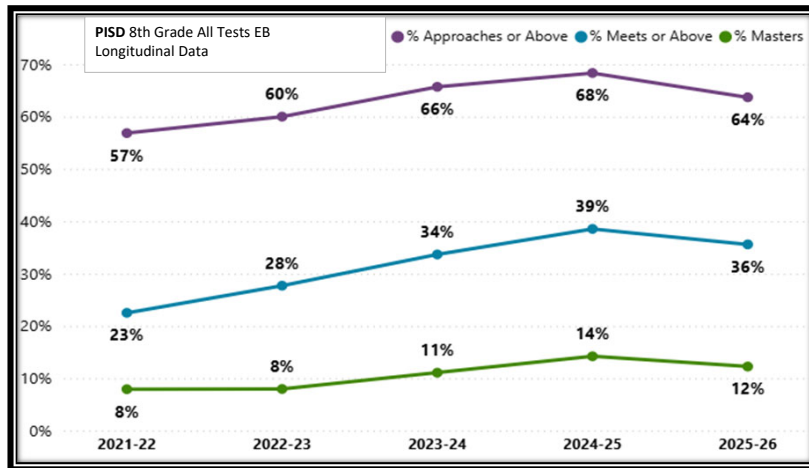
↑ indicates percentage points above the state EB percentage

↓ indicates percentage points below the state EB percentage



Group, Subject & Grade Level	# of Students Tested	# of Students Approaches Grade Level or Above	% Approaches Grade Level or Above	# of Students Meets Grade Level or Above	% Meets Grade Level or Above	# of Students Masters Grade Level	% Masters Grade Level
All EBs Reading/Language Arts 8th	867	630	75% (↑7)	330	39% (↑5)	90	11% (↑2)
Non-EBs Reading/Language Arts 8th	1840	1511	83%	1020	56%	492	27%
ESL Pull Out EBs Reading/Language Arts 8th	827	532	65%	221	27%	38	5%
All Two-Way Dual Language Students (EBs + Non-EBs) Reading/Language Arts 8th	74		96%				
All Students Reading/Language Arts 8th	3242	2561	79%	1656	51%	752	23%
All EBs Mathematics 8th	1077	845	78% (↑10)	563	52% (↑15)	209	19% (↑8)
Non-EBs Mathematics 8th	1810	1378	77%	914	51%	246	14%
ESL Pull Out EBs Mathematics 8th	851	577	68%	307	36%	58	7%
All Two-Way Dual Language Students (EBs + Non-EBs) Mathematics 8th	74		95%				
All Students Mathematics 8th	3283	2749	84%	2078	63%	914	28%
All EBs Science 8th	866	597	69% (↑11)	363	42% (↑11)	133	15% (↑5)
Non-EBs Science 8th	1847	1427	78%	1020	56%	208	28%
ESL Pull Out EBs Science 8th	826	481	58%	256	31%	83	10%
All Two-Way Dual Language Students (EBs + Non-EBs) Science 8th	70		91%				
All Students Science 8th	2463	1915	78%	1392	57%	686	28%
All EBs Social Studies 8th	865	373	43% (↑10)	149	17% (↑7)	56	6% (↑2)
Non-EBs Social Studies 8th	1844	1012	55%	512	28%	235	13%
ESL Pull Out EBs Social Studies 8th	825	263	32%	85	10%	34	4%
All Two-Way Dual Language Students (EBs + Non-EBs) Social Studies 8th			80%				
All Students Social Studies 8th	2460	1389	56%	725	29%	332	13%

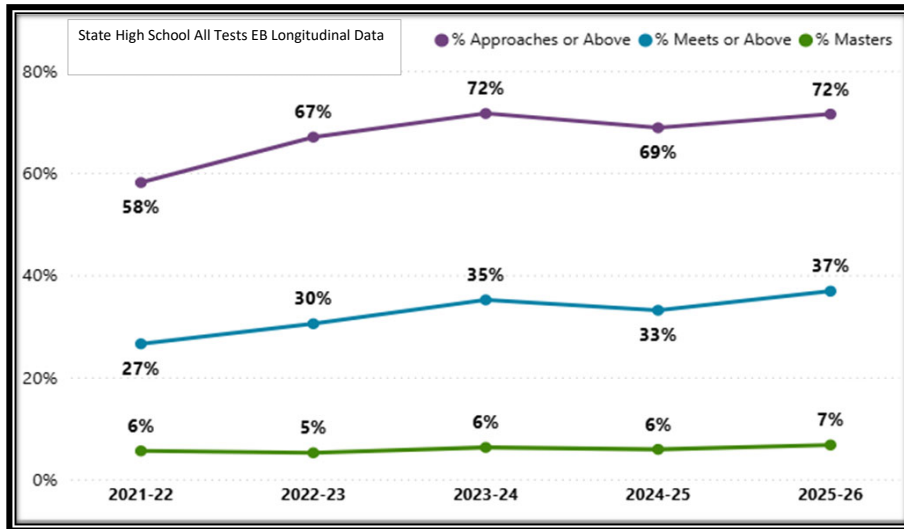
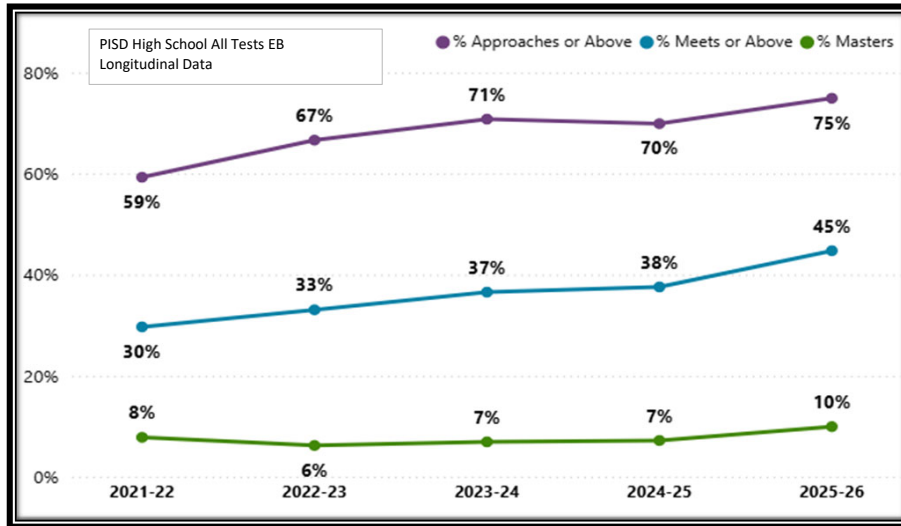
↑ indicates percentage points above the state EB percentage



Group, Subject & Grade Level	# of Students Tested	# of Students Approaches Grade Level or Above	% Approaches Grade Level or Above	# of Students Meets Grade Level or Above	% Meets Grade Level or Above	# of Students Masters Grade Level	% Masters Grade Level
All EBs English 1 EOC 9th	1066	755	71% (↑7)	485	45% (↑7)	31	3% (↑1)
All EBs Algebra 1 EOC 9th	1168	994	85% (↑6)	636	55% (↑20)	217	18% (↑7)
All EBs Biology EOC 9th,10th	1087	1015	93% (↑3)	663	61% (↑12)	217	20% (↑8)
Biology EOC TWDL Students			98%				
All EBs English 2 EOC 10th	1184	694	59% (↑0)	417	35% (↑1)	8	1% (↑0)
All EBs US History EOC 11th	753	673	89% (↑1)	375	50% (↑2)	129	17% (↑3)
All Students English 1 EOC 9th	2781	2794	79%	1670	60%	261	9%
All Students Algebra 1 EOC 9th	1948	1683	86%	1112	57%	385	20%
All Students Biology EOC 9th	2813	2657	94%	1974	70%	885	31%
All Students English 2 EOC 10th	3220	2337	73%	1773	55%	171	5%
All Students US History EOC 11th	2918	2749	94%	2087	72%	1053	36%

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Appendix B

2025-2026 Pasadena ISD TELPAS Scores

	0326 TELPAS Grade 12	0326 TELPAS Grade 11	0326 TELPAS Grade 10	0326 TELPAS Grade 8	0326 TELPAS Grade 9	0326 TELPAS Grade 7	0326 TELPAS Grade 6	0326 TELPAS Grade 5	0326 TELPAS Grade 4	0326 TELPAS Grade 3	0326 TELPAS Grade 2	0326 TELPAS Grade 1	0326 TELPAS Kinder- garten
All Students													
Total Students	895	1011	1267	1171	1476	1158	1030	1207	1291	1247	1221	1308	1182
Date Taken	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26
Beginning	9.94%	9.20%	10.73%	5.47%	7.38%	8.64%	8.25%	11.43%	14.48%	17.08%	30.14%	50.76%	72%
Intermediate	50.61%	39.76%	45.54%	37.15%	39.57%	37.82%	39.61%	40.43%	40.36%	47.07%	52.66%	35.70%	19.46%
Advanced	28.38%	36.89%	32.20%	44.58%	37.13%	43.26%	43.40%	39.44%	38.34%	31.44%	15.23%	8.56%	4.57%
Advanced High	5.92%	9.50%	8.45%	12.55%	12.53%	9.84%	8.45%	8.45%	6.58%	4.09%	1.72%	4.89%	3.81%
Lower/Same Level	78.95%	74.97%	77.37%	71.37%	74.75%	73.66%	73.86%	73.91%	72.13%	58.07%	62.43%	66.61%	0%
1 Level Higher	20.02%	23.81%	21.48%	27.50%	24.03%	25.36%	25.05%	24.98%	26.67%	40.28%	34.96%	30.34%	100%
2 Levels Higher	1.02%	1.11%	1.15%	1.14%	1.15%	0.99%	1.09%	0.94%	1.19%	1.65%	2.44%	2.97%	0%
3 Levels Higher	0%	0.10%	0%	0%	0.07%	0%	0%	0.17%	0%	0%	0.17%	0.08%	0%

<u>Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Instructors</u>	<u>Active Enrollments</u>
Fiesta de Fluidez: ¡Diviértete y aprende a mejorar la fluidez de sonidos de letras, sílabas y palabras!	10/6/2025 4:00:00 PM	10/6/2025 5:00:00 PM	S. Munoz Villarreal, M. Palacios, J. Rios	12
[ES ELAR] Making STAAR review FUN and Effective!	3/4/2026 4:00:00 PM	3/4/2026 5:00:00 PM	P. Infante, S. Smith	6
[ES LAR] Mapping Literacy Learning: Understanding the Continuum in Action	2/24/2026 4:00:00 PM	2/24/2026 5:00:00 PM	B. Booker, M. Palacios, M. Tristan	9
