

Special Program Evaluation Report

REPORT TO SCHOOL BOARD
October 15, 2025



Elementary Pre-Kindergarten through 4th Grade



Reference: ODS, 10/7/2025 2024-2025 data	Gifted/Talented (GT begins in kindergarten.)	At-Risk	Bilingual/English as a Second Language
Data	52 students served	488 students (District: 59.18% as compared to 58.5% in 2023-2024, 54.55% 2022-2023)	111 students (District: 245 as compared to 276 in 2023-2024, 271 in 2022-2023)
Services	Students are provided services weekly (Kinder starting after Spring Break). In addition to appropriate differentiation in the classroom, GT services are provided through a program that takes place on each home campus. The curriculum used to support these programs is designed based on the Texas Performance Standards.	Progress Monitoring RTI/MTSS Counseling ELPS	Instruction in the classroom using English Language Proficiency Standards (ELPS)--mandatory PD ESL Certified Teachers & Designated Staff
Evaluation Summary	Instruction focuses on the development of independent thinking skills, research skills, developing products, art appreciation, and on meeting the social-emotional needs of GT students.	HB 1416 = 15 hours mandatory tutoring for students failing STAAR (prioritizing math/reading)	ESL Certifications--19 new (over last six years); including in hiring now as possible
Program Updates/ Changes	5 teachers all fully certified	Students are monitored through beginning, middle and end of year, common assessments. HB 1416 data recorded in PEIMS.	Maintained number of ESL Certified Teachers Use of Summit K12 program for TELPAS success

Secondary 5th - 12th Grades



Reference: ODS, 10/7/2025 2024-2025 data	Gifted/Talented	At-Risk	Bilingual/English as a Second Language
Data	105 students served	1,036 students	134 Emergent Bilinguals
Services	The curriculum used to support these programs is designed based on the Texas Performance Standards. Services are provided through differentiated instruction in pull-out, push-in, and honors level courses.	Progress Monitoring RTI/MTSS Counseling ELPS	Instruction in the classroom using English Language Proficiency Standards (ELPS)--mandatory PD ESL Certified Teachers & Designated Staff
Evaluation Summary	The program allows students to work together in groups with other students and independently during the school day and the entire school year.	HB 1416 = 15 hours mandatory tutoring for students failing STAAR (This was revision to HB 4545.)	ESL Certifications--13 new (over last six years); including in hiring now as possible
Program Updates/ Changes	1 teacher fully certified @ LMS; dual credit used at LHS	Students are monitored through beginning, middle and end of year assessments, common assessments. HB 1416 data will be entered in PEIMS beginning in 2024-2025.	Maintained number of ESL Certified Teachers Use of Summit K12 program for TELPAS success

Career & Technical Education (CTE)



Data 2024-2025	Of 798 LHS students, 768 participated in CTE courses (96%).
Services	Currently offering 14 programs of study at LHS (<i>Animal Science; Applied Technology & Mechanical Systems; Plant Science; Entrepreneurship; Information Technology Support & Services; Programming & Software Development; Construction Management; Graphic Design & Multimedia Arts; Marketing & Sales; Web Development; Culinary Arts; Diagnostic & Therapeutic Services; Law Enforcement; Cosmetology & Personal Care Services</i>); Technology Applications, College & Career Readiness, Robotics and Coding currently offered at LMS.
Evaluation Summary	CTE Program Completer for 2024-2025 = 164 (+95 from 2023-2024) [Completer: A student served by an LEA who has completed 3 or more courses for 4 or more credits including an advanced course (level 3 or level 4) within an approved program of study.] CTE Program Concentrator = 453 (+35 from 2023-2024) [Concentrator: A student served by an LEA who has completed two or more courses for at least 2 credits in a single program of study.]
Program Updates/ Changes	P-TECH (Manufacturing) began 2023-2024–2 participating in 3rd year; 9 participating in 2nd year; 11 enrolled for 1st year Accountability is changing to equal complete Program of Studies + aligned IBC

CTE Student Industry Based Certifications-277 earned (up from 209)



Name of Certification	Teacher	# Certified
AWS D9.1 Sheet Metal Welding (350)	Spies, Cody	15
Certified Veterinary Assistant (Level 1) (420)	Wilson, D'Nae	2
Elanco Fundamentals of Animal Science Certification (986)	Spies, Cody	19
Feedyard Technician in Machinery Operation, Repair & Maintenance (537)	Spies, Cody	7
National Center for Construction Education & Research (NCCER) Core (630)	Brogden, Mike	54
Patient Care Technician (786)	Sanders, Joan	14
Principles of Floral Design Certification (1033)	Henderson, Tori	59
ServSafe Food Handler	Oaks, Khris	45
ServSafe Food Handler	Salley, Debra	21
ServSafe Food Protection Manager (811)	Oaks, Khris	35
Test Out Learn Network+	Lawson, Scott	2
Test Out PC Pro	Lawson, Scott	4

TELPAS Data 2025



BACKGROUND INFORMATION

The Texas English Language Proficiency Assessment System (TELPAS) is a state-required assessment designed to measure the annual progress of **Emergent Bilingual (EB)** students in acquiring English language proficiency. TELPAS evaluates English language development in four domains: **Listening, Speaking, Reading, and Writing**. Results help inform instruction, support services, and reclassification decisions.

Assessment Format by Grade Level:

Grades K–1: Students are assessed **holistically** in all four domains by their classroom teachers using **proficiency level descriptors (PLDs)** provided by the Texas Education Agency. Teachers observe and rate students based on daily classroom performance and collected language samples over time.

Grades 2–12: Students take **online assessments** for Listening, Speaking, Reading, and Writing. The Reading, Listening, and Speaking domains are machine-scored, while Writing is scored by trained human raters based on constructed student responses.

TELPAS Data 2025



Proficiency Rating Levels:

Students receive one of four proficiency ratings in each domain, as well as an overall composite score:

Beginning (B): Limited or no ability to understand or use English; relies heavily on non-verbal communication or native language.

Intermediate (I): Some ability to understand and use English in routine settings; frequent support is still required.

Advanced (A): Able to handle grade-appropriate tasks with linguistic support; language use is more developed but may lack precision.

Advanced High (AH): Uses English at a level comparable to native peers; able to participate in academic instruction with minimal support.

To be considered for reclassification as English proficient, a student must score **Advanced High** in all assessed domains.

TELPAS Data *2025*