

Bilingual and ESL Program Evaluation 2023-2024

Marie Mendoza, Ph.D.
Executive Director, Emergent Bilingual Programs

Vanessa Cuarenta-Peña
Director of Elementary Programs, Emergent Bilingual Programs

Dra. Lizabeth Garza-García
Director of Secondary Programs, Emergent Bilingual Programs

Diana De La Paz
Director, Student Placement Center

Fort Worth
INDEPENDENT SCHOOL DISTRICT



Bilingual and ESL Program Evaluation 23-24

Table of Contents

Program Description 4

Definitions from TEC 89.1203 4

Program Supports by Level..... 5

Key Findings..... 6

Recommendations 7

Administrative Response..... 7

Introduction 7

Participants..... 8

Table 1..... 9-11
 Number and Percentage of EB students Enrolled in Fort Worth ISD, by Multilingual Program and Grade Level, 2023-2024 and 2022-2023 . This table represents the number of EB students who participated in Bilingual (One-Way and Two-Way Dual Language, English as a Second Language(ESL) and those not served

Figure 1 12
 District and Emergent Bilingual Student Enrollment in Fort Worth ISD, 2017-2018 to 2023-24

Figure 2 13
 2023 to 2024 Bilingual and ESL Program Participation Summary

Table 2..... 13
 2023-2024 Educator Support for Bilingual and ESL Programs

Figure 3 14
 FWISD also serves students who are dually coded as Special Education and Emergent Bilingual. In 2023-2024 there were 3,654 EB students who also were served through Special Education

Figure 4 14
 Refugee Students

Table 3..... 15
 Presents the demographic characteristics of students served by the 2023-24 program. The vast majority of students who participated in the EB program were Hispanic (91%), followed by African American/Black(3.9%), Asian(2.8%), White (2.1%) and Two or More (.2%).

Data Collection & Analysis 16

Figure 5 17
 Percentage of Students Who Met Approaches Grade Level Standard on STAAR Reading and Math Tests, 2024, Bilingual Students and All Students Districtwide

Figure 6 18
 Percentage of Students Who Met Approaches Grade Level Standard on English STAAR Reading and Math Tests, 2024, Grades 3–8: ESL Students and All Students Districtwide

Figure 7 19



Percentage of Students Who Met Standard on English STAAR Reading and Mathematics, 2024, Grades 3–8: EB

Figure 8 20-22
 STAAR EOC Percent of Current EB Who Met the Approaches Grade Level standard, by Subject and total district Student Population, 2024

Figure 9 23
 TELPAS Composite Proficiency Ratings for All EB, Bilingual, and ESL Students 2023 and 2024

Figure 10 24
 TELPAS Composite Proficiency Ratings for All EB students Grades K–12, 2024

Figure 11 25
 TELPAS Composite Proficiency Ratings for Bilingual Students Grades K–5, 2024

Figure 12 26
 TELPAS Composite Proficiency Ratings for ESL Students Grades K–12, 2024

Figure 13 27
 TELPAS Speaking Proficiency Ratings for All EB students Grades K-12, 2024

Figure 14 28
 TELPAS Listening Proficiency Ratings for All EB students Grades K–12, 2024

Figure 15 29
 TELPAS Writing Proficiency Ratings for All EB students Grades K–12, 2024

Figure 16 30
 TELPAS Reading Proficiency Ratings for All EB students Grades K–12, 2024

Figure 17 31
 2022–2023 TELPAS Composite Proficiency Ratings for EB students by Grade Level Percentage Students Achieving Beginning, Intermediate, Advanced, & Advanced High Proficiency Levels

Figure 18 32
 2022–2023 TELPAS Composite Proficiency Ratings for Bilingual Students by Grade Level Percentage Students Achieving Beginning, Intermediate, Advanced, & Advanced High Proficiency Levels

Figure 19 33
 2022–2023 TELPAS Composite Proficiency Ratings for ESL Students by Grade Level Percentage Students Achieving Beginning, Intermediate, Advanced, & Advanced High Proficiency Levels

Figure 20 34
 2022–2023 TELPAS Speaking Proficiency Ratings for EB students by Grade Level Percentage Students Achieving Beginning, Intermediate, Advanced, & Advanced High Proficiency Levels

Figure 21 35
 2022–2023 TELPAS Listening Proficiency Ratings for EB students by Grade Level Percentage Students Achieving Beginning, Intermediate, Advanced, & Advanced High Proficiency Levels

Figure 22 36
 2022–2023 TELPAS Writing Proficiency Ratings for EB students by Grade Level Percentage Students Achieving Beginning, Intermediate, Advanced, & Advanced High Proficiency Levels



Figure 23 37
2022–2023 TELPAS Reading Proficiency Ratings for EB students by Grade Level Percentage Students Achieving Beginning, Intermediate, Advanced, & Advanced High Proficiency Levels

