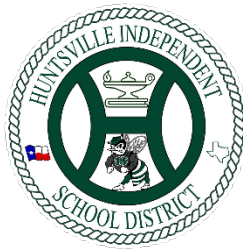


HUNTSVILLE INDEPENDENT SCHOOL DISTRICT



BILINGUAL AND ESL PROGRAM EVALUATION 2024-2025

HUNTSVILLE INDEPENDENT SCHOOL DISTRICT

EMERGENT BILINGUAL PROGRAMS

Huntsville Independent School District

2024-2025 Bilingual and ESL Program Evaluation

Huntsville ISD offers both a Spanish Bilingual Program and an English as a Second Language (ESL) Program to support Emergent Bilingual (EB) students. During the 2024–2025 school year, the Transitional Bilingual Early Exit Program served students in grades Pre-Kindergarten through 5, while the ESL Program served students in grades Pre-Kindergarten through 12. As of the Fall PEIMS submission, 1,533 Emergent Bilingual students were enrolled, a decrease from the 1,684 students enrolled in the fall of the 2023–2024 school year. Local enrollment also experienced a slight decline, from 1,133 students in 2023–2024 to 1,084 in 2024–2025 at the time of the Fall PEIMS submission.

Figure 1

Fall English Learner Year Comparison Percentages - Number of Years Displayed: 3 Possible Years

	2022 - 2023			2023 - 2024			2024 - 2025		
	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent
Huntsville H S	290	1,797	16.14%	325	1,847	17.60%	312	1,882	16.58%
Mance Park Middle	178	904	19.6903	167	882	18.9342	263	1298	20.2619
Stewart EL	100	488	20.4918	112	531	21.0923	21	547	3.8391
Samuel Houston EL	21	437	4.8055	25	437	5.7208	153	760	20.1316
Scott Johnson EL	119	591	20.1354	125	559	22.3614	174	879	19.7952
Huntsville EL	141	603	23.3831	137	601	22.7953	161	670	24.0299
Gibbs Pre-K Center	52	291	17.8694	53	301	17.608			
Huntsville INT	177	827	21.4027	189	831	22.7437			
Texas Online Preparatory EL	181	1334	13.5682	126	1026	12.2807	51	646	7.8947
Texas Online Preparatory Middle	206	1941	10.6131	279	2120	13.1604	244	2050	11.9024
Texas Online Preparatory H S	129	2100	6.1429	146	2183	6.688	154	2228	6.912
Huntsville ISD	1594	11313	14.09	1684	11318	14.879	1533	10960	13.9872

Source: On Data Suite

The Home Language Survey is the first step in identifying students who may need support in learning English. The Home Language Survey (HLS) is a short questionnaire that parents or guardians fill out when a student first enrolls in a Texas public school. The Home Language Survey asks three questions. If a language other than English is listed on the survey, the student is evaluated using state-approved assessments. If the results of the assessment indicate that the student is not yet proficient in English, the Language Proficiency Assessment Committee will classify the student as an Emergent Bilingual and offer services through a Bilingual or ESL program to support their academic success.

HUNTSVILLE INDEPENDENT SCHOOL DISTRICT

EMERGENT BILINGUAL PROGRAMS

In our local campuses, there are seventeen home languages represented, including English. The largest home language identified is Spanish. There are twenty-one languages represented in our online campuses.

Figure 2

2024-2025 Emergent Bilingual Students by Home Language (Local)

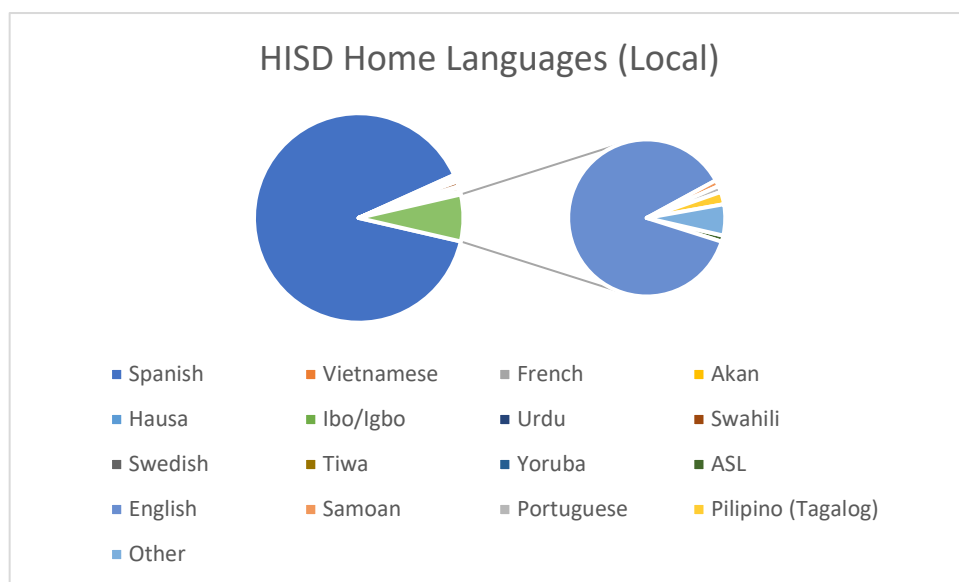
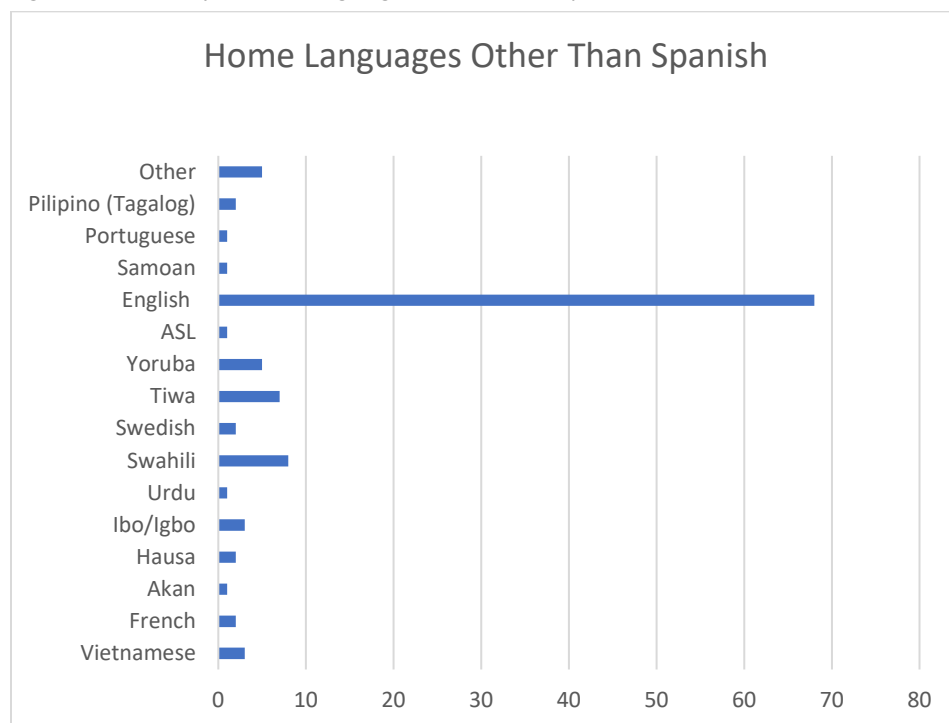


Figure 3

Emergent Bilingual Students by Home Languages Other Than Spanish (Local)



HUNTSVILLE INDEPENDENT SCHOOL DISTRICT

EMERGENT BILINGUAL PROGRAMS

Figure 4

2024-2025 Emergent Bilingual Students by Home Language (TOPS)

