



**DeSoto ISD  
EB Program  
Evaluation  
2023-2024**



# Emergent Bilingual Program Evaluation for the 2023-2024 School Year

At a Glance	Introduction
<ul style="list-style-type: none"><li>• Bilingual and ESL programs are required in the District.</li><li>• TAC section 89, Subchapter BB provides guidance for EB programs.</li></ul>	<p>This document constitutes the Bilingual and ESL Program Evaluation for the 2023-24 school year as per legal requirements delineated on the next section.</p> <p>Emergent Bilingual Programs include both the Bilingual/Dual Language Immersion (Bilingual/DLI), and the English as a Second Language (ESL) language programs. The first imparts instruction of the TEKS in English and Spanish and the latter in English only.</p> <p>DeSoto ISD is required to implement both a Spanish (Bilingual/DLI) education program and an ESL program for students who are identified as EB through the state outlined identification process. The Texas Education Commissioner’s Rules, Title 19 Texas Administrative Code (TAC) section 89, Subchapter BB, states that each school district with an enrollment of 20 or more EB students, in any language classification in the same grade level, shall offer a bilingual education (BE) program in prekindergarten through the elementary grades (PK-5).</p> <p>All EBs for whom the district is not required to offer the Bilingual/DLI program shall be provided an ESL program regardless of the students’ grade levels, home languages, or number of such students. Both Texas education and administrative codes have specific criteria for the implementation and evaluation of programs serving EB students. DeSoto ISD’s bilingual program serves students in PK-5th grade and the ESL program provides support for students in Pk-12th grade.</p>



# Emergent Bilingual Program Evaluation for the 2023-2024 School Year

<ul style="list-style-type: none"><li>• Yearly program evaluation is required</li><li>• Requirements for the evaluation are found in TEC 29.062, and TAC 89.1265</li><li>• This report serves as the program evaluation</li><li>• Findings will assist in developing both district and campus improvement plans.</li></ul>	<p style="text-align: center;"><b>Legal Requirements</b></p> <p>District EB language programs are required to conduct a yearly program evaluation and provide the results of such evaluation to the board of trustees. The requirements for the program evaluation are found in TEC 29.062 and TAC 89.1265. The following is the legal requirement for EB program evaluation found in the Texas Administrative Code §89.1265.</p> <p style="text-align: center;">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.</p> <p>This report will serve as a program evaluation for the district's EB program. Findings will assist district and campus personnel in determining adjustments needed for professional development plans, instructional strategies implemented in the classroom and alterations to district and campus improvement plans.</p>
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# Emergent Bilingual Program Evaluation for the 2023-2024 School Year

<ul style="list-style-type: none"><li>• In the year 2023-24, the Gómez &amp; Gómez One-way Dual Language Immersion (DLI) model was implemented at Cockrell Hill ES in Pk-2 and at Frank Moates ES in 3-5.</li><li>• The Bilingual/DLI model serves EB students and delivers grade level TEKS in both English and Spanish.</li></ul>	<p style="text-align: center;"><b>Program Content and Design</b></p> <p><b>Bilingual/DLI Program Design</b></p> <p>In the 2023-24 school year, the District began year 5 of implementing the Gómez &amp; Gómez One-way Dual Language Immersion (DLI) model, or Bilingual program framework, in grades Pk-5 at Cockrell Hill ES, and Frank Moates ES.</p> <p>The One-way Dual Language Immersion model serves students who have been identified as EB through the state identification process. Students are supported in both Spanish and English with more Spanish in early grades eventually reaching a 50/50 distribution of Spanish and English in upper grades. Content area and grade level TEKS are delivered in both languages. State assessments are administered in the language the student will be most successful in demonstrating content area knowledge. The One-way Dual Language Immersion (DLI) instructional model will continue to evolve, and its success will be evaluated during the 2025-26 when the first cohort of Pk students complete the 5th grade.</p> <p>The goal of the bilingual program model is for the student to understand, read, write, and speak in both English and Spanish, by offering instruction in both languages; therefore, allowing students to develop high levels of proficiency in the two languages.</p> <p>The Bilingual/DLI program is a research-based biliteracy program which prepares students identified as EB to meet reclassification criteria and be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. From Kindergarten through the fifth grade, students in the One-Way Dual Language Program develop strong literacy skills in both languages. See the English and Spanish Reading/Language Arts.</p>
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# Emergent Bilingual Program Evaluation for the 2023-2024 School Year

Our Bilingual/DLI classes are Emergent Bilingual who are native Spanish speakers. Through social and academic interaction, the work towards the following goals:

1. Be bilingual and biliterate
2. Develop high academic achievement in both languages,
3. Expand socio-cultural competence.