[ES Math] Elementary Math Mini-Conference	6/12/2026 8:30:00 AM	6/12/2026 3:30:00 PM	S. Contreras, C. Garcia, N. Jimenez, L. Roberts	167
[ES PK] PK3 26-27 Curriculum Overview	6/11/2026 8:00:00 AM	6/11/2026 3:30:00 PM	J. Rios, A. Siller	31
[ES PK] PK3 Pilot Training for Teachers	4/23/2026 12:00:00 PM	4/23/2026 3:30:00 PM	J. Rios, A. Siller	7
[ES PK] PK4 26-27 Curriculum Overview	6/5/2026 8:00:00 AM	6/5/2026 3:30:00 PM	J. Rios, A. Siller	72
[ES RLA] Authentic "Response to Reading"	2/25/2026 4:00:00 PM	2/25/2026 5:00:00 PM	P. Infante, S. Smith	10
[ES RLA] From Data to Action: mCLASS Growth: From Report to Response	1/28/2026 4:00:00 PM	1/28/2026 5:00:00 PM	B. Booker, M. Palacios	43
[ES RLA] Planning with AI: Targeted Supports Aligned to TEKS	3/4/2026 4:00:00 PM	3/4/2026 5:00:00 PM	B. Booker, M. Palacios, W. Thornhill	15
[ES RLA] Tracking Growth: Effective Progress Monitoring in the K-2 Language Arts Classroom	1/21/2026 4:00:00 PM	1/21/2026 5:00:00 PM	B. Booker, M. Palacios	43
[ES RLA] Using AI to create supplemental RLA Resources	2/3/2026 4:00:00 PM	2/3/2026 5:00:00 PM	P. Infante, S. Smith, W. Thornhill	0
[ES SLAR] ¡Revisar y pulir! Parte 1: ¡Añadiendo, reemplazando, eliminando!	1/12/2026 4:00:00 PM	1/12/2026 5:00:00 PM	E. Garcilazo, P. Infante	3
[ES SLAR] ¡Revisar y pulir! Parte 2: combinar y reorganizar	1/27/2026 4:00:00 PM	1/27/2026 5:00:00 PM	E. Garcilazo, P. Infante	1
[ES SLAR] Estructuras de los textos (Tercero y cuarto)	1/20/2026 4:00:00 PM	1/20/2026 5:00:00 PM	P. Infante	0
[GT] Update: Charting the AP Course Part 4	2/24/2026 2:45:00 PM	2/24/2026 3:45:00 PM	C. Puente, E. Rieck	25
[ML RLA] Duos, Trios, and Talk Time: Grouping for Language Growth	2/10/2026 4:00:00 PM	2/10/2026 5:00:00 PM	M. Palacios, M. Tristan	18
[ML RLA] Two-Way Dual Language Focus 3-4	3/19/2026 8:00:00 AM	3/19/2026 3:30:00 PM	P. Infante, M. Palacios	25
[ML RLA] Two-Way Dual Language Focus K-2	3/18/2026 8:00:00 AM	3/18/2026 3:30:00 PM	P. Infante, M. Palacios	36
[ML SLAR] Workstations for the K-2 SLAR Classroom	2/3/2026 4:00:00 PM	2/3/2026 5:00:00 PM	E. Garcilazo, M. Palacios, M. Tristan	26
[ML WL] Autentico Refresher: Assessment	10/29/2025 4:00:00 PM	10/29/2025 5:00:00 PM	C. Puente	3
[ML WL] Autentico Refresher: Authentic Resources	10/8/2025 4:00:00 PM	10/8/2025 5:00:00 PM	C. Puente	5
[ML] Building Better Writers: Scaffolding Writing in Every Class	6/8/2026 8:00:00 AM	6/8/2026 3:30:00 PM	M. Palacios, C. Puente, S. Saavedra	23
[ML] Building Better Writers: Scaffolding Writing in Every Class	6/18/2026 8:00:00 AM	6/18/2026 3:30:00 PM	C. Puente, S. Saavedra	16
[ML] Content Based Language Instruction (CBLI) Training - TWO DAY COURSE	2/21/2026 8:00:00 AM	2/28/2026 3:30:00 PM	H. Benites, D. Birch Merillas, G. Ediger, R. Estrada, A. Morgan, A. Noyes, C. Puente, S. Saavedra	21
[ML] Content Based Language Instruction (CBLI) Training - TWO DAY COURSE	6/2/2026 8:00:00 AM	6/3/2026 3:30:00 PM	H. Benites, D. Birch Merillas, R. Estrada, A. Morgan, A. Noyes, G. Ortiz, C. Puente, S. Saavedra	28
[ML] Preparation for the BTLPT Day 1 (Two Day Training- June 23 & 24)	6/23/2026 8:00:00 AM	6/23/2026 3:30:00 PM	P. Infante, C. Puente, S. Saavedra	9
[ML] Preparation for the BTLPT Day 2 (Two-Day Training- June 23 & 24)	6/24/2026 8:00:00 AM	6/24/2026 3:30:00 PM	P. Infante, C. Puente, S. Saavedra	10
[ML] Small Moves Big Gains	6/25/2026 8:00:00 AM	6/25/2026 3:30:00 PM	C. Puente, S. Saavedra	11
[ML] Spring 2026 ESL Institute Day 1 (3 DAY COURSE)	1/27/2026 8:00:00 AM	1/27/2026 3:30:00 PM	J. Frinsco, R. Merchan, C. Puente, S. Saavedra	38
[ML] Spring 2026 ESL Institute Day 2 (3 DAY COURSE)	1/29/2026 8:00:00 AM	1/29/2026 3:30:00 PM	J. Frinsco, R. Merchan, C. Puente, S. Saavedra	37
[ML] Spring 2026 ESL Institute Day 3 (3 DAY COURSE)	1/31/2026 8:00:00 AM	1/31/2026 3:30:00 PM	J. Frinsco, C. Puente, S. Saavedra	38
[ML] Summer 2026 ESL Institute Day 1 (3 Day Course)	6/10/2026 8:00:00 AM	6/10/2026 3:30:00 PM	D. Birch Merillas, R. Estrada, J. Frinsco, C. Puente, S. Saavedra	33
[ML] Summer 2026 ESL Institute Day 2 (3 Day Course)	6/11/2026 8:00:00 AM	6/11/2026 3:30:00 PM	D. Birch Merillas, R. Estrada, J. Frinsco, C. Puente, S. Saavedra	33
[ML] Summer 2026 ESL Institute Day 3 (3 Day Course)	6/12/2026 8:00:00 AM	6/12/2026 3:30:00 PM	D. Birch Merillas, R. Estrada, J. Frinsco, C. Puente, S. Saavedra	34
[ML] Unlocking Language Growth: An Overview of the New ELPS for Teachers	6/2/2026 8:00:00 AM	6/2/2026 3:30:00 PM	P. Infante, M. Palacios, C. Puente, J. Rios, S. Saavedra	32
[ML] Unlocking Language Growth: An Overview of the New ELPS for Teachers	6/25/2026 8:00:00 AM	6/25/2026 3:30:00 PM	P. Infante, M. Palacios, C. Puente, J. Rios, S. Saavedra	26
[RLA ES] Sentence Level Writing	6/18/2026 8:30:00 AM	6/18/2026 11:30:00 AM	P. Infante, S. Smith	41
[RLA ES] Scaffolding Up: Giving Students Access to Complex Text	6/11/2026 8:30:00 AM	6/11/2026 11:30:00 AM	P. Infante, S. Smith	36
