



Sonora Independent School District
2025-2026 Annual Bilingual/ ESL Program Evaluation
Completed by Katie Parker Ruiz
Presented to District Board of Education on October 13th, 2025

§89.1265. Evaluation.

- a) All school districts required to conduct a bilingual education or English as a second language program shall conduct an annual evaluation in accordance with Texas Education Code (TEC) 29.053, collecting a full range of data to determine program effectiveness to ensure student academic success. The annual evaluation report shall be presented to the board of trustees before November 1 of each year and the report shall be retained at the school district level in accordance with TEC 29.062.
- b) Annual reports of educational performance shall reflect:
 - (1) The academic progress in the language(s) of instruction for English learners;
 - (2) The extent to which English learners are becoming proficient in English;
 - (3) The number of students who have been exited from the bilingual education and ESL programs; and
 - (4) The number of teachers and aides trained and the frequency, scope and results of the professional development in approaches and strategies that support second language acquisition.
- c) In addition, for those school districts that filed in the previous year and/or will be filing a bilingual education exception and/or ESL waiver in the current year, the annual district report of educational performance shall also reflect:
 - 1. The number of teachers for whom an exception or waiver was/is being filed;
 - 2. The number of teachers for whom an exception or waiver was filed in the previous year who successfully obtained certification; and
 - 3. The frequency and scope of a comprehensive professional development, implemented as required under 89.1207 of this title (relating to Bilingual Education Exceptions and English as a Second Language Waivers), and results of such if an exception and/or waiver was filed in the previous school year.
- d) School districts shall report to parents the progress of their child in acquiring English as a result of participation in the program offered to English learners.
- e) Each school year, the principal of each school campus, with the assistance of the campus level committee, shall develop, review, and revise the campus improvement plan described in the Texas Education Code, §11.253, for the purpose of improving student performance for English learners.

1. Does the school district use completion/graduation rates to assess academic attainment of Emergent Bilinguals/English Learners including tracking student performance data two years after exiting the bilingual/ESL program? 19 TAC §89.1220(k)

Documentation of Compliance:

Emergent Bilingual (EB) students who are exited from the English as a Second Language (ESL) Program will be monitored for two years after they are exited. The ESL coordinator monitors students progress every six weeks. If a student is shown to struggle or is having difficulty in classes due to their language, additional resources and support will be provided to ensure mastery and success. During the 2024-2025 school year, there were no students who regressed and had to be placed back into the ESL program.

Program Strengths:

The strengths of the program are that the ESL coordinator monitors students progress every six weeks and meets with teachers to address student concerns and lack of progress. With a strong ESL team, providing additional support and tracking current and former EB students is a much easier task due to open lines of communication. This teamwork helps to ensure that students do not fall behind and receive the support that they need.

Areas for Improvement:

More consistent following of students who exit the program. The district needs to better evaluate student data to ensure that the EB students are continuing to grow and show progress and not just staying stagnant and not moving forward at all.

2. Does the school district use STAAR results and accountability reports to assess academic attainment of Emergent Bilinguals/English Learners including monitored students (F and S)? 19 TAC §89.1220(k); §89.1265(b)

Documentation of Compliance:

STAAR results are one part of the exit criteria for students in grades 3-11 to exit the ESL program at the end of the school year. STAAR results help the district determine if current EB students have mastered the skills needed to be successful in the academic setting. Exited EB candidates are exited during the end-of-year Language Proficiency Assessment Committee (LPAC) meeting. STAAR results are used to help monitor the progress on all of the EB students. STAAR results and linguistic accommodations are shared with teachers at the beginning of the school year.

Program Strengths:

Teachers use targeted instruction to teach and address EB students needs. Students at the elementary level receive RTI instruction where students at the secondary level receive tutorials to allow for additional time to work on and develop skills. Computer programs are used with EB students over the course of the year for STAAR and TELPAS practice that is targeted to second language acquisition learners.