Figure 24 38
2023–2024 TELPAS Composite Rating Change

Figure 25 38
2022–2023 TELPAS Composite Rating Change

Dual Language LOTE Credit 39

Figure 26 39
2023-2024 Total LOTE Credit Eligible 5th Grade Dual Language

Reclassification 40

Figure 27 40
FWISD Historical Reclassification of EB Students as English Proficient 2018-2019 through 2023-2024

Table 4 41-44
Reclassification by Campus

Table 5 45-53
Professional Learning in 2023-24 for EB Programming

BILINGUAL AND ENGLISH AS A SECOND LANGUAGE PROGRAM EVALUATION

2023-2024 Executive Summary

Program Description



The Fort Worth ISD offers a Spanish bilingual program and an English as a Second Language (ESL) program for Emergent Bilingual students (EBs). These programs promote EBs' integration into the general school curriculum and ensure access to equal educational opportunities, while recognizing their educational needs. The bilingual program is offered in elementary schools. Beginning in prekindergarten, the bilingual program provides EBs with a carefully structured sequence of basic skills in their native language, as well as gradual skills development in English. The native language functions to provide access to the curriculum while the student is acquiring English. Instruction in the native language also ensures that students attain grade-level cognitive skills without falling behind academically. The ESL program is also offered to emergent bilingual students at all grade levels who need to develop and enhance their English-language skills. ESL programs provide intensive English instruction in all subjects, with a focus on listening, speaking, reading, and writing, through use of ESL methodology. The state of Texas requires an annual evaluation of bilingual and ESL programs in all school districts where these services are offered [TAC § 89.1265]. This report must include the following information:

- academic progress of EBs;
- levels of English proficiency among EBs;
- the number of students reclassified from bilingual and ESL programs; and
- frequency and scope of professional development provided to teachers and staff serving EBs.

Definitions from TEC 89.1203

Emergent Bilingual (EB) An EB is defined as a person who is in the process of acquiring English and has another language as their first native language. The terms English learner and limited English proficient student are used interchangeably.

Non-Emergent Bilingual (Non-EB) A Non-EB is defined as a student whose parent/guardian has requested placement in the Two Way Immersion/Dual Language Program. This student is in the process of acquiring Spanish as a second language and has English as their native language.

The Two-Way Immersion/Dual Language Program (TWIDL) An educational approach in which students learn two languages in an instructional setting that integrates subject content presented in English and another language. Models vary depending on the amount of each language used for instruction at each grade level. The program must be based on instruction that adds to the student's first language. The implementation of a dual language immersion program model is optional. The ideal composition of a Two-Way classroom is half native Spanish speakers and half native English speakers.

The One-Way Immersion/Dual Language Program (OWIDL) An educational approach in which students learn two languages in an instructional setting that integrates subject content presented in English and another language. Models vary depending on the amount of each language used for instruction at each grade level. The program must be based on instruction that adds to the student's first language. The implementation of a dual language immersion program model is optional. The composition of a One-Way classroom is all native Spanish speakers.

Program Supports by Level

Newcomer Campuses

These campuses offer specialized instruction for newcomer students who may be *asylees, refugees, unschooled asylees or unschooled refugees*. The **International Newcomer Academy** serves students in grades 6-9, while **Success High School** serves students in grades 9-12. These campuses provide **intensive** ESL instruction and focus on language and content for



simultaneous learning. Teachers provide scaffolded instruction that incorporates language development in core content teaching.

Secondary Language Centers

Language Centers are located at specific secondary campuses, and are staffed with specially prepared teachers who address the cognitive, linguistic and affective needs of newcomer students.

Secondary ESL Program*

The Secondary ESL Program serves emergent bilingual students who require English language support. The students receive on-level core and enriched classes with the use of Content-Based Language Instructional strategies.

Dual Language

Dual Language is a biliteracy model where students acquire a second language through grade-level content instruction in English and Spanish. Fort Worth ISD offers both **One-Way** and **Two-Way** Dual Language programs. Students participating in the Dual Language program become balanced bilinguals with high levels of academic language.

Elementary ESL Program*

Students who speak a language other than English and Spanish and qualify for language support participate in ESL. Their English instruction includes linguistic accommodations. The goal of the elementary English as a Second Language (ESL) program is to accelerate English proficiency while learning grade-level content.

Elementary Structured English Teacher (SET)

A Structured English Teacher (SET) works directly with elementary level English as a Second Language that are *asylees, refugees, unschooled asylees or unschooled refugees* and speak a language other than English or Spanish. These EB students have been in the country two years or less and have documented interrupted formal education of one or more years. The SET teachers embed linguistic accommodations and English as a Second Language best instructional practices to accelerate English language development as grade level content mastery.

