

Emergent Bilingual Programs Annual Evaluation

2024-2025

***McKINNEY* ISD**
ENGLISH LEARNER SUPPORT

Purpose

In alignment with Chapter 89 of the Texas Administrative Code, the purpose of our Emergent Bilingual Program Evaluation is to ensure that emergent bilinguals (EBs) receive the high-quality instruction and support necessary for academic success and personal growth beyond the classroom. This evaluation allows us to assess program effectiveness, identify areas for improvement, and verify alignment with state standards. As a department, we are committed to providing every student with equitable opportunities to excel, fostering development in language and academics.

Chapter 89.1265 of the Texas Administrative Code (TAC) states the following “...a) All school districts required to implement 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.”

Programs

McKinney ISD one-way dual language, two-way dual language, and English as a Second Language (ESL) programs served 3,767 emergent bilinguals during the 2024-2025 school year. Emergent bilinguals represented about 16% of the student population as of May 2025.

PROGRAM	PARTICIPATING EBS	CAMPUSES
One-way PK-5	30%	Burks, Finch, Lawson, Malvern, Slaughter, Vega, and Webb
*Two-way K-5	5%	Caldwell
ESL PK-5	29%	Lawson and All Elementary Campuses
ESL 6-12	34%	All Secondary Campuses
Parent Denials	2%	Districtwide

*Emergent bilinguals and Non-Emergent bilinguals participate in the program

Academic Progress STAAR



Dual Language 3rd-5th Grade Participants

Percent of EBs at Approaches or Above

STAAR ENGLISH	24-25
Reading Language Arts	82%
Mathematics	74%
Science	57%

STAAR SPANISH	24-25
Reading Language Arts	55%
Mathematics	51%
Science	29%

English as a Second Language 3rd-5th Grade Participants

Percent of EBs at Approaches or Above

STAAR ENGLISH	24-25
Reading Language Arts	70%
Mathematics	65%
Science	44%

English as a Second Language 6th-12th Grade Participants

Percent of EBs at Approaches or Above

GRADE	SUBJECTS ASSESSED
6	Math & RLA
7	Math & RLA
8	Math, RLA, Science, and SS
9-12	Alg I, Eng I/II, Biology, and US His.

STAAR/EOC	24-25
Reading Language Arts	47%
Mathematics	56%
Science	65%
Social Studies	57%

English Proficiency



Texas English Language Proficiency Assessment System

The Texas English Language Proficiency Assessment System (TELPAS) is an English language proficiency assessment aligned to the Texas English Language Proficiency Standards (ELPS). This assessment is designed to assess the progress that emergent bilingual (EB) students make in learning the English language. TELPAS fulfills ESSA requirements for assessing EB students in kindergarten through grade 12 in four language domains: listening, speaking, reading, and writing.



Composite Scores

TELPAS K-2

Composite Rating	24-25
Beginning	28%
Intermediate	37%
Advanced	25%
Advanced High	10%

927 Tests

TELPAS 3-12

Composite Rating	24-25
Beginning	10%
Intermediate	31%
Advanced	42%
Advanced High	18%

2,400 Tests

TELPAS provides a composite score of beginning, intermediate, advanced, or advanced high every year for EBs. The composite rating indicates the student's overall English language proficiency level and is determined from the student's listening, speaking, reading, and writing proficiency ratings.

Yearly Progress in TELPAS

The goal for TELPAS is growth. Yearly progress in TELPAS helps our teachers and administrators monitor English language progress, set goals, and plan for instruction that meets the needs of our emergent bilingual students.

