

San Elizario Independent School District

Part 5 Dual Language Program Update



May 21, 2025

San Elizario Independent School District Dual Language Program Update

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Dual Language Program (DLI) Overview

The Dual Language Program is a research-based educational model designed to develop biliteracy, promote academic achievement in two languages, and cultivate sociocultural competence. It is aligned with state and federal policies, including the Texas Administrative Code (TAC) Chapter 89 and Every Student Succeeds Act (ESSA), ensuring that all English learners receive equitable and high-quality education.

Mission Statement

The San Elizario Independent School District Dual Language Program will develop highly competent bilingual and biliterate students while fostering academic success and cultural awareness by meeting the affective, linguistic, and cognitive needs in both languages.

Understanding Dual Language Education

Dual Language education is not simply a rebranding of bilingual education—it is a distinct, research-based model proven to promote bilingualism, biliteracy, and academic achievement (Lindholm-Leary, 2012). San Elizario Independent School District implements a One-Way Dual Language Immersion (DLI) model tailored to serve Emergent Bilingual (EB) students. In this model, students receive instruction in both English and Spanish, building strong literacy and content knowledge in both languages. This approach also fosters sociocultural competence by affirming and integrating students' cultural identities into the classroom environment.

Key Components of the Dual Language Model

- Supports student and community demographics.
- Provides continuity throughout elementary and, where possible, into secondary education
- Clearly defines the language allocation plan, ensuring a minimum of 50% of content is taught in the partner language.
- Implements sequential and simultaneous biliteracy development strategies.
- Ensures parity in instructional resources across both languages (References: TAC §§ 89.1210, 89.1227, 89.1228)

The Three Pillars of Dual Language

The foundation of the San Elizario Independent School District program rests on the Three Pillars of Dual Language (Howard et al., 2018):

- Bilingualism and Biliteracy
- High Academic Achievement in Both Program Languages
- Sociocultural Competence

Dual Language Program Implementation Timeline

Fall 2019 – Initial Planning & Training

- Oct 11, 2019: Guiding Principles for Dual Language Education training for part of the P&I staff.
- Oct 17, 2019: Dual Language Core Team planning meeting.
- Oct 25, 2019: Dual Language program overview presented to District Advisory Team (DAT)
- Oct 29, 2019: Dictado Training for all Loya teachers and staff
- Oct 30, 2019: Initial Dual Language planning meeting with the Loya administrative team

November–December 2019 – Community Engagement & Preparation

- Nov 1, 2019: DL planning and TEA literature review with Superintendent and Loya administrators
- Nov 4, 2019: Parent Information Meetings for PK–4 families (8:30 AM & 1:30 PM)
- Dec 4, 2019: DL School Visit by Loya and P&I staff.
- Dec 5, 2019: Dual Language Committee Meeting (2:30–3:30 PM)

Spring 2020 – Staff Development & Alignment

- Jan 6, 2020: Guiding Principles for Dual Language Education Training for Loya teachers
- Feb 12, 2020: Dual Language presentation to Board of Trustees
- March 2020: PLCs focused on ‘Team Teaching’
- April 2020: PLCs focused on ‘Schedules’
- May 2020: Final Parent Information Meeting at Loya

2020–2021 School Year – Program Launch

- Implementation of Dual Language Program at Loya for Pre-K and Kindergarten students

San Elizario ISD's Current Plan for Dual Language Model Implementation

The San Elizario Independent School District launched its Dual Language program during the 2020-2021 school year, beginning with all Pre-K 4 and Kindergarten students. Initially, Pre-Kindergarten operated under a 50-50 model (balanced instruction in Spanish and English) for the first two years. Starting in 2022–2023, we transitioned Pre-K 3 and Pre-K 4 to a 90-10 model (90% instruction in Spanish and 10% in English), which we have continued implementing for the past three years. Kindergarten has remained under the 50-50 model since its launch. The program has expanded by adding grade level 2 each year: 1st grade and 2nd grade in 2021–2022, 3rd grade in 2022–2023, 4th grade in 2023–2024, and 5th grade in 2024–2025. Spanish STAAR assessments are available starting in the 3rd grade and continue through the 5th grade. At this time, Dual Language has not yet been implemented in the 6th grade or secondary.

Grade Level	Implementation Year	Current Model	Spanish STAAR Available?
Pre-K 3	2022-2023	90-10	N/A
Pre-K 4	2020-2021	90-10	N/A
Kinder	2020-2021	50-50	N/A
1st	2021-2022	50-50	N/A
2nd	2021-2022	50-50	N/A
3rd	2022-2023	50-50	YES
4th	2023-2024	50-50	YES
5th	2024-2025	50-50	YES
6th	2025-2026	50-50	N/A
7th	2026-2027	50-50	N/A
8th	2027-2028	50-50	N/A
9 th -12th	2028-2029	50-50	N/A

The San Elizario Independent School District launched its Dual Language Program in the 2020–2021 school year, beginning with pre-kinder 4 and Kindergarten using a 50-50 instructional model. 2021–2022, the program expanded to include 1st and 2nd grades. In 2022–2023, as Lorenzo G. Loya Primary School transitioned from a half-day to a full-day schedule, the district implemented the 90-10 Dual Language model in pre-kindergarten 3 and pre-kindergarten 4. That same year, 3rd grade joined the Dual Language model, followed by 4th grade in 2023–2024 and 5th grade in 2024–2025. From Kindergarten through 5th grade, the program uses a 50-50 model, and Spanish STAAR assessments are available only in 3rd through 5th grades.

