2025 Tornillo ISD

Bilingual/ESL programs

Dual Language Immersion (DLI) One-Way English as a Second Language (ESL)

DLI-PreK through 5th grade

ESL-6th through 12th

Provides cognitive, social, and academic benefits by enhancing problem-solving skills, increasing cognitive flexibility, improving memory, and boosting multitasking abilities

Fosters greater cultural awareness and appreciation, leads to better communication skills, and can result in higher academic achievement and better job prospects later in life.

2025

Grade Level	Tested	Beginning		Intermediate		Advanced		Advanced High	
All		20%		42%		32%		7%	
All	457	89		191		145		32	
K	38	71%	27	26%	10	3%	1	0%	0
1	33	48%	16	27%	9	21%	7	3%	1
2	38	39%	15	53%	20	8%	3	0%	0
3	40	15%	6	45%	18	35%	14	5%	2
4	48	8%	4	35%	17	50%	24	6%	3
5	35	6%	2	40%	14	46%	16	9%	3
6	25	8%	2	52%	13	36%	9	4%	1
7	34	3%	1	15%	5	59%	20	24%	8
8	43	2%	1	35%	15	53%	23	9%	4
9	35	9%	3	37%	13	40%	14	14%	5
10	26	8%	2	62%	16	19%	5	12%	3
11	32	19%	6	66%	21	9%	3	6%	2
12	30	13%	4	67%	20	20%	6	0%	0

2024

Grade Level	Tested	Beginning		Intermediate		Advanced		Advanced High	
All		13%		39%		35%		12%	
All	478	61		188		167		59	
K	34	71%	24	26%	9	3%	1		
1	38	28%	11	53%	20	18%	77		
2	36	6%	2	47%	17	31%	11	17%	6
3	47	11%	5	53%	25	32%	15	4%	2
4	38	5%	2	47%	18	45%	17	3%	1
5	31	13%	4	29%	9	35%	11	23%	7
6	44	2%	1	30%	13	50%	22	18%	8
7	47	6%	3	34%	16	47%	22	13%	6
8	31	3%	1	29%	9	45%	14	23%	7
9	44	5%	2	27%	12	32%	14	32%	14
10	31	0%	0	35%	11	45%	14	19%	6
11	22	9%	3	45%	15	39%	13	3%	1
12	24	13%	3	58%	14	25%	6	4%	1

2025 TELPAS

TELPAS Growth for Years 23-24 and 24-25 and All Campuses and All Grades and All Proficiencies

		2024-2025				
		Beginning	Intermediate	Advanced	Advanced High	Totals
2023-2024	Beginning	101	91	19	2	213
	Intermediate	67	187	125	23	402
	Advanced	30	87	143	84	344
	Advanced High	4	10	39	60	113

	#	%
Progressed 1 Level	243	65.85
Progressed 2 or More Levels	42	11.38
Total Progressing	251	68.02
Students Staying the Same	332	89.97
Students Regressing	182	49.32

Each percentage shows the share of students who experienced that outcome in at least one proficiency. Students can appear in multiple categories since they may have different results across proficiencies.

Grade Level	Total Students	Spring 2025 TELPAS			
		Yearly Progress Indicator			
		Lower/Same Level	1 Level Higher	2 Levels Higher	3 Levels Higher
K	38	0%	0%	0%	0%
1	33	52.94%	38.24%	5.88%	0%
2	38	75.00%	8.33%	0%	0%
3	40	55.00%	28%	0%	0%
4	48	49%	38.78%	0%	0%
5	35	59.46%	29.73%	2.70%	0%
6	25	73%	15%	0%	0%
7	34	50.00%	41.18%	2.94%	0%
8	43	58.14%	34.88%	0%	0%
9	35	56.76%	24.32%	0%	0%
10	26	61.54%	26.92%	0%	0%
11	32	87.10%	12.90%	0%	0%
12	30	93.33%	3.33%	0%	0%

	Bilingual	ESL	Parental Denial	Total	Total Stds in grade Level	% Bil/ESL
PreK	10		1	11	14	79%
Kinder	26		9	35	48	73%
1st	30		9	39	54	72%
2nd	27		4	31	51	61%
3rd	29		9	38	49	78%
4th	33		5	38	54	70%
5th	36		9	45	59	76%
6th		25	7	32	43	74%
7th		20	7	27	47	57%
8th		15	10	25	51	49%
9th		22	19	41	61	67%
10th		10	10	20	47	43%
11th		16	9	25	62	40%
12th		19	5	24	58	41%
Total	191	127	113	431	698	62%