EBs Who Progressed at Least One Proficiency Level

40%

K-2

38%

3-12



Beginning

Intermediate

Advanced

Advanced High

Reclassification of EBs

At the end of the school year, districts can reclassify an emergent bilingual student as English proficient when the student:

- Shows grade-level content mastery
- Meets state criteria on required assessments
- Receives a satisfactory teacher evaluation

EBs Who Met
Reclassification Criteria

379

TEA's Reclassification Criteria

Grade(s)	1st/2nd	3rd through 8th	9th	10th	11th	12th
English Language Proficiency Assessment	Texas English Language Proficiency Assessment System (TELPAS) A Composite Score of Advanced High					
State Standardized Reading Assessment	TEA Approved Norm-Referenced Standardized Achievement Test: Iowa, Form F Reading and Language 40th percentile or above on each	STAAR Reading (English)*	STAAR English I EOC*	STAAR English II EOC*	TEA Approved Norm-Referenced Standardized Achievement Test: Iowa, Form F Reading and Written Expression 40th percentile or above on each	
		<i>*Satisfactory performance on STAAR Reading/English EOC includes Approaches, Meets, and Masters Grade Level performance levels.</i>				
Subjective Teacher Evaluation	Form: Subjective Teacher(s) Evaluation / ALTERNATIVE Subjective Teacher(s) Evaluation					

Continued Academic Progress After Reclassification

Emergent bilinguals who reclassify are monitored for two years to ensure continued academic progress as English proficient students.

Percent of English Proficient Students at Approaches or Above

STAAR/EOC	24-25
Reading Language Arts	98%
Mathematics	97%
Science	96%
Social Studies	89%

Spanish Proficiency



Elementary Spanish Writing Proficiency

Tracking students' writing proficiency in Spanish is essential to the success of dual language programs. Writing reflects overall language mastery and helps ensure students develop strong biliteracy skills.

Through our fall and spring checkpoints, we assess students' writing using a holistic rubric, with scores ranging from Beginning to Advanced High, similar to TELPAS. This process allows us to identify areas for growth, provide targeted support, and ensure students meet academic standards in both languages, supporting our goals of bilingualism and biliteracy.

The following slides show the percentage of students in the dual language program at each level of Spanish writing proficiency.

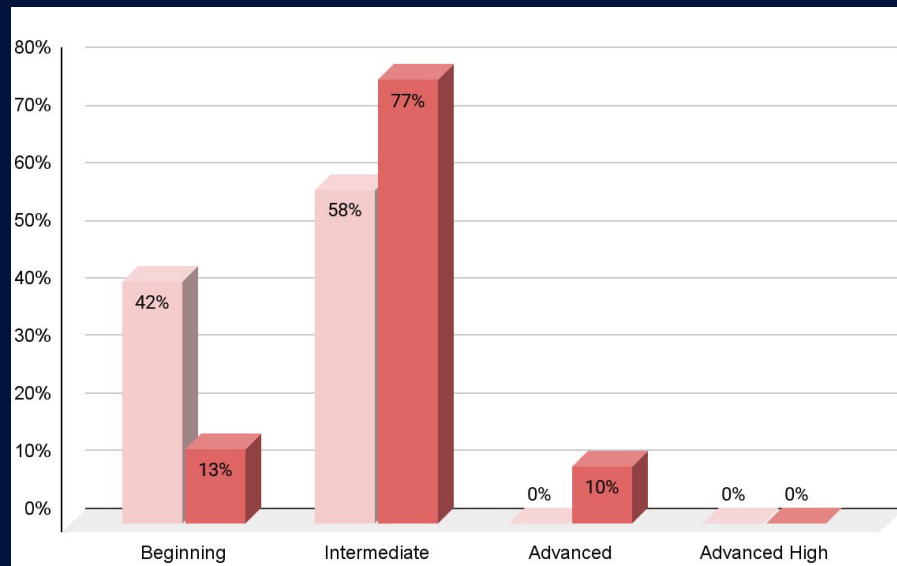
Fall K-2 Dual Writing	Checkpoints
☐ Collect writing samples	
☐ October 7-10, 2024 (Native Language)	
☐ K-2 Display Whole Group / Writing Prompt and discuss expectations with students	
☐ Kinder Checkpoints	
☐ Spanish (EBs)	
☐ English (Caldwell Only-SLs)	
☐ 1st Grade Checkpoints	
☐ Spanish (EBs)	
☐ English (Caldwell Only-SLs)	
☐ 2nd Grade Checkpoints	
☐ Spanish (EBs)	
☐ English (Caldwell Only-SLs)	
☐ Complete Writing Cover Sheet for each student	
☐ Rate the samples using the Writing Rubrics	
☐ Kinder Writing Rubric (EBs) Kinder Writing Rubric (SLs)	
☐ First Grade Writing Rubric (EBs) / First Writing Rubric (SLs)	
☐ Second Grade Writing Rubric (EBs) / Second Writing Rubric (SLs)	
☐ Input rating in Aware no later than 10/25/2024	
☐ Log in to Eduphoria - Aware	
☐ Click on Administer and choose your grade Fall DL Writing Checkpoint	