A key milestone in the program is the cohort of students who began in 2020–2021 as pre-kinder 4 and Kindergarten students. As of the 2024–2025 school year, the pre-kinder 4 students from that year are now in 3rd grade, and the kindergarten group is in 4th grade. Among these early cohorts, 133 students have remained continuously enrolled in the San Elizario Independent School District Dual Language Program and are considered legacy students. A legacy student is a student who has remained continuously enrolled in the San Elizario Independent School

District Dual Language Program since their initial entry as a pre-kinder 4 or Kindergarten student, without interruption. These students have progressed each year within the program as part of the original cohort that began in the 2020–2021 school year. Their long-term participation highlights the district’s commitment to developing bilingual, biliterate, and culturally strong learners, preparing them for academic success in both languages and eligibility for the Texas Seal of Biliteracy by high school graduation.

Pre-Kinder 4 Cohort Information

Below is information about the pre-kinder 4 cohort, which began the Dual Language Program in 2020–2021 and will be third graders in the 2024–2025 school year.

Table #1

Grade Level Pre-K 4	Dual Language Year	Number of Legacy Students	STAAR Test English Math	STAAR Test Spanish Math	STAAR Test English Reading	STAAR Test Spanish Reading
Pre-K 4	1 st Year	103	N/A	N/A	N/A	N/A
Kinder	2 nd Year	100	N/A	N/A	N/A	N/A
1st	3 rd Year	101	N/A	N/A	N/A	N/A
2nd	4 th Year	99	N/A	N/A	N/A	N/A
3rd	5 th Year	99	YES	YES	YES	YES
4th	6 th Year					

*Please note these are estimated numbers

Kinder Cohort Information - STAAR Math & Reading Grade 3

Below is information about the Kindergarten cohort that began the Dual Language Program in 2020–2021 and were third graders in the 2023–2024 school year.

Table #2

	Spanish Math	Spanish Reading	English Math	English Reading
Total Number of Students	39	54	136	121
Legacy Number of Students	22	34	107	95
Number of Students Non-Legacy	17	19	29	26
SPED Legacy	8	9	20	19
SPED Non-Legacy	0	1	9	8
Number of Legacy Students who Approached	6	5	35	32
Number of Legacy Students at Meets	1	5	22	29
Number of Legacy Students at Master's	0	2	4	12
Percentage	30.47%	37.69%	44.51%	49.17%

*Please note this information was from Eduphoria

Kinder Cohort Information - STAAR Math & Reading Grade 4

Below is information about the Kindergarten cohort that began the Dual Language Program in 2020–2021 and are now fourth graders in the 2024–2025 school year.

Table #4

Grade Level Kinder	Dual Language Year	Number of Legacy Students	STAAR Test English Math	STAAR Test Spanish Math	STAAR Test English Reading	STAAR Test Spanish Reading
Kinder	1 st Year	142	N/A	N/A	N/A	N/A
1st	2 nd Year	136	N/A	N/A	N/A	N/A
2nd	3 rd Year	135	N/A	N/A	N/A	N/A
3rd	4 th Year	129	YES	YES	YES	YES
4th	5 th Year	135	YES	YES	YES	YES
5th	6 th Year					

*Please note these are estimated numbers

The San Elizario Independent School District began tracking two key legacy cohorts of students who started the Dual Language Program in the 2020–2021 school year: Pre-Kinder 4 and Kindergarten groups. These legacy groups include only those students who have remained continuously enrolled in the Dual Language Program without interruption.

Table #1 - The pre-kinder 4 cohort, currently in 3rd grade during the 2024–2025 school year, began with 103 legacy students. Over time, this number has slightly decreased to 99 students. This change is primarily due to student mobility, as some families temporarily relocated or enrolled their children in other districts. In several cases, students returned to San Elizario Independent School District after time away, but no longer met the criteria for continuous enrollment as legacy students. This year marks a significant milestone for this group, as they take the STAAR tests for the first time, with assessments available in both English and Spanish for Math and Reading.

Table #2 - The kindergarten cohort, currently in 4th grade, began with 142 legacy students. By 3rd grade (2023–2024), 129 students remained in the legacy group and participated in STAAR testing:

- 107 took the English and Math STAAR
- 22 took the Spanish Math STAAR
- 95 took the English Reading STAAR
- 34 took the Spanish Reading STAAR

Table #4 - As of 2024–2025, 135 of these students continue in the program as 4th-grade legacy students. Out of 142 students initially tracked from the kindergarten cohort, 129 remain legacy students, and 9 experienced an interruption in their dual language participation.

Current vs. Proposed Program Overview by Grade Level

Grade Level	Current Program	Proposed Change	It will be explained on Page
Pre-K 3 & Pre-K 4	90-10 Dual Language model (90% Spanish, 10% English) focused on strong first language (L1) Spanish literacy development.	Transition to a 70-30 model: 70% Spanish, 30% English. Increase English gradually, especially in math, to better align with the K-5 50-50 model.	9-10
Kindergarten – 2nd Grade	50-50 One-Way Dual Language model at Sambrano. Week A/Week B rotation: alternate language of instruction every week by content area.	Keep the 50-50 model but add a daily Non-Transferable Skills Block to strengthen skills unique to each language (phonics, grammar, vocabulary).	11-12
3rd – 5th Grade	50-50 model at Alarcon and Borrego. Uses a bi-weekly (2-week) rotation cycle. Inconsistent between campuses; less frequent exposure to both languages.	Standardize with Week A/Week B model (like Sambrano) across campuses + daily Non-Transferable Skills Block. Promotes consistent biliteracy instruction and vertical alignment.	13-15
6th Grade	Transitional Bilingual Program (Early Exit). Most instruction is in English. Spanish used minimally. Note: STAAR is only available in English for RLA and Math.	Implement a 50-50 Dual Language model. Equal instruction in Spanish and English. It provides continuity from elementary school and supports the pathway to the Texas Seal of Biliteracy.	15-17
Set to implement during the 2025-2026 School Year.			

