

Uvalde CISD

BILINGUAL PROGRAM EVALUATION 2024-2025



October 20, 2025

Dec 2024 - 2025 Bilingual Program Targets

- Bilingual Advisory Committee
- Created LPAC PLCs
 - ESC 20 Trainings
 - Creating and Auditing Emergent Bilingual Folders
 - Middle of the Year, End of the Year
 - Emergent Bilingual Monitoring and Tracking
 - At-Risk Coding
 - PreLas/Las Links Testing
- Emergent Bilingual Auditing and Coding
- Dual Language Auditing and Coding
- Program and Model Fidelity Implementation
- Tracking Data
 - Spanish high school courses
 - Performance Acknowledgements
 - TELPAS
 - STAAR
- Update the Bilingual Handbook

Emergent Bilingual Student Identification



English Version

Home Language Survey
Commissioner Mike Morath
1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 436-9838 FAX • tea.texas.gov

Student Name: _____ District Name: _____
Student ID#: _____ Campus Name: _____

HOME LANGUAGE SURVEY

19 TAC Chapter 89, Subchapter BB, §89.1215

(Home Language Survey only administered during **initial** enrollment in Texas public schools)

To be completed by Parent or Guardian for students enrolling in Prekindergarten* through grade 8 (or by students in grades 9-12).

* Prekindergarten includes any student enrolling in a 3- or 4-year-old school program.

Part One:

The state of Texas requires that the following information be completed for each student who enrolls in a Texas public school for the first time. It is the responsibility of the parent or guardian, not the school, to provide the language information requested by the questions below.

Dear Parent or Guardian:

Please answer the questions below about the languages your child or family uses. If your responses indicate the use of a language other than English, the school will conduct a language proficiency assessment to determine how well your child communicates in English. This information will be used to determine any appropriate linguistic supports and inform instructional recommendations. If you have questions about the purpose and use of the Home Language Survey, or you would like assistance in completing the form, please contact your school/district personnel.

This survey shall be kept in each student's permanent record folder. A copy of this survey shall follow the student while enrolled in any public or open enrolled charter school in Texas.



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Part Two:

Please answer the questions to the best of your ability.

1. Which languages are used at home? _____
2. Which languages are used by the child at home? _____
3. If the child had a previous home setting, which languages were used? If there was no previous home setting, answer Not Applicable (N/A). _____

☐ By checking this box, I understand a request to correct an error to this Home Language Survey can only happen if:

- 1) my child has not yet been assessed for English proficiency; and
- 2) corrections are made within two calendar weeks of my child's enrollment date.

Note: Please contact your school about the benefits of bilingual education services. The following resources may also provide information on program services that foster bilingualism.

- [Parent/ Guardian Rights](#)
- [Bilingual Education Program](#)
- [Program Information Videos](#)

Please visit the Emergent Bilingual Support Portal (txel.org) for additional information.

Signature of Parent/Guardian _____ Date _____

Signature of Student if Grades 9-12 _____ Date _____

2024-2025

Uvalde Emergent Bilingual Students

435/4032 or **10.7%** of students in UCISD are **Emergent Bilingual**

27 Emergent Bilingual students are receiving Special Education services

9 different languages in UCISD

English
German
Hmong
Italian
Mandarin

Other Language
Pilipino
Portuguese
Russian
Spanish

2025-2026

Uvalde Emergent Bilingual Students

434/3991 or **10.8%** of students in UCISD are **Emergent Bilingual**

28 Emergent Bilingual students are receiving Special Education services

7 different languages in UCISD

English
Hmong
Mandarin
Other Language

Pilipino
Portuguese
Spanish

CAMPUS NUMBERS

Campus	Emergent Bilingual Students 2024-2025	Emergent Bilingual Students 2025-2026
Batesville	5	8
Uvalde Dual Language Academy	175	160
Dalton Elementary	28	39
Legacy Elementary	16	16
Morales Junior High	160	93
Uvalde High School	151	114
Crossroads Academy	2	5