Fall 3rd -5th Writing	Checkpoints
☐ Collect writing samples	
☐ October 7-25, 2024 (both languages)	
☐ 3-5 Display Whole Group / Writing Prompt and discuss expectations with students	
☐ 3rd Grade Checkpoints	
☐ English	
☐ Spanish	
☐ 4th Grade Checkpoints	
☐ English	
☐ Spanish	
☐ 5th Grade Checkpoints	
☐ English	
☐ Spanish	
☐ Complete Writing Cover Sheet for each student	
☐ Rate the samples using the writing Rubrics and the English & Spanish PLDs for language development.	
☐ 3rd-5th Writing Rubric	
☐ Input rating in Aware no later than November 1, 2024	
☐ Log in to Eduphoria - Aware	
☐ Click on Administer and choose your grade Fall DL Writing Checkpoint	

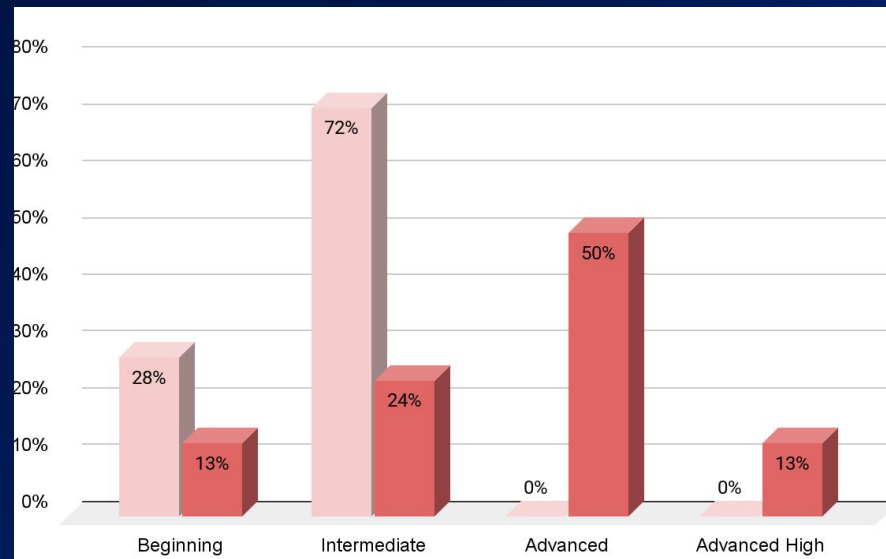
