Emergent Bilingual/English Learner Program Evaluation 2024-2025

I. SISD Bilingual Program Type

SISD implements a Dual language immersion/one way program in grades PK-6. Dual language immersion/one-way is a bilingual/biliteracy program model in which students identified as English learners are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. Instruction provided in a language other than English in this program model is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061. Instruction provided in English in this program model may be delivered either by a teacher appropriately certified in bilingual education or by a different teacher certified in ESL in accordance with TEC, §29.061. The goal of one-way dual language immersion is for program participants to attain full proficiency in another language as well as English. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, with at least half of the instruction delivered in the students' primary language for the duration of the program.

II. SISD ESL Program Types

SISD implements a Content-based ESL program in grades PK-1. An ESL/content-based program model is an English acquisition program that serves students identified as English learners through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies. The goal of content-based ESL is for English learners to attain full proficiency in English in order to participate equitably in school. This 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.

SISD implements a Pull-out ESL program in grades 2-12. An ESL/pull-out program model is an English acquisition program that serves students identified as English learners through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. The goal of ESL pull-out is for English learners to attain full proficiency in English in order to participate equitably in school. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

III. LPAC Activities Including Identification and Classification of Students as EL (English Learners)

BILINGUAL EDUCATION Bilingual education refers to all six state-approved program models. The four bilingual program models are Dual Language Immersion (DLI) One-Way, DLI Two-Way, Transitional Bilingual Education (TBE) Late-Exit, and TBE Early Exit. The two English as a Second Language (ESL) models are ESL Pull-out/Push-in and ESL Content-Based. STEP 1: IDENTIFICATION Home Language Survey (HLS) Administered to all students upon enrollment Student assessed if survey shows a language other than English in any of the three guestions English Language Assessment · Administered if HLS contains a language other than English Assess Listening and Speaking in grades PK-1 Assess Listening, Speaking, Reading, Writing in grades 2-12 STEP 2: PLACEMENT Language Proficiency Assessment Committee (LPAC): The LPAC is comprised of a Campus Administrator, a Bilingual/ESL Teacher (depending on program model), and a Parent Representative who meet to determine eligibility and identify a student as emergent bilingual. The LPAC then sends written notification to the parents who may accept or deny services. State-Approved State-Approved **ESL Programs** Bilingual Education Programs ESL Content-Based Dual Language Two-Way Dual Language One-Way ESL Pull-Out Transitional Late Exit Transitional Early Exit A student with denial of services will still be classified as EB and be annually assessed until reclassification has been met. STEP 3: ANNUAL REVIEW/RECLASSIFICATION Data Review: From multiple sources including: Classroom observations, documentation, and screeners completed by the teacher Texas English Language Proficiency Assessment System (TELPAS) State of Texas Assessments of Academic Readiness (STAAR) or other academic achievement assessments Student Reclassification: a decision made by the LPAC that indicates that the student can be as successful as his native-English speaking peers. The decisions are based on the Reclassification Chart. Results: The student may reclassify as English Proficient (EP) or may continue as an emergent bilingual (EB) student. EB students may continue participation for the duration of the DLI program after reclassification. STEP 4: MONITORING AFTER RECLASSIFICATION Written notification sent to parents for approval to exit the bilingual education program model that was servicing the student Student placed in general education classroom upon parent approval · Student monitored for two years by LPAC with annual written notice of progress sent to Updated January 2024

IV. 2025 STAAR, Grades 3-8 Bilingual/ESL Scores; STAAR EOC Scores

Texas Education Agency

2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) STEPHENVILLE ISD (072903) - ERATH COUNTY

