

2024-2025 REPORT

KAUFMAN ISD

BILINGUAL EDUCATION and ESL PROGRAMS



Introduction

The Kaufman Independent School District recognizes that to succeed in our multicultural community, students must be empowered with the skills, confidence, and knowledge that prepare them for the challenges of today.

The goal of the Bilingual (BE) and English as a Second Language (ESL) Programs is to enable Emerging Bilingual Students (EBs) to become competent in listening, speaking, reading, and writing in English. This goal is accomplished through developing literacy and academic skills in English, using the primary language as a resource, and integrating second language acquisition methods.

The BE/ESL program shall be integral to the total school program. The basic curriculum content shall be based on the essential knowledge and skills required by the state according to [Chapter 89. Adaptations for Special Populations Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Learners](#)

Organizational Chart

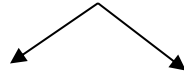
Dr. Joshua Garcia, Superintendent of Schools

Amy Keith, Assistant Superintendent of Curriculum, Instruction, and Accountability

Margarita Garcia, Bilingual Coordinator

(Program Implementation, TELPAS & LPAC District Coordinator, Parent Liaison)

LPAC Campus Coordinators



Sarah Jones, HEECC; Courtney Patterson, Nash Elementary; Miranda Jungman, Monday Elementary; Natalie Morales, Phillips Elementary; Claudia Lauriano, O.P. Norman J.H; Crystal Huff, KHS; Rodney Roland, GCHS.

Funding Sources/Revenue

- Bilingual Education Allotment
- Title III Funds

Parent, Family, and Community Engagement

KISD promotes parent involvement in education through district and campus events. The purpose is to build communication with parents, provide resources for academic support,

and empower families with tools and resources to implement routines at home that will improve student academic achievement.

KISD provides resources to families through The Latino Family Literacy Project, Raising Highly Capable Kids, the Adult Education Program, and campus events, promoting collaboration between school and home. Every campus welcomes families and gives parents opportunities to participate in their students' education.

Bilingual Programs

There are 8 languages identified in the district: English, Spanish, Arabic, Efik, Urdu, French, Gujarat, and Vietnamese. The bilingual program serves Spanish-speaking students based on the rule of 20 students according to [TAC Ch.29; Subchapter B](#). "Each district with an enrollment of 20 or more Emergent Bilinguals in any language classification in the same grade level shall offer a bilingual education or special language program."

Transitional Bilingual Early Exit - Elementary PreK-5th grade

The goal is to acquire full proficiency in English so that students can participate equitably in school. The student's primary language is used as a resource. Instruction is provided primarily in English by a certified Bilingual teacher. The primary language decreases as English is acquired.

Dual Language Instruction-One Way - PreKinder-Kindergarten

A bilingual/biliteracy program model in which students identified as emergent bilingual students are served in 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.

English as a Second Language

Content-Base ESL program

KISD implements a content-based program in grades PreK-5. According to [TAC Ch. 29 Subchapter B](#),

- An ESL-certified teacher in every core subject provides instruction.
- EBs attain full proficiency in English to participate equitably in school.
- 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.

Pull-Out ESL program

KISD implements a pull-out program in grades 6th-12th.

- Academic content instruction linguistically and culturally responsive in ELAR
- ESL teacher provides instruction in a pull-out or inclusion delivery model
- EBs attain full proficiency in English to participate equitably in school

Alternative Language Program

When a local education agency (LEA) does not have the appropriately certified Bilingual teachers to fulfill the requirements of the LEA's required bilingual program for grades PreK-5th, the LEA must provide the alternative language program as described in the LEA's bilingual education exemption application documentation. The program may consist of one or more of the following:

- ESL content-based program model
- ESL pull-out program model
- Sheltered Instruction in English

- In addition to one or more of the above program features, EBs receive additional primary language support from other educators, including paraprofessionals

Emergent Bilingual Students Enrolled

Current	23-24	22-23	21-22	20-21
1183	1232	1123	978	880

Program Enrollment

	ESL	Bilingual	Alternative Language Program	Parent Denials
Current	577	154	412	40
23-24	627	135	441	34
22-23	566	112	416	29
21-22	474	188	294	22
20-21	413	149	292	26

Emergent Bilinguals per Campus:

	Helen Edwards	Monday	Phillips	Nash	Norman Jr. High	KHS	GCHS
Current	161	136	175	139	266	300	5
23-24	142	123	198	146	288	333	5
22-23	149	120	171	116	283	277	6
21-22	123	122	162	91	276	194	4
20-21	115	118	155	86	164	238	4

Emergent Bilinguals and Other Programs:

EB and SPED: 184 (previous year 148)	EB and GT: 27 (previous year 39)	EB and 504: 39 (previous year 46)
---	-------------------------------------	--------------------------------------

TELPAS Scores

	# of students rated	Beginning	Intermediate	Advanced	Advanced High
2024	1163	9%	32%	42%	16%
2023	1076	6%	34%	44%	15%
2022	997	6%	31%	48%	14%
2021	803	3%	28%	52%	15%

Reclassification

2024	127 students -new criteria
2023	9 Students
2022	8 Students
2021	18 Students

Exceptions and Waivers

Number of Teachers Needing Bilingual Certification- Waivers submitted to TEA	
2024	18
2023	21

2022	20
2021	17

Professional Development

Teachers serving Emergent Bilinguals attend staff development that includes learning strategies focused on helping EB students acquire English proficiency through content instruction:

- Sheltered Instruction Training
- Texas Reading Academy
- Gomez & Gomez Initial Dual Language Training
- National Best Practice Conference - Dual Language Training
- Campus visits to Ennis ISD - Dual Language classroom observations
- Professional Learning Communities

Curriculum and Instructional Resources

In addition to the general curriculum and resources provided in the Bilingual classroom, Emergent Bilinguals can access supplemental support, such as Onetab Devices, Translation devices, Newcomer Curriculum, and Rosetta Stone, to promote social and academic language development.

District Plan to Address Needs

- a. BE/ESL certification - Continue providing test preparation resources.
- b. Reimburse for the BE/ESL certification exam after passing.
- c. Continue giving a stipend of \$6,000 - needed to be competitive to retain high-quality bilingual teachers.
- d. Include bilingual paraprofessionals in training to equip them to support emergent bilingual students in academic and language development.

-
- e. Add a Bilingual Instructional Coach to provide resources and support Bilingual teachers and newcomer students at their campus.
 - f. Add Bilingual interventionists at Helen Edwards Early Childhood Center and Monday Elementary to support the academic growth of Dual Language students.