Dual Program - Spanish Writing

Emergent Bilinguals

Kinder



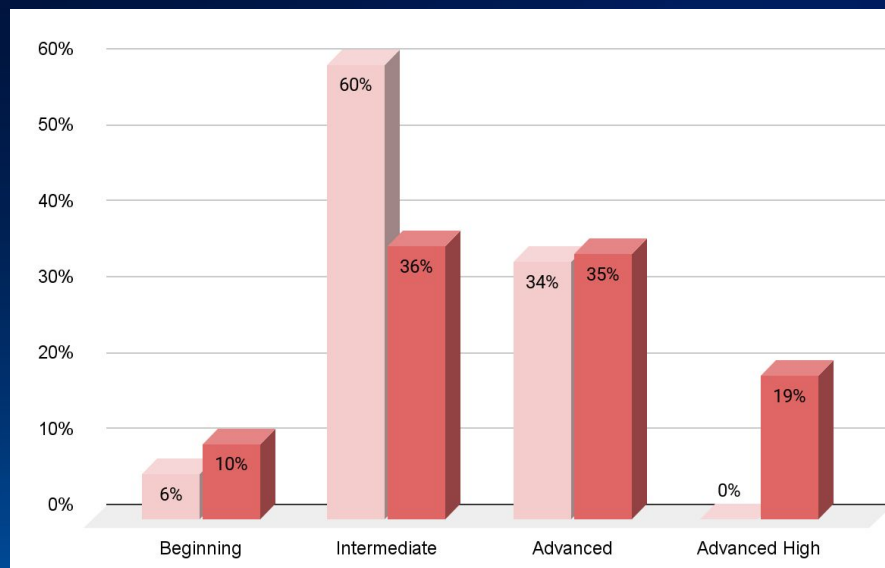
First Grade



Fall

Spring

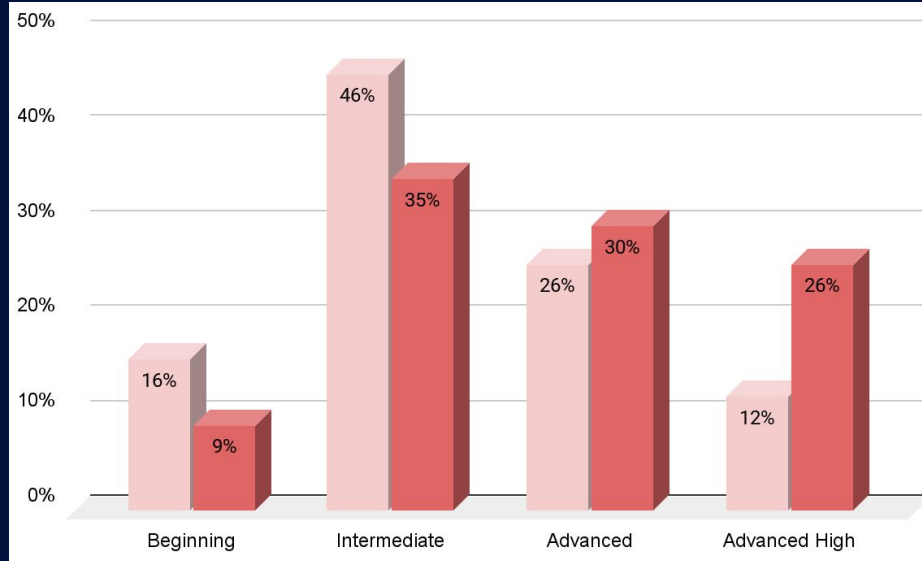
Second Grade



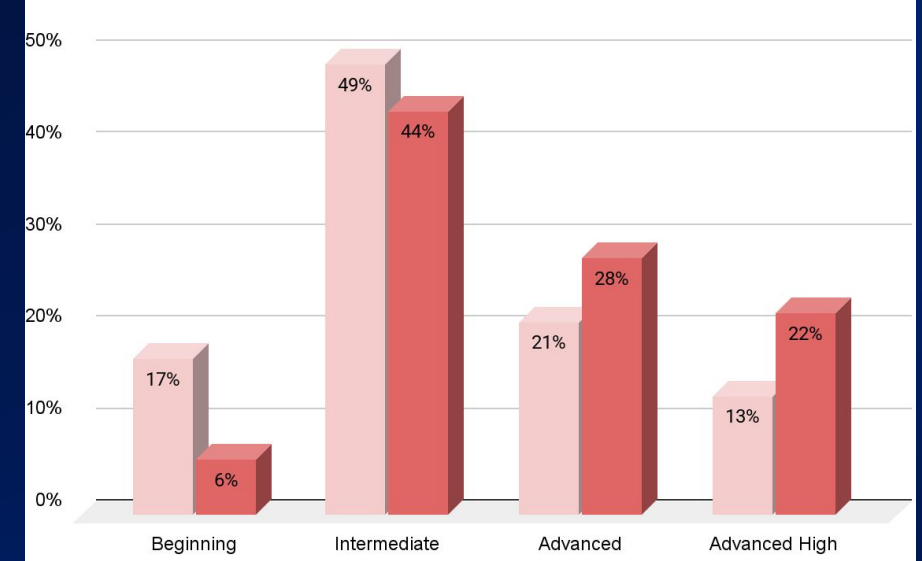
Dual Program - Spanish Writing

Emergent Bilinguals

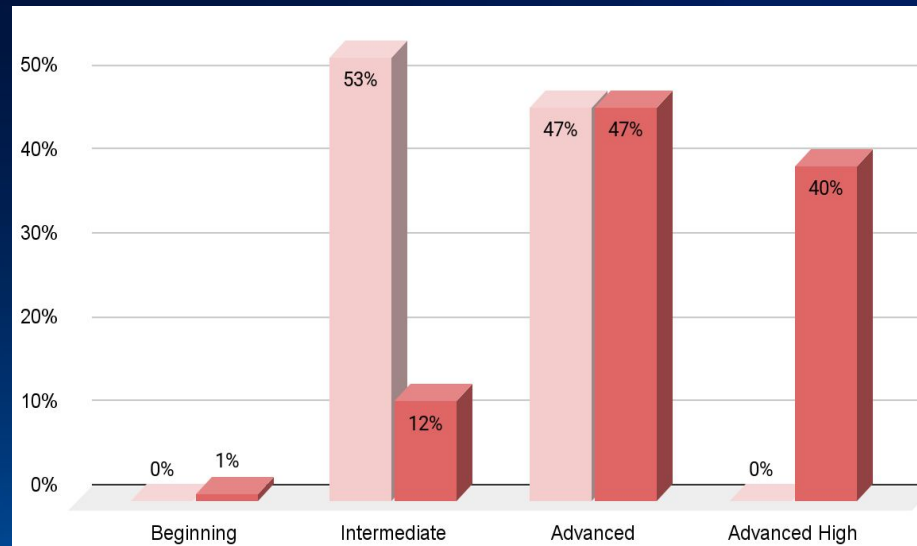
Third Grade



Fourth Grade



Fifth Grade



LAS links Español

[LAS Links Español](#) LAS Links Español is a comprehensive assessment that measures students' Spanish language proficiency in both social and academic settings. In a two-way dual language program, it helps track students' progress toward full bilingualism and biliteracy, while providing valuable data to guide instruction and improve outcomes in both Spanish and English.

Local department funds were used to purchase LAS Links Español and scoring services for two-way dual language participants at Caldwell. The assessment measures students' oral Spanish proficiency, listening and speaking, and was administered as follows:

- Grades 2–4: September and March
- Grade 5: September and December

The results help teachers and parents make informed decisions about student placement, interventions, and support, offering a clear view of each student's language development.

Proficiency Levels: Beginning, Early Intermediate, Intermediate, Proficient, Above Proficient