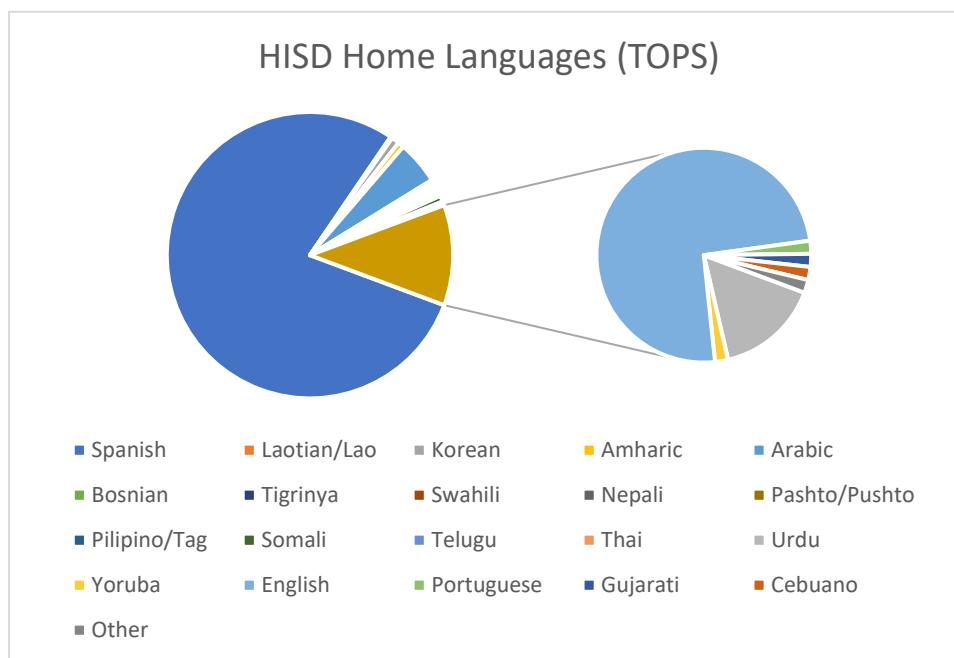
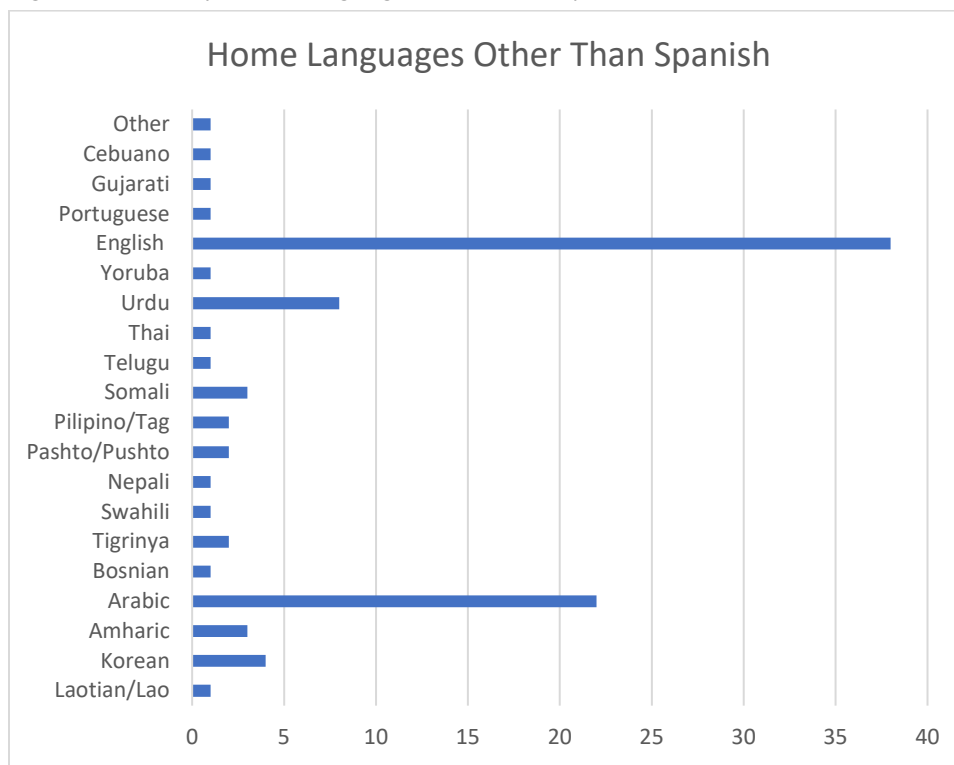


Figure 5

Emergent Bilingual Students by Home Languages Other Than Spanish (TOPS)



HUNTSVILLE INDEPENDENT SCHOOL DISTRICT

EMERGENT BILINGUAL PROGRAMS

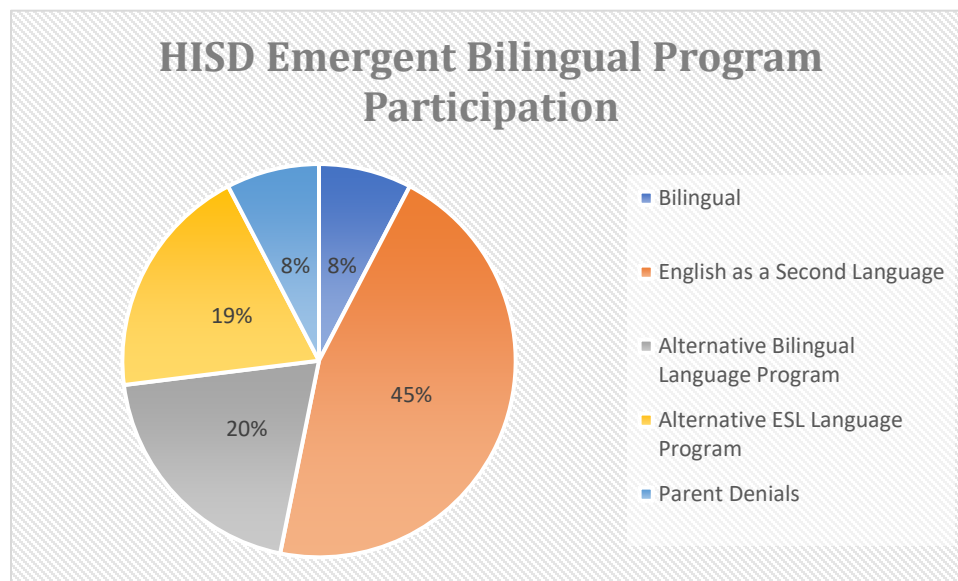
Huntsville ISD offers a Transitional Early Exit bilingual program. Starting in Prekindergarten, the bilingual program offers Emergent Bilingual students a structured progression of foundational skills in their native language, while gradually building proficiency in English. The primary language is used as a resource, and instruction in the primary language decreases as English is acquired.

The English as a Second Language program is designed to support Emergent Bilingual students in developing English language proficiency while learning grade-level academic content. All instruction is delivered in English, and teachers use specialized strategies to make lessons understandable and accessible. The goal is to help students become fluent in English and achieve academic success alongside their peers.

When teachers are not appropriately Bilingual or ESL certified, students participate in an Alternative Language Program. The teachers in the Alternative Language Program receive training in content-based language instruction, and students receive additional support from a bilingual instructional assistant, when applicable. 296 students were served under the Alternative Methods for ESL, and 304 students were served under the Alternative Methods for Bilingual Education.

