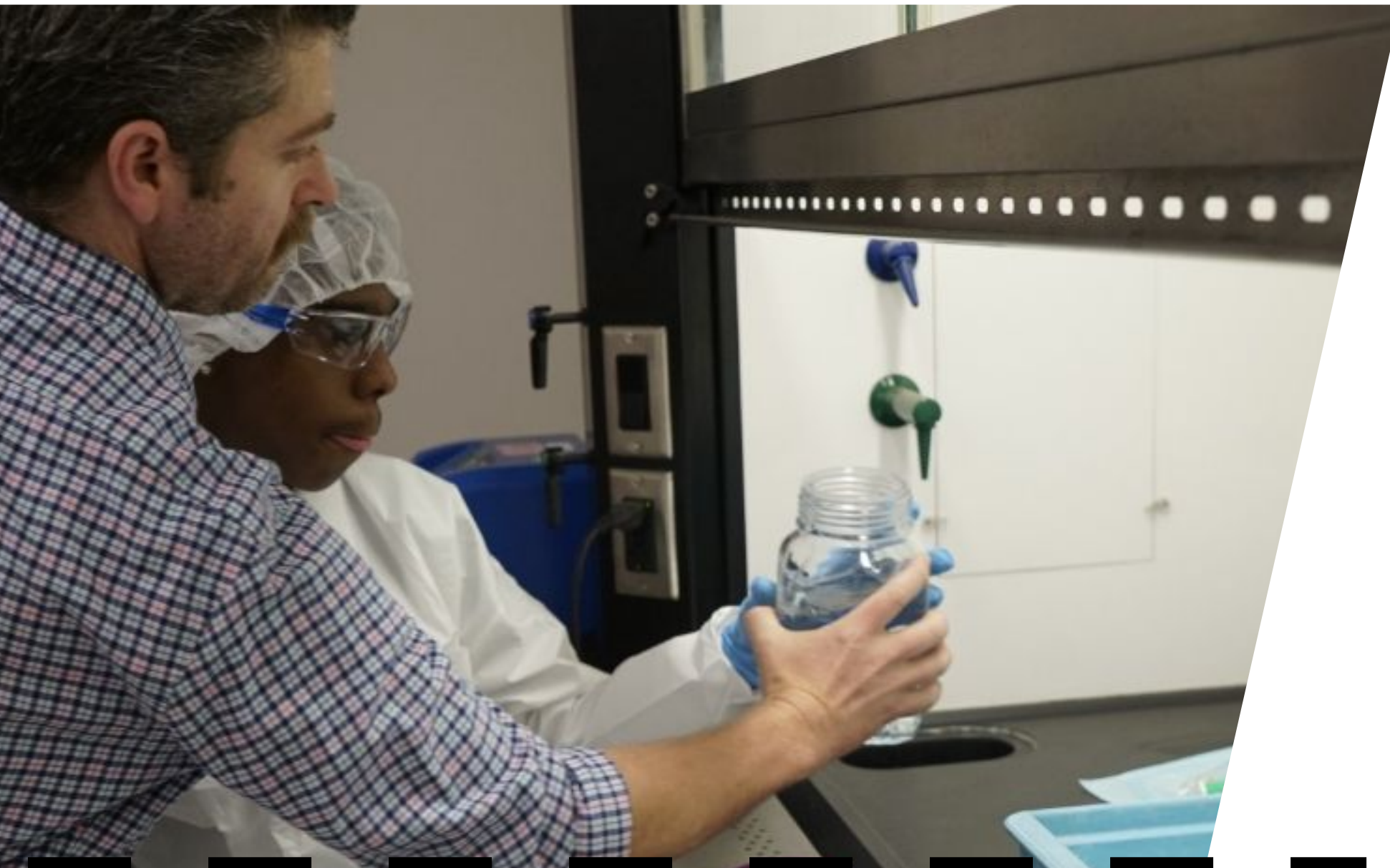




# Bilingual/Dual Language & ESL Program Evaluation







# THE BLUEPRINT

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## Vision

The **vision** of DeSoto ISD is to inspire curiosity and consciousness, develop character, build courage and nurture compassion.

## Mission

The **mission** is to ensure students, without exception, learn and grow at their highest levels.



# THE STRUCTURAL DESIGN



01

## CCMR

The percentage of DeSoto ISD students who graduate college, career, and military ready will increase from 88% in May 2024 to 96% by May 2030

02

## Literacy

The percentage of DeSoto ISD students who perform at the meets level or above on the 3rd Grade STAAR Reading assessment, will increase from 33% in May 2025 to 48%

03

## Numeracy

The percentage of DeSoto ISD students who perform at the meets level or above in mathematics on the 3rd Grade STAAR Math assessment will increase from 29% in May 2025 to 42% by May 2030.