[RLA ES] Single Paragraph Outline	6/24/2026 8:30:00 AM	6/24/2026 11:30:00 AM	P. Infante, V. Perez, S. Smith	39
1NW PK Focus TOT	7/29/2025 12:30:00 PM	7/29/2025 3:30:00 PM	J. Rios, A. Siller	1
Assessment Vetting: Kinder - 2nd Grade SLAR	6/17/2026 8:00:00 AM	6/17/2026 3:30:00 PM	M. Palacios	5
Assessment Vetting: Third & Fourth SLAR	6/15/2026 9:00:00 AM	6/15/2026 12:00:00 PM	E. Garcilazo, P. Infante	0
Assessment Vetting: Third & Fourth SLAR	6/15/2026 1:00:00 PM	6/15/2026 4:00:00 PM	E. Garcilazo, P. Infante	2
Assessment Vetting: Third & Fourth SLAR	6/25/2026 9:00:00 AM	6/25/2026 12:00:00 PM	E. Garcilazo, P. Infante	4
Assessment Vetting: Third & Fourth SLAR	6/25/2026 1:00:00 PM	6/25/2026 4:00:00 PM	E. Garcilazo, P. Infante	2
Behavior Tools for Elementary Paraprofessionals	9/22/2025 7:30:00 AM	9/22/2025 9:00:00 AM	Merchan	108
Behavior Tools for Elementary Paraprofessionals	9/22/2025 9:30:00 AM	9/22/2025 11:00:00 AM	Merchan	133
Behavior Tools for Elementary Paraprofessionals	9/22/2025 12:00:00 PM	9/22/2025 1:30:00 PM	Merchan	146
Behavior Tools for Elementary Paraprofessionals	9/22/2025 2:00:00 PM	9/22/2025 3:30:00 PM	Merchan	134
BOY LPAC for Administrators (Elementary & Middle School) OPTION 1	8/7/2025 12:30:00 PM	8/7/2025 3:30:00 PM	A. Martin, R. Merchan, S. Saavedra	21
BOY LPAC for Administrators (Elementary & Middle School) OPTION 2	8/21/2025 8:00:00 AM	8/21/2025 11:00:00 AM	A. Martin, R. Merchan, S. Saavedra	27
BOY LPAC for Administrators (Intermediate & High School) OPTION 1	8/7/2025 8:00:00 AM	8/7/2025 11:00:00 AM	A. Martin, R. Merchan, S. Saavedra	7
BOY Master List Clerk- Elementary and Middle School OPTION 1	8/8/2025 12:30:00 PM	8/8/2025 3:30:00 PM	M. Garza, A. Martin, R. Merchan, M. Miranda, Y. Miranda, S. Saavedra	24
BOY Master List Clerk- Elementary and Middle School OPTION 2	8/11/2025 8:00:00 AM	8/11/2025 11:00:00 AM	M. Garza, A. Martin, R. Merchan, M. Miranda, Y. Miranda, S. Saavedra	24
BOY Master List Clerk-Intermediate and High School	8/8/2025 8:00:00 AM	8/8/2025 11:00:00 AM	M. Garza, A. Martin, R. Merchan, M. Miranda, Y. Miranda, S. Saavedra	16
Building Better Writers	6/30/2025 8:30:00 AM	6/30/2025 3:30:00 PM	A. Martin, R. Merchan, C. Puente, S. Saavedra	60
Content Based Language Instruction (De Zavala)	8/11/2025 8:00:00 AM	8/11/2025 3:30:00 PM	C. Puente	44
Content Based Language Instruction (Milstead)	8/5/2025 8:00:00 AM	8/12/2025 3:30:00 PM	C. Puente	51
Content Based Language Instruction for Paraprofessionals	9/9/2025 8:40:00 AM	9/9/2025 10:40:00 AM	C. Puente	9
Content Based Language Instruction Training (Formerly SIOP Training) - TWO DAY COURSE	7/29/2025 8:30:00 AM	7/30/2025 3:30:00 PM	H. Benites, G. Ediger, R. Estrada, R. Merchan, A. Morgan, A. Noyes, C. Puente, S. Saavedra	38
Content Based Language Instruction Training (Formerly SIOP Training) - TWO DAY COURSE	9/24/2025 8:00:00 AM	10/1/2025 3:30:00 PM	H. Benites, D. Birch Merillas, G. Ediger, R. Estrada, A. Morgan, A. Noyes, C. Puente	45
Dual Language Institute- Day 1	7/22/2025 8:30:00 AM	7/22/2025 3:30:00 PM	C. Jano Defez, A. Martin, R. Merchan, M. Palacios, S. Saavedra	38
Dual Language Institute- Day 2	7/23/2025 8:30:00 AM	7/23/2025 3:30:00 PM	C. Jano Defez, A. Martin, R. Merchan, M. Palacios, S. Saavedra	34
DWSD [ES 3rd and 4th Conference]	2/16/2026 8:00:00 AM	2/16/2026 3:30:00 PM	T. Brown, S. Contreras, A. Cortez, R. Estrada, R. Fountain, C. Garcia, K. Gibson, P. Infante, C. Leach, J. Morton, T. Powell, S. Smith	397
DWSD [Math ES] Grades K-2 Group A	2/16/2026 12:30:00 PM	2/16/2026 3:30:00 PM	S. Contreras, C. Garcia	66
DWSD [Math ES] Grades K-2 Group B	2/16/2026 12:30:00 PM	2/16/2026 3:30:00 PM	S. Contreras, C. Garcia	70
DWSD [Math ES] Grades K-2 Group C	2/16/2026 12:30:00 PM	2/16/2026 3:30:00 PM	S. Contreras, C. Garcia	67

DWSD [Math ES] Grades K-2 Group D	2/16/2026 12:30:00 PM	2/16/2026 3:30:00 PM	S. Contreras, C. Garcia	65
DWSD [Math ES] Grades K-2 Group E	2/16/2026 12:30:00 PM	2/16/2026 3:30:00 PM	S. Contreras, C. Garcia	73
DWSD [Math ES] Grades K-2 Group F	2/16/2026 12:30:00 PM	2/16/2026 3:30:00 PM	S. Contreras, C. Garcia	58
DWSD [ML RLA]	2/16/2026 8:00:00 AM	2/16/2026 11:00:00 AM	D. Chapa Sanchez, B. Cox, E. Garcilazo, J. Guerrero, E. Guzman, I. Harris, C. Herrera, J. Ibarra, G. Moreno, S. Munoz Villarreal, M. Palacios, G. Segura	162
DWSD [PK ES]	2/16/2026 8:00:00 AM	2/16/2026 3:30:00 PM	J. Rios, A. Siller	116
Effective Math Coaching Practices (Year 1 Math Coaches)	7/28/2025 8:30:00 AM	7/28/2025 11:30:00 AM	S. Contreras, C. Garcia	10
Effective Teaching Practices (ETP) in Bilingual/ESL Education	7/24/2025 8:30:00 AM	7/24/2025 11:30:00 AM	A. Martin, R. Merchan, S. Saavedra	9
Elementary (OTHER) Instructional, Support Facilitation, BRT, etc.				