Figure 6

2024-2025 HISD Emergent Bilingual Program Participation



HUNTSVILLE INDEPENDENT SCHOOL DISTRICT

EMERGENT BILINGUAL PROGRAMS

Figure 7

Emergent Bilingual Program Participation- Local Campuses

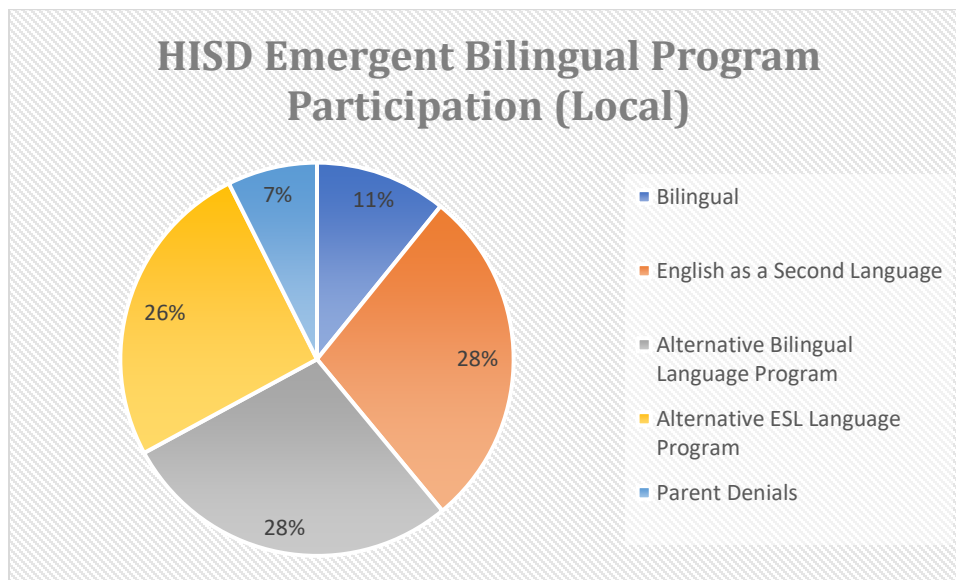
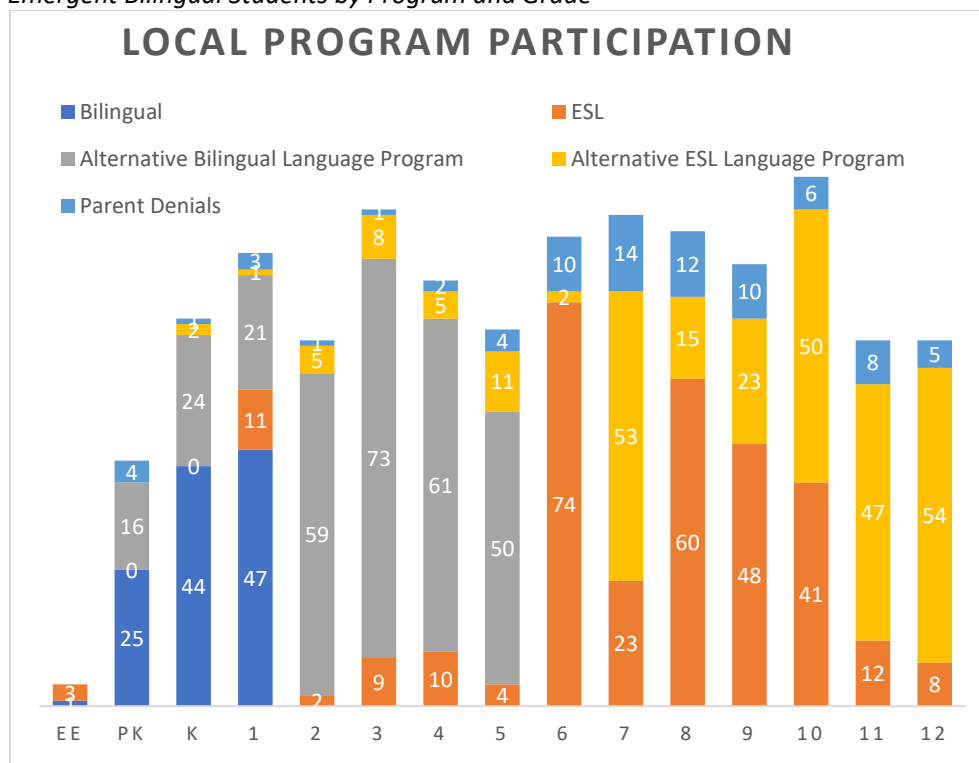


Figure 8

Number of Emergent Bilingual Students by Program and Grade



HUNTSVILLE INDEPENDENT SCHOOL DISTRICT
EMERGENT BILINGUAL PROGRAMS
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS (STAAR)
SPRING 2025 SUMMARY

The following charts compare the 2024 and 2025 STAAR passing percentages of Emergent Bilingual students in Huntsville ISD.

Figure 9

Emergent Bilingual Passing Percentage on STAAR Reading

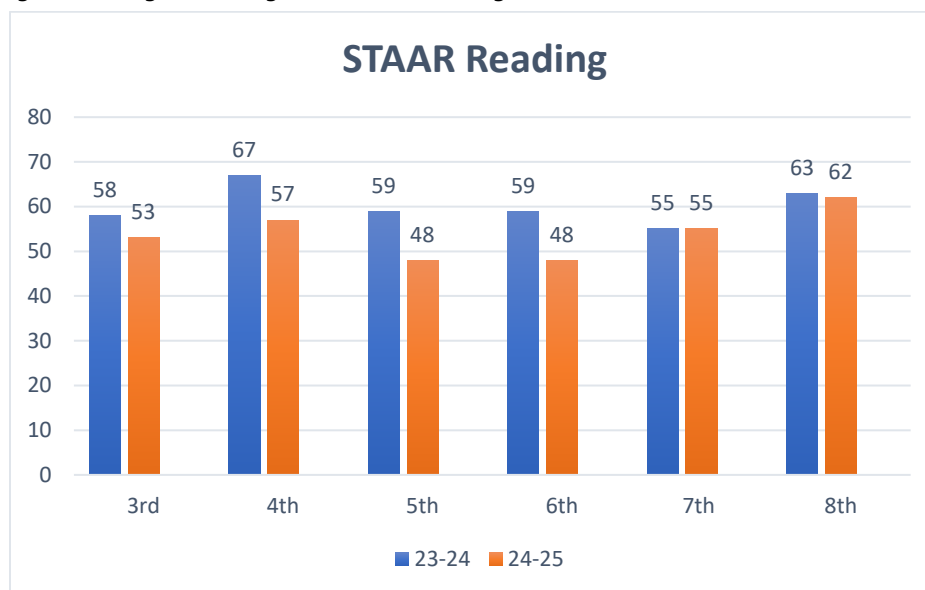
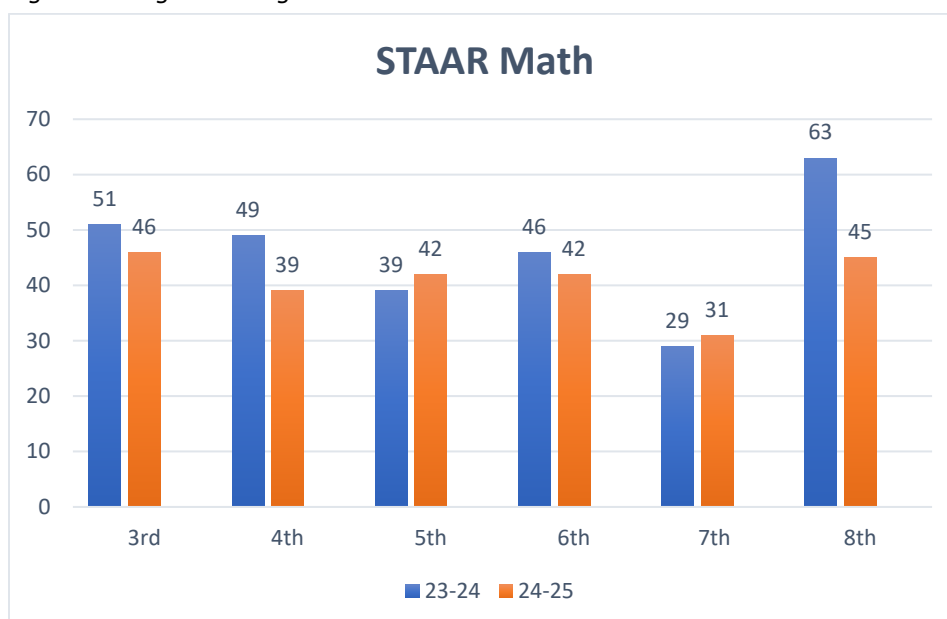