EMERGENT BILINGUAL TELPAS

2024

2025



TELPAS Composite

Grades Tested: **KG, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12**

Tests Taken: **327**

Date Last Taken: **03/28/2024**



Percent	1%	10%	43%	36%	9%
Count	4	32	142	119	30



TELPAS Composite

Grades Tested: **KG, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12**

Tests Taken: **341**

Date Last Taken: **03/28/2025**



Percent	11%	10%	37%	33%	9%
Count	38	33	127	112	31

Performance Levels

- No Rating Available
- Beginning
- Intermediate
- Advanced
- Advanced High

Tests Taken

"Tests Taken" represents the count of the first opportunities taken by students on each test in this test family and for each test reason.

EMERGENT BILINGUAL STAAR DATA

STAAR (Spring)	2024 Approaches	2025 Approaches	2024 Meets	2025 Meets	2024 Masters	2025 Masters
Grade 3 Math	55.5%	38.1%	11%	23.8%	11%	4.7%
Grade 3 Math Spanish	46.1%	100%	30.7%	N/A	0%	N/A
Grade 3 RLA	50%	47.3%	16.6%	15.7%	8.3%	0%
Grade 3 RLA Spanish	30%	66.6%	0%	0%	0%	0%
Grade 4 Math	44.4%	21.4%	8.3%	7.1%	2.7%	0%
Grade 4 Math Spanish	50%	66.6%	25%	33.3%	0%	0%
Grade 4 RLA	59.4%	50%	16.2%	10%	0%	0%
Grade 4 RLA Spanish	33.3%	100%	0%	66.6%	0%	0%
Grade 5 Math	14.2%	13.5%	0%	2.7%	0%	0%
Grade 5 RLA	47.3%	40.5%	21%	13.5%	0%	0%
Grade 5 Science	22.2%	18.9%	0%	0%	0%	0%

EMERGENT BILINGUAL STAAR DATA

STAAR (Spring)	2024 Approaches	2025 Approaches	2024 Meets	2025 Meets	2024 Masters	2025 Masters
Grade 6 Math	51.5%	37.5%	9%	6.2%	3%	0%
Grade 6 RLA	60.6%	67.7%	30.3%	51.6%	9%	9.6%
Grade 7 Math	13.3%	16.6%	3.3%	6.6%	0%	0%
Grade 7 RLA	37.8%	48.5%	16.2%	14.2%	2.7%	0%
Grade 8 Math	42.8%	28.2%	28.5%	10.2%	9.5%	0%
Grade 8 RLA	52.9%	65%	11.7%	27.5%	0%	7.5%
Grade 8 Science	23.5%	50%	5.8%	22.5%	0%	7.5%
Grade 8 Social Studies	23.5%	28.2%	0%	5.1%	0%	2.5%



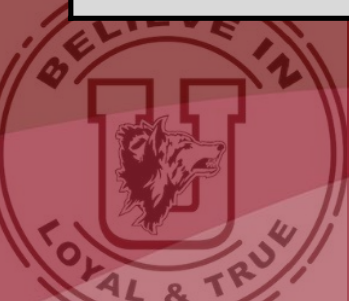
EMERGENT BILINGUAL STAAR DATA

STAAR (Spring)	2024 Approaches	2025 Approaches	2024 Meets	2025 Meets	2024 Masters	2025 Masters
English I	20%	28.1%	10%	9.3%	0%	0%
English II	26.9%	21.4%	7.6%	3.5%	0%	0%
Algebra I	45.8%	60.7%	0%	28.5%	0%	10.7%
Biology	60%	83.3%	8%	66.6%	0%	16.6%
US History	87.5%	89.4%	25%	26.3%	0%	15.7%



2025 LPAC Reclassifications

Campus	TELPAS Advanced High	STAAR RLA Approaches, Meets, Masters
UDLA	13	12
Dalton	1	DNM IOWA
MJH	9	8
UHS	7	5