Key Findings

Assessment	EB Performance Findings
-------------------	--------------------------------



TELPAS Grades KG-12th	<ul style="list-style-type: none"> There was an increase by 5% pts of EB scoring improved one level or more on their composite rating on TELPAS
	<ul style="list-style-type: none"> There was a decrease by 4% pts of EB students who regressed on their composite rating on TELPAS
STAAR Grades 3-8th	<ul style="list-style-type: none"> Bilingual students outperformed the overall district in English Reading by 4% and outperformed the overall district in English Math by 6%
	<ul style="list-style-type: none"> Bilingual Spanish Reading testers outperformed the overall district STAAR reading by 2%
	<ul style="list-style-type: none"> Bilingual Spanish Math testers outperformed the overall district STAAR Spanish Math by 3%
	<ul style="list-style-type: none"> ESL students underperformed the overall district in Math by 10% and Reading by 13%
End of Course High School	<ul style="list-style-type: none"> Current EB students were 9% below the overall district performance on the English I and English II EOC at the approaches level
	<ul style="list-style-type: none"> Current EB students improved 6.1% pts on the Biology EOC from 2023(74.9%) to 2024(80%)
	<ul style="list-style-type: none"> Current EB students improved 2% pts on the US History EOC from 2023 (85%) to 2024(87%)

- Emergent bilingual student count was 29,258 in 2023-2024 or 41.17% of the total district enrollment. Of the 29,258 students 22,643 were born in the United States which equates to **77%** as US born. In the previous school year, 2022-23, the emergent bilingual student population was 28,443 or 38.6% of the total district population.
- Overall Bilingual student English STAAR reading grades 3-8 was 4% higher than the overall FWISD student population meeting the approaches standard and Overall Bilingual English STAAR math grades 3-8 was 6% higher than the overall FWISD student population meeting the approaches standard
- Overall bilingual Spanish STAAR reading grades 3-8 was 2% higher than the district meeting the approaches standard and Overall bilingual Spanish math grades 3-8 was 3% higher than the district meeting the approaches standard
- EB students Algebra I STAAR EOC, 55% met the approaches grade level standard
- EB students Biology STAAR EOC, 80% met the approaches grade level standard
- EB students English I STAAR EOC, 38% met the approaches grade level standard
- EB students English II STAAR EOC, 52% met the approaches grade level standard
- EB students US History STAAR EOC, 87% met the approaches grade level standard
- A higher percentage of EB students improved one proficiency level or more by 5% on their composite rating on TELPAS and a lower percentage of EB students regressed on their composite rating by 4% from 2022-23 to 2023-24
- The forecasted EB reclassification rate for FY 2024 is **8.3%** which is an increase from **.82%** in FY 2023, a difference of **7.48% or 910% increase**
- students served in an alternative program type due to lack of certified teacher bilingual or ESL teacher were less likely to reclassify as English proficient

Recommendations

1. Create a written guide with measurable annual outcomes based on an EB Theory of Action that includes drop-out prevention, family and community engagement and student academic and



- language progress goals.
2. Annually evaluate the EB program as required by law.
 3. Create and share an Emergent Bilingual Program Handbook and Professional learning Passport for various district stakeholders reference.
 4. Continue collaboration between the Leading and Learning teams and school leadership to ensure alignment with language support, access to core and enrichment grade level content through quality Tier 1 instruction and early academic intervention for the most vulnerable Emergent bilingual students.
 5. Evaluate the number of certified staff serving EB students and create a plan with Talent Management/Human Resources and University partnerships to meet the student needs.
 6. Focus on literacy and language professional learning across all content areas, preplanning for the various demographic groups through PLCs, create EB model classrooms and write a reading/literacy plan for mentoring the neediest students in each program type in order to decrease the number and % of long-term EB students.

Administrative Response

The Fort Worth ISD Bilingual/ESL Program Evaluation for 2023-2024, provides an opportunity for the implementation of focused intentional activities to ensure we reach the EB department goals. The EB department shall develop **systemic** processes, procedures and practices to ensure compliance with state and federal program requirements, growth in academic core content areas and linguistic achievement. The department shall develop an instructional procedural manual that is inclusive of elementary and secondary supports for EB, Migrant, Immigrant, and Refugee/Asylee students and families.

Further, we shall ensure inclusivity with content and other specialized programs personnel, campus leaders and teachers when planning processes. We shall create an EB graduate profile, and use a planning tool to help guide thinking around strategic objectives through the lens of what stakeholders should know and be able to do as a result of professional learning and support.

In the area of staffing, the EB department will collaborate with Talent Management and develop university partnerships to support meeting campus staffing needs for Secondary Language Centers, elementary SET support, general ESL, Bilingual One-Way Dual Language and Bilingual Two-Way Dual Language and the Bilingual Teacher Assistant Program (BTAP) university student campus placements. With the implementation of all aforementioned activities, systems and staff placements we will increase the academic achievement and progress toward language proficiency of our district EB students and minimize the teachers on the TEA ESL Waiver and Exception to the Bilingual Program.