Areas for Improvement:

One of the district's goals is to have more students on grade level and be able to exit students at the end of the year. Working with teachers throughout the year to ensure that students are receiving accommodations and support in the classrooms during the duration of the year and not just during standardized testing. Having teachers understand and know that accommodations are available to students is highly important.

	Mathematics				
	Total Students	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
SONORA Elementary	152	50.09%	63.82%	32.89%	12.5%
Currently Emergent Bilingual	37	44.31%	56.76%	21.62%	0%
First Year of Monitoring	2	76.25%	100%	100%	50%
Fourth Year of Monitoring	1	87.50%	100%	100%	100%
Third Year of Monitoring	1	45.95%	100%	0%	0%
SONORA Secondary	180	48.73%	67.78%	35.56%	12.22%
Currently Emergent Bilingual	39	39.76%	48.72%	25.64%	2.56%
First Year of Monitoring	3	52.88%	33.33%	33.33%	33.33%
Second Year of Monitoring	2	74.32%	100%	100%	50%

	Reading/ELA				
	Total Students	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
SONORA Elementary	152	49.11%	76.32%	41.45%	6.58%
Currently Emergent Bilingual	37	41.27%	67.57%	13.51%	0%
First Year of Monitoring	2	76.92%	100%	100%	50%
Fourth Year of Monitoring	1	67.31%	100%	100%	0%
Third Year of Monitoring	1	34.62%	100%	0%	0%
SONORA Secondary	240	57.18%	78.42%	56.85%	14.94%
Currently Emergent Bilingual	43	45.71%	65.12%	20.93%	2.33%
First Year of Monitoring	5	65%	100%	80%	20%
Second Year of Monitoring	3	68.68%	100%	100%	33.33%

	Science				
	Total Students	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
SONORA Elementary	50	46.41%	42%	16%	6%
Currently Emergent Bilingual	15	41.20%	33.33%	6.67%	6.67%
SONORA Secondary	101	52.32%	83.17%	55.45%	8.91%
Currently Emergent Bilingual	24	42.96%	66.67%	33.33%	0%
First Year of Monitoring	1	67.92%	100%	100%	0%
Second Year of Monitoring	1	60.38%	100%	100%	0%

	Social Studies				
	Total Students	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
SONORA Secondary	87	44.30%	67.82%	28.74%	5.75%
Currently Emergent Bilingual	14	37.41%	35.71%	0%	0%

Summarized Results				
Total Students	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
152	49.15%	66.1%	34.18%	9.04%
37	42.52%	57.3%	15.73%	1.12%
2	76.59%	100%	100%	50%
1	77.40%	100%	100%	50%
1	40.28%	100%	0%	0%
280	52.04%	74.55%	46.31%	11.82%
45	42.26%	56.67%	22.5%	1.67%
5	61.29%	77.78%	66.67%	22.22%
3	69.17%	100%	100%	33.33%

3. Does the school district use TELPAS results to assess the progress and attainment of the English proficiency of the limited English students in the bilingual/ESL program and the parent denials? How many students made progress? How many received AH as a TELPAS Composite rating? 19 TAC §89.1265(b)

Documentation of Compliance:

Sonora ISD utilizes TELPAS results to assess progress and the attainment of the English language. The TELPAS composite score consists of listening, speaking, reading and writing. With the exception of kindergarten and 1st grade, all of these tests are online for grades 2-12.

Kindergarten and 1st grade are rated holistically by a trained rater. There is one parent denial in the district and they moved in after the TELPAS window closed. The attempt was made to test every student coded as EB. Progress was made with many students with at minimum 10 scoring AH and being eligible for exit from the program.

Program Strengths:

Students are making progress and showing improvement. The chart below depicts student scores and gives us insight into what steps need to be taken for students to obtain a higher rating level.

Areas for Improvement:

Increase support to EB students so that they may meet criteria and successfully exit the ESL program before reaching the secondary campus. In order to meet exit criteria for TELPAS, students must receive a composite score of Advanced High. While we have students receiving scores of Advanced High in certain categories, they are not receiving an Advanced High Composite Score. The district needs to work with EB students to help prepare them for the TELPAS so that we are obtaining a true and accurate depiction of their skill levels.