Current Dual Language Model at Lorenzo G. Loya Primary School – 90/10

Lorenzo G. Loya Primary School (PreK3 and PreK4) implements a 90/10 One-Way Dual Language Immersion model in pre-K3 and pre-K4. In this model, students receive 90% of instruction in Spanish and 10% in English, strongly emphasizing building foundational literacy, oral language, and academic readiness in the students' first language. This approach supports early language development and aligns with research showing that a solid foundation in the home language accelerates second language acquisition (Cummins, 2000). Instruction is delivered through developmentally appropriate practices integrating language, play, and content learning. One key implementation highlight is the intentional use of Spanish across all core instructional areas. At the same time, English is introduced primarily through songs, basic vocabulary, and structured oral language routines to build listening comprehension. The program also includes active family engagement and culturally relevant teaching to support sociocultural competence.

Proposed Dual Language Model at Lorenzo G. Loya Primary School – 70/30

While the current model effectively fosters strong early literacy in Spanish, a proposed enhancement includes gradually transitioning to a 70/30 model to better align with the district's long-term language allocation plan. This shift would maintain a strong Spanish foundation while slightly increasing English exposure, particularly through math-based vocabulary and concepts, to better prepare students for the K–5 50/50 model used across other campuses.

Proposed Enhancements:

- Strengthens early exposure to academic English in a low-risk, high-support context.
- Encourages language flexibility and confidence in young learners by expanding their bilingual foundation from the earliest years.
- Sets the stage for more robust dual language performance as students' progress through the system.
- Aligns with best practices in bilingual education, including research by Cummins (2000), which shows that strong L1 development enhances second language acquisition.

By transitioning to the 70/30 model, Lorenzo G. Loya Primary School will maintain its commitment to Spanish language development while equipping students with the skills necessary to thrive in a bilingual academic setting. This change ensures that all students, starting in PK3 and PK4, are on a clear, consistent path toward bilingualism, biliteracy, and high academic achievement.

Proposed Changes – Benefits

The proposed shift from a 90/10 to a 70/30 Dual Language model at Lorenzo G. Loya Primary would provide multiple benefits, supporting student development and district-wide instructional coherence.

More substantial Academic Alignment Across Grades:

- Creates a more seamless progression into the 50/50 model used in kindergarten through 5th grade.
- Ensures language allocation is vertically aligned, reducing instructional gaps during transitions between grade levels.

Balanced Language Development:

- Continues emphasizing strong Spanish literacy in the early years (70%) while thoughtfully introducing English (30%).
- Helps students build academic vocabulary in English without compromising first language development.

Strategic Use of English in Math:

- Math provides a concrete, symbol-based entry point for English instruction, making it easier for young learners to grasp language concepts in a meaningful context.
- Builds foundational skills in academic English while reinforcing numeracy.

Supports Biliteracy Goals:

- Aligns with the district's vision of producing bilingual and biliterate graduates prepared to earn the Texas Seal of Biliteracy.
- Encourages early cognitive flexibility and dual-language confidence.

Promotes Equity and Consistency:

- Standardizes the approach to Dual Language instruction across campuses, ensuring that all students receive a high-quality bilingual education regardless of their school assignment.
- Supports equitable access to rigorous content in both languages.

Grounded in Research-Based Best Practices:

- Reflects the work of Cummins (2000) and other experts who emphasize that a strong foundation in a child's first language enhances long-term success in a second language.
- Builds on proven Dual Language strategies that promote academic achievement and sociocultural competence.

The proposed changes support early biliteracy, build readiness for future bilingual instruction, and help establish a transparent, sustainable, and effective dual-language pathway from PK3 through 12th grade.

Current Dual Language Model at Josefa L. Sambrano Elementary School – 50/50

Josefa L. Sambrano Elementary School (Kindergarten – 2nd) implements a 50-50, One-Way Dual Language model in Kindergarten through 2nd grade. In this model, students receive equal instruction in English and Spanish across content areas. The school uses a structured Week A / Week B rotation to alternate the language of instruction for each subject area:

Week A	Week B
Math (English)	Math (Spanish)
Science (English)	Science (Spanish)
Reading (Spanish)	Reading (English)
Social Studies (Spanish)	Social Studies (English)

- Week A: Math and Science are taught in English, while Reading and Social Studies are taught in Spanish.
- Week B: Math and Science are taught in Spanish, while Reading and Social Studies are taught in English.

This systematic rotation ensures balanced exposure to both languages and supports the development of academic vocabulary and content knowledge in English and Spanish. The model fosters cross-linguistic transfer and reinforces learning through consistent academic routines.

Implementation Highlights:

- Equal instructional time in both English and Spanish.
- Content areas are rotated weekly to provide authentic practice with academic concepts in both languages.
- Students build metalinguistic awareness by engaging in similar content in two languages.
- Instructional consistency across classrooms promotes equity and alignment with districtwide goals.

Proposed Dual Language Model at Josefa L. Sambrano Elementary School

To strengthen students' biliteracy development, SEISD proposes enhancing the existing 50-50 model at Josefa L. Sambrano Elementary School by incorporating a dedicated Non-Transferable Skills Block into the daily schedule. This instructional block would take place in the morning and afternoon to maximize impact.

The Non-Transferable Skills Block will provide explicit instruction in language features that do not directly transfer between English and Spanish. The areas of focus will include:

- Phonics and orthographic skills that are unique to each language.
- Grammar and syntax instruction specific to each linguistic system, such as sentence structure, gender agreement, and verb conjugations.
- Academic vocabulary development with a focus on non-cognates and idiomatic expressions.