Paraprofessional Training: Behavioral Tools for Paraprofessionals (Conscious Disciplina)	11/3/2025 8:00:00 AM	11/3/2025 11:00:00 AM	K. Isaguirre, A. Khalil, R. Merchan	162
Elementary Bilingual Paraprofessional Training: Behavioral Tools for Paraprofessionals (Conscious Discipline)	11/3/2025 8:00:00 AM	11/3/2025 11:00:00 AM	K. Isaguirre, A. Khalil, R. Merchan	107
Elementary Language Arts and Reading Campus Coach Meeting 2025-2026	8/29/2025 8:00:00 AM	8/29/2025 3:30:00 PM	B. Booker, M. Palacios, J. Rios, S. Smith	46
Elementary Language Arts and Reading Campus Coach Meeting 2025-2026	9/26/2025 8:00:00 AM	9/26/2025 3:30:00 PM	B. Booker, M. Palacios, J. Rios, S. Smith	42
Elementary Language Arts and Reading Campus Coach Meeting 2025-2026	10/24/2025 8:00:00 AM	10/24/2025 3:30:00 PM	B. Booker, M. Palacios, J. Rios, S. Smith	39
Elementary Language Arts and Reading Campus Coach Meeting 2025-2026	12/5/2025 8:00:00 AM	12/5/2025 3:00:00 PM	B. Booker, M. Palacios, J. Rios, S. Smith	41
Elementary Language Arts and Reading Campus Coach Meeting 2025-2026	1/23/2026 8:00:00 AM	1/23/2026 3:30:00 PM	B. Booker, P. Infante, M. Palacios, J. Rios, S. Smith	48
Elementary Language Arts and Reading Campus Coach Meeting 2025-2026	2/27/2026 8:00:00 AM	2/27/2026 3:30:00 PM	B. Booker, P. Infante, M. Palacios, J. Rios, S. Smith	37
Elementary Language Arts and Reading Campus Coach Meeting 2025-2026	5/8/2026 8:00:00 AM	5/8/2026 3:30:00 PM	B. Booker, P. Infante, M. Palacios, J. Rios, S. Smith	44
Elementary Math Focus-1 TOT (Coaches)	7/28/2025 12:30:00 PM	7/28/2025 3:30:00 PM	S. Contreras, C. Garcia	39
Elementary SLAR 1NW Focus TOT K-2	7/29/2025 12:30:00 PM	7/29/2025 3:30:00 PM	E. Garcilazo, M. Palacios, M. Tristan	10
Elementary Title I Paraprofessional Training: Behavioral Tools for Paraprofessionals (Conscious Discipline)	11/3/2025 8:00:00 AM	11/3/2025 11:00:00 AM	K. Isaguirre, A. Khalil, R. Merchan	144
Ellevations Modules	12/1/2025 8:00:00 PM	12/1/2025 11:00:00 PM	C. Puente, S. Saavedra	88
EOY LPAC Administrator Training- Elementary & Middle Schools	4/20/2026 12:30:00 PM	4/20/2026 3:30:00 PM	R. Merchan, C. Puente, S. Saavedra	31
EOY LPAC Administrator Training- Elementary & Middle Schools	4/27/2026 8:00:00 AM	4/27/2026 11:00:00 AM	R. Merchan, C. Puente, S. Saavedra	18
EOY LPAC Administrator Training- Intermediate & High Schools	4/20/2026 8:00:00 AM	4/20/2026 11:00:00 AM	R. Merchan, C. Puente, S. Saavedra	14
EOY LPAC Administrator Training- Intermediate & High Schools	4/27/2026 12:30:00 PM	4/27/2026 3:30:00 PM	R. Merchan, C. Puente, S. Saavedra	10
ES Math Essential Standards: Grade 1 (Asynchronous Self-Paced Course)	5/16/2026 8:00:00 AM	5/16/2026 3:30:00 PM	S. Contreras, C. Garcia, N. Jimenez, L. Roberts	9
ES Math Essential Standards: Grade 2 (Asynchronous Self-Paced Course)	5/16/2026 8:00:00 AM	5/16/2026 3:30:00 PM	S. Contreras, C. Garcia, N. Jimenez, L. Roberts	14
ES Math Essential Standards: Grade 3 (Asynchronous Self-Paced Course)	5/16/2026 8:00:00 AM	5/16/2026 3:30:00 PM	S. Contreras, C. Garcia, N. Jimenez, L. Roberts	3
ES Math Essential Standards: Grade 4 (Asynchronous Self-Paced Course)	5/16/2026 8:00:00 AM	5/16/2026 3:30:00 PM	S. Contreras, C. Garcia, N. Jimenez, L. Roberts	10
ES Math Essential Standards: Kindergarten (Asynchronous Self-Paced Course)	5/16/2026 8:00:00 AM	5/16/2026 3:30:00 PM	S. Contreras, C. Garcia, N. Jimenez, L. Roberts	5
ESOL PLC	8/7/2025 8:00:00 AM	8/7/2025 3:30:00 PM	H. Benites, D. Birch Merillas, G. Ediger, R. Estrada, A. Morgan, A. Noyes, C. Puente	9
ESOL PLC	9/22/2025 8:00:00 AM	9/22/2025 11:00:00 AM	H. Benites, D. Birch Merillas, G. Ediger, R. Estrada, A. Morgan, A. Noyes, C. Puente	13
ESOL PLC	12/3/2025 8:00:00 AM	12/3/2025 3:30:00 PM	H. Benites, D. Birch Merillas, G. Ediger, R. Estrada, A. Morgan, A. Noyes, C. Puente	19
ESOL PLC	1/28/2026 8:00:00 AM	1/28/2026 3:30:00 PM	H. Benites, D. Birch Merillas, G. Ediger, R. Estrada, A. Morgan, A. Noyes, C. Puente	14
ESOL PLC	4/23/2026 8:00:00 AM	4/23/2026 3:30:00 PM	Morgan, A. Noyes, C. Puente	11
ETP & Foundational Courses ELAR (K-1)	10/6/2025 8:00:00 AM	10/6/2025 11:00:00 AM	B. Booker, M. Palacios	29
ETP & Foundational Courses SLAR (K-2)	7/28/2025 8:00:00 AM	7/28/2025 3:30:00 PM	E. Garcilazo, M. Palacios, M. Tristan	12
ETP: Grade 1 Mathematics	10/6/2025 12:30:00 PM	10/6/2025 3:30:00 PM	S. Contreras, C. Garcia	11
ETP: Grade 2 Mathematics	10/6/2025 8:00:00 AM	10/6/2025 11:00:00 AM	S. Contreras, C. Garcia	18
ETP: Grade 3 Mathematics	10/23/2025 8:00:00 AM	10/23/2025 11:00:00 AM	S. Contreras, C. Garcia	12
ETP: Grade 4 Mathematics	10/23/2025 8:00:00 AM	10/23/2025 11:00:00 AM	S. Contreras, C. Garcia	7
ETP: Kindergarten Mathematics	10/6/2025 12:30:00 PM	10/6/2025 3:30:00 PM	S. Contreras, C. Garcia	19
ETP: Mathematics Grades 3-4 (moved grade band)	7/29/2025 12:30:00 PM	7/29/2025 3:30:00 PM	S. Contreras, C. Garcia, N. Jimenez, L. Roberts	11
ETP: Mathematics Grades 3-4 (new to PISD & 1st year teachers)	7/29/2025 12:30:00 PM	7/29/2025 3:30:00 PM	S. Contreras, C. Garcia, N. Jimenez, L. Roberts	11
ETP: Mathematics Grades K-2 (moved grade band)	7/29/2025 8:30:00 AM	7/29/2025 11:30:00 AM	S. Contreras, C. Garcia, N. Jimenez, L. Roberts	17
ETP: Mathematics Grades K-2 (new to PISD & 1st year teachers)	7/29/2025 8:30:00 AM	7/29/2025 11:30:00 AM	S. Contreras, C. Garcia, N. Jimenez, L. Roberts	16