	0325 TELPAS Kindergarten						0325 TELPAS Grade 1						0325 TELPAS Grade 2					
	Total Students	TELPAS Composite Rating					Total Students	TELPAS Composite Rating					Total Students	TELPAS Composite Rating				
		No Rating	Beginning	Intermediate	Advanced	Advanced High		No Rating	Beginning	Intermediate	Advanced	Advanced High		No Rating	Beginning	Intermediate	Advanced	Advanced High
SONORA Elementary	6	0	2	1	3	0	11	0	1	0	6	4	4	0	1	3	0	0
Currently Emergent Bilingual	6	0	2	1	3	0	9	0	1	0	6	2	4	0	1	3	0	0
First Year of Monitoring	-	-	-	-	-	-	2	0	0	0	0	2	-	-	-	-	-	-

	0325 TELPAS Grade 3						0325 TELPAS Grade 4						0325 TELPAS Grade 5					
	Total Students	TELPAS Composite Rating					Total Students	TELPAS Composite Rating					Total Students	TELPAS Composite Rating				
		No Rating	Beginning	Intermediate	Advanced	Advanced High		No Rating	Beginning	Intermediate	Advanced	Advanced High		No Rating	Beginning	Intermediate	Advanced	Advanced High
SONORA Elementary	11	0	1	8	2	0	14	0	0	6	6	2	15	0	1	5	9	0
Currently Emergent Bilingual	11	0	1	8	2	0	11	0	0	5	6	0	15	0	1	5	9	0
First Year of Monitoring	-	-	-	-	-	-	2	0	0	0	0	2	-	-	-	-	-	-

	0325 TELPAS Grade 6						0325 TELPAS Grade 7						0325 TELPAS Grade 8					
	Total Students	TELPAS Composite Rating					Total Students	TELPAS Composite Rating					Total Students	TELPAS Composite Rating				
		No Rating	Beginning	Intermediate	Advanced	Advanced High		No Rating	Beginning	Intermediate	Advanced	Advanced High		No Rating	Beginning	Intermediate	Advanced	Advanced High
SONORA Secondary	5	0	0	1	3	1	12	1	0	3	6	2	12	1	0	5	6	0
Currently Emergent Bilingual	4	0	0	1	3	0	10	1	0	3	6	0	12	1	0	5	6	0
First Year of Monitoring	1	0	0	0	0	1	2	0	0	0	0	2	-	-	-	-	-	-

	0325 TEPAS Grade 9						0325 TEPAS Grade 10						0325 TEPAS Grade 11						0325 TEPAS Grade 12					
	Total Students	TELPAS Composite Rating					Total Students	TELPAS Composite Rating					Total Students	TELPAS Composite Rating					Total Students	TELPAS Composite Rating				
		No Rating	Beginning	Intermediate	Advanced	Advanced High		No Rating	Beginning	Intermediate	Advanced	Advanced High		No Rating	Beginning	Intermediate	Advanced	Advanced High		No Rating	Beginning	Intermediate	Advanced	Advanced High
SONORA Secondary	12	0	0	6	6	0	6	0	0	1	3	2	2	0	0	1	1	0	-	-	-	-	-	-
Currently Emergent Bilingual	12	0	0	6	6	0	4	0	0	1	3	0	2	0	0	1	1	0	-	-	-	-	-	-
First Year of Monitoring	-	-	-	-	-	-	2	0	0	0	0	2	-	-	-	-	-	-	-	-	-	-	-	-

4. How many Emergent Bilinguals/English Learners were reclassified and exited out of the bilingual/ESL program? 19 TAC §89.1265(b)

Documentation of Compliance:

At the end of the 2024-2025 school year, 10 students met exit criteria and were exited out of the ESL program. Data from the TELPAS , STAAR scores, and teacher input were used to determine if students met exit criteria. The annual LPAC was held to review data and make program determinations.