| | School Year | State | Region 11 | District | Total Bilingual Education | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|---------------------------------------|----------------|-------|--------------|----------|---------------------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| | | | | STA | AR Performance | Rate by Subjec | t and Performance | Level | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2025 | 75% | 75% | 85% | 71% | 77% | 64% | 58% | - | 58% | 75% | 88% | 63% | 959 |
| | 2024 | 75% | 75% | 84% | 76% | 76% | - | 62% | 50% | 62% | 76% | 87% | 68% | 999 |
| At Meets Grade Level or Above | 2025 | 50% | 50% | 62% | 35% | 41% | 28% | 28% | - | 28% | 56% | 66% | 32% | 81% |
| | 2024 | 48% | 49% | 59% | 42% | 42% | - | 30% | 33% | 30% | 47% | 64% | 36% | 89% |
| At Masters Grade Level | 2025 | 21% | 21% | 27% | 10% | 19% | 2% | 6% | - | 6% | 10% | 30% | 8% | 37% |
| | 2024 | 20% | 20% | 26% | 14% | 14% | - | 8% | 0% | 8% | 18% | 28% | 11% | 46% |
| All Grades ELA/Reading | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2025 | 76% | 76% | 86% | 70% | 71% | 70% | 58% | - | 58% | 89% | 89% | 64% | 98% |
| | 2024 | 76% | 76% | 85% | 76% | 76% | - | 60% | • | 60% | 76% | 88% | 66% | 100% |
| At Meets Grade Level or Above | 2025 | 54% | 55% | 66% | 34% | 32% | 37% | 30% | - | 30% | 63% | 71% | 34% | 91% |
| | 2024 | 54% | 55% | 63% | 42% | 42% | - | 30% | • | 29% | 53% | 68% | 36% | 97% |
| At Masters Grade Level | 2025 | 23% | 23% | 28% | 8% | 12% | 2% | 5% | - | 5% | 0% | 32% | 6% | 35% |
| | 2024 | 22% | 22% | 26% | 13% | 13% | - | 6% | • | 6% | 22% | 29% | 10% | 35% |
| All Grades Mathematics | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2025 | 72% | 72% | 85% | 73% | 83% | 61% | 58% | - | 58% | 65% | 88% | 65% | 98% |
| | 2024 | 72% | 72% | 83% | 79% | 79% | - | 65% | • | 65% | 78% | 85% | 71% | 96% |
| At Meets Grade Level or Above | 2025 | 45% | 44% | 59% | 41% | 49% | 30% | 25% | - | 25% | 47% | 63% | 33% | 89% |
| | 2024 | 43% | 43% | 57% | 50% | 50% | - | 25% | • | 25% | 43% | 61% | 36% | 75% |
| At Masters Grade Level | 2025 | 20% | 20% | 27% | 15% | 25% | 2% | 11% | - | 11% | 12% | 29% | 13% | 45% |
| | 2024 | 17% | 17% | 25% | 20% | 20% | - | 10% | • | 10% | 18% | 26% | 14% | 42% |