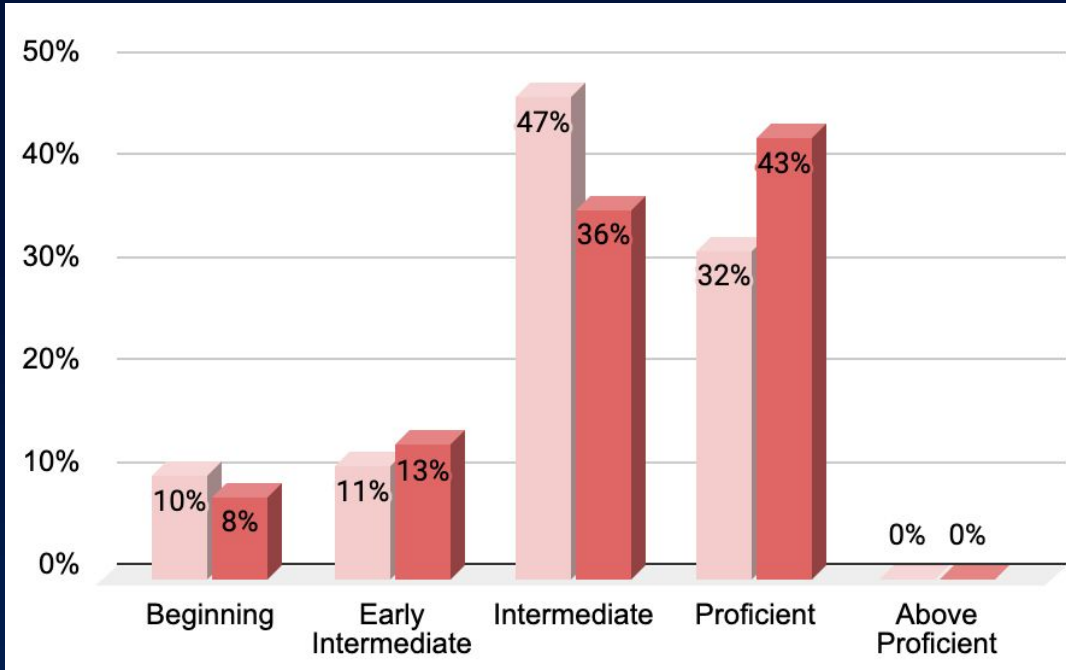


LEADING THE WAY IN LANGUAGE ASSESSMENT

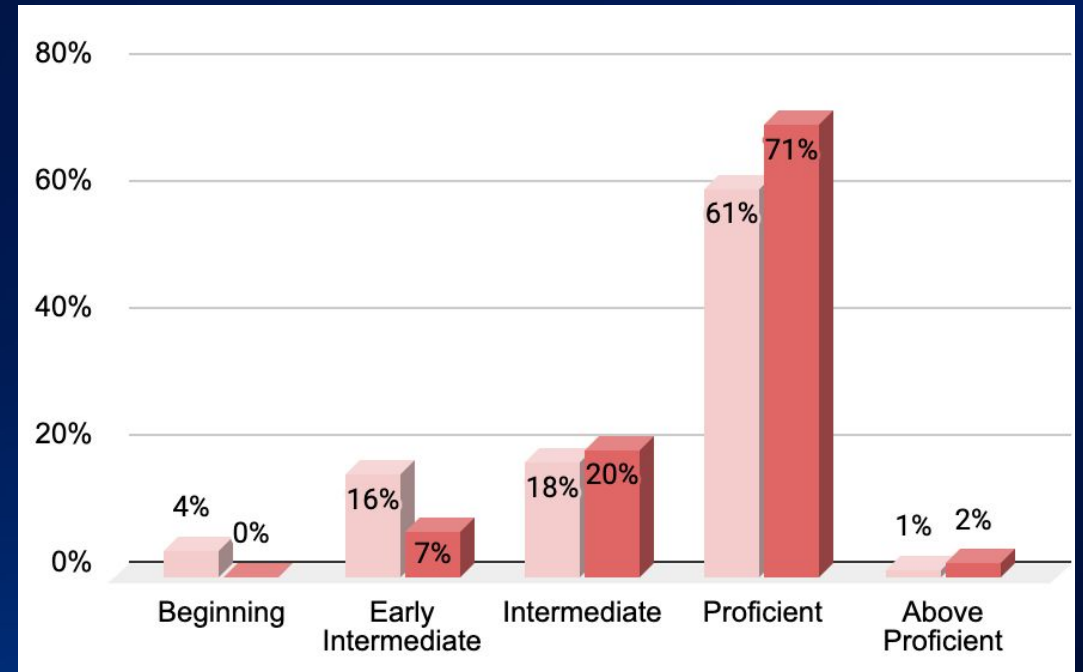


Spanish Listening and Speaking Emergent and Non-Emergent Bilinguals