Program Strengths:

Communication between the staff and ESL coordinator is a major strength in the district. Another program strength are the resources that are available to all EB students. This includes research-based computer programs, classroom supports with supplemental materials, and accommodations when needed.

Areas for Improvement:

Very few students are being exited from the ESL program and it becomes much harder as they enter the secondary level. Students at the elementary level will use different resources and phonological awareness activities in the classroom to increase fluency and comprehension which will help to boost student skills and help them to reach exit criteria.

5. How many parent denials were reclassified as Non-EL? 19 TAC §89.1265(b)

Documentation of Compliance:

There is only one parent denial in Sonora ISD. For the 2024-2025 school year, that parent denial did not meet criteria in order to be reclassified and is still carried in the ESL program.

6. Did school district staff including aides attend any professional development in approaches and strategies that support second language acquisition? What was the name of the professional development? Who attended this training? Was there any follow-up training? How were teachers and/or aides held accountable in using the training information? 19 TAC §89.1265(b)

Documentation of Compliance:

Teachers and staff attended workshops and trainings at ESC 15. Certificates of completion were turned into the district office and are placed into the teacher's permanent file. The districts ESL coordinator also receives a yearly record from the ESC documenting all of the trainings staff has attended that deal with EB students and ESL practices.

Program Strengths:

Teachers and staff have many opportunities to attend training and workshops during the summer and throughout the school year. Staff development can occur at any time with the help of distance learning. Staff is provided substitutes for the days in which they attend training. Staff is also encouraged by the administration to attend any pieces of training that will directly benefit the students in their classroom.

Areas for Improvement:

Provide numerous training opportunities for teachers and staff and encourage attendance. The district needs to look into training opportunities that can take place in the district to cut down on driving to and from the ESC. Encourage teachers and staff to attend trainings that address ESL strategies, linguistic accommodations, cultural restraints, and ELPS training. Teachers and staff should also be encouraged to attend training that highlights any new requirements or procedures relating to EB students.

7. Did the school district report the progress of the Emergent Bilinguals/English Learners to the parents/guardians? 19 TAC §89.1265(d)

Documentation of Compliance:

Sonora ISD sent out progress reports, report cards, TELPAS results, STAAR results, and any other progress information to parents/guardians during the school year and summer. Parents were sent their students ESL program status letters before the start of this school year. Parents are notified by the LPAC of their student's progress at a minimum of 3 times a school year.

Program Strengths:

There are consistent procedures within the district to get information sent to parents regarding their student. There is open and solid communication between school and home and parents have an open line of communication with their child's teachers.

Areas for Improvement:

The district needs to evaluate and assess its communication techniques from time to time to determine if new procedures need to be implemented and what could be done to better bridge the gap between school and home. Talking with parents and other stakeholders to get their input on how to better serve the EB students in the district would also prove to be beneficial.

8. Has the principal of each school campus, along with the assistance of the campus level committee, used the results of the program evaluation to review and revise the Campus Improvement Plan for the purpose of improving student performance for Emergent Bilinguals/English Learners? TEC 11.253, 19 TAC §89.1265(d)

Documentation of Compliance:

The results of the district ESL program evaluation will be used by district administration and campus principals along with campus committee members to review and revise the Campus Improvement Plan for both the elementary and secondary campuses accordingly.

Program Strengths:

Sustaining research-based programs that students are currently using to focus on improving EB skills and knowledge.

Areas for Improvement:

Developing campus and district improvement plans that address the needs of all EB students and directly targets needed interventions and programs that will positively benefit EB students enrolled.

9. Did the school district file a bilingual exception and/or ESL waiver in the previous school year? If yes, what was the number of teachers for whom the exception and/or waiver was filed for? How many of those teachers successfully obtained certification? What was the frequency and scope of the comprehensive professional development plan and what were the results of such plan? 19 TAC §89.1265(c)

Documentation of Compliance:

Sonora ISD did not file for an ESL waiver for the 2024-2025 school year.