| All Grades Science | | | | | | | | | | | | | | |
|-------------------------------------|------|-----|-----|-----------|------------------|------------------|------------------|----------|---|-----|-----|-----|-----|------|
| At Approaches Grade Level | 2025 | 78% | 77% | 84% | 57% | | 57% | 67% | - | 67% | 63% | 87% | 65% | 97% |
| or Above | | | | | | | | | | | | | | |
| | 2024 | 75% | 75% | 84% | 61% | 61% | - | 61% | • | 60% | 90% | 88% | 63% | 100% |
| At Meets Grade Level or Above | 2025 | 47% | 48% | 57% | 5% | - | 5% | 32% | - | 32% | 50% | 62% | 28% | 66% |
| | 2024 | 43% | 44% | 57% | 16% | 16% | - | 41% | | 41% | 40% | 61% | 34% | 91% |
| At Masters Grade Level | 2025 | 17% | 17% | 21% | 0% | - | 0% | 2% | - | 2% | 13% | 24% | 3% | 18% |
| | 2024 | 16% | 16% | 25% | 0% | 0% | - | 11% | • | 11% | 10% | 28% | 8% | 45% |
| All Grades Social Studies | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2025 | 77% | 78% | 78% | - | - | - | 44% | - | 44% | • | 83% | 46% | 79% |
| | 2024 | 78% | 79% | 81% | - | - | - | 64% | • | 65% | 50% | 83% | 63% | 100% |
| At Meets Grade Level or Above | 2025 | 50% | 52% | 58% | - | - | - | 20% | - | 20% | • | 63% | 23% | 62% |
| | 2024 | 51% | 53% | 58% | - | - | - | 34% | • | 35% | 33% | 61% | 34% | 93% |
| At Masters Grade Level | 2025 | 27% | 29% | 31% | - | - | - | 3% | - | 3% | • | 34% | 6% | 52% |
| | 2024 | 27% | 29% | 30% | - | - | - | 7% | • | 7% | 0% | 33% | 6% | 73% |
| | | | | | School Pro | ogress - Annual | Growth | | | | | | | |
| All Grades Both Subjects | 2025 | 65% | 65% | 70% | 54% | 75% | 41% | 57% | - | 57% | 52% | 72% | 56% | 84% |
| | 2024 | 64% | 64% | 68% | 71% | 71% | - | 54% | • | 54% | 68% | 69% | 60% | 82% |
| All Grades ELA/Reading | 2025 | 67% | 67% | 73% | 59% | 66% | 54% | 61% | - | 61% | 60% | 75% | 60% | 84% |
| | 2024 | 67% | 67% | 69% | 65% | 65% | - | 53% | • | 53% | 67% | 71% | 58% | 79% |
| All Grades Mathematics | 2025 | 64% | 63% | 66% | 50% | 85% | 27% | 52% | - | 52% | 42% | 68% | 51% | 85% |
| | 2024 | 60% | 60% | 66% | 78% | 78% | - | 56% | • | 56% | 68% | 67% | 64% | 88% |
| | | | | | School Progre | ess - Accelerate | d Learning | | | | | | | |
| All Grades Both Subjects | 2025 | 33% | 32% | 48% | 48% | 75% | 23% | 37% | - | 37% | 20% | 52% | 39% | * |
| | 2024 | 32% | 31% | 37% | 36% | 36% | - | 26% | - | 26% | 33% | 41% | 29% | |
| All Grades ELA/Reading | 2025 | 31% | 30% | 46% | 50% | 60% | 42% | 39% | - | 39% | | 48% | 42% | |
| | 2024 | 30% | 29% | 32% | 40% | 40% | - | 18% | - | 18% | 44% | 37% | 25% | |
| All Grades Mathematics | 2025 | 35% | 34% | 51% | 45% | 90% | 0% | 35% | - | 35% | * | 56% | 36% | * |
| | 2024 | 35% | 33% | 42% | 30% | 30% | - | 35% | - | 35% | 22% | 46% | 33% | |
| | | | | STAAR Pro | gress Measure Pe | ercent at Expect | ed or Accelerate | d Growth | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | |
| At Expected or Accelerated level | 2025 | 60% | 59% | 63% | 47% | 73% | 29% | 52% | - | 52% | 38% | 64% | 49% | 68% |
| | 2024 | 59% | 59% | 60% | 70% | 70% | - | 47% | • | 47% | 63% | 61% | 55% | 81% |
| At Accelerated level | 2025 | 12% | 12% | 14% | 18% | 33% | 9% | 10% | - | 10% | 4% | 14% | 12% | 14% |
| | 2024 | 12% | 11% | 12% | 19% | 19% | - | 5% | • | 6% | 6% | 12% | 9% | 26% |
| All Grades ELA/Reading | | | | | | | | | | | | | | |
| At Expected or Accelerated level | 2025 | 61% | 60% | 65% | 54% | 45% | 59% | 54% | - | 54% | 31% | 67% | 53% | 68% |
| | 2024 | 62% | 62% | 62% | 63% | 63% | - | 47% | • | 47% | 68% | 63% | 54% | 77% |
| At Accelerated level | 2025 | 11% | 11% | 10% | 19% | 14% | 22% | 8% | - | 8% | 8% | 11% | 10% | 6% |
| | 2024 | 12% | 12% | 11% | 19% | 19% | - | 5% | • | 5% | 8% | 11% | 8% | 13% |
| All Grades Mathematics | | | | | | | | | | | | | | |
| At Expected or Accelerated level | 2025 | 59% | 57% | 59% | 42% | 93% | 9% | 48% | - | 48% | 46% | 61% | 46% | 67% |
| | 2024 | 56% | 55% | 59% | 77% | 77% | - | 46% | • | 46% | 58% | 59% | 56% | 88% |
| At Accelerated level | 2025 | 14% | 13% | 18% | 18% | 47% | 0% | 13% | - | 13% | 0% | 19% | 15% | 26% |
| | 2024 | 11% | 11% | 13% | 19% | 19% | | 6% | | 7% | 5% | 14% | 10% | 47% |