Fall 2025 ESL Institute Day 1 (Three Day Training Sept. 30th, Oct. 2nd, & 4th)	9/30/2025 8:00:00 AM	9/30/2025 3:30:00 PM	J. Frinsco, R. Merchan, C. Puente, S. Saavedra	22
Fall 2025 ESL Institute Day 2 (Three Day Training Sept. 30th, Oct. 2nd, & 4th)	10/2/2025 8:00:00 AM	10/2/2025 3:30:00 PM	J. Frinsco, R. Merchan, C. Puente, S. Saavedra	22
Fall 2025 ESL Institute Day 3 (Three Day Training Sept. 30th, Oct. 2nd, & 4th)	10/4/2025 8:30:00 AM	10/4/2025 3:30:00 PM	J. Frinsco, R. Merchan, C. Puente, S. Saavedra	20
Focus #1 Math: Grade 1 Group A	8/6/2025 12:30:00 PM	8/6/2025 3:30:00 PM	S. Contreras, C. Daumas, C. Garcia	35
Focus #1 Math: Grade 1 Group B	8/6/2025 12:30:00 PM	8/6/2025 3:30:00 PM	S. Contreras, C. Garcia, K. Rieck, E. Rodriguez	30
Focus #1 Math: Grade 1 Group C	8/6/2025 12:30:00 PM	8/6/2025 3:30:00 PM	S. Contreras, E. De Lano, C. Garcia, K. Mobley	35
Focus #1 Math: Grade 1 Group D	8/6/2025 12:30:00 PM	8/6/2025 3:30:00 PM	S. Contreras, C. Garcia, E. Wyman	33
Focus #1 Math: Grade 1 Group E	8/6/2025 12:30:00 PM	8/6/2025 3:30:00 PM	S. Contreras, J. Cruz, C. Garcia	24
Focus #1 Math: Grade 2 Group A	8/6/2025 12:30:00 PM	8/6/2025 3:30:00 PM	S. Contreras, C. Garcia, M. Gonzalez, T. Lee	37
Focus #1 Math: Grade 2 Group B	8/6/2025 12:30:00 PM	8/6/2025 3:30:00 PM	S. Contreras, C. Garcia, J. Ochoa, S. Vela	34
Focus #1 Math: Grade 2 Group C	8/6/2025 12:30:00 PM	8/6/2025 3:30:00 PM	S. Contreras, C. Garcia, M. Hille, M. Ward	38
Focus #1 Math: Grade 2 Group D	8/6/2025 12:30:00 PM	8/6/2025 3:30:00 PM	Y. Alaniz, S. Contreras, C. Garcia	27
Focus #1 Math: Grade 3 Group A	8/6/2025 12:30:00 PM	8/6/2025 3:30:00 PM	S. Contreras, C. Garcia, S. Hall, S. McDuff	39
Focus #1 Math: Grade 3 Group B	8/6/2025 12:30:00 PM	8/6/2025 3:30:00 PM	S. Contreras, C. Garcia, D. Herrera, A. Lam	36
Focus #1 Math: Grade 3 Group C	8/6/2025 12:30:00 PM	8/6/2025 3:30:00 PM	S. Contreras, C. Garcia, M. Gonzalez	25
Focus #1 Math: Grade 3 Group D	8/6/2025 12:30:00 PM	8/6/2025 3:30:00 PM	S. Contreras, R. Franco, C. Garcia	23
Focus #1 Math: Grade 4 Group A	8/6/2025 12:30:00 PM	8/6/2025 3:30:00 PM	S. Contreras, C. Garcia, R. Robles, J. Short	35
Focus #1 Math: Grade 4 Group B	8/6/2025 12:30:00 PM	8/6/2025 3:30:00 PM	S. Contreras, C. Garcia, P. Infante	35
Focus #1 Math: Grade 4 Group C	8/6/2025 12:30:00 PM	8/6/2025 3:30:00 PM	S. Contreras, C. Garcia, N. Simpson	18
Focus #1 Math: Grade 4 Group D	8/6/2025 12:30:00 PM	8/6/2025 3:30:00 PM	S. Contreras, C. Garcia, C. Garza	26
Focus #1 Math: Kindergarten Group A	8/6/2025 12:30:00 PM	8/6/2025 3:30:00 PM	S. Contreras, L. Estrada, C. Garcia, B. Mullen	28

Focus #1 Math: Kindergarten Group B	8/6/2025 12:30:00 PM	8/6/2025 3:30:00 PM	B. Ballard, S. Contreras, C. Garcia, R. Rodriguez	34
Focus #1 Math: Kindergarten Group C	8/6/2025 12:30:00 PM	8/6/2025 3:30:00 PM	S. Contreras, C. Garcia, J. Garza	32
Focus #1 Math: Kindergarten Group D	8/6/2025 12:30:00 PM	8/6/2025 3:30:00 PM	S. Contreras, M. Felts, C. Garcia	41
Focus #1 Math: Kindergarten Group E	8/6/2025 12:30:00 PM	8/6/2025 3:30:00 PM	S. Contreras, C. Garcia, C. Hernandez	21
Focus #2 Math: Grade 1 Group A	11/3/2025 8:00:00 AM	11/3/2025 11:00:00 AM	Mobley	70
Focus #2 Math: Grade 1 Group B	11/3/2025 8:00:00 AM	11/3/2025 11:00:00 AM	S. Contreras, K. Friend, C. Garcia, C. Hernandez, N. Simpson, E. Wyman	71
Focus #2 Math: Grade 2 Group A	11/3/2025 8:00:00 AM	11/3/2025 11:00:00 AM	S. Contreras, C. Garcia, M. Hille-Woodin, J. Ochoa, S. Vela, M. Ward	66
Focus #2 Math: Grade 2 Group B	11/3/2025 8:00:00 AM	11/3/2025 11:00:00 AM	B. Ballard, S. Contreras, C. Garcia, M. Gonzalez, T. Lee, K. Rieck	62
Focus #2 Math: Grade 3 & Grade 4 Group A	11/3/2025 8:00:00 AM	11/3/2025 11:00:00 AM	S. Contreras, J. Cruz, C. Garcia, S. Hall, S. McDuff, E. Rodriguez	68
Focus #2 Math: Grade 3 & Grade 4 Group B	11/3/2025 8:00:00 AM	11/3/2025 11:00:00 AM	Y. Alaniz, S. Contreras, C. Daumas, C. Garcia, M. Gonzalez	64
Focus #2 Math: Grade 3 & Grade 4 Group C	11/3/2025 8:00:00 AM	11/3/2025 11:00:00 AM	S. Contreras, C. Garcia, C. Garza, R. Robles, J. Short	67
Focus #2 Math: Kindergarten Group A	11/3/2025 8:00:00 AM	11/3/2025 11:00:00 AM	S. Contreras, M. Felts, C. Garcia, E. Gomez, B. Mullen, R. Rodriguez	66
Focus #2 Math: Kindergarten Group B	11/3/2025 8:00:00 AM	11/3/2025 11:00:00 AM	S. Contreras, C. Garcia, J. Garza, S. Gonzalez, D. Herrera, A. Lam	79
Focus for Pre-Kindergarten - 1st & 2nd 9 Weeks	8/6/2025 8:00:00 AM	8/6/2025 3:30:00 PM	J. Rios, A. Siller	131
Focus for Pre-Kindergarten - 2nd & 3rd 9 Weeks	11/3/2025 8:00:00 AM	11/3/2025 3:30:00 PM	J. Rios, A. Siller	116
Gr.3 Focus on Biliteracy Instruction OWDL 2NW	10/16/2025 8:00:00 AM	10/16/2025 3:30:00 PM	P. Infante, R. Merchan, M. Palacios, C. Puente, S. Saavedra	25
Gr.3 Focus on Biliteracy Instruction OWDL 3NW	12/4/2025 8:00:00 AM	12/4/2025 3:30:00 PM	P. Infante, R. Merchan, M. Palacios, C. Puente, S. Saavedra	40
Gr.3 Focus on Biliteracy Instruction OWDL 4NW	2/24/2026 8:00:00 AM	2/24/2026 3:30:00 PM	P. Infante, R. Merchan, M. Palacios, C. Puente, S. Saavedra	29
High School LPAC Administrator and Master List Clerk December Tester Training 2025	10/20/2025 8:00:00 AM	10/20/2025 11:00:00 AM	R. Merchan, M. Miranda, Y. Miranda, C. Puente, S. Saavedra	12
High School LPAC Administrator and Master List Clerk December Tester Training 2025- Option 2	10/20/2025 12:30:00 PM	10/20/2025 3:00:00 PM	R. Merchan, M. Miranda, Y. Miranda, C. Puente, S. Saavedra	5