See the language policy below and program components.

Content Area	Language of Instruction (LOI)	
	PreK - 1st	2nd - 5th
Reading and Language Arts	Spanish	Spanish and English (50/50)*
Math	English	English
Science	Spanish	Spanish
Social Studies	Spanish	Spanish

\*alternating weekly



# Emergent Bilingual Program Evaluation for the 2023-2024 School Year

Grade Level	Elements
PreK - 2nd	<b>Bilingual Learning Centers (BLC):</b> Academic activities throughout the week; pairs engage in <b>English</b> and <b>Spanish</b> ; students travel in bilingual pairs Reading, Math, Science, Social.
PreK - 2nd	<b>Conceptual Refinement (CR):</b> Conducted in the LOI to assist students that need refinement on the concept(s) learned; 10-15 minutes at the end of the lesson.
3rd - 5th	<b>Bilingual Research Centers (BRC):</b> 1 BRC per content per semester and stays posted until replaced by new BRC in the same content. Provides a focus on research, inquiry, project-based as students complete projects/assignments. Post: product, rubric, and TEKS.
3rd - 5th	<b>Specialized Content-Area Vocabulary Enrichment (SVE):</b> Prior's week's vocabulary is translated to the opposite language. 15-minute review activity. Activities develop key academic vocabulary in the opposite LOI (ex: Science in 15-20 minutes in <b>English</b> ).
PreK - 5th	<b>Language of the Day (LOD)</b> Used for activities other than core content instruction followed throughout the campus too. MWF= <b>Spanish</b> ; TTH= <b>English</b> . Validates both languages.
PreK - 5th	<b>Bilingual Pairs or Bilingual Groups (2-3 pairs):</b> language and content ability (hi-med; med-low) in order to learn and maintain high academic expectations. Students are paired up all day based on supported language and content.
PreK - 5th	<b>Student-Generated Alphabets (SGA):</b> Grade appropriate vocabulary in both <b>English</b> and <b>Spanish</b> . One SGA per semester. Upper and lower case & picture. Highlight vocabulary words in sentences or paragraphs. Pk/K: Fall=1 word & Spring =1 sentence 1 st : Fall= 3 sentences & Spring= 1 paragraph 2 nd -3rd : Fall & Spring= 1 paragraph
PreK - 5th	<b>Interactive Word Walls (WW):</b> Teacher and student-initiated Word Walls in <b>English</b> and <b>Spanish</b> . Vocabulary comes from various activities conducted in LOI. Alphabet letter (upper/lower case in any color. Use index cards for words.
PreK - 5th	<b>Project-Based Learning (PBL):</b> Inquiry-based approach for learning content through discovery and project and research.
PreK - 5th	<b>Content Boards:</b> RLA is yellow; Math is sky blue; Science is green; Social Studies is orange. Includes vocabulary (lower left corner), bilingual pair work (right side); objective in respective LOI (top left corner). Borders, letters, and themes can be any color.
PreK - 5th	<b>Content Journals:</b> Math is sky blue; Social Studies is red; Science is green. Optional color code the spine to match CB. LOD and BLC journals are optional
PreK - 5th	<b>Classroom Labels:</b> Age appropriate 15-20 words in <b>English</b> and <b>Spanish</b> . Replace words every semester.



# Emergent Bilingual Program Evaluation for the 2023-2024 School Year

- ESL support is provided through ESL certified classroom teachers.

Note: Not all ELAR/ENG teachers are ESL certified; this is the State's minimum requirement, therefore, an ESL Waiver was submitted to TEA in November 2023.

## ESL Program Design

The purpose of the ESL program is to provide intensive English language instruction to develop proficiency in the English language domains of listening, speaking, reading, and writing. This instruction takes place in PK-12 th general education classes with ESL certified classroom teachers. ESL teachers in elementary and secondary schools used language acquisition strategies through differentiated instruction and flexible grouping of their students based on both linguistic and cognitive levels. As a part of the evaluation, it was discovered that DeSoto needs additional ESL certified classroom teachers at all grade levels to appropriately serve EB students. More information is in the section titled Bilingual Exemption and ESL Waiver.

The ESL model is Content-based and is subtractive in nature, meaning the Spanish is not used to build upon learning the English language since instruction is in English only. This model is an English acquisition program that serves students identified as Emergent Bilinguals through English instruction. The goal is for English learners to attain full proficiency in English to participate equitably in school.