Figure 10

Emergent Bilingual Passing Percentage on STAAR Math



HUNTSVILLE INDEPENDENT SCHOOL DISTRICT

EMERGENT BILINGUAL PROGRAMS

Figure 11

Emergent Bilingual Passing Percentage on STAAR Science

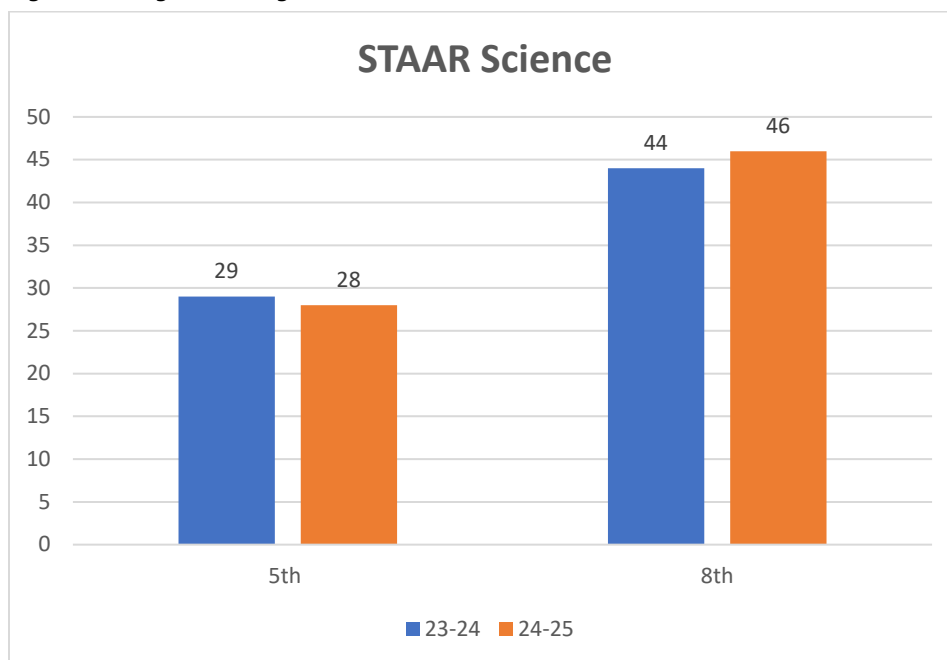
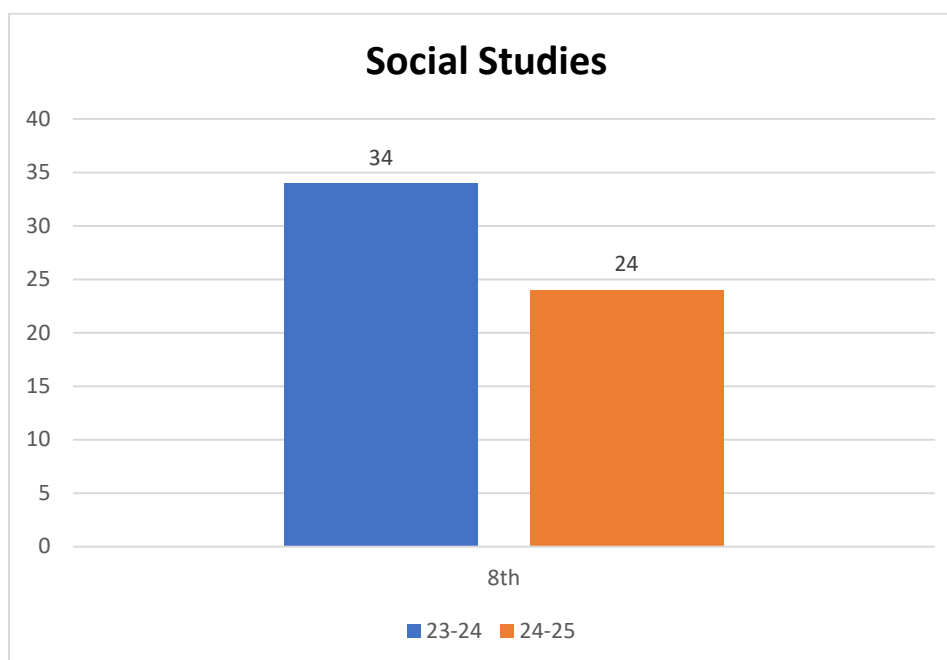


Figure 12

Emergent Bilingual Passing Percentage on STAAR Social Studies

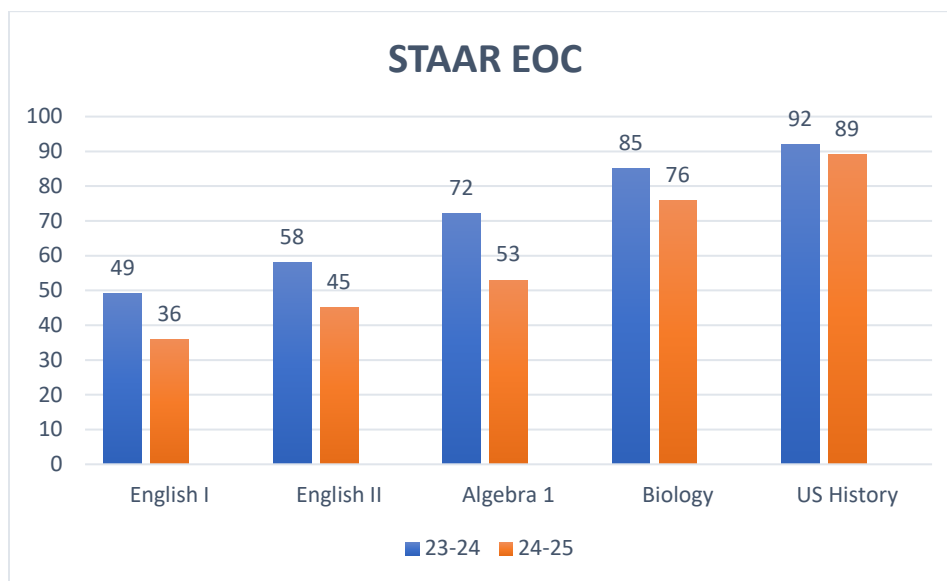


HUNTSVILLE INDEPENDENT SCHOOL DISTRICT

EMERGENT BILINGUAL PROGRAMS

Figure 13

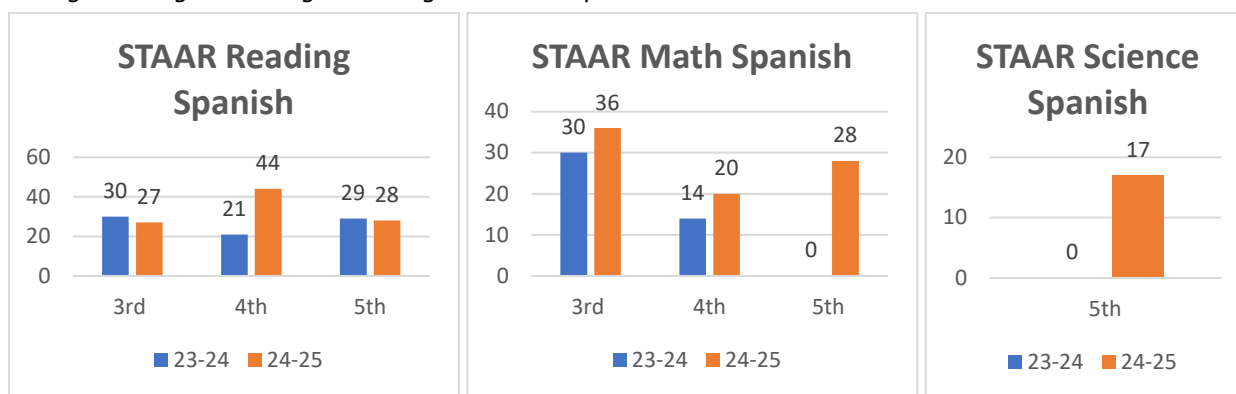
Emergent Bilingual Passing Percentage on STAAR End of Course Exams



STAAR Spanish is an online assessment available in mathematics, reading language arts (RLA), and science for students in grades 3–5. It is administered to eligible students for whom the Spanish version of the STAAR provides the most appropriate measure of their academic progress.

Figure 14

Emergent Bilingual Passing Percentage on STAAR Spanish Assessments



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EMERGENT BILINGUAL PROGRAMS

Once students meet the criteria to exit the Emergent Bilingual program, the Language Proficiency Assessment Committee (LPAC) monitors their academic progress for two years to ensure continued success without language support. Figure 15 shows the percentage of students in their first and second year of monitoring who met the passing standards on the STAAR exams. Figure 16 presents the performance of students classified as former Emergent Bilinguals, those who have been exited from the program for five years or more, and their success rates on STAAR assessments.