Language is at the Heart of Learning: The New ELPS for Administrators	4/22/2026 2:00:00 PM	4/22/2026 4:00:00 PM	M. Palacios, C. Puente, S. Saavedra	21
Las maravillas de Maravillas	9/3/2025 4:00:00 PM	9/3/2025 5:00:00 PM	E. Garcilazo, G. Moreno, M. Palacios	16
Lectura al Alcance: Aprovechando los Libros Decodificables de Just Right Readers	10/29/2025 3:35:00 PM	10/29/2025 4:35:00 PM	E. Garcilazo, M. Palacios	3
Little Writers, Big Ideas: Building Strong Foundations in K-2 Writing	10/21/2025 3:35:00 PM	10/21/2025 4:35:00 PM	B. Booker, M. Palacios	14
LPAC for Monitoring Progress of Reclassified Students Training-IElementary & Middle Schools -Virtual	10/8/2025 9:30:00 AM	10/8/2025 10:30:00 AM	R. Merchan, M. Miranda, Y. Miranda, F. Osorio, C. Puente, S. Saavedra	15
LPAC for Monitoring Progress of Reclassified Students Training-IElementary & Middle Schools -Virtual	10/8/2025 1:30:00 PM	10/8/2025 2:30:00 PM	R. Merchan, M. Miranda, Y. Miranda, F. Osorio, C. Puente, S. Saavedra	19
LPAC for Monitoring Progress of Reclassified Students Training-IElementary & Middle Schools -Virtual	10/7/2025 9:30:00 AM	10/7/2025 10:30:00 AM	R. Merchan, M. Miranda, Y. Miranda, F. Osorio, C. Puente, S. Saavedra	0
LPAC for Monitoring Progress of Reclassified Students Training-IElementary & Middle Schools -Virtual	10/7/2025 1:30:00 PM	10/7/2025 2:30:00 PM	R. Merchan, M. Miranda, Y. Miranda, F. Osorio, C. Puente, S. Saavedra	0
LPAC for Monitoring Progress of Reclassified Students Training-Intermediate & High Schools -Virtual	9/17/2025 9:00:00 AM	9/17/2025 10:00:00 AM	R. Merchan, M. Miranda, Y. Miranda, F. Osorio, S. Saavedra	5
LPAC for Monitoring Progress of Reclassified Students Training-Intermediate & High Schools -Virtual Option 2	9/17/2025 1:00:00 PM	9/17/2025 2:00:00 PM	R. Merchan, M. Miranda, Y. Miranda, F. Osorio, S. Saavedra	6
LPAC for Monitoring Progress of Reclassified Students Training-Intermediate & High Schools -Virtual Option 3	9/19/2025 9:00:00 AM	9/19/2025 10:00:00 AM	R. Merchan, M. Miranda, Y. Miranda, F. Osorio, S. Saavedra	0
LPAC for Monitoring Progress of Reclassified Students Training-Intermediate & High Schools -Virtual Option 4	9/19/2025 1:00:00 PM	9/19/2025 2:00:00 PM	R. Merchan, M. Miranda, Y. Miranda, F. Osorio, S. Saavedra	0
Mango Refresher Training [Virtual]	8/28/2025 4:50:00 PM	8/28/2025 5:50:00 PM	R. Merchan, S. Saavedra	11
Master List Clerk EOY Training - Elementary & Middle Schools	4/23/2026 12:30:00 PM	4/23/2026 3:30:00 PM	R. Merchan, M. Miranda, Y. Miranda, F. Osorio, C. Puente, S. Saavedra	0
Master List Clerk EOY Training - Elementary & Middle Schools	4/21/2026 12:30:00 PM	4/21/2026 3:30:00 PM	R. Merchan, M. Miranda, Y. Miranda, F. Osorio, C. Puente, S. Saavedra	20
Master List Clerk EOY Training - Intermediate & High Schools	4/23/2026 8:00:00 AM	4/23/2026 11:00:00 AM	R. Merchan, M. Miranda, Y. Miranda, F. Osorio, C. Puente, S. Saavedra	16
Master List Clerk MOY Training - Elementary & Middle School	1/12/2026 10:00:00 AM	1/12/2026 11:30:00 AM	R. Merchan, M. Miranda, Y. Miranda, F. Osorio, C. Puente, S. Saavedra	26
Master List Clerk MOY Training - Elementary & Middle School	1/12/2026 1:00:00 PM	1/12/2026 2:30:00 PM	R. Merchan, M. Miranda, Y. Miranda, F. Osorio, C. Puente, S. Saavedra	18
Master List Clerk MOY Training - Intermediate & High School	1/12/2026 8:00:00 AM	1/12/2026 9:30:00 AM	R. Merchan, M. Miranda, Y. Miranda, F. Osorio, C. Puente, S. Saavedra	14
Master List Clerk Training: Elementary and Middle School MLCs - 2025	11/5/2025 12:30:00 PM	11/5/2025 3:30:00 PM	R. Merchan, M. Miranda, Y. Miranda, C. Puente, S. Saavedra	20
Master List Clerk Training: Elementary and Middle School MLCs - 2025	11/6/2025 8:00:00 AM	11/6/2025 11:00:00 AM	R. Merchan, M. Miranda, Y. Miranda, C. Puente, S. Saavedra	22
Master List Clerk Training: Intermediate and High School MLCs -2025	11/5/2025 8:00:00 AM	11/5/2025 11:00:00 AM	R. Merchan, M. Miranda, Y. Miranda, C. Puente, S. Saavedra	12
Mathematics Tier 1 Small Group Instruction (Bush ES)	7/30/2025 8:30:00 AM	7/30/2025 11:30:00 AM	Y. Alaniz, S. Contreras, C. Garcia	13
Middle and Intermediate (OTHER) ESL, Instructional, Support Facilitation, BRT, ect. Paraprofessional Training: Behavioral Tools for Paraprofessionals	11/3/2025 12:30:00 PM	11/3/2025 3:30:00 PM	K. Isaguirre, A. Khalil, R. Merchan	75
Middle and Intermediate Title I Paraprofessional Training: Behavioral Tools for Paraprofessionals (Conscious Discipline)	11/3/2025 12:30:00 PM	11/3/2025 3:30:00 PM	K. Isaguirre, A. Khalil, R. Merchan	45
Middle Schools Transition Process Overview	4/8/2026 10:00:00 AM	4/8/2026 11:30:00 AM	R. Merchan, M. Miranda, Y. Miranda, F. Osorio, C. Puente, S. Saavedra	10
Middle Schools Transition Process Overview	4/8/2026 10:00:00 AM	4/8/2026 11:30:00 AM	R. Merchan, M. Miranda, Y. Miranda, F. Osorio, C. Puente, S. Saavedra	11
Modeling Mastery: Delivering PD Through the Lens of Effective Instruction for HS Humanities	10/21/2025 3:05:00 PM	10/21/2025 5:05:00 PM	D. Labauve, C. Puente, S. Spitzer	6
MOY LPAC Administrator Training-Elementary & Middle Schools	1/8/2026 8:00:00 AM	1/8/2026 11:00:00 AM	R. Merchan, M. Miranda, Y. Miranda, F. Osorio, S. Saavedra	16
MOY LPAC Administrator Training-Elementary & Middle Schools	1/9/2026 12:30:00 PM	1/9/2026 3:30:00 PM	R. Merchan, M. Miranda, Y. Miranda, F. Osorio, S. Saavedra	36