The ESL Content-based model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies. Note: PEIMS coding of ESL students reflects Pull-Out due to there being the bare minimum requirement required by the State. However, all ESL students are in the Content-based program.

In grades PK-2, the majority of the self-contained teachers were ESL certified.

In grades 3-12, the language arts/English teacher is required to be ESL certified. Teachers of ESL students are required to offer support in teaching the TEKS by scaffolding instruction, using sheltered instruction strategies and by providing linguistic accommodations in all content areas.



# Emergent Bilingual Program Evaluation for the 2023-2024 School Year

<ul style="list-style-type: none"><li>• The LPAC oversees procedures for identification, placement, review, and reclassification.</li><li>• The process begins with the HLS, if new to Texas; or TREX records, for students transferring from a Texas school.</li></ul>	<p style="text-align: center;"><b>Program Procedures for Identification, Placement, Review, and Reclassification</b></p> <p>The Language Proficiency Assessment Committee (LPAC) determines matters related to student identification, placement, review, and reclassification and consists of an ESL certified teacher, a bilingual teacher, a campus administrator, and a parent of a student in the EB program.</p> <p>The identification and placement process starts when a language(s) other than English is indicated on the required Home Language Survey at the time of enrollment, if the student is new to Texas. If the students enroll from within Texas, then TREX records are requested. Based on the information provided students were administered the PreLAS or LAS language assessments. Testing results and student documentation are reviewed by the LPAC for identification, appropriate program placement, review and reclassification of EB students based on guidance provided by the Texas Education Agency LPAC Framework for 2020-21.</p> <p>All LPAC record keeping is managed on the online platform Edugence, purchased through Region 10. Edugence not only keeps current records but also archives previous years' records, which is helpful when records requests come in from other ISDs. Campus PEIMS clerks play a pivotal role in notifying the EB Leads of newly enrolled students.</p> <p>The Edugence LPAC online management system has been in use since the 2019-20 school year and it has been proven helpful to carry out meetings in person, virtually, with record keeping of forms for current and former students.</p>
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# Emergent Bilingual Program Evaluation for the 2023-2024 School Year

- 720 EB students.
- 175 served in the ALT program, or with nonBilingual or nonESL certified teachers.
- 63 also identified as SpEd

## Number and Percentage of Students in EL Program

May 2024, PEIMS data shows the total of EB students in grades PK-12th was 720.

The total of all students enrolled was 5,446.

Coding	# of EB Students	District %
Bilingual/DLI	278	5.1
ESL	253	4.64
ALT	175	3.21
Parent Denials	13	0.24



# Emergent Bilingual Program Evaluation for the 2023-2024 School Year

<ul style="list-style-type: none"><li>• Bilingual and ESL teachers received professional development throughout the school year.</li><li>• Paraprofessionals were trained in administering the PreLAS to PK-K students.</li><li>• All 19 Campus EB Leads were trained in conducting LPACs.</li></ul>	<p style="text-align: center;"><b>Program Professional Development</b></p> <p style="text-align: center;"><b>Training of Teachers and Paraprofessionals</b></p> <p>In 2023-24 Bilingual and ESL teachers attended the required professional development days presented by the District personnel. This included:</p> <ul style="list-style-type: none"><li>• ELPS training during the months of September and October to all campuses during PLC and/or staff meetings</li><li>• Gómez and Gómez training</li><li>• ESL certification test preparation session</li></ul> <p>Paraprofessionals supporting the EB students were trained in</p> <ul style="list-style-type: none"><li>• administering the oral language proficiency test in grades PK-1 (pre-LAS in person)</li></ul> <p>LPAC EB Leads were trained in:</p> <ul style="list-style-type: none"><li>• LAS for grades 1-12 computer-based</li><li>• Monthly LPAC requirements</li><li>• administered the LAS online to new students in grades 2-12</li><li>• instrumental in administering the TELPAS every year</li><li>• conduct BOY, MOY and EOY LPACs which ensure all students are identified, monitored, given the appropriate support for State assessment, and are reclassified/exited if criteria are met, respectively.</li></ul> <p>There is also weekly communication with each PEIMS clerk to capture new students enrolling who may need Bilingual or ESL services.</p>
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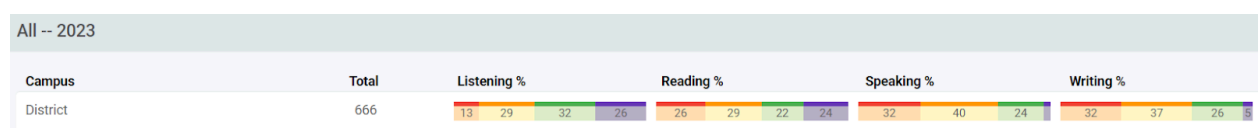
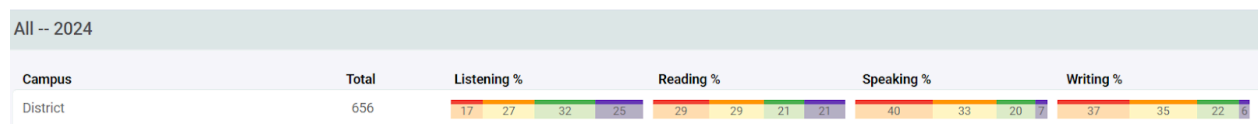
# Emergent Bilingual Program Evaluation for the 2023-2024 School Year