Figure 15

Monitored Students' Passing Percentage on STAAR

Monitor Year 1	% Passing	# of Students
Grade 3 Reading	100	5
Grade 3 Math	100	5
Grade 4 Reading	100	7
Grade 4 Math	71	5
Grade 5 Science	52	12
Grade 5 Reading	100	22
Grade 5 Math	83	19
Grade 6 Reading	100	33
Grade 6 Math	78	25
Grade 7 Reading	100	27
Grade 7 Math	81	17
Grade 8 Reading	96	24
Grade 8 Math	71	20
Grade 8 Social Studies	55	16
Grade 8 Science	86	25
English I	87	13
English II	100	26
Algebra 1	80	12
Biology	92	12
US History	100	23

Monitor Year 2	% Passing	# of Students
Grade 3 Reading	100	7
Grade 3 Math	100	7

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EMERGENT BILINGUAL PROGRAMS

Figure 16

Former EB Passing Percentage on STAAR

Former EB	% Passing	# of Students
Grade 6 Reading	88	7
Grade 6 Math	63	5
Grade 7 Reading	100	13
Grade 7 Math	89	8
Grade 8 Reading	93	14
Grade 8 Math	75	12
Grade 8 Social Studies	71	15
Grade 8 Science	76	16
English I	98	43
English II	98	42
Algebra 1	75	27
Biology	100	42
US History	100	55

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EMERGENT BILINGUAL PROGRAMS

TEXAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SYSTEM (TELPAS)

Emergent Bilingual students in grades K-12 are assessed each spring using the Texas English Language Proficiency Assessment System (TELPAS) to track their progress in learning English. The graphs below present the TELPAS results for the 2024-2025 school year.

Figure 17

TELPAS Overall Composite Score Percentages by Grade Level (HISD)

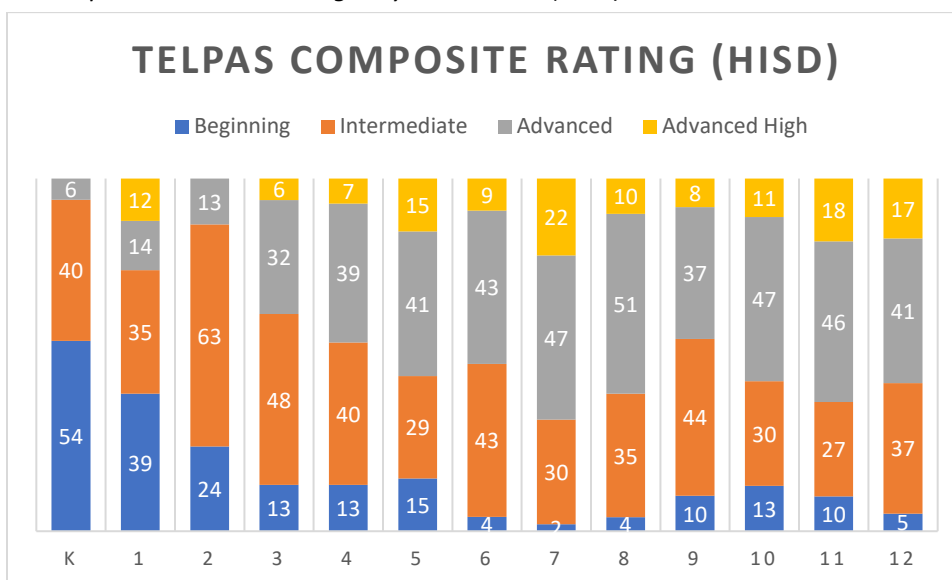
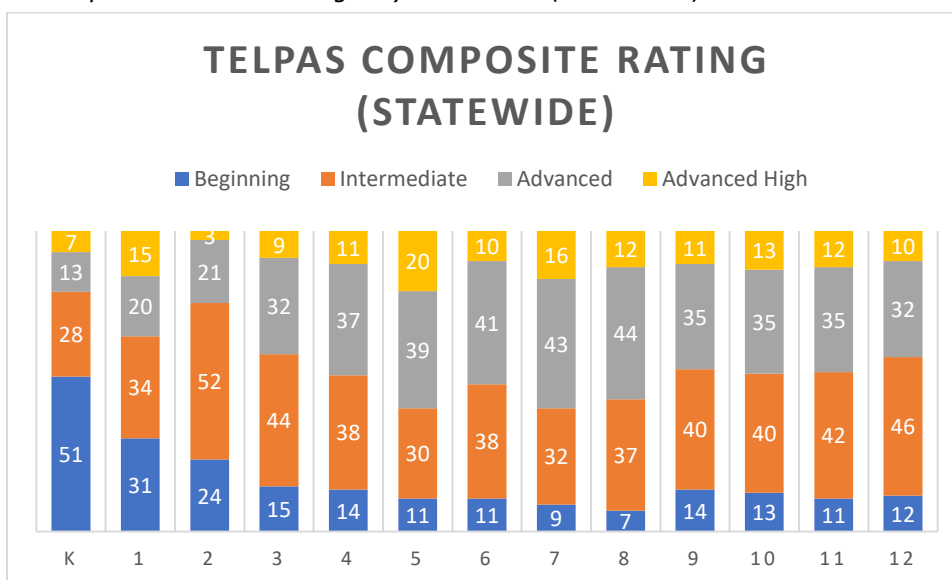


Figure 18

TELPAS Overall Composite Score Percentages by Grade Level (STATEWIDE)



HUNTSVILLE INDEPENDENT SCHOOL DISTRICT

EMERGENT BILINGUAL PROGRAMS

Figure 19

TELPAS Overall Composite Score by Years in US Schools (On Data Suite)

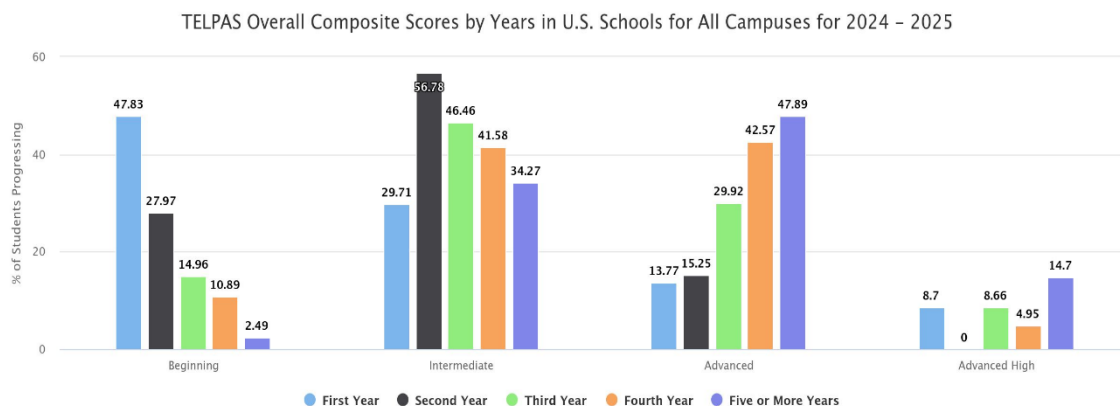


Figure 20

TELPAS Listening Results: Grades K-5

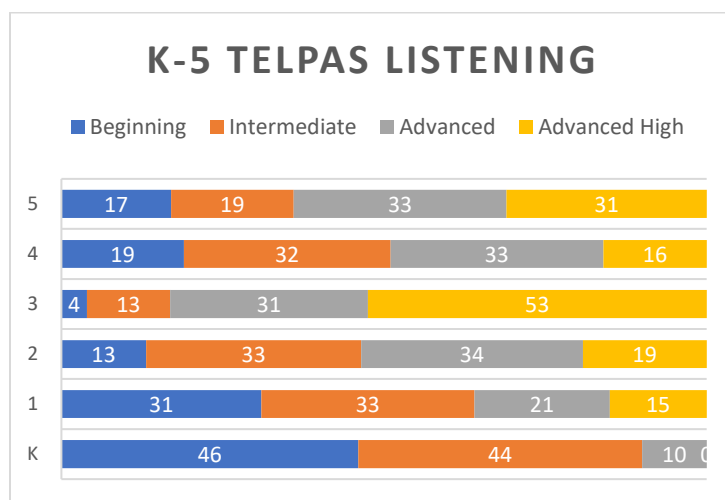
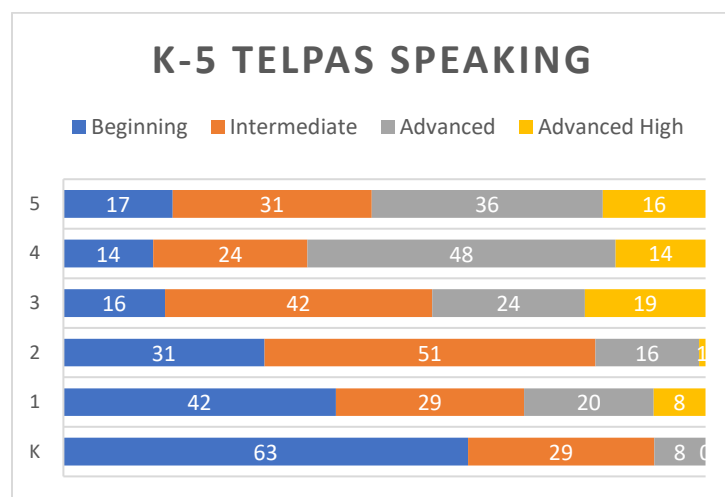


