

ESL/Bilingual Annual Report

October 20, 2025



Program Types

Choose from the following:

- Transitional Bilingual
- Dual Language Immersion
- ESL / Content-based
- ESL / Pull-out



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.

Examples: 4th Reading, 7th Grade ELAR, English II
ONLY ELAR teachers are required to be certified.



Transitional Bilingual



A bilingual program model in which students identified as English learners are served by both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.



Instruction in this program is delivered by a teacher appropriately certified in bilingual education for the assigned grade level and content area.



The goal of late-exit transitional bilingual education is for program participants to use their primary language as a resource while acquiring full proficiency in English. This model provides instruction in literacy and academic content through the medium of the students' primary language along with instruction in English that targets second language development through academic content.



Dual Language Immersion



A program model in which students identified as English learners are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.



Instruction provided in a language other than English in this program model is delivered by a teacher appropriately certified in bilingual education for the assigned grade level and content area. Instruction provided in English in this program model may be delivered either by a teacher appropriately certified in ESL for the assigned grade level and content area.



The goal of two-way dual language immersion is for program participants to attain full proficiency in another language as well as English. This model provides ongoing instruction in literacy and academic content in English and another language with at least half of the instruction delivered in the non-English program language for the duration of the program.



Number of Students Enrolled

2025	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
	22	14	14	15	13	16	16	20	16	20	23	18	19	13	239 12% of enrollment



Number of Students Enrolled

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2025	22	14	14	15	13	16	16	20	16	20	23	18	19	13	239
2024	10	12	19	13	13	16	17	15	23	18	26	20	12	4	218
2023	13	12	13	10	12	16	15	16	20	18	26	20	10	5	201
Change from previous year	+12	+2	-3	+2	--	--	-1	+5	-7	+2	-3	-2	+7	+9	+9.6%



2025 District TELPAS Results

2025	K-2	3-12
BEGINNING	24%	6%
INTERMEDIATE	52%	39%
ADVANCED	19%	49%
ADVANCED HIGH	5%	7%



2025 District TELPAS Progress Results

Counts towards 10% of the Closing the Gaps Score

	Target Progress Rate	2025 Progress Rate	2024 Progress Rate	2023 Progress Rate	Points Earned of 10
Brown Primary	Not Rated				
Smithville Elementary	49%	48%	60%	34%	0
Smithville Junior High	44%	42%	54%	28%	0
Smithville High School	34%	34%	38%	47%	7.5

2025 STAAR Results

	HIGH SCHOOL		JUNIOR HIGH		ELEMENTARY	
	ALL STUDENTS	EB	ALL STUDENTS	EB	ALL STUDENTS	EB
Approaches or Above	76%	55%	68%	44%	74%	51%
At Meets or Above	48%	20%	39%	10%	44%	18%
At Masters	14%	3%	16%	1%	17%	9%

Number of Students Reclassified

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



Bilingual/ESL Professional Development 25-26

Training	Date	Scope	Attendance	Relevance
LPAC BOY	08/07/2025	Administrative	5	For returning directors, the LPAC Framework and Beginning-of-Year (BOY) Training is designed to provide guidance for the identification, placement, assessment, and exit decisions for students identified as Emerging Bilinguals.
LPAC New Members	07/27/2025	Administrative	1	Provides in-depth guidance for administrators and case managers who are new to the LPAC process including the identification, placement, assessment, and exit decisions for students identified as Emerging Bilinguals.
Latino Family Literacy Project	Fall 2025	Support	1	Increases parent involvement of our bilingual students to increase literacy and academic progress.
*Best Practices for TELPAS Prep Part 1	09/23/2025 OR 12/03/2025	Administrative /Instructional	8	Understand the TELPAS assessment and how it is used to monitor student growth. Utilize TELPAS data to target instruction for students of different proficiency levels. Learn effective strategies for setting goals with students and communicating the purpose of TELPAS to parents. Plan to receive authentic TELPAS test results and use them to inform instruction. Leave with the tools and knowledge to improve student performance on TELPAS.