Program Strengths:

Not Applicable

Areas for Improvement:

Not Applicable

10. Is the school district filing a bilingual exception and/or ESL waiver in this current school year? If yes, what will be the number of teachers for whom the exception and/or waiver is being filed for? What will be the frequency and scope of the comprehensive professional development plan for those teachers and any other teachers that work with the Emergent Bilinguals/English Learners? 19 TAC §89.1265(c)

Documentation of Compliance:

Sonora ISD will apply for an ESL waiver for the 2025-2026 school year. At the time of this report, the ESL waiver has been completed and submitted to TEA. We will not be notified till later in the school year if the waiver has been approved. The waiver will be submitted for 5 classroom teachers. The teachers affected by the waiver will be Amaya (Pre-K), Regeon (Pre-K), Kaiser (K), Perez (Sec. Eng.), Sanchez (Sec. Eng.). Once the waiver is submitted, information will be shared with the school board. All teachers that are not certified will be offered the opportunity to attend professional development aimed at obtaining their ESL certification along with any days needed to test for certification.

11. Has the results of this annual program evaluation been presented to the local board of trustees? If not, what is the plan to present this information to the local board of trustees before November 1? What documentation will be maintained? 19 TAC §89.1265(a)

Documentation of Compliance:

The results of this annual program evaluation will be presented to the local board of trustees on October 13, 2025. A copy of this plan and all documentation will be given to each board member and the superintendent.

ESL Program

Program Service Models

English as a Second Language (ESL)

ESL is a language instruction education program for students whose primary language is not English. The primary objective of the ESL program is to provide students learning opportunities to develop English language skills in listening, speaking, reading, and writing in the all-English classroom setting.

Sonora ISD utilizes two models to provide services to EB students using both the Content Based and the Pull-Out Model Method.

Content-Based:

This model provided language instruction in all content areas, such as English language arts, reading, math, science, and social studies. The goal is for EBs to achieve academic proficiency in English. Content-based instruction is provided by ESL-certified teachers in the regular education setting. The teacher is the core teacher and is differentiating instruction for the EB students.

Pull-Out:

This model provides English language arts and reading instruction to EBs during their core ELAR time by an ESL certified teacher. The goal of this model is for EB students to become proficient in English so they can participate equitably in school. Pull-out instruction is provided by an ESL-certified teacher in the regular or a special education setting. The teacher is the core teacher and is differentiating instruction for the EB students.

**ESL services are provided to 134 students.
19 ESL teachers provide ESL services for grades PK-12.**

ESL Numbers for 25-26 (As of October 2nd)

	ESL	Total Students	Percentage %
Elementary	78	347	22%
Secondary	56	304	18%
District	134	651	21%

ESL Numbers Breakdown by Grade (As of October 2nd)

	ESL	ESL Monitor Only	Total Students	Percentage %
Pre-K	7	0	25	28%
Kinder	7	0	33	24%
1 st	6	0	40	15%
2 nd	10	2	46	26%
3 rd	5	0	44	11%
4 th	11	0	45	24%
5 th	11	3	61	23%
6 th	15	0	51	29%
7 th	5	2	58	12%
8 th	10	3	41	32%
9 th	13	0	53	25%
10 th	13	0	47	28%
11 th	5	3	59	14%
12 th	2	0	46	1%

Supplemental Instruction Programs

Bilingual paraprofessionals are available for classroom assistance, instructional intervention groups, and translation services.

Rosetta Stone

Rosetta Stone is an online language development program that allows native Spanish speaking students to develop English language skills. The program is funded with local technology funds.

Summit K12

Summit K12 is an online platform that provides an ELPS mastery program that address listening, speaking, reading, and writing domains. The program offers students the opportunity to practice skills assessed by the TELPAS in a format that resembles the way in which it is assessed. All EB students in grades 3-12 are registered with Summit K-12. This program is funded with Title III SSA funds.

Title III Funds (Shared Services with ESC)

2023-2024	
Total SSA Funds Spent	\$10,399
2024-2025	
Total SSA Funds Spent	\$10,587
2025-2026	
Total SSA Funds Expected	\$10,808