ESC 20 Training January 30, 2025

MEETING AGENDA

Meeting title: Bilingual/ESL Program Support

Meeting date: Jan. 30, 2025 **Start time:** 8:30 am **End time:** 3:30 pm

Meeting location: Uvalde CISD -High School

Meeting purpose: EB Folder Documentation and LPAC Decision-Making

TIME	DESCRIPTION	NOTES
8:30 - 9:00 am	Welcome & Introductions	
9:00 - 10:30 am	EB Folder Documentation • Review of Required Forms	EB Cumulative Checklist
10:30 - 11:30 am	EB Folder Working Session • Utilize the EB Checklist	Ask LPAC Reps to bring 10 EB Folders to review
11:30 - 12:30 pm	Lunch	
12:30-1:45pm	Continue EB Folder Working Session	
1:45- 2:00 pm	Transition Break	
2:00-3:15 pm	LPAC Decision-Making • Review TEA Guidance • MOY Checklist • O & A	LPAC Decision-Making Process.
3:15 - 3:30 pm	Closing	

- Language Proficiency Assessment Committee Emergent Bilingual Folder Review
 - EB Folder Documentation
 - EB Cumulative Checklist
 - EB Folder Audit
- LPAC Middle of the Year Decision-Making
 - STAAR & TELPAS Assessment & Accommodations

Bilingual Advisory Committee

February 20, 2025 Meeting #1

- Our Committee
 - Who are we?
 - What perspective can you bring to Bilingual Education?
- Purpose
 - What is our purpose?
 - How is our purpose aligned with the district's vision and mission?
- Compliance and Accountability
 - What is required?
 - Federal, State, Local Policy
- Our Program
 - How are we currently serving emergent bilingual students?

February 27, 2025 Meeting #2

- Identification of Emergent Bilingual Students
 - Home Language Survey
 - LAS Links Testing
 - Initial LPAC
- Our Student Data
 - Attendance
 - STAAR
 - TELPAS
- Bilingual Program Mission Statement

March 6, 2025 Meeting #3

- LPAC Member Duties
 - Required Training for LPAC Members
 - LPAC Admin Training (MOY/EOY)
 - CBLI Training
 - Programs
- Resources
- [LPAC Framework-Training Resources](#)
 - [Frequently Asked Questions English Learner Portal-LPAC FAQ](#)

UCISD Dual Language Models



UCISD DUAL LANGUAGE ELEMENTARY MODEL

GRADE	LANGUAGE ARTS		SOCIAL STUDIES	MATH	SCIENCE	SPANISH % Per DAY	ENGLISH % Per DAY
PRE-K 3 & 4 UDLA	RLA (60 mins)	SLAR (60 mins)	SOCIAL STUDIES (35 mins)	MATH (90 mins)	SCIENCE (55 mins)	80% 240 mins	20% 60 mins
KINDER UDLA	RLA (60 mins)	SLAR (75 mins)	SOCIAL STUDIES (30 mins)	MATH (90 mins)	SCIENCE (45 mins)	80% 240 mins	20% 60 mins
1ST UDLA	RLA (60 mins)	SLAR (75 mins)	SOCIAL STUDIES (30 mins)	MATH (60/30-90 mins)	SCIENCE (45 mins)	70% 210 mins	30% 90 mins
2ND UDLA	RLA (60 mins)	SLAR (60 mins)	SOCIAL STUDIES (30 mins)	MATH (90 mins)	SCIENCE (30/30-60 mins)	60% 180 mins	40% 120 mins
3RD UDLA	RLA (60 mins)	SLAR (60 mins)	SOCIAL STUDIES (30 mins)	MATH (90 mins)	SCIENCE (60 mins)	50% 150 mins	50% 150 mins
4TH UDLA	RLA (60 mins)	SLAR (60 mins)	SOCIAL STUDIES (30 mins)	MATH (90 mins)	SCIENCE (60 mins)	50% 150 mins	50% 150 mins
5TH UDLA	RLA (60 mins)	SLAR (60 mins)	SOCIAL STUDIES (30 mins)	MATH (90 mins)	SCIENCE (60 mins)	50% 150 mins	50% 150 mins
6TH UDLA	RLA (60 mins)	Spanish Lit (60 mins)	SOCIAL STUDIES (35 mins)	MATH (90 mins)	SCIENCE (55 mins)	50% 150 mins	50% 150 mins
	Bluebonnet Comprehension Digital	Bluebonnet Foundation Hardcopy	Studies Weekly Consumable/Digital (Eng/Span)	Bluebonnet Consumable/Digital (Eng/Span)	McGraw Hill Digital (Eng/Span)		



