

BILINGUAL/ESL EDUCATION PROGRAM REPORT

Smithville ISD

10/21/2024



Program Type

Choose from the following:

- Transitional Bilingual / Early Exit
- Transitional Bilingual / Late Exit
- Dual Language Immersion / Two-Way
- Dual Language Immersion / One-Way
- ESL / Content-based
- ESL / Pull-out

Program Type

Choose from the following:

- Transitional Bilingual / Early Exit
- Transitional Bilingual / Late Exit
- Dual Language Immersion / Two-Way
- Dual Language Immersion / One-Way
- **ESL / Content-based**
- **ESL / Pull-out**

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 Students Enrolled

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2024	10	12	19	13	13	16	17	15	23	18	26	20	12	4	218 (12% of Total Student Enrollment)

Number of Students Enrolled

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2024	10	12	19	13	13	16	17	15	23	18	26	20	12	4	218
2023		12	13	10	12	16	15	16	20	18	26	20	10	5	201
Change		--	6	3	1	--	2	-1	3	--	--	--	2	-1	+8.5%

2024 District TELPAS Results

	K-2	3-12
BEGINNING	19%	8%
INTERMEDIATE	44%	37%
ADVANCED	33%	71%
ADVANCED HIGH	3%	9%

2024 District TELPAS Progress Results

Counts towards 10% of the Closing the Gaps Score

	Target Progress Rate	2024 Progress Rate	2023 Progress Rate	Points Earned of 10
Brown Primary	Not Rated			
Smithville Elementary	51%	60%	34%	10
Smithville Junior High	44%	54%	28%	10
Smithville High School	34%	38%	47%	7.5 Lost a point for regression

STAAR Results

	HIGH SCHOOL		JUNIOR HIGH		ELEMENTARY	
	ALL STUDENTS	EB	ALL STUDENTS	EB	ALL STUDENTS	EB
Approaches or Above	77%	65%	64%	45%	71%	54%
At Meets or Above	48%	18%	37%	15%	44%	22%
At Masters	12%	2%	15%	3%	17%	4%

Number of Students Reclassified

Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
			0	0	0	1	2	1	7	0	1	1	0	13

District Bilingual/ESL Professional Development 2023-2024

Training	Date	Scope	Attendance	Relevance/Results
LPAC Refresher	08/07/2024	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	09/21/2024	Administrative	2	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.
ESL Academy	09/19-20 & 11/01	Instructional	10	Prepares teachers to take and pass the ESL Certification exam. Provides training for best practice approaches in the classroom.
ELPS Toolkit	10/16/2024	Instructional	1	Learn how to design comprehensive lessons that you can effectively integrate in the classroom to support the English language development of Emergent Bilingual students.
Latino Family Literacy Project	11/08/2024	Support	2	Increases parent involvement of our bilingual students to increase literacy and academic progress.

Bilingual/ESL Activities

□ Parental Involvement Activities

- The Latino Family Literacy Project-Ongoing throughout the year
- Four Parent Family Engagement Nights-Two per semester

□ 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:

NA

(Bilingual Exception)

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

2

(ESL Waiver)

Comprehensive PD Plan

Scope and Sequence of Plan	Results
<ol style="list-style-type: none"> 1. All non-ESL certified core area teachers participated in ESL Academy training. 2. Sheltered Instruction Training 3. <i>Family Literacy program for grades PK-12-New this year</i> 4. <i>Newcomer space at each campus--2-3 year process</i> 	<ol style="list-style-type: none"> 1. Three obtained ESL certification (1 HS; 1 Elem;) 2. Increase in the use of strategies to support language learners. 3. <i>Increase in family support and involvement will lead to increased student performance.</i> 4. <i>Data gathering stage</i>

Bilingual/ESL Program and Results of the Program Effectiveness Review

TEC 7.028 states: (b) The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs.

§89.1265. Evaluation in accordance with **§29.053**

Outlines the annual requirements of this evaluation process.