Figure 21

TELPAS Speaking Results: Grades K-5



HUNTSVILLE INDEPENDENT SCHOOL DISTRICT

EMERGENT BILINGUAL PROGRAMS

Figure 22

TELPAS Reading Results: Grades K-5

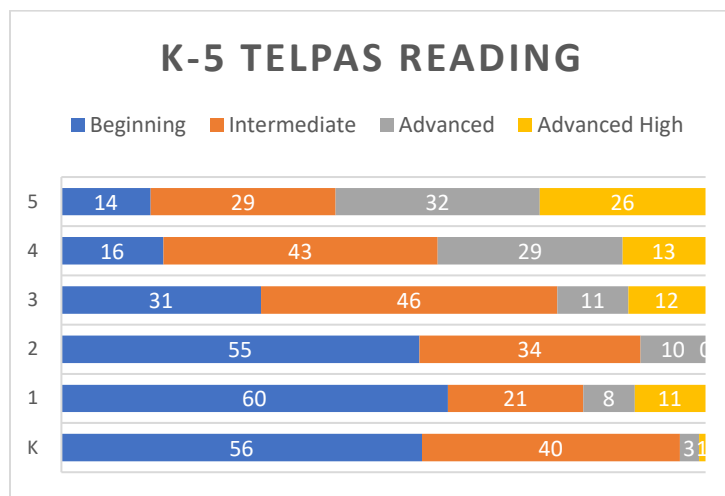
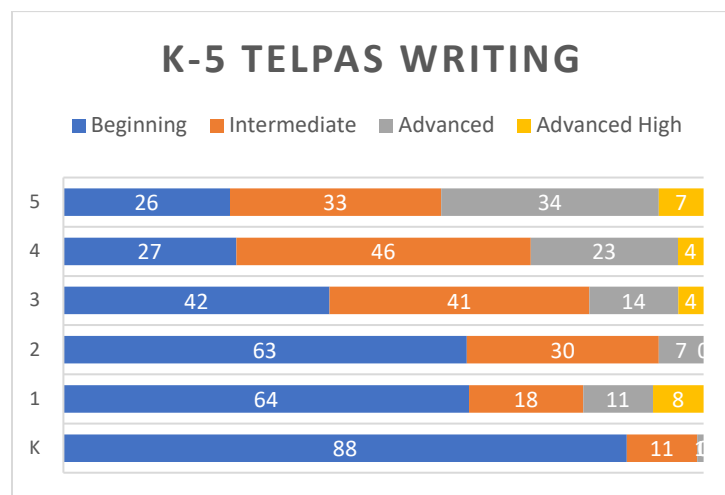


Figure 23

TELPAS Writing Results: Grades K-5



HUNTSVILLE INDEPENDENT SCHOOL DISTRICT

EMERGENT BILINGUAL PROGRAMS

Figure 24

TELPAS Listening Results: Grades 6-8

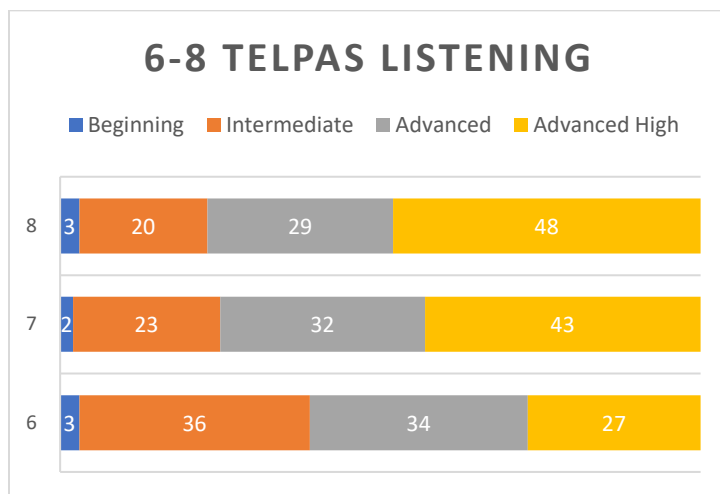
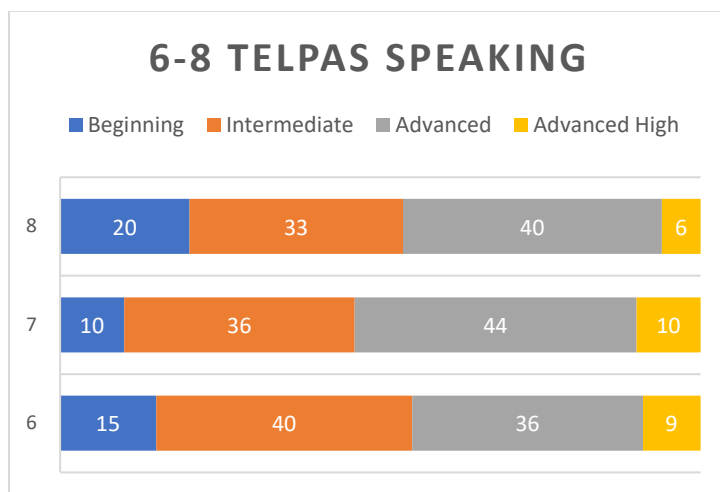


Figure 25

TELPAS Speaking Results: Grades 6-8



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EMERGENT BILINGUAL PROGRAMS

Figure 26

TELPAS Reading Results: Grades 6-8

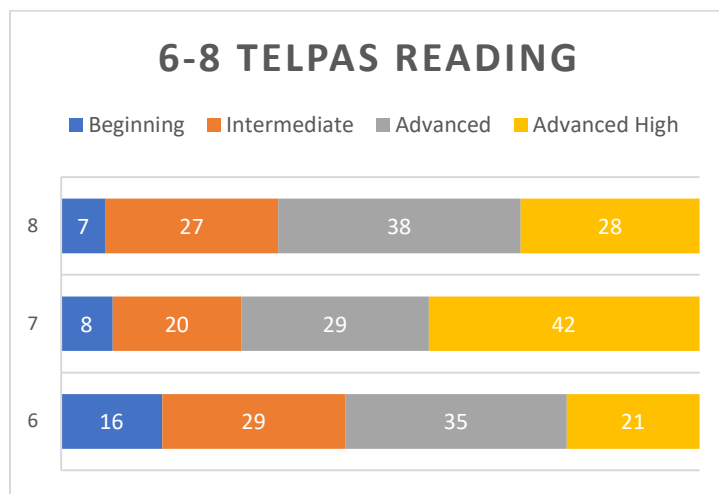
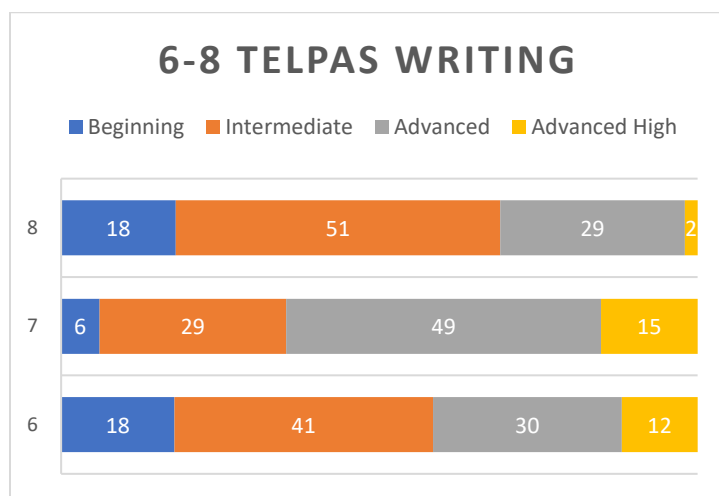