UCISD DUAL LANGUAGE SECONDARY MODEL

GRADE	LANGUAGE ARTS	MATH	SCIENCE	SOCIAL STUDIES	LOTE	FINE ARTS	SPANISH % Per DAY	ENGLISH % Per DAY
7TH MJH	RLA (54 mins)	MATH (54 mins)	SCIENCE (54 mins)	SOCIAL ST. (54 mins)	SPANISH II (54 mins)	MARIACHI (54 mins)	40% 151 mins	40%
8TH MJH	RLA (54 mins)	MATH or ALGEBRA (54 mins)	SCIENCE (54 mins)	SOCIAL STUDIES (54 mins)	SPANISH III (54 mins)	MARIACHI (54 mins)	Total of 7 Dual Language Courses	
9TH	ENGLISH I (54 mins)	ALGEBRA GEOMETRY H DL (54 mins)	IPC H DL (54 mins)	W. GEO H DL (54 mins)	SPANISH IV (54 mins)	MARIACHI (54 mins)		
10TH	ENGLISH II (54 mins)	GEOMETRY H DL ALGEBRA II H DL (54 mins)	BIOLOGY (54 mins)	W. HIST H DL (54 mins)	SPANISH V (54 mins)	MARIACHI (54 mins)		
11TH	ENGLISH III (54 mins)	ALGEBRA II H DL MATH-4TH (54 mins)	CHEM H DL (54 mins)	U.S. HISTORY (54 mins)		MARIACHI (54 mins)	Biliteracy Endorsement	
12TH	ENGLISH IV (54 mins)	MATH-4TH (54 mins)	SCIENCE-4TH (54 mins)	GOVERNMENT/ ECONOMICS (54 mins)		MARIACHI (54 mins)		

**ESC 20 Training
March 27, 2025**

LPAC EOY & Reclassification Training

- EB Folder Documentation
- EB Cumulative Checklist
- EB Folder Audit
- LPAC End of the Year
Decision-Making & Reclassification
- Parent Report of Student Progress



Content-Based Language Instruction Training

- Instructional Coaches,
Academic Deans, and LPAC
Administrators

2025-2026 LPAC Trainings



- August 13, 2025
 - LPAC Framework Annual Training
 - LPAC Beginning Of the Year
- September 24-30, 2025
 - LPAC Admin Campus Support & BOY Check-In
- January 16, 2026
 - LPAC Middle of the Year
- March 27, 2026
 - LPAC End of the Year
- April 17, 2026
 - End of School Year Information

2025-2026 Bilingual Program Targets

- Bilingual Coding
- LPAC PLCs
 - Emergent Bilingual Monitoring and Tracking
- Program and Model Fidelity Implementation

Thank You!