<b>Bilingual Exception and ESL Waiver</b>	
<ul style="list-style-type: none"><li>• TEA requires Bilingual Exemptions and/ or ESL Waivers when teachers do not hold Bilingual or ESL certification respectively.</li><li>• In 2023-24 an application for a bilingual exemption for 4 teachers and an ESL waiver for 32 teachers.</li></ul>	<p>TEA requires districts to submit a Bilingual Exception and/or ESL Waiver when the district does not have enough certified teachers to provide the required bilingual or ESL program by November 1.</p> <p>In 2023-24, an application for 4 bilingual exemptions was submitted. In 2023-24, an application for 32 waivers for non-certified ESL teachers was submitted. As per PEIMS coding guidance, the ESL students who were taught by a non-ESL certified teacher in ELAR/English were coded as being in the ALT program.</p> <p>As part of the efforts to increase the number of ESL certified teachers, 1 teacher received reimbursement for the cost of the TExES after obtaining passing scores.</p> <p>In April 2024, the TEA Division of English Support approved the 2023-24 Exemption/Waiver application for 4 non bilingual and 32 non ESL certified teachers.</p>



# Emergent Bilingual Program Evaluation for the 2023-2024 School Year

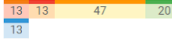

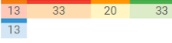

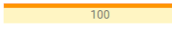
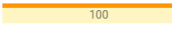
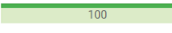
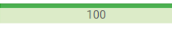

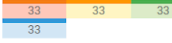
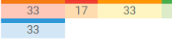
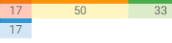
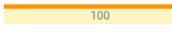
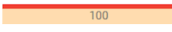
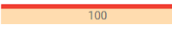
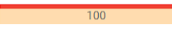
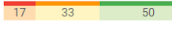

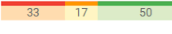

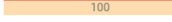
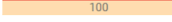
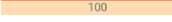
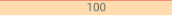
<ul style="list-style-type: none"> <li>2024 TELPAS scores show most EBs at:               <ul style="list-style-type: none"> <li>- <i>Advanced for Listening</i></li> <li>- <i>Beginning &amp; Intermediate for Reading</i></li> <li>- <i>Beginning for Speaking and Writing</i></li> </ul> </li> <li>TELPAS ALT scores are masked.</li> <li>LPAC decisions over the language of testing for BIL/DLI students in grades 3-5 STAAR need to be carefully and intentionally done. Such a decision needs to be fully substantiated with data such as iReady.</li> <li>Additionally, there needs to be more focus on increasing the percentages of <i>Meets</i> and <i>Approaches</i>.</li> </ul>	<h2 style="text-align: center; margin-top: 0;">Academic progress</h2> <h3>TELPAS</h3> <p>All identified EBs in either Bilingual or ESL, take the Texas English Language Proficiency Assessment System (TELPAS) which assesses the English Language Proficiency Standards (ELPS) and measures English proficiency levels in the listening, speaking, reading, and writing domains.</p> <p>In the spring of 2024, 656 EBs took the TELPAS. The graph shows the English proficiency levels for Listening, Reading, Speaking and Writing in the following colors:</p> <ul style="list-style-type: none"> <li>Beginning in Red</li> <li>Intermediate in Orange/Yellow</li> <li>Advanced in Green</li> <li>Advanced High in Purple</li> </ul> <p>Below you will find a comparison of the 2023 and 2024 TELPAS performances. In Speaking, students at the Advanced High level increased from 0% to 7% in Reading. Continuous support in the four areas of Listening, Reading, Speaking and Writing. Our goal is to increase the percentage of students in the Advanced and Advanced High in these areas.</p>
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# Emergent Bilingual Program Evaluation for the 2023-2024 School Year