Week A	Week B
Math (English)	Math (Spanish)
Science (English)	Science (Spanish)
Non-Transferable Skills (English)	Non-Transferable Skills (Spanish)
Reading (Spanish)	Reading (English)
Non-Transferable Skills (Spanish)	Non-Transferable Skills (English)
Social Studies (Spanish)	Social Studies (English)

Implementation Highlights:

- Strategically embedded into the instructional day to ensure consistent, focused language support.
- Complements the Week A / Week B rotation by reinforcing specific language structures in both English and Spanish.
- Builds language precision, oral fluency, and writing accuracy in each language.

Proposed Enhancements:

- Reinforces foundational language systems to support reading and writing in both languages.
- Fosters deeper cross-linguistic awareness and stronger academic discourse.
- Promotes linguistic equity and prepares students for higher levels of bilingual proficiency.

By integrating this daily instructional block, Josefa L. Sambrano Elementary School will further align with best practices in Dual Language education while empowering students with the tools needed to succeed academically in both languages.

Current Dual Language Model at Alfonso Borrego Sr. Elementary School and Lorenzo G. Alarcon Elementary School

Alfonso Borrego Sr. Elementary School and Lorenzo G. Alarcon Elementary Schools implement a 50-50 Dual Language model in grades 3 through 5. Instruction is equally divided between English and Spanish to promote bilingualism, biliteracy, and academic achievement in both languages. These campuses follow a bi-weekly rotation schedule to deliver instruction in each language.

The current language rotation follows this pattern:

- Weeks 1–2 (Cycle A): Math and Science are taught in English, while Reading and Social Studies are taught in Spanish.
- Weeks 3–4 (Cycle B): Math and Science are taught in Spanish, while Reading and Social Studies are taught in English.

Weeks 1-2 (Cycle A)		Weeks 3-4 (Cycle B)	
Math	Science	Math	Science
English		Spanish	
Reading	Social Studies	Reading	Social Studies
Spanish		English	

This extended rotation allows students to learn deeper content in each language before switching. However, the longer cycles may limit the frequency with which students mobilize both languages for academic tasks. Additionally, variations in implementation between campuses can lead to instructional inconsistencies.

Implementation Highlights:

- Balanced exposure to both languages across all core content areas.
- Two-week rotation supports in-depth instruction and project-based learning in each language.
- Promotes cognitive flexibility by applying content knowledge in both linguistic contexts.

Proposed Dual Language Model at Alfonso Borrego Sr. Elementary School and Lorenzo G. Alarcon Elementary School

To ensure instructional consistency, strengthen biliteracy, and promote vertical alignment across campuses, San Elizario Independent School District proposes transitioning Alfonso Borrego Sr. Elementary School and Lorenzo G. Alarcon Elementary School from their current bi-weekly rotation to a unified Week A / Week B language rotation model and incorporating a dedicated

Non-Transferable Skills Block into the daily schedule., consistent with what is implemented at Josefa L. Sambrano Elementary School (K–2).

Under the proposed model:

- Week A: Math and Science will be taught in English; Reading and Social Studies will be taught in Spanish.
- Week B: Math and Science will be taught in Spanish; Reading and Social Studies will be taught in English.
- Incorporating a dedicated Non-Transferable Skills Block into the daily schedule.

Week A	Week B
Math (English)	Math (Spanish)
Science (English)	Science (Spanish)
Non-Transferable Skills (English)	Non-Transferable Skills (Spanish)
Reading (Spanish)	Reading (English)
Non-Transferable Skills (Spanish)	Non-Transferable Skills (English)
Social Studies (Spanish)	Social Studies (English)

This alternating weekly structure increases the frequency with which students engage with academic content in both languages. It also allows for more consistent language practice and enhances opportunities for cross-linguistic connections compared to the previous bi-weekly model.

In addition, the district proposes implementing a daily Non-Transferable Skills Block, like the initiative in grades K–2. This block will provide explicit instruction in phonics, grammar, and vocabulary unique to each language, ensuring students receive targeted support in developing language-specific skills.

Implementation Highlights

- Aligns instructional schedules across all elementary campuses.
- Encourages deeper student engagement in both languages every week.
- Promotes equitable access to academic content in English and Spanish.
- Enhances collaborative planning and data analysis opportunities across grade levels and campuses.

Proposed Enhancements

- Ensures students are consistently using and developing both of their language repertoires.
- Provides structured opportunities to practice non-transferable skills in context.
- Fosters more substantial alignment with the district’s bilingualism, biliteracy, and sociocultural competence goals.

By adopting the Week A / Week B model and incorporating the Non-Transferable Skills Block, both Alfonso Borrego Sr. Elementary School and Lorenzo G. Alarcon Elementary School will further support students on the path toward academic success in two languages and long-term preparation for the Texas Seal of Biliteracy.

The San Elizario Independent School District met with campus principals to gather feedback and support collaborative decision-making to ensure that this transition reflects campus needs and teacher capacity. Mrs. Martha Santana-Garcia, Principal of Alfonso Borrego Sr. Elementary School, and Mrs. Monika Ruiz, Principal of Lorenzo G. Alarcon Elementary School, actively participated in the planning process and provided valuable insight and leadership for the proposed shift. We reviewed the Dual Language model, assessed campus-specific needs, explored various instructional options, and analyzed proposed schedules by instructional minutes to ensure alignment with program goals and compliance requirements.

This effort was further supported by the San Elizario Independent School District Curriculum and Instruction Team, including Associate Superintendent Mrs. Blanca Cruz, Director of Instructional Programs Ms. Leticia de Santos, Bilingual Instructional Officer Mr. Josue Palomino, Elementary Instructional Officer for Reading Language Arts and Social Studies Ms. Georgina Diaz, and Elementary Instructional Officer for Math and Science Mrs. Debbie Cortez.