MOY LPAC Administrator Training-Elementary & Middle Schools	1/8/2026 8:00:00 AM	1/8/2026 11:00:00 AM	R. Merchan, M. Miranda, Y. Miranda, F. Osorio, S. Saavedra	50
MOY LPAC Administrator Training-Elementary & Middle Schools	1/9/2026 12:30:00 PM	1/9/2026 3:30:00 PM	R. Merchan, M. Miranda, Y. Miranda, F. Osorio, S. Saavedra	50
MOY LPAC Administrator Training-Intermediate & High Schools	1/8/2026 12:30:00 PM	1/8/2026 3:30:00 PM	R. Merchan, M. Miranda, Y. Miranda, F. Osorio, S. Saavedra	16
MOY LPAC Administrator Training-Intermediate & High Schools	1/9/2026 8:00:00 AM	1/9/2026 11:00:00 AM	A. Martin, R. Merchan, M. Miranda, Y. Miranda, S. Saavedra	11

MOY LPAC Administrator Training-Intermediate & High Schools	1/8/2026 12:30:00 PM	1/8/2026 3:30:00 PM	R. Merchan, M. Miranda, Y. Miranda, F. Osorio, S. Saavedra	20
MOY LPAC Administrator Training-Intermediate & High Schools	1/9/2026 8:00:00 AM	1/9/2026 11:00:00 AM	A. Martin, R. Merchan, M. Miranda, Y. Miranda, S. Saavedra	20
NEW LPAC Administrator Training	7/30/2025 8:00:00 AM	7/30/2025 3:30:00 PM	A. Martin, R. Merchan, S. Saavedra	4
NEW LPAC Administrator Training	8/19/2025 8:00:00 AM	8/19/2025 3:30:00 PM	A. Martin, R. Merchan, S. Saavedra	8
New Master List Clerk EOY Training	4/21/2026 8:00:00 AM	4/21/2026 11:00:00 AM	R. Merchan, M. Miranda, Y. Miranda, F. Osorio, C. Puente, S. Saavedra	18
New Master List Clerk EOY Training	4/21/2026 8:00:00 AM	4/21/2026 11:00:00 AM	R. Merchan, M. Miranda, Y. Miranda, F. Osorio, C. Puente, S. Saavedra	18
New Master List Clerk Onboarding Training-REQUIRED	8/4/2025 8:00:00 AM	8/4/2025 3:30:00 PM	M. Garza, A. Martin, R. Merchan, M. Miranda, Y. Miranda, S. Saavedra	13
New Master List Clerk Onboarding Training-REQUIRED	8/4/2025 8:00:00 AM	8/4/2025 3:30:00 PM	M. Garza, A. Martin, R. Merchan, M. Miranda, Y. Miranda, S. Saavedra	20
NEW Teacher CBLI (Formerly ETP SIOP)	8/26/2025 8:00:00 AM	8/26/2025 3:30:00 PM	H. Benites, D. Birch Merillas, G. Ediger, R. Estrada, A. Morgan, A. Noyes, C. Puente	16
New Teachers - Grade 2 - ETP LAR	10/6/2025 12:30:00 PM	10/6/2025 3:30:00 PM	B. Booker, M. Palacios	14
New Teachers Pre-K ETP - Mathematics and Science	10/22/2025 8:00:00 AM	10/22/2025 3:30:00 PM	J. Rios, A. Siller	19
New Teachers Pre-K ETP - Reading and Mathematics	1/27/2026 8:00:00 AM	1/27/2026 3:30:00 PM	J. Rios, A. Siller	22
New Teachers Pre-K ETP - Reading and Social Studies	9/24/2025 8:00:00 AM	9/24/2025 3:30:00 PM	J. Rios, A. Siller	23
New Teachers: ETP LAR 3rd/4th	10/23/2025 12:30:00 PM	10/23/2025 3:30:00 PM	P. Infante, S. Smith	26
One Way Dual Language (OWDL) Grade 3 Math	8/26/2025 3:35:00 PM	8/26/2025 4:35:00 PM	S. Contreras, C. Garcia	6
One Way Dual Language (OWDL) K-2 Math	8/26/2025 3:35:00 PM	8/26/2025 4:35:00 PM	S. Contreras, C. Garcia	2
One Way Dual Language Session 1: Fourth Grade	11/13/2025 8:00:00 AM	11/13/2025 3:30:00 PM	R. Merchan, M. Palacios, S. Saavedra	47
One Way Dual Language Session 2: Fourth Grade	2/17/2026 8:00:00 AM	2/17/2026 3:30:00 PM	R. Merchan, M. Palacios, S. Saavedra	49
One Way Dual Language Session 3: Fourth Grade	5/6/2026 8:00:00 AM	5/6/2026 3:30:00 PM	P. Infante, R. Merchan, M. Palacios, S. Saavedra	38
OPTIONAL: 1NW Focus for Pre-K Paras Option #1	8/7/2025 9:00:00 AM	8/7/2025 10:30:00 PM	J. Rios	88
OPTIONAL: 1NW Focus for Pre-K Paras Option #2	8/7/2025 1:00:00 PM	8/7/2025 2:30:00 PM	J. Rios	15
Pathway to TEKS Mastery: Addition & Subtraction with Regrouping	9/10/2025 4:00:00 PM	9/10/2025 5:00:00 PM	S. Contreras, C. Garcia, N. Jimenez, L. Roberts	4
Pathway to TEKS Mastery: Addition and Subtraction	10/8/2025 4:00:00 PM	10/8/2025 5:00:00 PM	S. Contreras, C. Garcia, N. Jimenez, L. Roberts	2
Pathway to TEKS Mastery: Addition Strategies and Word Problems	9/10/2025 4:00:00 PM	9/10/2025 5:00:00 PM	S. Contreras, C. Garcia, N. Jimenez, L. Roberts	2
Pathway to TEKS Mastery: Compare & Order Numbers	9/10/2025 4:00:00 PM	9/10/2025 5:00:00 PM	S. Contreras, C. Garcia, N. Jimenez, L. Roberts	2
Pathway to TEKS Mastery: Multiplication	10/8/2025 4:00:00 PM	10/8/2025 5:00:00 PM	S. Contreras, C. Garcia, N. Jimenez, L. Roberts	7
Pathway to TEKS Mastery: Number Concepts	9/10/2025 4:00:00 PM	9/10/2025 5:00:00 PM	S. Contreras, C. Garcia, N. Jimenez, L. Roberts	3
Pathway to TEKS Mastery: Subtraction Strategies and Word Problems	10/8/2025 4:00:00 PM	10/8/2025 5:00:00 PM	S. Contreras, C. Garcia, N. Jimenez, L. Roberts	6
Pathway to TEKS Mastery: Pathway to TEKS Mastery: Addition with/without Regrouping	10/8/2025 4:00:00 PM	10/8/2025 5:00:00 PM	S. Contreras, C. Garcia, N. Jimenez, L. Roberts	6
PISD Humanities Conference Fall 2025 - High School AM	8/6/2025 8:00:00 AM	8/6/2025 11:00:00 AM	R. Allen, D. Labauve, C. Puente, S. Spitzer	310
PISD Humanities Conference Fall 2025 - High School AM	11/3/2025 8:00:00 AM	11/3/2025 11:00:00 AM	R. Allen, D. Labauve, C. Puente, S. Spitzer	246
PISD Humanities Conference Fall 2025 - High School PM	8/6/2025 12:30:00 PM	8/6/2025 3:30:00 PM	R. Allen, D. Labauve, C. Puente, S. Spitzer	204
PISD Humanities Conference Fall 2025 - High School PM	11/3/2025 12:30:00 PM	11/3/2025 3:30:00 PM	R. Allen, D. Labauve, C. Puente, S. Spitzer	229
PISD Humanities Conference Spring 2026 - High School AM	2/16/2026 8:00:00 AM	2/16/2026 11:00:00 AM	R. Allen, D. Labauve, C. Puente, S. Spitzer	280
PISD Humanities Conference Spring 2026 - High School PM	2/16/2026 12:30:00 PM	2/16/2026 3:30:00 PM	R. Allen, D. Labauve, C. Puente, S. Spitzer	200