LPAC

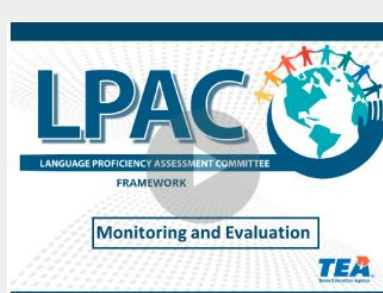
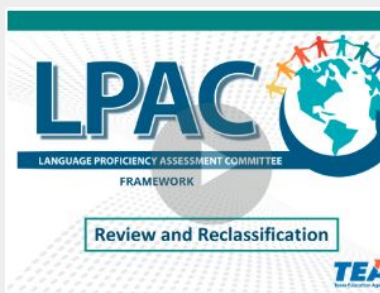
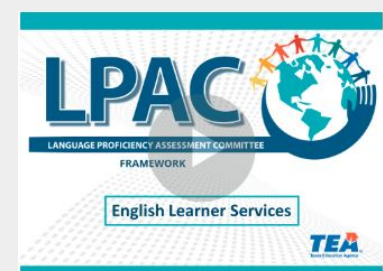
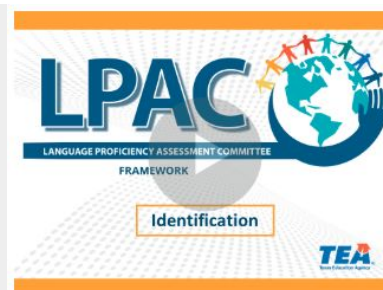
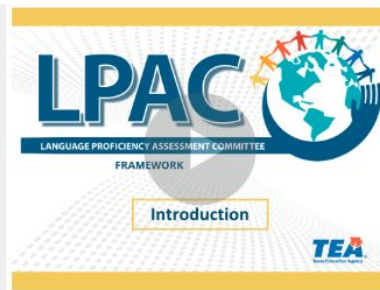


LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE

[LPAC Home](#) [Law & Policy](#) [Training Resources](#) [Parent Resources](#) [Frequently Used Resources](#) [Non-Standardized Forms](#)

[Standardized Letters](#)

LPAC Member and Parent Required Training



2023 & 2024 Emergent Bilingual DATA

TELPAS

TELPAS	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
Beginning	12.50%	33.33%	18.18%	5.13%	8.33%	2.63%
Intermediate	66.67%	61.90%	54.55%	48.72%	27.78%	34.21%
Advanced	16.67%	4.76%	18.18%	41.03%	44.44%	44.74%
Advanced High	0%	0%	4.55%	5.13%	16.67%	18.42%

2023 & 2024 Emergent Bilingual DATA

TELPAS

TELPAS	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Beginning	0%	5.26%	12.50%	0%	0%	100%
Intermediate	37.84%	31.58%	41.67%	52.63%	26.67%	0%
Advanced	54.05%	47.37%	41.67%	47.37%	53.33%	0%
Advanced High	8.11%	15.79%	4.17%	0%	20%	0%

2023-2024 Emergent Bilingual STAAR Data

STAAR	Approaches	Meets	Masters
Grade 3 Reading	33%	17%	17%
Grade 3 Math	67%	33%	17%
Grade 4 Reading	68%	23%	0%
Grade 4 Math	60%	20%	3%
Grade 5 Reading	60%	29%	6%
Grade 5 Math	34%	14%	3%
Grade 5 Science	43%	6%	3%
Grade 6 Reading	65%	38%	14%
Grade 6 Math	57%	11%	3%