	<p style="text-align: center; font-weight: bold; font-size: 1.2em;">TELPAS - ALT</p> <p>Students who take TELPAS ALT are EB in grades 2-12 who have significant cognitive disabilities.</p> <p>In the 2023-24 school year, 15 students qualified and were assessed with the TELPAS ALT.</p>
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All -- 2024					
Campus	Total	Listening %	Reading %	Speaking %	Writing %
District	15				
CURTISTENE S MCCOWAN MIDDLE	1				
DESOTO H S	6				
DESOTO WEST MIDDLE	1				
FRANK D MOATES EL	6				
THE MEADOWS EL	1				



# Emergent Bilingual Program Evaluation for the 2023-2024 School Year

## EB in Bilingual/DL 3rd to 5th STAAR Results

The following tables show the STAAR scores for EB students in Bilingual/DLI for grades 3-5.

The LPAC decides the language of assessment based on the language of instruction and the student's strongest academic language.

### Reading

The EB student who took the Reading STAAR test in English performed better than those who took it in Spanish. This is attributed to the students progressing in academic English. Those students who were administered the Spanish tests were mostly Newcomers, or recent.

	May 2024 STAAR Reading 3rd Grade	May 2024 STAAR Spanish Reading 3rd Grade	May 2024 STAAR Reading 4th Grade	May 2024 STAAR Spanish Reading 4th Grade	May 2024 STAAR Reading 5th Grade	May 2024 STAAR Spanish Reading 5th Grade
Total Students	11	39	28	15	31	19
Percent Score	51.75%	32.10%	44.64%	37.95%	44.35%	36.44%
Approaches	72.73%	23.08%	71.43%	40%	67.74%	42.11%
Meets	45.45%	5.13%	28.57%	13.33%	25.81%	0
Masters	27.27%	2.56%	7.14%	6.67%	9.68%	0
EB/EL	90.91%	100.00%	100%	100%	96.77%	94.74%

### Math

The EB student who took the Math STAAR test in English performed better than those who took it in Spanish. This is attributed to the students progressing in academic English. Those students who were administered the Spanish tests were mostly Newcomers, or recent.

Partnering Bilingual and ESL teachers has proven to be successful in grades 3-5 based on the English scores. This strategy has proved successful and resources will be analyzed to expand practices.

	May 2024 STAAR Math 3rd Grade	May 2024 STAAR Spanish Math 3rd Grade	May 2024 STAAR Math 4th Grade	May 2024 STAAR Spanish Math 4th Grade	May 2024 STAAR Math 5th Grade	May 2024 STAAR Spanish Math 5th Grade
Total Students	42	8	29	14	34	16
Percent Score	43.05%	34.12%	44.66%	40.54%	49.30%	36.46%
Approaches	50%	25%	51.72%	50%	64.71%	50.00%
Meets	21.43%	0	20.69%	21.43%	35.29%	18.75%
Masters	9.52%	0	13.79%	0	14.71%	0
EB/EL	97.62%	100%	100%	100%	97.06%	93.75%



# Emergent Bilingual Program Evaluation for the 2023-2024 School Year

• Nearly 50% of ESL students in grades 3, 6, and 8 attained *Meets* in Reading or Math.

## EB in ESL 3rd to 8th STAAR Results

The following tables show the STAAR scores for EB students in ESL for grades 3-8. LPAC decides the linguistics support if needed.

### Reading

	May 2024 STAAR Reading 3rd Grade	May 2024 STAAR Reading 4th Grade	May 2024 STAAR Reading 5th Grade	May 2024 STAAR Reading 6th Grade	May 2024 STAAR Reading 7th Grade	May 2024 STAAR Reading 8th Grade
Total ESL Students	11	28	31	49	52	42
Percent Score	51.75%	44.64%	44.35%	43.66%	49.04%	43.45%
Approaches	72.73%	71.43%	67.74%	59.18%	65.38%	66.67%
Meets	45.45%	28.57%	25.81%	42.86%	30.77%	30.95%
Masters	0	7.14%	9.68%	12.24%	13.46%	9.52%
ESL/pull-out	36.36%	3.57%	22.58%	96%	80.77%	78.57%