Sixth Grade Dual Language Implementation

Alfonso Borrego Sr. Elementary School and Lorenzo G. Alarcon Elementary School

Implementing a structured 50-50 Dual Language model in sixth grade ensures continuity, alignment, and academic success for Emergent Bilingual students. By maintaining a consistent language allocation across grade levels, we promote vertical alignment and avoid instructional gaps. This consistency helps reinforce English and Spanish academic development and supports students' long-term success in a bilingual environment.

This model also reflects the Texas Education Agency (TEA) guidance, which emphasizes the importance of a clearly defined Language Allocation Plan that ensures equitable exposure to English and the partner language. TEA expects districts to provide intentional instruction in both languages throughout the day, aligned to the goals of bilingualism, biliteracy, and high academic achievement.

Research consistently shows that Dual Language programs offering sustained, balanced instruction in both languages lead to stronger academic outcomes. These programs enhance cognitive flexibility, improve literacy skills in both languages, and increase language proficiency. A balanced model ensures our instructional practices align with evidence-based strategies supporting biliteracy and academic growth.

Using both languages to deliver core content allows students to develop academic vocabulary, comprehension, and critical thinking skills across disciplines. It ensures students engage meaningfully with grade-level content in both English and Spanish, promoting academic rigor and bilingual competence without sacrificing one language for the other.

Current Status

This proposed model is currently under development. The San Elizario Independent School District Curriculum and Instruction Team has already met with Mrs. Martha Santana-Garcia, Principal of Alfonso Borrego Sr. Elementary School, and Mrs. Monika Ruiz, Principal of Lorenzo G. Alarcon Elementary School, to gather input and collaboratively explore implementation options for the proposed transition. The Curriculum and Instruction Team included Associate Superintendent Mrs. Blanca Cruz, Director of Instructional Programs Ms. Leticia de Santos, Bilingual Instructional Officer Mr. Josue Palomino, Elementary Instructional Officer for Reading, Language Arts, and Social Studies Ms. Georgina Diaz, and Elementary Instructional Officer for Math and Science Mrs. Debbie Cortez. Mr. Josue Palomino is actively consulting with the Texas Education Agency (TEA) and learning from other districts, including Tomball Independent School District and El Paso Independent School District (EPISD). These conversations will help ensure our model is informed and aligned with best practices statewide.

Options

The following sample schedule represents a one-week sixth-grade model that maintains a structured 50-50 Dual Language approach aligned with Texas Education Agency (TEA) requirements. It ensures intentional instruction in English and Spanish, focusing on equal allocation of Reading and Language Arts in both languages, as outlined in TEA guidance.

In this model, students receive Math (95 minutes) and Reading/Language Arts in English (48 minutes), totaling 143 minutes of English instruction. In Spanish, students are instructed in science (35 minutes), Social Studies (35 minutes), and lectura/Spanish Language Arts (48 minutes), totaling 142 minutes. Importantly, Reading and Language Arts are evenly split between English and Spanish—48 minutes each—supporting biliteracy and academic development in both languages.

This one-week schedule reflects a consistent and sustainable approach to sixth-grade Dual Language implementation. It promotes cognitive and linguistic growth across content areas while meeting TEA's expectation of a clearly defined and equitable Language Allocation Plan. It can also serve as a foundational model allowing flexibility, including possible future rotations or co-teaching adaptations, while preserving language balance and program integrity.

Example Schedule A:

Content	Language	Minutes
Breakfast		
Math	English	95
Reading/Language Arts	English	48
Lunch		
P.E.		
Science	Spanish	35
Social Studies	Spanish	35
Lectura/Spanish Language Arts	Spanish	48

Total English minutes 143 / Total Spanish minutes 142

The following sample schedule represents a two-week rotating instructional model designed to implement a 50-50 Dual Language Program in sixth grade. This approach ensures that students receive equal academic instruction in English and Spanish across all core content areas over the course of two weeks, in alignment with Texas Education Agency (TEA) guidelines.

In Week A, Math and Science are taught in English, while Reading and Social Studies are taught in Spanish. In Week B, the language of instruction is reversed: Math and Science are taught in Spanish, while Reading and Social Studies are delivered in English. This structure ensures that all students engage with each content area in both languages regularly, promoting strong biliteracy and academic vocabulary development.

This model also fulfills TEA's requirement for an equal division of Reading and Language Arts instruction between English and Spanish. By alternating the language of literacy instruction weekly, students benefit from balanced exposure to both language systems, supporting their reading comprehension, writing skills, and oral fluency in both English and Spanish.

In addition to supporting academic achievement and biliteracy, this rotation model allows for collaborative planning among teaching teams, offering flexibility and sustainability in scheduling. It is a strong option for schools seeking to maintain program integrity while ensuring that students develop cognitive and linguistic skills across both languages.

Example Schedule B:

- Week A: Math and Science will be taught in English; Reading and Social Studies will be taught in Spanish.
- Week B: Math and Science will be taught in Spanish; Reading and Social Studies will be taught in English.

Week A	Week B
Math (English)	Math (Spanish)
Science (English)	Science (Spanish)
Reading (Spanish)	Reading (English)
Social Studies (Spanish)	Social Studies (English)

A third option is to conclude the Dual Language Program at the end of 5th grade and maintain sixth grade as it currently operates, with bilingual classrooms that provide instruction primarily in English but continue to support Emergent Bilingual students. In this model, there would be no formal 50-50 Dual Language structure, and the focus would shift toward supporting students' academic success in English, particularly in preparation for STAAR assessments in Reading and Math. However, it is important to note that students would still receive bilingual support, and teachers would remain responsible for implementing the English Language Proficiency Standards (ELPS) to ensure the continued development of language proficiency. This model does not remove services for Emergent Bilingual students but rather maintains the current sixth-grade bilingual setting without expanding the formal Dual Language framework. It is one of the options being explored to offer flexibility based on campus needs, staffing capacity, and district priorities.

