2025 Bilingual Programs Assessment Annual Evaluation Report

Duncanville ISD Emergent Bilingual (EB) Data

Duncanville ISD Emergent Bilinguals

Data points on chart:
- 2017-2018: 17.2
- 2018-2019: 17.5
- 2019-2020: 20
- 2020-2021: 19.2
- 2021-2022: 20.1
- 2022-2023: 25.7
- 2023-2024: 26.3
- 2024-2025: 26.3
- 2025-2026: 26.1

Legend:
- Growth Years
- Plateau Years
- EB % (Line)

Y-axis: EB %
X-axis: Academic Year
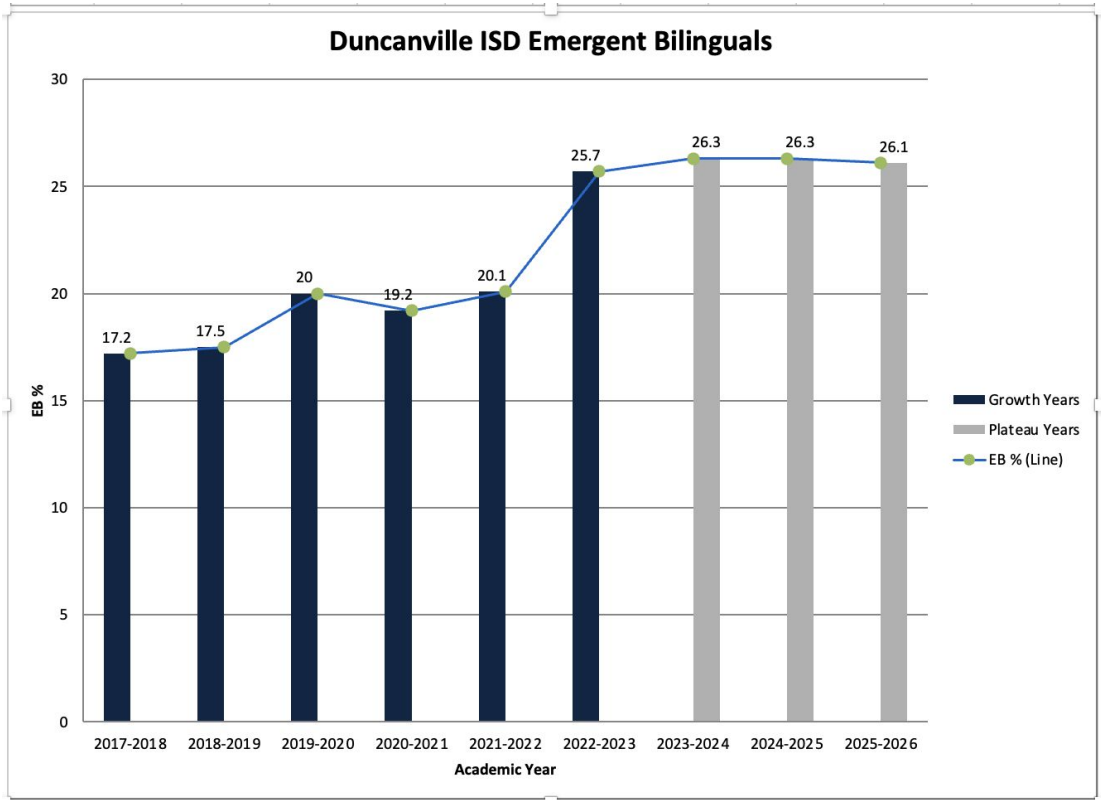
2025-2026

Total EBs in DL	1234
Total EBs in ESL	1431
Total Parent Denials	210
Total Emergent Bilinguals	2875

FAMILIES FROM ALL OVER

THE WORLD

Europe

Europe Unspecified
Italy
Spain
United Kingdom

Asia

Afghanistan
Cambodia
China
Laos
Palestine
Philippines
Thailand
United Arab Emirates
Vietnam

North America & The Caribbean

The Bahamas
Cuba
Dominica
Dominican Republic
México
Puerto Rico-U.S. Territory
United States

Central America

El Salvador
Guatemala
Honduras
Nicaragua

South America

Brazil
Chile
Colombia
Ecuador
Panamá
Perú
Venezuela

Africa

Cameroon
Democratic Republic of Congo
Egypt
Federal Republic of Somalia
Ghana
Guinea
Nigeria
Senegal
Tanzania