### Math

	May 2024 STAAR Math 3rd Grade	May 2024 STAAR Math 4th Grade	May 2024 STAAR Math 5th Grade	May 2024 STAAR Math 6th Grade	May 2024 STAAR Math 7th Grade	May 2024 STAAR Math 8th Grade
Total ESL Students	42	29	34	49	41	44
Percent Score	43.05%	44.66%	49.30%	47.65%	36.48%	48.34%
Approaches	50.00%	51.72%	64.71%	67.35%	24.39%	68.18%
Meets	21.43%	20.69%	35.29%	36.73%	7.32%	40.91%
Masters	9.52%	13.79%	14.71%	8.16%	0	4.55%
ESL/pull-out	9.52%	3.45%	20.59%	96%	82.93%	77.27%



# Emergent Bilingual Program Evaluation for the 2023-2024 School Year

• EB at the secondary level need support in passing the EOC English I and II.

## EB EOC STAAR Eng I & II Results

Over 50% of the EB who took the Reading and Math EOC received designated support. Designated supports allow for various types of assistance (e.g., scaffolded directions, assistance with tracking, graphic organizers, simplified language, graphic representations of vocabulary and concepts) to support a student's understanding of selections, test questions, and answer choices.

Campus administrators and the Bilingual Department collaborate to ensure all MOY LPACs are intentional in assigning the appropriate levels of support for individual students based on their needs.

	<b>STAAR EOC English I Spring 2023</b>	<b>STAAR EOC English II Spring 2023</b>
<b>Total ESL Students</b>	66	47
Percent Score	51.21%	50.60%
Approaches	63.64%	68.09%
Meets	46.97%	36.17%
Masters	9.09%	2.13%
ESL/pull-out	43.94%	19.15%





# Emergent Bilingual Program Evaluation for the 2023-2024 School Year

	<p style="text-align: center;"><b>Reclassification Rates</b></p> <p>A total of 14 students meet the EB-EL Reclassification Criteria and will be re-coded as (F) First Year Monitored students in PEIMS.</p> <p>As per reclassification criteria, the 14 students did not receive any testing supported by the LPAC.</p>
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	<p style="text-align: center;"><b>2024 Summer School</b></p> <p>Summer school was held June 4-27, or for 16 days and three programs were offered:</p> <ol style="list-style-type: none"><li>1. The required PreK - Kinder program,</li><li>2. Enrichment for grade 2</li><li>3. Newcomers Camp for grades 9-12.</li></ol> <ul style="list-style-type: none"><li>• 36 students participated in the PreK - Kinder program</li><li>• 20 in grade 2</li><li>• 20 in grades 9-12</li></ul> <p>Teachers were provided with curriculum materials, lesson plans, and classroom supplies to ensure they and their students had the necessary tools to have a successful summer school camp.</p> <p>For PreK - K, pre and post test results in English and Spanish show all students demonstrated growth in the Speaking domain.</p> <p>For grades 2 and 9-12, Teachers used <i>Focused Reading</i> and <i>Language Power</i> from <i>Teacher Created Materials</i>. As well as <i>Lexia Learning</i>.</p> <p>Students showed growth in all domains: Listening, Speaking, Reading, and Writing.</p>
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# Emergent Bilingual Program Evaluation for the 2023-2024 School Year

## Program Updates and Goals

- The Gómez and Gómez bilingual/DLI program framework design began in the 2019-20 school year and has successfully carried over to the 5th year of implementation. The first cohort of students from that first year of implementation were enrolled in grade 4 in the 2023-24 school year.
- Plans are to evolve and move forward through professional development
- Continue to provide professional development in linguistic support and implementation of the ELPS and leverage monthly meetings to support implementation efforts with Bilingual/ESL teachers in PLC
- Continued partnering with HR and Region 10 to increase the number of Bilingual/ESL certified teachers which will decrease the number of Exemptions/Waivers needed
- Support the professional growth of teachers by providing asynchronous sessions online and ESL TExES reimbursement opportunities
- STAAR test results demonstrate the LPAC is being intentional in determining the language of assessment in grades 3-5 in order to allow EB to best show mastery of the content in their strongest academic language
- STAAR/EOC scores demonstrate Newcomers can benefit from the Lexia English program. Lexia English is a supplemental platform that supports students' performance on TELPAS
- To support the continuous improvement of our department, another Bilingual/ESL District Coach is recommended.
- To support our EB/ESL students at Moates, McCown, and DHS, three bilingual aides are recommended.