Second Grade



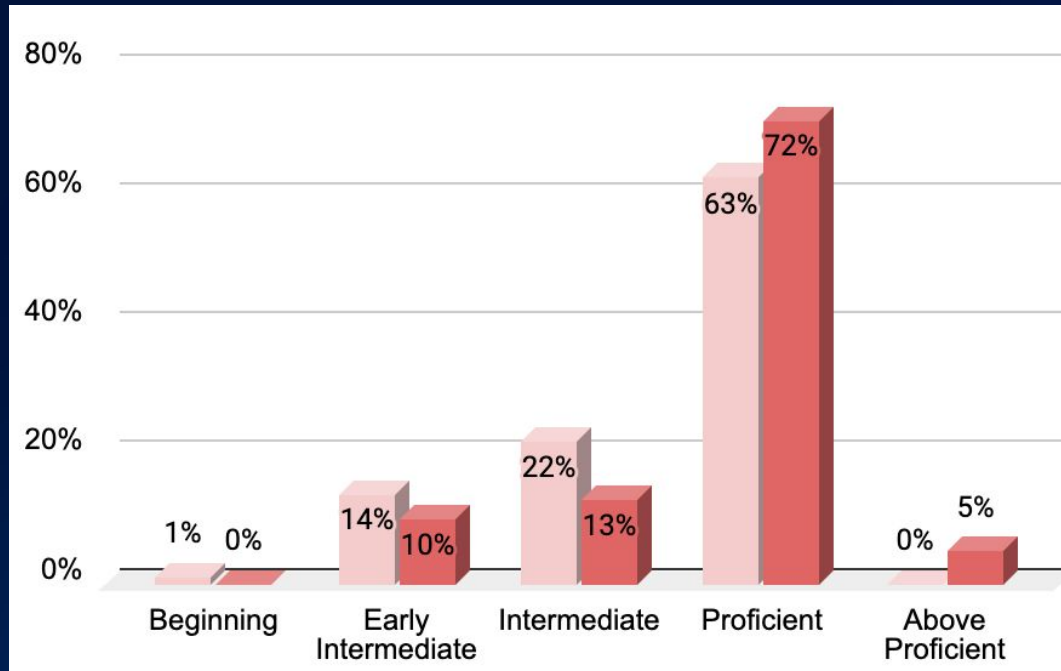
Third Grade



September March

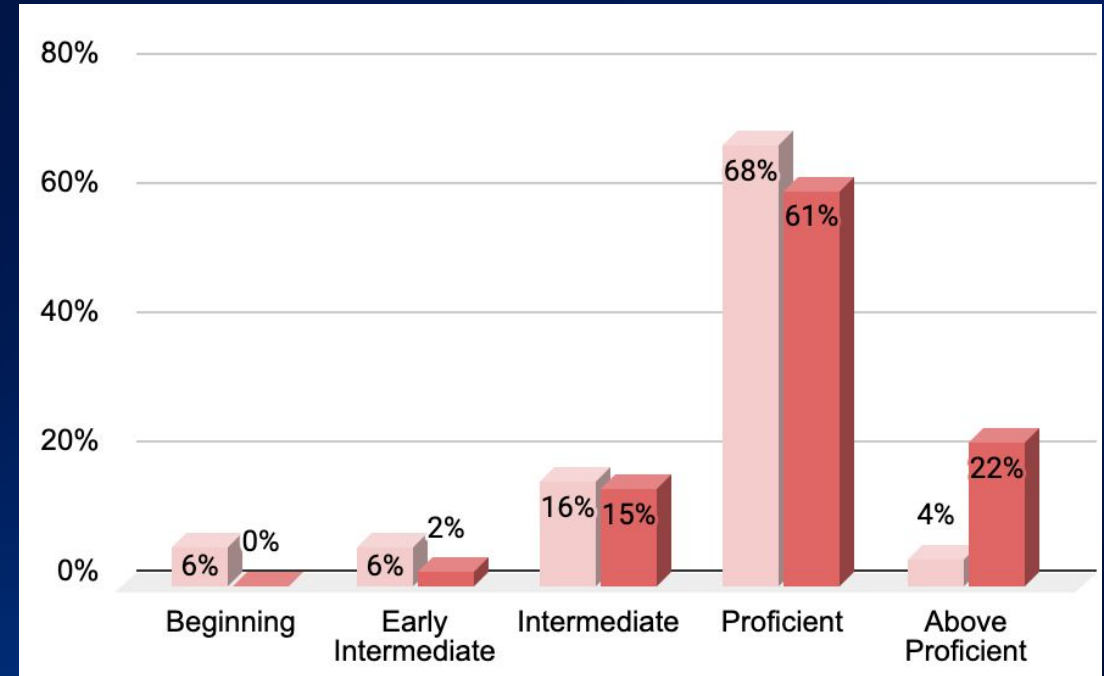
Spanish Listening and Speaking Emergent and Non-Emergent Bilinguals