2023-2024 Emergent Bilingual STAAR Data

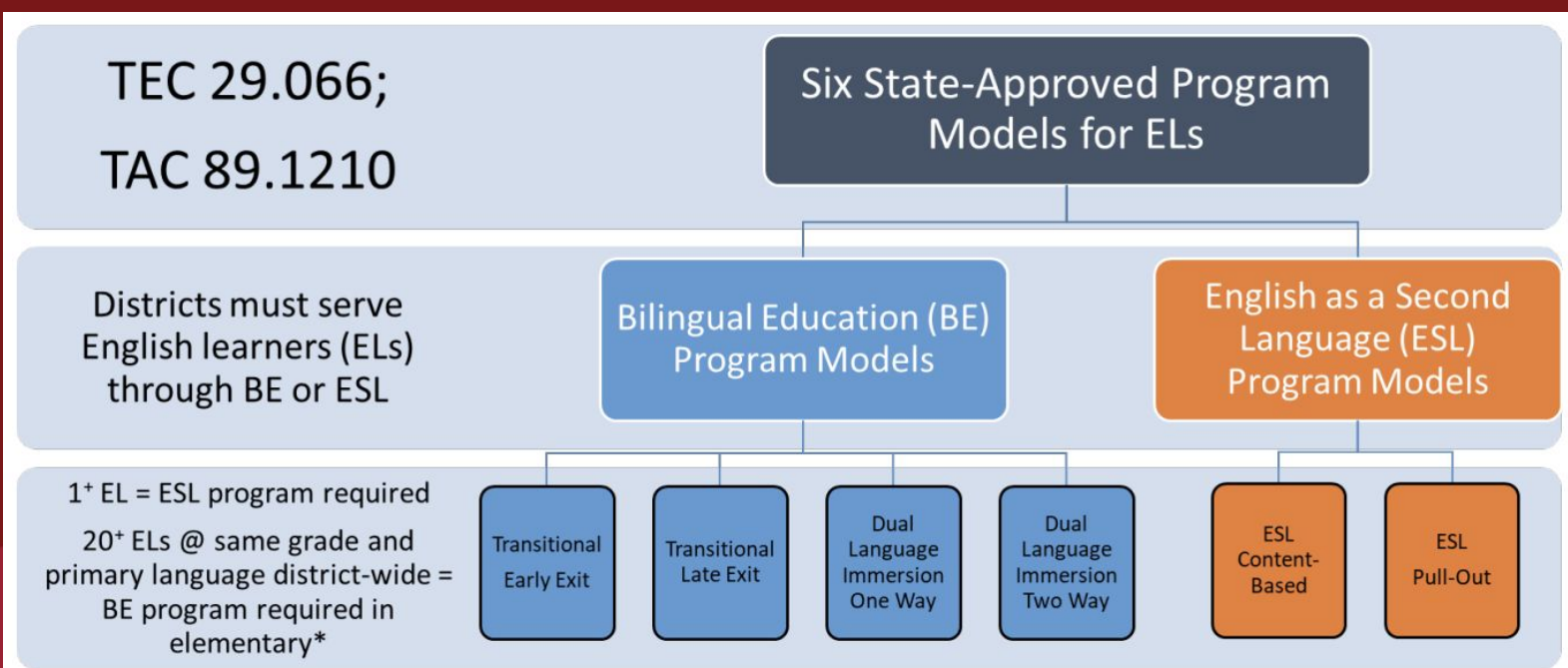
STAAR	Approaches	Meets	Masters
Grade 7 Reading	41%	22%	3%
Grade 7 Math	13%	7%	0%
Grade 8 Reading	60%	20%	10%
Grade 8 Math	43%	26%	9%
Grade 8 Science	30%	10%	5%
Grade 8 Social Studies	30%	0%	0%



2023-2024 Emergent Bilingual STAAR Data

STAAR	Approaches	Meets	Masters
English I	50%	23%	2%
English II	42%	16%	0%
Algebra I	63%	17%	14%
Biology	78%	22%	3%
US History	95%	29%	10%

Required Programs for English Learners



Required Programs for English Learners

TEC, §29.051. STATE POLICY. English is the basic language of this state. Public schools are responsible for providing a full opportunity for all students to become competent in speaking, reading, writing, and comprehending the English language. Large numbers of students in the state come from environments in which the primary language is other than English. Experience has shown that public school classes in which instruction is given only in English are often inadequate for the education of those students. The mastery of basic English language skills is a prerequisite for effective participation in the state's educational program. Bilingual education and special language programs can meet the needs of those students and facilitate their integration into the regular school curriculum. Therefore, in accordance with the policy of the state to ensure equal educational opportunity to every student, and in recognition of the educational needs of emergent bilingual students, this subchapter provides for the establishment of bilingual education and special language programs in the public schools and provides supplemental financial assistance to help school districts meet the extra costs of the programs.