If the Dual Language Program concludes at 5th grade, students still may qualify to receive high school credit for completing a dual language immersion program at the elementary level. In accordance with TEC §28.0051 and TAC §74.12(b)(5)(F), a student may satisfy one credit of the two LOTE credits required for graduation by successfully completing a dual language immersion (DLI) program at elementary school.

To successfully complete a DLI program, a student must satisfy the following three requirements.

1. The student must have participated in a dual language immersion program for at least five consecutive school years.
2. The student must achieve high levels of academic competence as demonstrated by performance of meets or masters grade level on both the mathematics and reading State of Texas

Assessments of Academic Readiness (STAAR®) in English and Spanish, as applicable, in at least one grade level.

3. The student must achieve proficiency in both English and a language other than English as demonstrated by scores of proficient or higher in the reading and speaking domains on language proficiency or achievement tests in both languages.

The district is responsible for the award of credit and is allowed a variety of methods to determine student proficiency in course content. If a district determines, by whatever method is approved by the district, that the student demonstrates mastery in the TEKS for a LOTE course and the expected level of language proficiency, then the student may be awarded credit.

Challenges

Scheduling:

Creating a true 50-50 model—particularly one that ensures equal time for Reading and Language Arts in both languages, as required by TEA—requires careful scheduling. Campus principals have expressed the importance of developing strong readers and how it is not simple to create this schedule.

STAAR Assessments Offered Only in English:

STAAR Reading and Math are administered only in English at the sixth-grade level. This reality presents a challenge in balancing the goals of biliteracy with the need to prepare students for state assessments. While the Dual Language model supports long-term academic and cognitive gains, it must also address immediate needs for English language proficiency in tested subjects.

Implementation of New Math Curriculum:

The adoption of a new, high-quality Math curriculum adds another layer of complexity to instructional planning. Teachers require focused training and time to implement the curriculum with fidelity. Delivering this curriculum in both English and Spanish—depending on the model—requires bilingual academic language support, curriculum bridging, and consistent instructional alignment across classrooms.

Teacher Certification Requirements:

To implement a structured Dual Language model, teachers must hold appropriate Bilingual Certification, and in many cases, subject-specific content certifications as well. Ensuring that teachers are qualified to deliver content instruction in both languages remains a significant challenge and may limit flexibility when creating balanced instructional teams.

Staffing for Secondary Dual Language Expansion:

As the district considers future expansion of Dual Language into secondary campuses such as Ann M. Garcia-Enriquez Middle School and San Elizario High School, staffing capacity becomes a critical issue. Secondary settings often require content-specific certifications, and the availability of bilingual-certified teachers in core subjects such as Math, Science, and Social Studies is limited. Without intentional recruitment, retention strategies, and partnerships with teacher preparation programs, it will be difficult to scale structured Dual Language instruction

beyond elementary. Planning for future needs into account to ensure a seamless and sustainable K–12 Dual Language pathway.

These challenges are not insurmountable but must be addressed through strategic planning, resource allocation, and collaboration. Each proposed model—whether structured 50-50, rotational, or continuation of current bilingual classrooms—must be evaluated with these considerations in mind to ensure strong academic outcomes and program continuity for Emergent Bilingual students.

Also, maintaining strong English and Spanish instruction builds a foundation for advanced bilingual coursework in secondary grades. Students will be better prepared for Spanish for Heritage Speakers, Advanced Placement (AP) Spanish, and dual credit classes. This progression supports students in earning the Texas Seal of Biliteracy, a distinction that enhances college and career readiness.

Dual Language Outlook 2026–2029

Grade Level	Implementation Year	Proposed DLI Model	Teacher Certification Requirements
7th	2026-2027	50-50	Spanish Teacher: Content & Bilingual Certification English Teacher: Content & ESL Certification
8th	2027-2028	50-50	Spanish Teacher: Content & Bilingual Certification English Teacher: Content & ESL Certification
9 th -12 th	2028-2029	50-50	Spanish Teacher: Content & Bilingual Certification English Teacher: Content & ESL Certification

Teacher Certifications

As the San Elizario Independent School District evaluates the long-term expansion of Dual Language programming into middle and high school, it is critical to assess current staffing capacity and forecast future needs. Sustaining a structured Dual Language model at the secondary level will require both content-specific certifications and language certifications, aligned with the instructional language of each course.

The current certification data for secondary-level teachers (grades 7–12) highlights the presence of 9 teachers who hold ESL (English as a Second Language) certifications. Specifically at Ann M. Garcia-Enriquez Middle School, there is:

- 1 Social Studies teacher with an Elementary/ESL Certification, but not Bilingual certified.
- 4 English Language Arts teachers with ESL certification but not Bilingual certification.
- 3 Special Education teachers with ESL certification.
- 1 ESL teacher who provides targeted language support.

Per TEA guidance, any core content instruction delivered in Spanish must be taught by a teacher with a valid Bilingual Certification. If the district intends to implement structured Dual Language instruction in Spanish for Math, Science, or Social Studies, additional Bilingual-certified content teachers will be required. For courses taught in English, ESL-certified teachers are qualified to provide instruction to Dual Language students, if they implement the English Language Proficiency Standards (ELPS) to support language development.

Currently, most secondary teachers are qualified to serve Emergent Bilingual students through English as a Second Language support, but do not hold the Bilingual certification required for content delivered in Spanish. This represents a significant barrier to expanding the Dual Language model beyond 6th grade. The challenge is compounded at the high school level, where highly specialized content and graduation requirements demand teachers with appropriate subject matter and language certification.

TEA acknowledges these certification constraints, and it is common for districts, especially at the secondary level, to apply for teacher certification waivers to temporarily address staffing limitations. While this may serve as a short-term solution, the district must also invest in long-term planning to:

- Identify current staff interested in pursuing Bilingual Certification and provide support for obtaining it.
- Recruit Bilingual-certified secondary teachers in key content areas such as Social Studies, Science, and Math.
- Develop internal pipelines by encouraging ESL-certified teachers to pursue Bilingual endorsements.
- Collaborate with educator preparation programs to build a sustainable recruitment strategy.