PK Enrollment Outreach Day	2/28/2026 8:30:00 AM	2/28/2026 11:30:00 AM	J. Rios, A. Siller	25
PK New Teachers - ETP Classroom Structures for Success	7/23/2025 8:00:00 AM	7/23/2025 3:30:00 PM	J. Rios, A. Siller	20
PK New Teachers - ETP Reading, Writing, Math, Science & Social Studies	7/28/2025 8:00:00 AM	7/28/2025 3:30:00 PM	J. Rios, A. Siller	18
PK/K BIL Summer School Teacher Training	5/22/2026 1:00:00 PM	5/22/2026 2:00:00 PM	J. Rios	8
Pre-K - Building Strong Foundations: Implementing Sound Walls and Silabas	9/10/2025 4:00:00 PM	9/10/2025 5:30:00 PM	J. Rios, A. Siller	37
Pre-K - Building Strong Foundations: Implementing Sound Walls and Silabas	8/21/2025 8:00:00 AM	8/21/2025 11:00:00 AM	J. Rios, A. Siller	0
Pre-K - Data-Driven from the Start: Literacy	11/5/2025 4:00:00 PM	11/5/2025 5:30:00 PM	J. Rios, A. Siller	12
Pre-K - Data-Driven from the Start: Math	10/22/2025 4:00:00 PM	10/22/2025 5:30:00 PM	J. Rios, A. Siller	24
Pre-K - Diving Into One-Way Dual Language	9/24/2025 4:00:00 PM	9/24/2025 5:30:00 PM	J. Rios, A. Siller	9
Pre-K - Foundations First: Tier 1 Strategies for Literacy and Math	10/9/2025 4:00:00 PM	10/9/2025 5:30:00 PM	J. Rios, A. Siller	15
Preparation for the BTLPT Day 1 (Two Day Training- Sept. 25 & 27)	9/25/2025 8:00:00 AM	9/25/2025 3:30:00 PM	A. Martin, R. Merchan, S. Saavedra	7
Preparation for the BTLPT Day 2 (Two Day Training- Sept. 25 & 27))	9/27/2025 8:00:00 AM	9/27/2025 3:30:00 PM	A. Martin, R. Merchan, S. Saavedra	5
Small Moves Big Gains	6/9/2026 8:00:00 AM	6/9/2026 3:30:00 PM	C. Puente, S. Saavedra	29
Spanish Language Arts Grade 1 – 1NW Focus PD (Gardens, Kruse, Morales, Pomeroy, Red Bluff, Richey, Williams, South Shaver, LF Smith, B	8/6/2025 8:00:00 AM	8/6/2025 11:00:00 AM	B. Cox, E. Garcilazo, G. Moreno, M. Palacios, M. Tristan	37
Spanish Language Arts Grade 1 – 1NW Focus PD (McMasters, Parks, Mae Smythe, Fisher, Golden Acres, Jensen, Turner, Teague, Young, Pearl	8/6/2025 8:00:00 AM	8/6/2025 11:00:00 AM	E. Garcilazo, I. Harris, C. Herrera, M. Palacios, M. Tristan	30
Spanish Language Arts Grade 1 – Fall Focus PD	11/3/2025 12:30:00 PM	11/3/2025 3:30:00 PM	E. Garcilazo, I. Harris, M. Palacios, M. Tristan	54
Spanish Language Arts Grade 2 – 1NW Focus PD (Gardens, Kruse, Morales, Pomeroy, Red Bluff, Richey, Williams, South Shaver, LF Smith, B	8/6/2025 8:00:00 AM	8/6/2025 11:00:00 AM	E. Garcilazo, E. Guzman, M. Palacios, M. Tristan	32
Spanish Language Arts Grade 2 – 1NW Focus PD (McMasters, Parks, Mae Smythe, Fisher, Golden Acres, Jensen, Turner, Teague, Young, Pearl	8/6/2025 8:00:00 AM	8/6/2025 11:00:00 AM	D. Chapa Sanchez, E. Garcilazo, J. Ibarra, M. Palacios, M. Tristan	21
Spanish Language Arts Grade 2 – Fall Focus PD	11/3/2025 12:30:00 PM	11/3/2025 3:30:00 PM	D. Chapa Sanchez, E. Garcilazo, J. Ibarra, M. Palacios, M. Tristan	53
Spanish Language Arts Grade 3- Fall Focus PD (Gardens, Kruse, Morales, Pomeroy, Red Bluff, Richey, Williams, South Shaver, LF Smith, Bailey, Bush, Mea	11/3/2025 12:30:00 PM	11/3/2025 3:30:00 PM	A. Garcia, E. Garcilazo, P. Infante	25
Spanish Language Arts Grade 3- Fall Focus PD (McMasters, Parks, Mae Smythe, Fisher, Golden Acres, Jensen, Turner, Teague, Young, Pearl Hall, South Hou	11/3/2025 12:30:00 PM	11/3/2025 3:30:00 PM	E. Garcilazo, P. Infante, Y. Valdez	21
Spanish Language Arts Grade 4- Fall Focus PD (Only the Bilingual & Dual Language Teachers)	11/3/2025 12:30:00 PM	11/3/2025 3:30:00 PM	A. Castillo, E. Garcilazo, P. Infante	9
Spanish Language Arts Grade K – 1NW Focus PD (Gardens, Kruse, Morales, Pomeroy, Red Bluff, Richey, Williams, South Shaver, LF Smith, B	8/6/2025 8:00:00 AM	8/6/2025 11:00:00 AM	E. Garcilazo, M. Palacios, M. Tristan	31
Spanish Language Arts Grade K – 1NW Focus PD (McMasters, Parks, Mae Smythe, Fisher, Golden Acres, Jensen, Turner, Teague, Young, Pearl	8/6/2025 8:00:00 AM	8/6/2025 11:00:00 AM	E. Garcilazo, S. Munoz Villarreal, M. Palacios, M. Tristan	26
Spanish Language Arts Grade K – Fall Focus PD	11/3/2025 12:30:00 PM	11/3/2025 3:30:00 PM	Tristan	58
Summit K12: Connect to Literacy-Implementation for Teachers & Coaches- A practice Telpas Software	9/4/2025 8:00:00 AM	9/4/2025 11:30:00 AM	A. Martin, R. Merchan, C. Puente, S. Saavedra	29
Summit K12: Connect to Literacy-Implementation for Teachers & Coaches- A practice Telpas Software	8/27/2025 8:00:00 AM	8/27/2025 11:00:00 AM	A. Martin, R. Merchan, S. Saavedra	29
Summit K12: Connect to Literacy-Implementation for Teachers & Coaches- A practice Telpas Software	8/27/2025 12:30:00 PM	8/27/2025 3:30:00 PM	A. Martin, R. Merchan, S. Saavedra	29
Summit K12: Connect to Literacy-Implementation for Teachers- A practice Telpas Software	9/4/2025 12:30:00 PM	9/4/2025 3:30:00 PM	A. Martin, R. Merchan, C. Puente, S. Saavedra	35
Tapia Professional Development Camp (Rice University)	6/28/2026 8:00:00 AM	7/3/2026 11:00:00 AM	C. Puente, S. Saavedra	1

Tracking Growth: Effective Progress Monitoring in the K–2 Language Arts Classroom	10/1/2025 4:00:00 PM	10/1/2025 5:00:00 PM	B. Booker, M. Palacios	17
Two Way Dual Language Focus (Fall)	11/11/2025 8:00:00 AM	11/11/2025 3:00:00 PM	P. Infante, M. Palacios	61
Two Way Dual Language Focus (K-4) 1NW	7/24/2025 8:00:00 AM	7/24/2025 11:00:00 AM	E. Garcilazo, C. Jano Defez, M. Palacios, M. Tristan	16
Workstations for the K-2 SLAR Classroom--SPANISH	11/19/2025 4:00:00 PM	11/19/2025 5:00:00 PM	E. Garcilazo, M. Palacios	0
				9446