

BROWNWOOD INDEPENDENT SCHOOL DISTRICT
2025 Annual Program Evaluation: Emergent Bilingual

§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.

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

Brownwood ISD reviews graduation rates, as well as ESL completion rates to monitor student progress through the Emergent Bilingual Program. BISD monitors the progress of students who have been reclassified for the two years following reclassification and exit of the ESL program. Currently, we have seven first year monitor students and four second year monitor students. Students are tracked through PEIMS only, in their 3rd and 4th years of monitoring.

Documentation of Compliance:

BISD uses PEIMS data and internal documentation to track student performance.

Program Strengths:

Reorganization of the Emergent Bilingual Program with a Special Populations Coordinator who coordinates and collaborates with campus administration to ensure support for teachers and students, as well as compliance.

Areas for Improvement:

Review of the current systems for monitoring students' progress and instructional support as we continue to strive for excellence in serving emergent bilingual students.

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

Brownwood ISD uses state assessment scores to review students' strengths and weaknesses in an effort to assess student progress and identify areas for continued improvement.

Documentation of Compliance:

BISD uses Results Driven Accountability scores and state assessment scores.

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Program Strengths:

Collaboration among district departments including the Special Populations and Curriculum and Instruction Departments working to identify specific areas of improvement and support for students in the ESL program as well as ESL denials.

Areas for Improvement:

Review of the current system for identifying areas where improvement is needed in the instruction of core subjects so better support can be given to teachers of ESL students and ESL denials.

Does the school district use TELPAS results to assess the progress and attainment of the English proficiency of the Emergent Bilinguals 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)

Brownwood ISD uses TELPAS scores to review students' strengths and weaknesses in an effort to assess student progress and identify areas for continued improvement.

Documentation of Compliance:

BISD uses Results Driven Accountability and TELPAS scores.

Program Strengths:

Collaboration among district departments including the Special Populations and Curriculum and Instruction Departments working to identify specific areas of improvement and support for students in the ESL program as well as ESL denials.

Areas for Improvement:

Review of the current system for identifying areas where improvement is needed in the instruction of core subjects so better support can be given to teachers of ESL students and ESL denials.

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

Brownwood ISD had 7 students reclassified and exited out of the ESL program for the 2024-2025 school year.

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Documentation of Compliance:

BISD uses PEIMS data to confirm emergent bilingual reclassification and exit from the ESL program.

Program Strengths:

BISD continues to strive for emergent bilingual student reclassification and exit of students from the ESL program by collaboration with campuses on strategies for improving TELPAS and STAAR scores, as well as student academic performance.

Areas for Improvement:

Review of instruction and supplemental programs to improve effectiveness and increase the number of reclassifications and exits.

How many parent denials were reclassified? 19 TAC §89.1265(b)

Brownwood ISD had no parent denials reclassified in 2024-2025. (BISD had one parent denial in 2024-2025.)

Documentation of Compliance:

BISD uses PEIMS data and internal tracking documentation to track parent denials.

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)

Brownwood ISD staff who support the ESL program are ESL certified and are trained on the ELPS through the Texas Education Agency, as well as training through the Region 15 ESC.

Documentation of Compliance:

ESL certifications and ELPS training are documented and kept on file in the Human Resources Department as well as the Emergent Bilingual Department.

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Program Strengths:

BISD continues to support teachers through obtaining ESL certification and ensuring staff are highly trained through the ELPS Academy allowing for high yield instructional strategies in the classroom.

Areas for Improvement:

Review internal processes and professional development requirements to ensure the continuous improvement of instruction and increase instructional support for teachers and students.

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)

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

Documentation of Compliance:

No waivers were needed and all ESL students were provided services and support by an ESL-certified teacher.

Program Strengths:

ESL certification continues to be encouraged and supported by the district.

Areas for Improvement:

BISD continues to review and refine internal processes and requirements to ensure continuous improvement as we strive for consistent processes across the district to ensure new teachers obtain ESL certification or are already ESL-certified.

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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)

At this time, BISD's goal is not to file for an ESL waiver for the 25-26 school year.

Documentation of Compliance:

BISD uses Ascender student scheduling, as well as campus and district administrator oversight to monitor student placement with ESL-certified teachers.

Program Strengths:

Monitoring of placement of ESL students with ESL-certified teachers by campus administrators and the Special Populations Department. BISD continues to encourage and support the acquisition of ESL certification by teachers.

Areas for Improvement:

BISD continues to review and refine internal processes and requirements to ensure continuous improvement as we strive for consistent processes across the district to ensure new teachers obtain ESL certification or are already ESL-certified.

Have 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)

Board meeting review scheduled for October 6, 2025.

Documentation of Compliance:

Board meeting minutes.