Fourth Grade



September March

Fifth Grade



September December

Professional Learning



Professional Learning Sessions

The English Learner Support Team provides ongoing professional learning for teachers and instructional staff who serve emergent bilingual students. These sessions focus on:

- Strategies that promote second language acquisition
- Building cultural understanding
- Research based instructional practices that support language and academic growth

Our goal is to empower educators to unlock each emergent bilingual student's full potential in language learning and academic success.

70+

sessions offered

500+

participants

82%

of *participants
rated sessions as
Excellent

*630 feedback entries
were received in 24-25

Participant Feedback

As a result of the the professional learning sessions provided during the year focused on emergent bilinguals, participants shared the following as some of the most valuable aspects of the sessions:

Curriculum	Instructional Practices	Resources and Tools	Collaborative Learning
-Unpacking essential Texas Essential Knowledge and Skills and English Language Development -Time to plan lessons aligned to STAAR and TELPAS	-Hands-on practice with the New Art and Science of Teaching with a focus on EBs -Vocabulary games and modeling of active engagement strategies	-Accessing MISD resources specifically for EBs -Exploring resources to monitor all EBs and support newcomers	-Collaborating with colleagues to share strategies and ideas -Building student relationships to support learning and engagement

English as a Second Language Waiver and Bilingual Exception



24-25 ESL Waiver and Bilingual Exception

MISD filed an ESL waiver with the Texas Education Agency for the 2024–2025 school year due to the number of teachers serving emergent bilingual (EB) students who were not ESL certified. A bilingual exception for Spanish was also filed because there were more students requiring bilingual instruction than certified bilingual teachers available. Additionally, a Telugu bilingual exception was filed since the district had 20 or more students in one grade level whose home language is Telugu, and a bilingual program in that language is not offered.

Teachers on ESL Waiver	Teachers Who Obtained ESL Certification	Teachers on Spanish Bilingual Exception	Teachers Who Obtained Spanish Bilingual Certification
17	6	4	2
235 Emergent Bilinguals were temporarily served with in an alternate program due to teacher certification			

24-25 ESL Waiver and Bilingual Exception Action Plan

- Cost of ESL certification test, \$116, was reimbursed to any teacher who passed their ESL test and added it to their teaching certificate
- Bilingual job fair and outreach events throughout the year
- Provided training focused on language support and instructional strategies to support new bilingual hires
- Professional learning opportunities focused on EBs were available for all teachers at every district training day
- Follow-up emails and communication with testing schedules, locations, and test prep resources

25-26 ESL Waiver and Exceptions

MISD will be filing an ESL waiver bilingual exception for Spanish and Telugu, as permitted by the Texas Education Agency (TEA), due to a shortage of certified ESL and bilingual teachers. Despite our ongoing efforts to recruit and retain qualified educators, the demand for these specialized positions exceeds the available workforce. Filing these exceptions allows us to temporarily address this staffing gap while ensuring that English learners continue to receive appropriate instructional support. Our district remains committed to providing high-quality bilingual and ESL programs, and we will continue to invest in teacher training, certification pathways, and recruitment strategies to meet TEA requirements and better serve our students in the future.

***McKINNEY* ISD**

ENGLISH LEARNER SUPPORT



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Senior Director



LETICIA MARQUEZ
Administrative Assistant



MARIA GONZALES
Elementary Coordinator/Reading Academies



ERICA RANEL
Secondary Coordinator



SHANNON OTTO
Specialist



CARMEN DE LOS SANTOS
Elementary/ LOTE Coordinator



TAMMY JUSIC
Compliance Coordinator