Figure 27

TELPAS Writing Results: Grades 6-8



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EMERGENT BILINGUAL PROGRAMS

Figure 28

TELPAS Listening Results: Grades 9-12

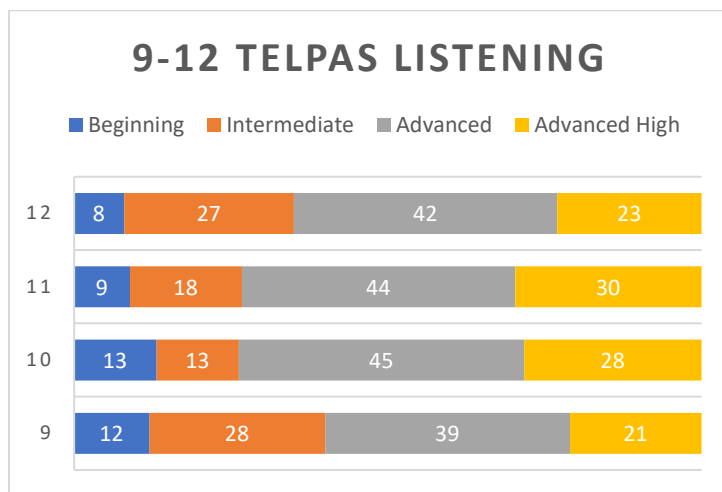
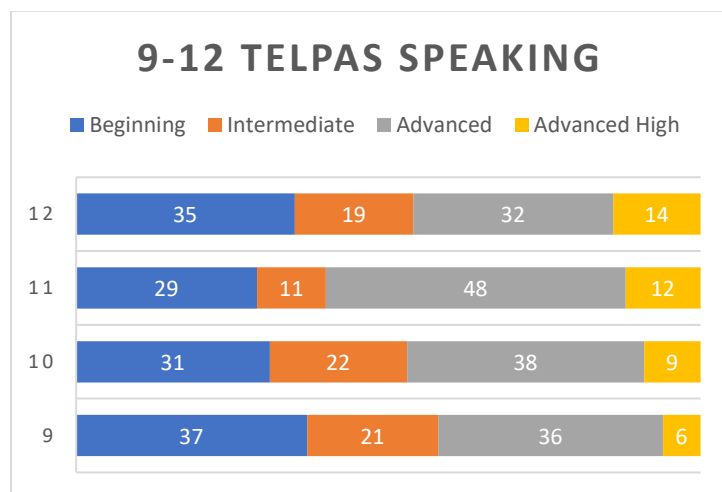


Figure 29

TELPAS Speaking Results: Grades 9-12



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EMERGENT BILINGUAL PROGRAMS

Figure 30

TELPAS Reading Results: Grades 9-12

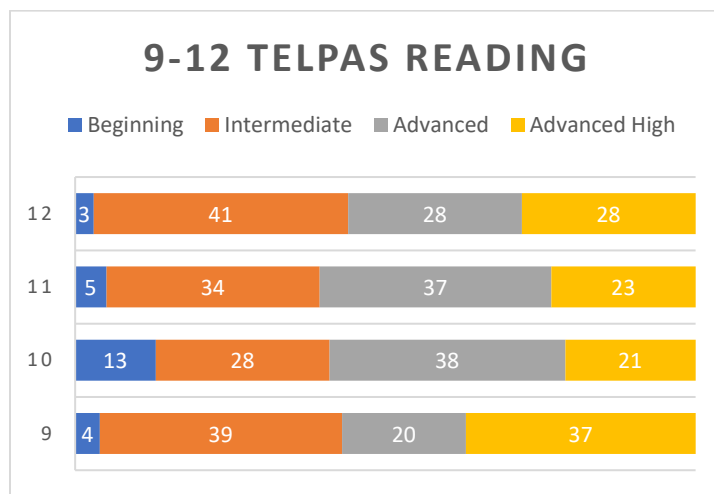
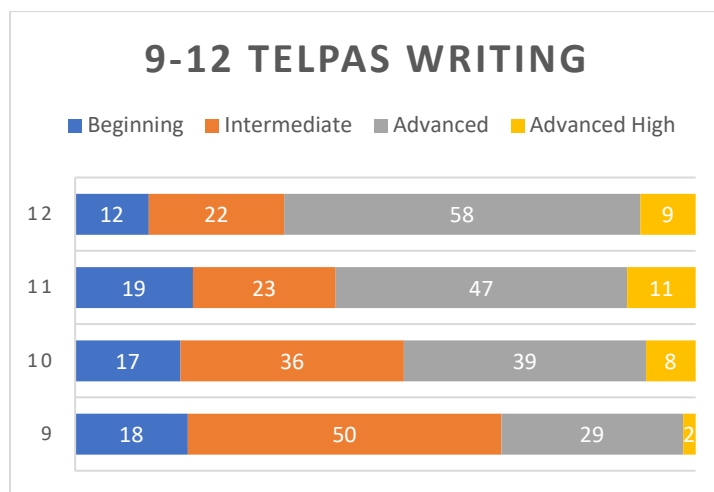


Figure 31

TELPAS Writing Results: Grades 9-12



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EMERGENT BILINGUAL PROGRAMS

The language progress of PK students in Huntsville ISD is evaluated with the preLAS assessment. This assessment measures key language skills, including vocabulary, listening comprehension, and oral language development in both English and Spanish, as applicable. The goal is to monitor students' progress in acquiring language skills by the end of the school year, ensuring they are developing a strong foundation for future academic success.

Figure 32

2024-2025 preLAS Assessment Results- English

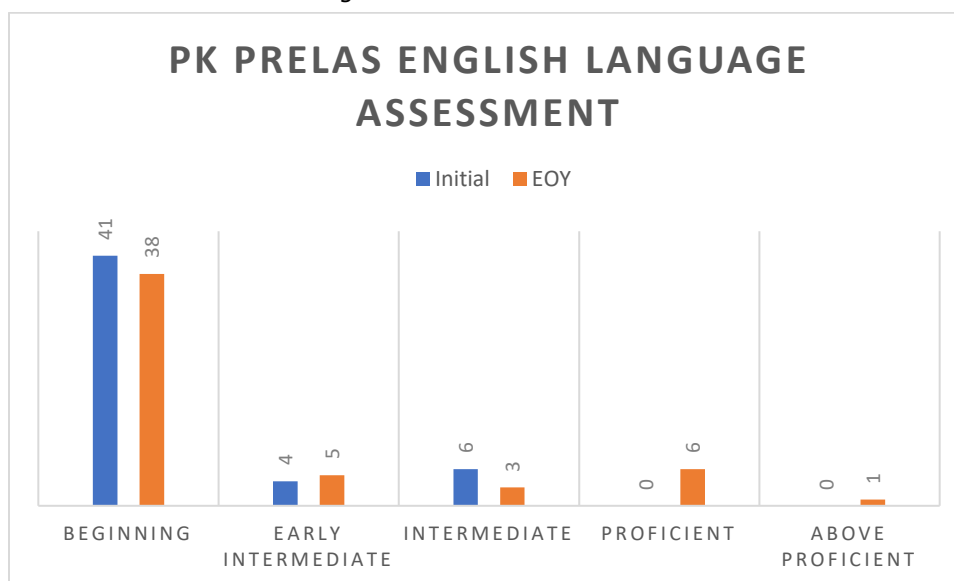
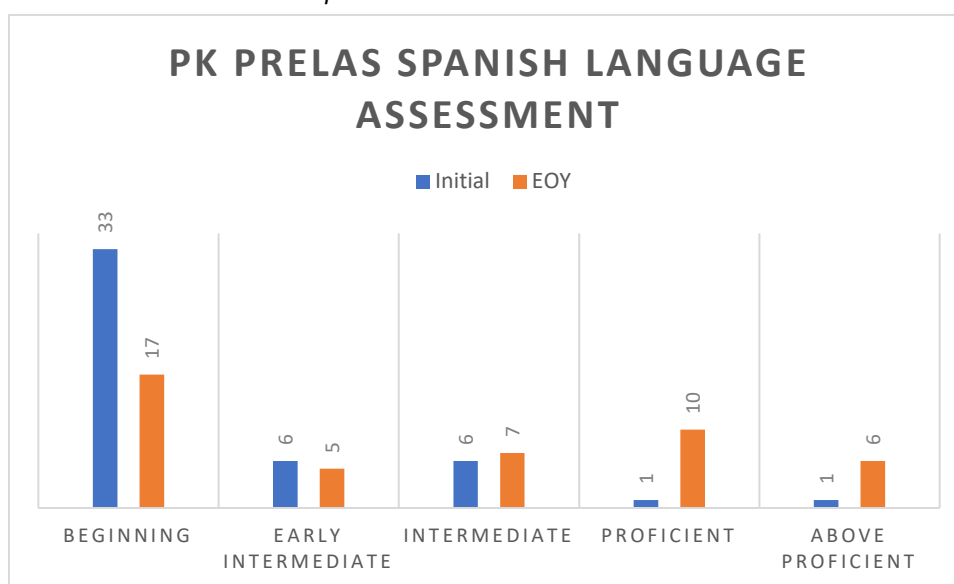