In summary, to support the continued growth of Dual Language into middle and high school, the San Elizario Independent School District will need to strategically expand its pool of Bilingual-certified teachers while maximizing the strengths of current English as a Second Language-certified staff. This investment in human capital is essential to delivering a high-quality, equity-driven program that supports biliteracy and college- and career-readiness for all Emergent Bilingual students.

Role	Job Title	Level	Certs	Campus
Teacher-Middle School Special Education	Teacher Special Education Resource-Middle School	EC-12 EC-12	Special Education English as a Second Language Supplemental	Ann M. Garcia-Enriquez Middle School
Teacher-Middle School	Teacher Social Studies-Middle School	1-8 1-8	Elementary Self-Contained Elementary Bilingual/ESL-Spanish	Ann M. Garcia-Enriquez Middle School
Teacher-Middle School ESL	Teacher English/ESL-Middle School	4-8 4-8	Generalist English as a Second Language Supplemental	Ann M. Garcia-Enriquez Middle School
Teacher-Middle School	Teacher English Language Arts-Middle School	1-8 1-8 4-8 1-8	Elementary Self-Contained Elementary Physical Education English Language Arts and Reading English as a Second Language Supplemental	Ann M. Garcia-Enriquez Middle School
Teacher-Middle School ESL	Teacher ESL-Middle School	EC-12 4-8 EC-12	Special Education English Language Arts and Reading English as a Second Language Supplemental	Ann M. Garcia-Enriquez Middle School
Teacher-Middle School	Teacher English Language Arts-Middle School	EC-12 4-8 EC-12	Reading Specialist English Language Arts and Reading English as a Second Language Supplemental	Ann M. Garcia-Enriquez Middle School
Teacher-Middle School Special Education	Teacher Special Education Resource-Middle School	PK-12 PK-12	Generic Special Education English as a Second Language Supplemental	Ann M. Garcia-Enriquez Middle School
Teacher-Middle School Special Education	Teacher Special Education Resource-Middle School	8-12 EC-12 EC-12	Social Studies Special Education English as a Second Language Supplemental	Ann M. Garcia-Enriquez Middle School
Teacher-Middle School	Teacher English Language Arts-Middle School	4-8 4-8	English Language Arts and Reading English as a Second Language Supplemental	Ann M. Garcia-Enriquez Middle School
Teacher-At Risk Services	Teacher At Risk Services-Middle School	4-8 EC-12 EC-12	Generalist Reading Specialist English as a Second Language Supplemental	Ann M. Garcia-Enriquez Middle School

The district is taking deliberate steps to support students on this path to ensure biliteracy development is intentional, data-driven, and sustained across grade levels. These efforts include:

- Offering specialized coursework such as Spanish for Heritage Speakers, Advanced Placement (AP) Spanish, and possible Dual Credit courses to develop advanced academic language proficiency.
- Work on aligning instructional strategies and assessments in middle school.
- Training teachers to embed language objectives across all content areas, ensuring language development is supported in every classroom.
- Utilizing data to monitor individual student progress.

Certification Requirements for Dual Language Teachers

The success of a high-quality Dual Language Program depends on well-prepared educators who understand both language acquisition and academic content delivery in two languages. To that end, San Elizario ISD follows Texas Education Agency certification requirements, ensuring all teachers are equipped to meet the needs of Emergent Bilingual students.

Pathway to the Texas Seal of Biliteracy

The San Elizario Independent School District is committed to preparing students to earn the Texas Seal of Biliteracy by graduation through a structured and research-based Dual Language Program that begins in early childhood and extends through secondary education. The pathway starts with foundational instruction in Pre-K 3 and Pre-K 4 using a 70-30 model, where most instruction is delivered in Spanish to build strong first-language literacy and academic skills. The program shifts to a 50-50 model in all grade levels as students' progress. This progression ensures that students develop proficiency in both English and Spanish, supporting academic achievement and biliteracy.

To maintain continuity, SEISD plans to expand the Dual Language Program into 6th grade beginning in the 2025–2026 school year, ensuring students receive at least 50% of their instruction in Spanish, in compliance with state requirements for secondary Dual Language programs (TAC §89.1228). In high school, students continue their biliteracy development by enrolling in advanced Spanish courses such as Spanish for Spanish Speakers, AP Spanish Language and Culture, or Dual Credit Spanish, while meeting English Language Arts graduation requirements. Students on this pathway will demonstrate English proficiency through STAAR End-of-Course exams or TELPAS (Advanced High), and Spanish proficiency through qualifying assessments such as AP Spanish, TELPAS, AAPPL, or other approved LOTE (Languages Other Than English) assessments.

Graduating seniors who meet all academic and language proficiency criteria will be awarded the **Texas Seal of Biliteracy**, which is affixed to their diploma and noted on their academic transcript. SEISD will also recognize these students during graduation ceremonies and other district-wide celebrations. As part of its long-term vision, the district is working to align secondary course offerings, provide targeted exam preparation, and train counselors and instructional staff to support students on their path to biliteracy.

Long Term Vision for Biliteracy and Equity in San Elizario ISD

The San Elizario Independent School District envisions a transformative Dual Language Program that not only strengthens early language development but also fully actualizes the Three Pillars of Dual Language:

1. Bilingualism and Biliteracy
2. High Academic Achievement in Both Program Languages
3. Sociocultural Competence

Our long-term goal is to build a seamless and sustainable pathway from Pre-Kindergarten through 12th grade, in which every student is empowered to thrive academically, linguistically, and culturally in both English and Spanish. This vision goes beyond supporting language acquisition—it is about cultivating confident, competent, and culturally grounded scholars prepared to lead in a diverse and interconnected world.