Bilingual Population Distribution

Grade	Number
1st	1
2nd	1
4th	3
5th	1
6th	1
7th	7
8th	4
9th	5
10th	3
11th	1
Total	27

Number of Students Reclassified

2025 Results Driven Accountability (RDA) Glows

Category	Performance Level (PL)
BE 3-8 Math	0
BE 3-8 ELAR	0
ESL 3-8 ELAR	0
EB PD 3-8 ELAR	0 RI

Category	Performance Level (PL)
EB Exits 3-8 Math	0
EB Exits 3-8 ELAR	0
EB Exits 3-8 Science	0
EB Exits 3-8 Social Studies	0

Category	Performance Level (PL)
EB EOC Alg. I	0
EB EOC Biology	0
EB EOC History	0
EB EOC English I, II	1

2025 Results Driven Accountability (RDA) Glows

Category	Performance Level (PL)
TELPAS Beginning Proficiency Level Rate	1
TELPAS Composite for Stds. In U.S. Schools Multiple Years	1
EB Graduation Rate	1
EB Annual Dropout Rate	0

2025 Results Driven Accountability (RDA) Grows

Category	Performance Level (PL)
ALP 3-8 ELAR	3
ALP 3-8 SC	3
EB PD 3-8 Math	3
EB PD 3-8 Science	3
EB PD 3-8 Social Studies	3

Bilingual Education/English as a Second Language/Emergent Bilingual (BE/ESL/EB) & Other Special Populations (OSP) DL

Determination Level 1 - Meets Requirements

- o Establish a DCSI and DLT
- o Engage in Continuous Improvement
- o Maintain the SSP Locally

Determination Level 2 - Needs Assistance

- o Establish a DCSI and DLT
- o Engage in Continuous Improvement
- o Maintain the SSP Locally

Determination Level 3 - Needs Intervention

- o Establish a DCSI and DLT
- o Engage in Continuous Improvement
- o Submit the SSP to the TEA
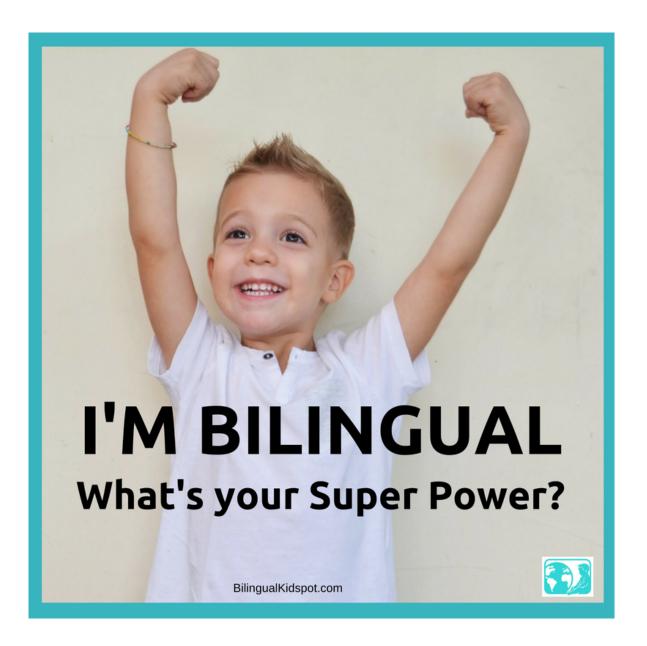- o Submit self-assessment to the TEA

Determination Level 4 - Needs Substantial Intervention

- o Establish a DCSI and DLT
- o Engage in Continuous Improvement
- o Submit the SSP to the TEA
- o Submit self-assessment to the TEA

BE/ESL Tornillo ISD Determination Level (DL): 2

Actions

- Conduct a Bilingual Program Self-Assessment
- Establish a District Coordinator for School Improvement
- District Leadership Team integrated in the District Advisory Board Committee
- Evaluate Resources and Trainings
- Evaluate the Bilingual Programs established in the district
- Create a Strategic Support Plan

GRACIAS!

THANK YOU!