Bilingual/ESL Professional Development 25-26

Training	Date	Scope	Attendance	Relevance
*Best Practices for TELPAS Prep Part 2	12/10/2025	Administrative /Instructional	8	Discover a range of technology tools and apps that can support students' language development and TELPAS preparation. Explore strategies for integrating technology into existing instructional practices to enhance students' listening, speaking, reading, and writing skills. Develop a deeper understanding of TELPAS data and how it affects accountability. Learn how to effectively use release tests as a tool for TELPAS preparation. Reflect on and refine current instructional practices to better prepare students for TELPAS success.
LPAC Decision Making for Assessment	10/21/2025 OR 01/13/2026	Administrative	8	The purpose of Language Proficiency Assessment Committee (LPAC) training is to provide educators and parents with updated information and requirements that must be considered in making state assessment decisions for Emergent Bilingual students.
LPAC Annual Review	04/28/2026	Administrative	8	The purpose of the Annual Language Proficiency Assessment Committee (LPAC) training is to provide educators and parents with updated information and requirements that must be considered when making end of year decisions for Emerging Bilinguals. This session will address the roles and responsibilities of LPAC members in relation to EBs who are currently served, with parent denials, or are reclassifying and/or are monitored

Bilingual/ESL Professional Development 25-26

Training	Date	Scope	Attendance	Relevance
ESL Academy	10/06 & 10/08	Instructional	6	Prepares teachers to take and pass the ESL Certification exam. Provides training for best practice approaches in the classroom.
CBLI-Content Based Language Instruction	10/15 10/16 12/02	Instructional	16	Learn how to design comprehensive lessons that you can effectively integrate in the classroom to support the English language development of Emergent Bilingual students.
*Bilingual Lift-Off	10/28, 10/29, 11/05	Instructional	2 Teachers on Bilingual Waiver	This course will provide teacher preparation in the competencies to serve Emergent Bilingual students in Bilingual and Dual language classrooms. The content and activities will provide a strong foundational understanding of second language acquisition and learning practices needed to help students develop biliteracy. Participants will become part of a cohort that will co-construct knowledge, work collaboratively, and establish professional relationships that will support them beyond our course. These three non-consecutive days of training require full participation in each session to receive credit.

Bilingual/ESL Professional Development 25-26

Training	Date	Scope	Attendance	Relevance
*ESL Lift-Off	10/28, 10/29, 11/05/2025	Instructional	6 Teachers on ESL Waiver & 2 Support Staff	This course will prepare teachers with best-practice strategies and pedagogy to meet the individual academic and linguistic needs of Emerging Bilingual (EB) students in the English as a Second Language (ESL) classroom. Through engaging sessions, participants will take an in-depth look at integrating academic language acquisition strategies with content area instruction. Participants will become part of a cohort that will co-construct strategies and work collaboratively to improve learning outcomes for EB students.
Summit K-12	09/15/2025	Instructional	3	Online program designed to help students improve their English language skills in listening, speaking, reading, and writing through adaptive online tools, personalized learning plans, and data tracking.
*CIMA	01/22/2025	Instructional	3	A combination of keynote speakers and presentations provided by teachers and other experts in the field will leave participants feeling equipped and empowered to improve learning outcomes for all students acquiring languages.
Secondary Newcomer's Network	11/20/2025	Instructional	1	Addresses Navigating credit acquisition, Course scheduling, Development of cultural proficiency, and Family/community supports for new to the US students who are Emergent Bilingual.

Bilingual/ESL Activities

□ Parental Involvement Activities

- The Latino Family Literacy Project-Ongoing throughout the year
- Parent Family Engagement Nights

□ Staffing

- Recruitment/Certification
- Stipends
- Exceptions/Waivers



Exceptions/Waivers

The number of teachers for whom an exception or waiver was filed in the previous year who successfully obtained certification:

2 ESL Waivers Filed

1 Obtained Certification; 1 Resigned

The number of teachers for whom an exception or waiver is being filed:

**2 Bilingual
4 ESL**



Comprehensive PD Plan

Scope and Sequence of Plan	Results
1. Non-ESL certified ELAR area teachers participated in ESL Academy training. 2. Professional development opportunities for classroom teachers and support staff. 3. Family Literacy program for grades PK-12. 4. Targeted professional development for admin and teachers of EB students regarding TELPAS.*	1. Eliminate the need to file the ESL waiver and improve student outcomes. 2. Increase in the use of strategies to support language learners. 3. Increase in family support and involvement will lead to increased student performance. 4. Increase the number of students who meet language proficiency and can be exited from the program.*



Questions & Comments