2024-25 STAAR Performance - Additional Student Groups

STEPHENVILLE ISD (072903) - ERATH COUNTY

| | School Year | State | Region 11 | District | EB/EL (Current) | EB/EL (Monitored & Former) |
|------------------------------------|---------------------|------------|-------------------|-------------|--------------------|-------------------------------------|
| STAAR Perform | ance Rates by Teste | d Grade, S | ubject, and Perfe | ormance Lev | rel | |
| End of Course English I | · · | | | | | |
| At Approaches Grade Level or Above | 2025 | 69% | 69% | 76% | 42% | 83% |
| | 2024 | 70% | 71% | 81% | 58% | 100% |
| At Meets Grade Level or Above | 2025 | 49% | 51% | 58% | 23% | 83% |
| | 2024 | 52% | 53% | 61% | 23% | 100% |
| At Masters Grade Level | 2025 | 15% | 15% | 14% | 0% | 33% |
| | 2024 | 16% | 16% | 20% | 5% | 27% |
| End of Course English II | | | | | | |
| At Approaches Grade Level or Above | 2025 | 72% | 73% | 84% | 62% | 100% |
| | 2024 | 75% | 77% | 90% | 67% | 100% |
| At Meets Grade Level or Above | 2025 | 55% | 56% | 68% | 34% | 94% |
| | 2024 | 58% | 60% | 72% | 42% | 92% |
| At Masters Grade Level | 2025 | 8% | 8% | 10% | 0% | 12% |
| | 2024 | 9% | 9% | 9% | 0% | 31% |
| End of Course Algebra I | | | | | | |
| At Approaches Grade Level or Above | 2025 | 78% | 76% | 79% | 44% | 100% |
| | 2024 | 81% | 79% | 85% | 81% | 92% |
| At Meets Grade Level or Above | 2025 | 45% | 43% | 50% | 11% | 83% |
| | 2024 | 43% | 41% | 45% | 19% | 75% |
| At Masters Grade Level | 2025 | 27% | 26% | 29% | 0% | 50% |
| | 2024 | 24% | 23% | 26% | 11% | 42% |
| End of Course Biology | | | | | | |
| At Approaches Grade Level or Above | 2025 | 92% | 92% | 96% | 95% | 100% |
| | 2024 | 91% | 92% | 97% | 91% | 100% |
| At Meets Grade Level or Above | 2025 | 61% | 63% | 77% | 46% | 92% |
| | 2024 | 56% | 57% | 81% | 58% | 89% |
| At Masters Grade Level | 2025 | 21% | 22% | 29% | 5% | 38% |
| | 2024 | 19% | 19% | 41% | 15% | 33% |
| End of Course U.S. History | | | | | | |
| At Approaches Grade Level or Above | 2025 | 95% | 95% | 99% | 100% | 100% |
| | 2024 | 96% | 96% | 99% | 94% | 100% |
| At Meets Grade Level or Above | 2025 | 68% | 69% | 84% | 56% | 94% |
| | 2024 | 69% | 70% | 84% | 56% | 92% |
| At Masters Grade Level | 2025 | 37% | 39% | 48% | 12% | 75% |
| | 2024 | 37% | 39% | 47% | 13% | 77% |

V. English Language Proficiency - 2025 TELPAS Composite Scores

2025 TELPAS Composite Rating

| Grade Level | # of Students | Beginning | Intermediate | Advanced | Advanced High |
|-------------|------------------|-----------|--------------|----------|---------------|
| Kinder | 38 | 79% | 11% | 8% | 3% |
| 1st Grade | 40 | 33% | 50% | 18% | 0% |
| 2nd Grade | 49 | 31% | 53% | 16% | 0% |
| 3rd Grade | 46 | 9% | 30% | 48% | 13% |
| 4th Grade | 42 | 10% | 17% | 57% | 17% |
| 5th Grade | 38 | 13% | 18% | 37% | 32% |
| 6th Grade | 39 | 18% | 15% | 59% | 8% |
| 7th Grade | 29 | 3% | 17% | 55% | 24% |
| 8th Grade | 47 | 11% | 21% | 55% | 13% |
| 9th Grade | 37 | 16% | 43% | 35% | 5% |
| 10th Grade | 43 | 12% | 28% | 56% | 5% |
| 11th Grade | 28 | 14% | 50% | 36% | 0% |
| 12th Grade | 31 | 42% | 35% | 23% | 0% |

Yearly Progress in 2025 TELPAS Composite Rating

| Grade Level | # of Matched Students | Percentage of Students Who Progressed One Proficiency Level | Percentage of Students Who Progressed Two Proficiency Levels | Percentage of Students Who Progressed Three Proficiency Levels | Percentage Who Progressed at Least One Proficiency Level |
|-------------|-----------------------------|---|--|--|--|
| 1st Grade | 38 | 55% | 8% | 0% | 63% |
| 2nd Grade | 44 | 30% | 7% | 0% | 36% |
| 3rd Grade | 45 | 36% | 9% | 0% | 44% |
| 4th Grade | 39 | 44% | 0% | 0% | 44% |
| 5th Grade | 34 | 59% | 0% | 0% | 59% |
| 6th Grade | 33 | 27% | 0% | 0% | 27% |
| 7th Grade | 27 | 22% | 4% | 0% | 26% |
| 8th Grade | 43 | 28% | 0% | 0% | 28% |
| 9th Grade | 33 | 15% | 0% | 0% | 15% |
| 10th Grade | 40 | 25% | 0% | 0% | 25% |
| 11th Grade | 28 | 21% | 0% | 0% | 21% |
| 12th Grade | 31 | 16% | 0% | 0% | 16% |