41

Countries & Territories

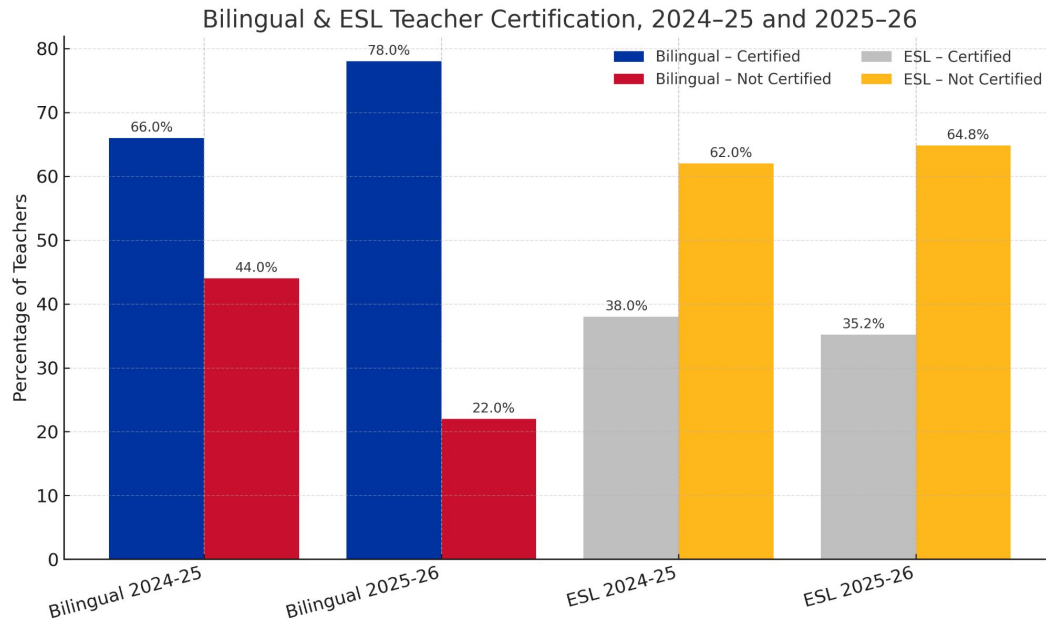# MULTIPLE
LANGUAGES

Afrikaans

Akan (Fante, Asante)

Arabic

Cambodian

Cantonese

Cherokee

English

French

Hopi

Iroquois

Haitian Creole

21

Languages

Farsi

Laotian

Mandarin

Other/Indigenous

Portuguese

Swahili

Spanish

Tagalog

Vietnamese

Yoruba

Staffing Solutions: Teacher Certification By Program

Bilingual & ESL Teacher Certification, 2024–25 and 2025–26

- **Grow Your Own & Retention**

- **Certification Supports**

- **Competitive Compensation**

- **Strategic Placement**

- **University & Recruitment**

- **Content Based Language Instruction (CBLI) Professional Development and Coaching**

English Language Proficiency Progress 2025

	2024	2025	DIFF	Points	Contribution to Domain 3
Acton	72%	50%	-22%	3	7.5
Alexander	31%	56%	25%	4	10
Bilhartz	49%	34%	-15%	0	0
Central	57%	46%	-11%	0	0
Fairmeadows	54%	54%	0%	3	7.5
Hastings	57%	68%	11%	4	10
Hyman	64%	48%	-16%	0	0
Merrifield	25%	43%	18%	2	5
Smith	58%	45%	-13%	0	0
Brandenburg	62%	58%	-4%	4	10
Daniel	52%	52%	0%	4	10
Hardin	45%	45%	0%	3	7.5
Byrd	65%	47%	-18%	3	7.5
Kennemer	54%	40%	-14%	0	0
Reed	56%	52%	-4%	4	10
PACE	18%	40%	22%	4	10
DHS	34%	41%	7%	4	10

Interim Goal: 49%
Long Term Goal: 55%

Interim Goal: 44%
Long Term Goal: 50%

Interim Goal: 34%
Long Term Goal: 40%

Points	Definition
4	Met long-term target (2037-38 target)
3	Met interim target (2022-23 through 2026-27 target)
2	Did not meet interim target but showed expected growth toward next interim target[1]
1	Did not meet interim target but showed minimal growth[2]
0	Did not meet interim target and did not show minimal growth

