BILINGUAL/ESL EDUCATION PROGRAM REPORT

HARLETON INDEPENDENT SCHOOL DISTRICT

Adapted from Region 13 ESC

ESL / Content-based

An English acquisition program that serves students identified as English learners through English instruction.

Instruction provided by a teacher appropriately certified in ESL, through English language arts and Reading, mathematics, science, and social studies.

The goal of content-based ESL is for English learners to attain full proficiency in English in order to participate equitably in school. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies.

ESL / Pull-out



An English acquisition program that serves students identified as English learners through English instruction.



Instruction provided by an appropriately certified ESL teacher through English language arts and reading.

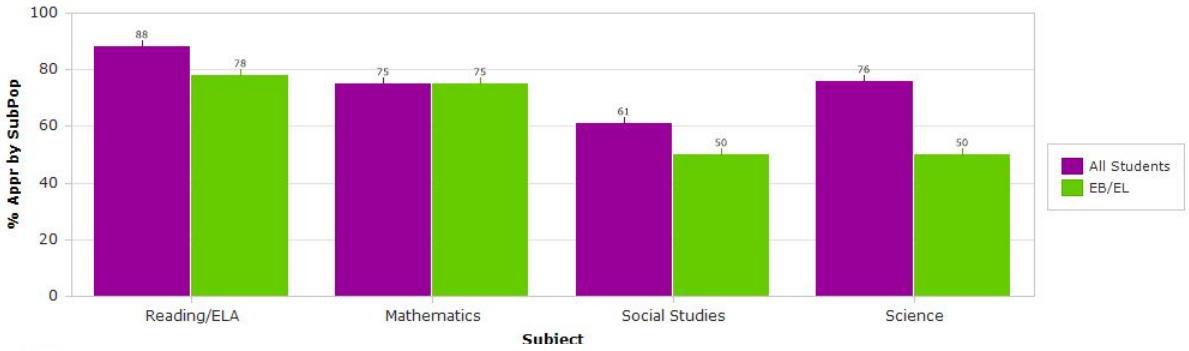


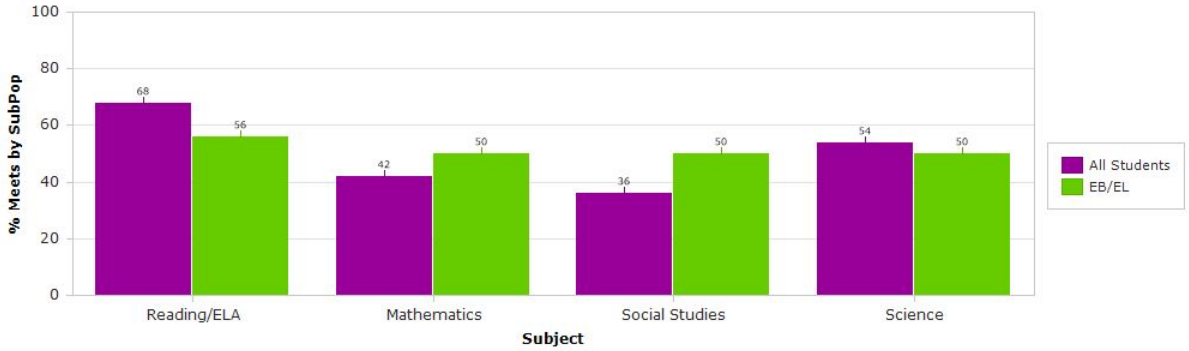
The goal of ESL pull-out is for English learners to attain full proficiency in English in order to participate equitably in school. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

Number of EB Students Enrolled

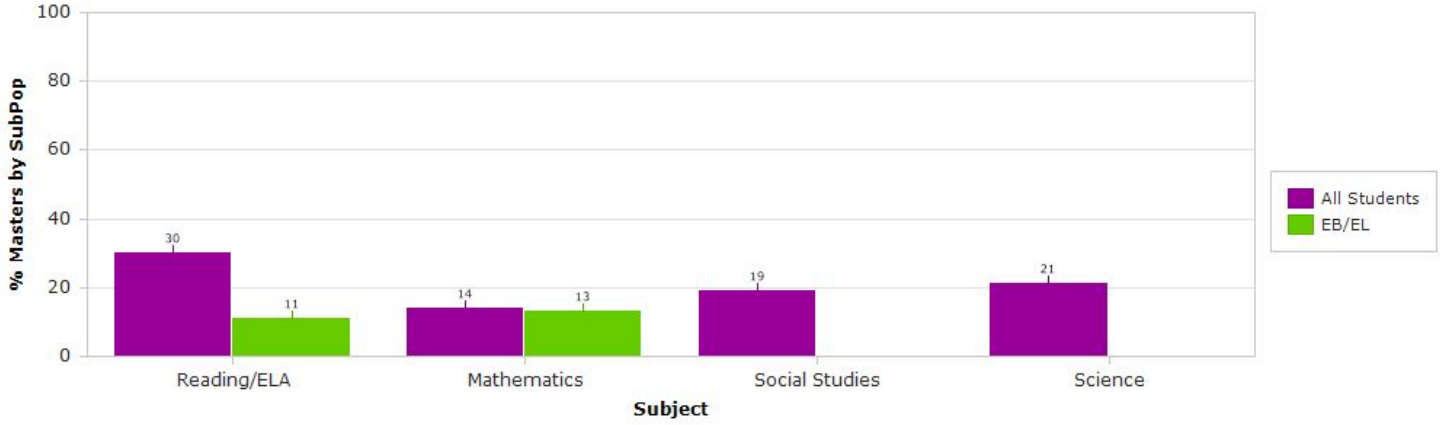
Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
1	1	4	5	0	3	1	1	4	0	3	2	3	2	30

STAAR Results





STAAR Results



TELPAS Results

In accordance with both federal and state law, emergent bilingual students (K-12) are administered the Texas English Language Proficiency Assessment System (TELPAS) test each year. This test evaluates students English proficiency across four language domains:

- Reading
- Listening
- Speaking
- Writing

The district uses these test results to monitor growth and adjust accommodations. This information is also one component used in determining if a student is eligible for reclassification.

District Bilingual/ESL Professional Development 2026-2027

Training	Date	Scope	Teachers	Paras	Relevance/Results
LPAC Framework	August 2026; as needed	Compliance	2	1	Provide guidance in seamless rollout of LPAC Process
English Language Proficiency Standards (ELPS)	September 2026	Instructional	11	0	Provide teachers with easy-to-implement strategies for supporting EB students in all content areas

Results of Comprehensive Professional Development Plan

Training	Date	Scope	Teachers	Paras	Results
LPAC Framework	Ongoing	Compliance	2	1	All campuses completing required LPAC meetings within the timeline and making data driven recommendations
English Language Proficiency Standards (ELPS)	September 2026	Instructional	11	0	Teachers are implementing strategies to increase student success. Non-certified teachers are signing up for and gaining ESL certifications.

Number of Teachers on Exception/Waiver Application

Previous Year

Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
1	0	0	0	1	1	0	0	0	1	0	1	1	1	7

Current Year

Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	1	0	0	1	1	0	1	1	1	6

Number of Teachers on Previous Year's Exception/Waiver Application Who Became Certified

Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
1	1	0	0	0	0	0	0	0	0	0	0	0	0	2

Harleton ISD has applied for an ESL Waiver from TEA for the 2026-2027 school year. Since the waiver application has been submitted, one teacher has obtained certification and several others have scheduled certification tests. This is encouraging progress towards meeting the TEA requirement.