Figure 33

2024-2025 preLAS Assessment Results- Spanish



HUNTSVILLE INDEPENDENT SCHOOL DISTRICT

EMERGENT BILINGUAL PROGRAMS

RECLASSIFICATION AND EXIT

Emergent Bilingual (EB) students in Texas go through a reclassification process to determine when they have gained enough English proficiency to exit the Bilingual or English as a Second Language (ESL) program and no longer require linguistic support. The process involves multiple criteria, including performance on the Texas English Language Proficiency Assessment System (TELPAS), the state designated reading assessment, and a teacher evaluation. Students with significant cognitive disabilities who take the TELPAS Alternative (TELPAS ALT) assessment can reclassify when they have met their individualized reclassification criteria.

Once these criteria are met, the Language Proficiency Assessment Committee (LPAC) reviews the students' overall performance to decide if the student can exit the Emergent Bilingual program.

After reclassification, students are monitored for two years to ensure they continue to succeed academically without additional language support. The following charts represent the number of students who met the reclassification criteria and will exit the program pending parent permission. Their continued academic progress after reclassification continues to be monitored through course grades and state assessment results monitoring.

Figure 34

Number of Students Who Met Reclassification Criteria (Local)

Grade Level	23-24	24-25
1	4	5
2	5	0
3	8	3
4	18	7
5	18	8
6	9	8
7	6	17
8	5	9
9	12	5
10	14	5
11	7	10
12	2	2
TOTAL	108	79

HUNTSVILLE INDEPENDENT SCHOOL DISTRICT

EMERGENT BILINGUAL PROGRAMS

Figure 35

Number of Students Who Met Reclassification Criteria (TOPS)

Grade Level	23-24	24-25
3	0	4
4	1	1
5	4	5
6	15	*7
7	20	*20
8	18	8
9	10	6
10	8	14
11	16	3
12	5	1
TOTAL	97	69

*INCLUDES ONE STUDENT WHO TOOK THE TELPAS ALTERNATIVE ASSESSMENT AND MET THEIR INDIVIDUALIZED RECLASSIFICATION CRITERIA

BILINGUAL EXCEPTION & ESL WAIVER

Huntsville ISD submitted a request to the Commissioner of Education for a Bilingual Education Exception and an ESL Waiver. This request was made due to challenges the district faces in recruiting enough Bilingual and ESL-certified teachers to staff the required Emergent Bilingual programs. Specifically, the district sought an exception for twenty-three Bilingual teacher positions and a waiver for thirty-six ESL teacher positions. Two teachers received their ESL certification in the 24-25 school year.

Huntsville ISD continued its certification efforts by allocating Bilingual Education Allotment funds to continue to offer teacher opportunities to obtain a Bilingual or ESL certification. This allocation included expenses for test preparation courses at ESC 6 and test reimbursement upon receipt of payment proof and test scores. Teachers who obtain their ESL certification are awarded a one-time stipend for passing the test and adding it to their teaching certificate. Additionally, teachers who obtain their bilingual certification qualify for the \$7500 bilingual teacher stipend.

PROFESSIONAL LEARNING

In addition to individualized job embedded training and coaching, internal training sessions were conducted by the Emergent Bilingual Instructional Specialist and the Bilingual Instructional Coach, covering a wide range of essential topics. These included Student Proficiency Profiles, Ellevation and its strategies, the 7 Steps to a Language-

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EMERGENT BILINGUAL PROGRAMS

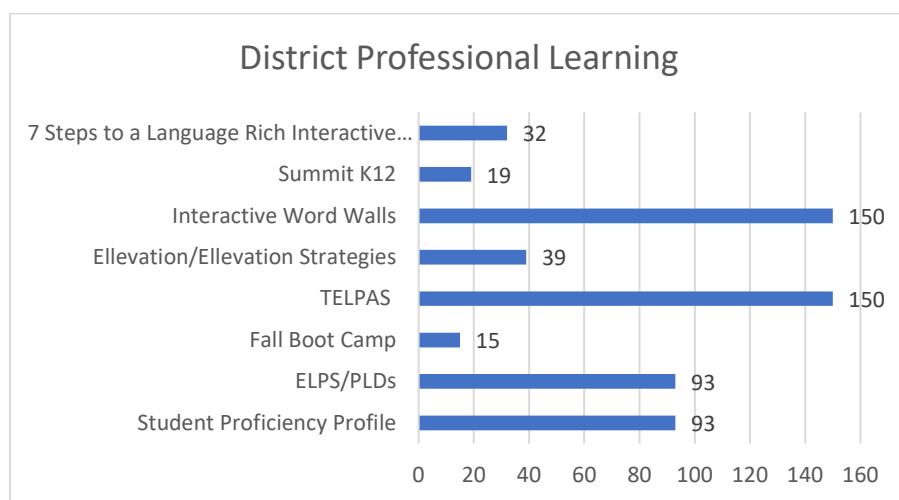
Rich Interactive Classroom, Content-Based Language Instruction, Language Objectives, Summit K12, TELPAS walkthroughs, and TELPAS data analysis.

In addition, Bilingual Program teachers receive specialized training in areas such as Spanish literacy, bridging Spanish and English phonics, and Spanish reading intervention programs.

The district also provided opportunities for staff to participate in external professional development events, including workshops and conferences hosted by ESC Region 6, the Title III Symposium, and Seidlitz Education sessions.

Figure 36

Professional Learning



ADDITIONAL INFORMATION

- **PK/K Summer School**
 - The required Emergent Bilingual summer school program was offered to all Prekindergarten and Kindergarten emergent bilingual students. Thirty-three students attended summer school.
- **Summer School- Spanish Literacy**
 - An additional summer program was offered this year to students in First through Fifth grade who needed additional literacy support in Spanish while continuing to develop their English.
- **EB Summer Camp**
 - Eight teachers worked with more than 70 students, providing targeted language acquisition strategies through a variety of instructional activities. The camp design included rotations focused on the four language domains—listening, speaking, reading, and writing—as well as the

HUNTSVILLE INDEPENDENT SCHOOL DISTRICT

EMERGENT BILINGUAL PROGRAMS

development of essential soft skills such as communication, teamwork, and problem solving. Instructional activities included science experiments, interactive games, following multi-step directions, creation station projects, academic vocabulary practice, and narrative writing.

- At the conclusion of camp, each student also received a take-home book bag filled with resources to continue their learning throughout the summer. These included a book bag, a leveled book set, an age-appropriate game, a writing journal, Storymatic Writing Cards to spark creativity, a supply box, and other useful learning tools.
- TELPAS Celebrations and Bootcamp
 - Emergent bilingual students celebrated their hard work on TELPAS by enjoying silent disco or a sweet treat.
 - The Emergent Bilingual Department continued to support campuses with TELPAS Bootcamp. They reviewed each domain, familiarized students with the TELPAS test format, cleared up any misconceptions, and practiced item types.
- Programs used by EB Students
 - Imagine Learning (PK)
 - Rosetta Stone
 - Summit K12
 - Estrellita
 - Vista Get Ready
- Program Expenditures
 - Technology for Newcomer Students (HHS)
 - Classroom resources
 - Summer school staff
 - Summer school supplies
 - Ellevation
 - Seidlitz Consultant
 - ESC 6 Service Fee
 - Professional Learning/Travel Expenses
 - Assessments for Identification
 - Certification Stipends
 - Salaries
 - Spanish STAAR Resources