VI. 2024-2025 Number of Students Reclassified as EP (English Proficient)

| | 2023-2024 | 2024-2025 |
|---|-------------|-------------|
| Number of Reclassifications/Number of Total Students | 61/623=9.8% | 44/578=7.6% |

VII. Staffing and Professional Development Supporting Second Language Acquisition

Stephenville ISD employs 127 ESL teachers and 16 bilingual teachers. SISD's PK-6 Bilingual Program is fully staffed with certified Bilingual teachers. Our ESL Content-Based and Pull-Out programs are fully staffed with ESL teachers in all ELA, Reading and Writing classes. Teachers attended the following staff development that included strategies focused on helping LEP students acquire English:

Central Staff Development for Language Acquisition

Diving Into Reading (12 hours)

Brainstreaming: Ensuring Student Success Through Active Engagement in Learning with Louis Mangone (12 hours)

Unlock the Potential of Oracy in your Classrooms with Claudia Rodriquez (6 hours)

Lead4Ward 101 (6 hours)

Little Hands, Big Voices (6 hours)

TRS Planning (4 planning days)

Bluebonnet Math Training (6 hours)

Dual Language Training and Coaching for Bilingual Teachers (12 hours)

Bilingual Classroom Observations (2 observations)

Bilingual Planning and Observing Peers (3 days)

Chamberlin Staff Development for Language Acquisition

Brainstreaming: Ensuring Student Success Through Active Engagement in Learning with Louis Mangone (12 hours)

Unlock the Potential of Oracy in your Classrooms with Claudia Rodriquez (6 hours)

Lead4Ward 101 (6 hours)

TRS Planning (4 planning days)

Bluebonnet Training (12 hours)

Strengthening Math (6 hours)

Strengthening Early Literacy (12 hours)

Dual Language Training and Coaching for Bilingual Teachers (12 hours)

Bilingual Classroom Observations (2 observations)

Bilingual Planning and Observing Peers (3 days)

Summit K12 Training for 2nd grade (3 hours)

Hook Staff Development for Language Acquisition

Brainstreaming: Ensuring Student Success Through Active Engagement in Learning with Louis Mangone (12 hours)

Unlock the Potential of Oracy in your Classrooms with Claudia Rodriguez (6 hours)

Lead4Ward 101 (6 hours)

TRS Planning (4 planning days)

Data Dive and Planning Math (6 hours)

Data Dive and Planning Math (12 hours)

Dual Language Training and Coaching for Bilingual Teachers (12 hours)

Bilingual Classroom Observations (2 observations)

Bilingual Planning and Observing Peers (3 days)

Summit K12 Training (3 hours)

Gilbert Staff Development for Language Acquisition

Brainstreaming: Ensuring Student Success Through Active Engagement in Learning with Louis Mangone (12 hours)

Unlock the Potential of Oracy in your Classrooms with Claudia Rodriquez (6 hours)

Lead4Ward 101 (6 hours)

TRS Planning (4 planning days in school year and 1 in summer)

Lisa Horton Data Dig and Assessment Planning (6 hours)

Dual Language Training and Coaching for Bilingual Teachers (12 hours)

Bilingual Classroom Observations (2 observations)

Bilingual Planning and Observing Peers (3 days)

Summit K12 Training

HJH Staff Development for Language Acquisition

Brainstreaming: Ensuring Student Success Through Active Engagement in Learning with Louis Mangone (12 hours)

Unlock the Potential of Oracy in your Classrooms with Claudia Rodriquez (6 hours)

Lead4Ward 101 (6 hours)

TRS Planning (4 planning days in school year)

Lisa Horton Data Dig and Assessment Planning (12 hours)

Math and Science Planning (12 hours)

Summit K12 Training (3 hours)

SHS Staff Development for Language Acquisition

Brainstreaming: Ensuring Student Success Through Active Engagement in Learning with Louis Mangone (12 hours)

Unlock the Potential of Oracy in your Classrooms with Claudia Rodriquez (6 hours)

Lead4Ward 101 (6 hours)

Lisa Horton Data Dig and Assessment Planning (6 hours)

ESL Strategy Training Sessions for Core Content Teachers (3 Sessions)

Summit K12 Training (3 hours)

VIII. Learning Materials

TEKS Resource System

Estrellita/Lunita

Esperanza for Dyslexia

HMH Spanish Phonics

Istation Espanol

Exact Path Math and Reading

Istation Math

Amplify

IXL Reading

IXL Math

Study Island Reading

Dreambox

Lexia Core 5

Reading Plus

IX. Assessment Materials

NWEA Maps Assessments

MClass

STAAR

TEKS Resource Unit Assessments

TELPAS

Pre-Las/Las Links