Through a unified instructional framework, intentional language allocation, and high-impact professional development, the San Elizario Independent School District will:

- Ensure all students achieve true biliteracy, with rigorous and equitable academic opportunities across content areas.
- Promote academic excellence, with high expectations in both English and Spanish
- Foster pride in cultural identity, empathy, and global citizenship through culturally responsive pedagogy

This proposed shift will:

- Create a clear, aligned PreK–12 pipeline for Dual Language success, culminating in opportunities for students to earn the Seal of Biliteracy
- Provide consistent instructional models and language expectations across campuses and grade levels.
- Empower teachers with the training and tools to deliver high-quality bilingual instruction.
- Ensure that all students, regardless of background, have access to the transformative power of bilingualism.

The Dual Language Program in San Elizario Independent School District is more than an instructional model—it is a commitment to equity, excellence, and empowerment. By investing in this vision today, we are preparing our students not only to graduate with a Seal but also to lead with purpose, pride, and the power of two languages.

TELPAS

TELPAS Kinder Legacy Students TELPAS Performance in 3rd Grade

The Texas English Language Proficiency Assessment System (TELPAS) is the annual state-mandated assessment used to measure the English language proficiency of students in grades K–12 identified as English Learners (now referred to as Emergent Bilinguals).

It assesses four domains: Listening, Speaking, Reading, and Writing. In grades K–1, TELPAS ratings are based on teacher observations using Proficiency Level Descriptors (PLDs). In grades 2–12, students take standardized online assessments. One test integrates Listening and Speaking, while another evaluates Reading and Writing.

Each domain receives a Beginning, Intermediate, Advanced, or Advanced High rating. These are averaged to create a composite score, with each domain weighted equally at 25%.

In spring 2023, TELPAS introduced a redesigned Writing domain for grades 2–12, now assessed through online prompts rather than teacher-collected samples. Composite scores continue to reflect an equal average across the four domains. Grades K–1 continue to be assessed through classroom observations. As of the 2024–2025 school year, no additional format changes have been announced beyond the 2023 updates.

The composite TELPAS score is calculated by weighting each domain equally: Listening (25%), Speaking (25%), Reading (25%), and Writing (25%). This overall rating determines a student's English proficiency and is used as a key factor in the reclassification process.

To be reclassified from Emergent Bilingual to English Proficient, a student must meet three criteria: an Advanced High composite rating on TELPAS, a qualifying score on a state-approved English reading assessment, and a satisfactory performance rating by the classroom teacher using the state rubric. The reclassification criteria vary slightly by grade level.

Kindergarten Students - Not eligible for reclassification.

Grades 1–2 - Students must score Advanced High on TELPAS and at or above the 40th percentile on both the Reading and Language subtests of the Iowa Assessments (Form F) and a positive teacher evaluation.

Grades 3–5 and 6–8 - students must also score Advanced High on TELPAS and achieve at least an Approaches grade-level performance on the STAAR Reading exam. The same applies to grades 9 and 10, using the STAAR English I and II EOC exams.

Grades 11–12, if no STAAR English exams are given, students must again rely on the Iowa Assessments, scoring at or above the 40th percentile on both subtests.

The Language Proficiency Assessment Committee (LPAC) must confirm that all criteria are met before reclassifying a student. Parent notification and approval are required before a student is

officially exited from the program. Students who require linguistic accommodations on STAAR due to limited English proficiency are not eligible for reclassification. Students with significant cognitive disabilities may take the TELPAS Alternate, with decisions made jointly by the ARD and LPAC teams.

TELPAS and our Legacy Students

Table #1

	Legacy	SPED / Legacy	Non-Legacy	SPED / Non-Legacy	Total
Number of Students	95	17 out of 95 students	29	4 out of 29 students	124
TELPAS Composite Rating Advanced High	4	0	1	0	6
TELPAS Composite Rating Advanced	38	1	5	0	43
TELPAS Composite Rating Intermediate	45	11	17	2	62
TELPAS Composite Rating Beginning	8	5	6	2	14

Table #1 Information

A total of 124 third-grade students were assessed in TELPAS, including 95 kinder legacy students—17 of whom receive Special Education services—and 29 non-legacy students, with 4 identified as SPED. Among legacy students, 4 achieved an Advanced High composite score, and 38 scored at the Advanced level, with just 1 of those being SPED. The largest group of legacy students (45) scored at the Intermediate level, including 11 SPED students. At the Beginning level, 8 legacy students were identified, 5 of whom were SPED. In contrast, non-legacy students showed lower overall performance: only 1 reached Advanced High and 5 scored Advanced, none of whom were SPED. Seventeen non-legacy students placed at the Intermediate level (2 SPED), while 6 scored at the Beginning level (2 SPED). These results highlight stronger language development outcomes for legacy students, particularly those who began the Dual Language Program in early grades, although additional support remains essential for SPED learners across both groups.

According to the Texas Education Agency (TEA), the LPAC is responsible for reviewing each English learner's data and determining eligibility for reclassification. To remove the EB (Emergent Bilingual) coding, students must meet all four of the following criteria:

1. Advanced High composite rating on TELPAS,
2. Meets grade-level standard on the STAAR Reading (or STAAR Alt2 if applicable),
3. Teacher evaluation of academic proficiency, and
4. Parental consultation and approval conducted by the LPAC.

In this cohort, 4 legacy students earned an Advanced High TELPAS composite score, satisfying the first criterion. However, only 3 are eligible for reclassification. One student took the STAAR Reading assessment in Spanish and therefore did not meet the English-language STAAR requirement for reclassification. The LPAC must review the data for each qualifying student to make a final reclassification decision, in consultation with the parents or guardians.