- Emergent Bilingual students showed growth in all grades except in grades 7 and English II
- Emergent Bilingual students outperformed the district in Grades 4–8, with Grade 8 leading the way.
- Growth trend shows Emergent Bilingual students surpassing the district in upper elementary and middle school.
- Demonstrates the impact of targeted Emergent Bilingual supports at these grade levels.
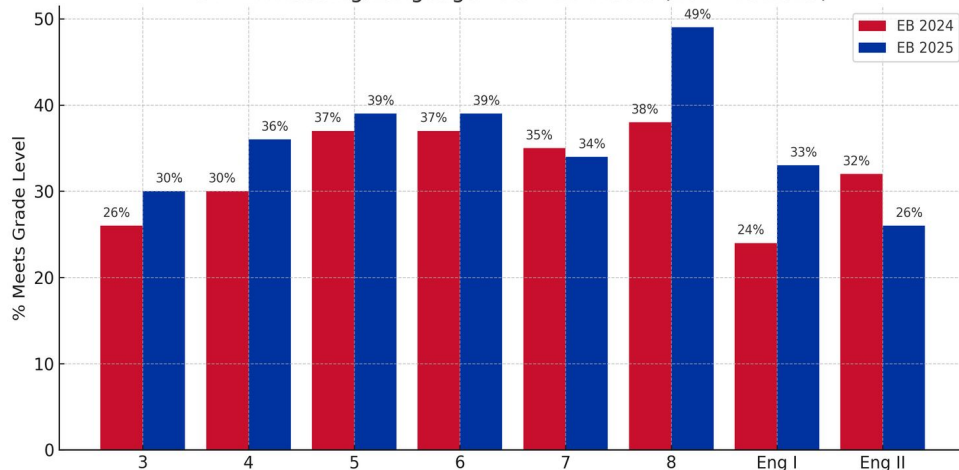
- Grade 3: EB performance trails district — signals early literacy gap.
- Grade 7 and English II didn't show growth
- High School English I & II: EB performance significantly below district, with the largest gaps.

- Elementary (Grade 3) → Strengthen Tier I early literacy, phonics + language scaffolds.
- Middle School (Grades 7–8) → Capture and replicate practices contributing to EB success.
- High School (Eng I & II) → Provide coaching cycles, readiness lessons, and EB academies.
- Monitoring → Build a DCA + linguistic tracker; run EB data huddles each 9 weeks.

STAAR Reading/Language Arts – EB Meets (2024 vs 2025)

Grade	EB 2024	EB 2025
3	26%	30%
4	30%	36%
5	37%	39%
6	37%	39%
7	35%	34%
8	38%	49%
Eng I	24%	33%
Eng II	32%	26%

87

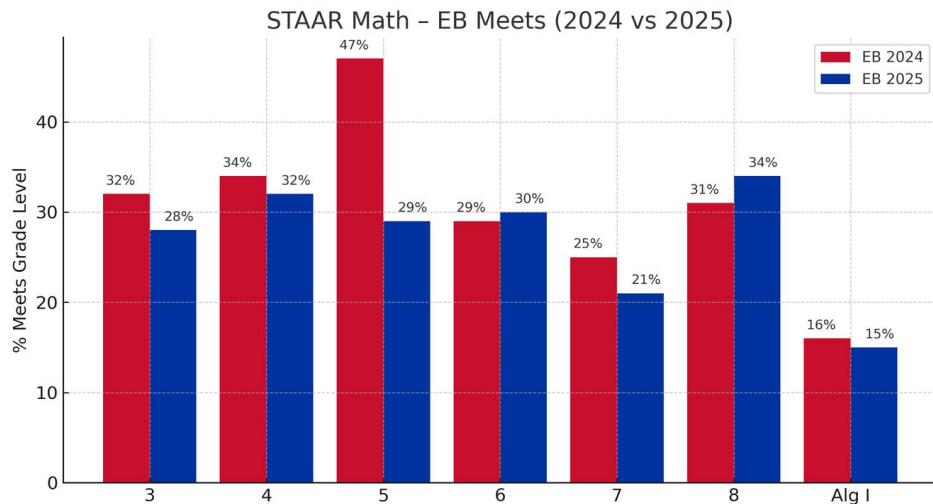# Math Meets: Emergent Bilingual Strengths in 3–6 & 8, Focus on 7 & Algebra I

- Emergent Bilingual students scores increased in grades 6 and 8
- Emergent Bilingual students above district in Grades 3–6, 8.
- Grade 5 and 8 standout performances.

- Grade 7 and Algebra I overall performance are low (<15%), even if EB ≈ District.

- Replicate Grade strategies that are working on grades 3-6 and 8 across campuses.
- Support Grade 7 & Algebra I teachers with targeted coaching and intervention planning.
- Provide Algebra I readiness supports (Content Based Language Instruction strategies such as QSSA and Talk-Read-Talk-Write) to raise achievement for all students.

STAAR Math – EB Meets (2024 vs 2025)

EB 2024
EB 2025

Grade	EB 2024	EB 2025
3	32%	28%
4	34%	32%
5	47%	29%
6	29%	30%
7	25%	21%
8	31%	34%
Alg I	16%	15%

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- Strengthen Tier I instruction with embedded language objectives.

- Leverage district curriculum assessments and linguistic data to monitor student progress and provide actionable feedback.

- Provide district and campus trainings and targeted classroom support and coaching in Emergent Bilingual heavy classrooms.

Annual Report Highlights

2,875

Emergent Bilingual Students

1,234

Dual Language Program

1,431

English as a Second Language Program

26.1%

Representation

Emergent Bilingual success is our district's success. By focusing on language growth and consistent support, our students can meet growth expectations and reach high levels of academic achievement.

Questions?