Required Compliance for English Learners



District Handbook



Dual Language Model 80/20 Uvalde CISD 2023-2024



% Per Day

Minutes per Subject per Day

300 minutes of daily instruction

						Spanish	English
Pre-k	INSTRUCTION IN SPANISH 240 40 phonics					80%	20%
	INS. IN ENGLISH 60						
Kinder	SLAR 90 40 phonics	ELAR 60	MATH 75	SCI. 45	S.S. 30	80%	20%
1st	SLAR 100 40 phonics	ELAR 50	MATH 75	SCI. 40	S. S. 35	70%	30%
2nd	SLAR 75 20 phonics	ELAR 75	MATH 75	SCI. 45	S. S. 30	60%	40%
3rd	SLAR 75 20 phonics	ELAR 75	MATH 75	SCI. 45	S.S. 30	50%	50%
4th	SLAR 75 20 phonics	ELAR 75	MATH 75	SCI. 45	S.S. 30	50%	50%
5th	SLAR 75	ELAR 75	MATH 75	SCI. 45	S.S. 30	50%	50%
6th	SLAR 75	ELAR 75	MATH 75	SCI. 45	S.S. 30	50%	50%

SLA= Spanish Language Arts ELD= English Language Development S.S. Social Studies

Language of Instruction:

In Spanish

In English

Draft 6/6/22

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UYALDE
CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

PK - 6th



Dual Language Model– Uvalde CISD Secondary Schools – 2021-2022



Grade	Language Arts		Core Content Courses			Electives & CTE	% per day	
	SLAR	ELAR	Math	Science	Social St		Spanish (at least)	English
6 th	Spanish HS	ELAR 6 th	Math 6 th	Science 6 th	World Cultures	Available per campus	40%	40%
7 th	Sp. Language Pre-AP	ELAR 7 th	Math 7 th	Science 7 th	Texas History	Available per campus	40%	40%
8 th	Sp. Language AP	ELAR 8 th	Math 8 th Algebra	Science 8 th	U.S. History	Available per campus	40%	40%
9 th	Sp. Literature Pre-AP	English I	Algebra Geometry	Biology	World History	Available per campus	40%	40%
10 th	Sp. Literature AP	English II	Geometry Algebra II	Chemistry	World History AP	Available per campus	40%	40%
11 th	Career Spanish Intermediate	English III	College Alg Pre-Cal	Physics	US History	Available per campus	40%	40%
12 th	Career Spanish Advanced	English IV	Pre-Cal Calculus	Earth Science	Government Economics	Available per campus	40%	40%
DL students <u>MUST</u> take both courses SLAR and ELAR in every grade level			DL students must take AT LEAST ONE AND NO MORE THAN TWO core content courses delivered entirely in Spanish in every grade level			DL students should take AT LEAST ONE Elective course delivered entirely in Spanish in every grade level		



UYALDE
CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

6th - 12th

Emergent Bilingual DATA

Attendance

	2021-2022			2022-2023		
Attendance	91.9%	88.2%	90.9%	91.1%	86.9%	92.3%
Chronic Absenteeism	24.7%	41.9%	30.9%	34.1%	47.4%	24.9%
Annual Dropout Rate (9th-12th)	8.5%	3.4%	2.8%	0.0%	1.9%	2.7%
Graduated	77.8%	89.4%	87.8%	83.3%	86.2%	88.7%

EB Students, UCISD, ESC 20

2023 & 2024 Emergent Bilingual DATA

STAAR Growth

STAAR	Annual Growth 2023			Annual Growth 2024		
ALL Grades/Subjects	47%	50%	62%	45%	55%	62%
ALL ELA/Reading	39%	47%	61%	50%	58%	66%
ALL Math	56%	55%	65%	39%	51%	58%

EB Students, UCISD, ESC 20