04

## Math

The percentage of 8th grade students achieving meets or higher on STAAR/EOC Math assessments will increase from 35% in May 2025 to 43% by Spring 2030

05

## Reading

The percentage of 8th grade students achieving meets or higher on the STAAR Reading assessment will increase from 45% in May 2025 to 56% by Spring 2030



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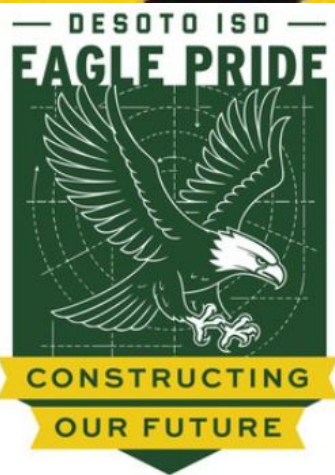




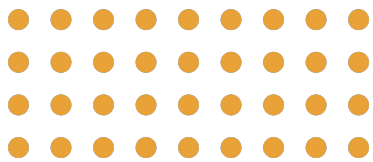
## **TAC §89.1265. Evaluation**

**(a) All school districts required to conduct a bilingual education or English as a second language (ESL) 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.**





# Number of EBs in District



Program	Grades	# Students October 2025
Bilingual/Dual Language	PK - 2nd	144
Bilingual ALT*	1st, 3rd- 5th	149
ESL	PK - 12th	61
ESL ALT*	K- 12th	407
Denials	PK - 12th	8

ALT= Student with Non Certified Teacher

Total= 769



# Academic Progress TELPAS K-12

Number of students reclassified= 18

## District Composite Scores %

Number of Students	Beginner	Intermediate	Advanced	Advanced High
557	18	47	26	9



# Academic Progress TELPAS K-12



Listening %			
Beginner	Intermediate	Advanced	Advanced High
14	25	34	27

Reading %			
Beginner	Intermediate	Advanced	Advanced High
26	32	20	22

Speaking %			
Beginner	Intermediate	Advanced	Advanced High
37	36	21	6

Writing %			
Beginner	Intermediate	Advanced	Advanced High
40	32	22	5





# Academic Progress TELPAS K-12

## Summary of Advanced High Level

Listening	Reading	Speaking	Writing	Composite
27%	22%	6%	5%	9%



# Bilingual and ESL Teacher Certifications



Program	Grades	# Students October 2025
Bilingual/Dual Language	PK - 2nd	144
Bilingual ALT*	1st, 3rd- 5th	149
ESL	PK - 12th	61
ESL ALT*	K- 12th	407
Denials	PK - 12th	8

School	Bilingual Exceptions
Frank D. Moates	5
Crocker Hill	1



# Bilingual and ESL Teacher Certifications



Program	Grades	# Students October 2025
ESL	PK - 12th	61
ESL ALT*	K- 12th	407
Denials	PK - 12th	8

School	ESL Waivers
The Meadows	1
Woodridge	3
Katherine Johnson	3
Crocker Hill	5
West MS	3
McCowan MS	5
DeSoto HS	14

# Updates & Goals

- Developing clear **program guidance** for all bilingual and ESL programs.
- Launching a **comprehensive Content and Language Allocation Plan** to ensure clarity and alignment across campuses.
- Introducing a **new Professional Learning Series: “Teaching with EBs in Mind”** for all teachers.
- Collaborating with **PEIMS clerks** to ensure all Emergent Bilingual students are accurately **coded and recorded**.
- Partnering with **Region 10** to strengthen **Foreign Language instruction and support**.
- Actively participating in the **Metroplex Foreign Language Supervisors meetings** and collaborating with neighboring districts.
- Working with the **Commit Partnership** to enhance and expand **Dual Language programming**.
- Providing **certification preparation classes** for teachers currently serving under **waivers and exceptions**.



# Updates & Goals



## Goals of Dual Language Education

**Bilingualism:** Develop high levels of listening, speaking, reading, and writing proficiency in English **and** Spanish (or the partner language).

**Biliteracy:** Ensure students achieve academic literacy in both languages across all content areas.

**Academic Achievement:** Meet or exceed grade-level standards in all subjects through high-quality, rigorous instruction.

**Sociocultural Competence:** Foster pride, cultural awareness, and positive identity in students' linguistic and cultural heritage.

## Goals of ESL Education in Texas

**English Proficiency:** Enable Emergent Bilingual (EB) students to achieve full proficiency in **listening, speaking, reading, and writing** in English.

**Academic Success:** Ensure EBs meet the **same academic achievement standards** as their English-proficient peers in all content areas.

**Linguistic Support:** Provide **linguistically accommodated instruction** that builds both content understanding and language skills.

**Cultural Awareness:** Promote **cross-cultural understanding** and appreciation of linguistic and cultural diversity within the school community.

**Access and Equity:** Guarantee equitable access to high-quality instruction, materials, and resources for all Emergent Bilingual students.

## Next Steps & Goals for DeSoto ISD

- **Increase ESL and Bilingual Certification:** Support and prepare more teachers to hold the appropriate certification for their assignment.
- **Establish Clear Program Guidelines:** Define and communicate consistent expectations for bilingual and ESL program implementation across campuses.
- **Strengthen Instructional Practices:** Provide targeted professional learning on evidence-based strategies for teaching Emergent Bilingual students.
- **Raise Reclassification Rates:** Implement intentional supports to ensure more students meet proficiency targets and exit successfully each year.
- **Develop a Clear LPAC System:** Create a streamlined process for identification, placement, monitoring, and documentation of EB students.
- **Align Academic Growth with Board Goals:** Increase academic achievement and language proficiency outcomes in alignment with DeSoto ISD's strategic priorities and GPM targets.