Introduction

Texas state law requires that specialized linguistic programs be provided for students who are Emergent Bilingual students (EBs). These programs are intended to promote EBs' integration into the general school curriculum and ensure access to equal educational opportunities. According to the Texas Education Code, every student in Texas who is identified as a language minority with a home language other than English must be provided an opportunity to participate in a bilingual or other special language program (Chapter 29, Subchapter B 29.051). The Texas Administrative Code (TAC) in Chapter 89, Subchapter BB provides a framework of indicators for the implementation of such programs.

During the 2023-2024 school year, elementary emergent bilingual students were served in ESL, Spanish One-Way dual language or Spanish Two-Way dual language in grades Pk-5. There were 13 Two-Way Dual



language Campuses, 50 One-Way Dual Language campuses, 16 ESL only campuses and 8 campuses who offered Specialized ESL Teacher support for elementary newcomers classified as refugee and/or asylee.

When a district has 20 or more elementary students in the same language category, in the same grade level across the district, the state mandates bilingual instruction. FWISD applied for and was granted an Exception to the Bilingual program for Swahilli, Pashto, Arabic, and Farsi as we met the 20 student threshold but did not have bilingual teachers for these languages. Dual Language is the bilingual program model selected by FWISD to deliver the state mandated programming for our Spanish Speakers. Beginning in prekindergarten, the bilingual program provides EBs with a carefully structured sequence of basic skills in their native language, as well as gradual skills development in English through the use of ESL methodology. In the bilingual program, the native language functions to provide access to the curriculum while the student is acquiring English. Instruction in the native language ensures that students attain grade-level cognitive skills without falling behind academically. ESL services must be provided at the elementary level when there are less than 20 students in the same language category. At the secondary level, grades 6-12, EB students are served through English as a Second Language Pull-Out with Content Based Language Instruction support. As mandated by the Texas Education Agency, all high school English teachers serving EB students must be ESL and Reading Language Arts certified. If teachers do not hold ESL certification as well as English the state allows teachers a one-year waiver to meet the certification requirement.

The district has operated Language Centers at designated secondary campuses for many years as well as the International Newcomer Academy for more than 20 years. In 2023-24 there were 10 secondary campuses designated as Language Centers, including INA and Success HS.

ESL programs are also offered to language-minority students at all grade levels who need to develop and enhance their English-language skills. ESL programs provide intensive English instruction in all subjects, with a focus on listening, speaking, reading, and writing.

Participants

The total EB population of FWISD in October 2023 was 29,258 students as reported in the PEIMS fall snapshot data file for the 2023-24 school year. The total district enrollment was 71,060 students. In 2023-24, EBs accounted for 41.17% of all students in the district, versus 38.6% in 2022-23, a slight increase. Further, 13.91% of the total district population was served in Bilingual Programs, 18.70% of the total district population was served through ESL, while 7.06% of the total district population were EB students served in an Alternative language program due to the need for a certified bilingual or ESL teacher. Fort Worth ISD total district enrollment has decreased by 15,167 since the 2017-18 school year while EB enrollment has increased by 2,728. The total EB enrollment equates to a 7.23% increase while the district total enrollment has decreased by 17.58% between the 2017-2018 school year and 2023-2024.



Table 1: Number and Percentage of EB students Enrolled in Fort Worth ISD, by Multilingual Program and Grade Level, 2023-2024 and 2022-2023 . This table represents the number of EB students who participated in Bilingual (One-Way and Two-Way Dual Language, English as a Second Language(ESL) and those not served

Grade	SY 2023-2024								
	Total	EB		Bilingual		ESL		Alternative Program and/or Parent Denial	
	N	N	(%)	N	(%)	N	(%)	N	(%)
EE	333	89	26.7%	4	1.2%	18	5.4%	67	20.1%
PK	4141	1652	39.9%	1230	29.7%	196	4.7%	268	6.5%
KG	4723	1970	41.7%	1538	32.6%	268	5.7%	243	5.1%
1	4874	1989	40.8%	1625	33.3%	201	4.1%	242	5.0%
2	5149	2061	40.0%	1535	29.8%	201	3.9%	403	7.8%
3	5137	2073	40.4%	1302	25.3%	211	4.1%	644	12.5%
4	5012	2089	41.7%	1218	24.3%	270	5.4%	657	13.1%
5	5074	2186	43.1%	959	18.9%	227	4.5%	1050	20.7%
6	4535	1961	43.2%	85	1.9%	1353	29.8%	534	11.8%
7	4588	2061	44.9%	89	1.9%	1593	34.7%	401	8.7%
8	4991	2226	44.6%	95	1.9%	1799	36.0%	366	7.3%
9	6839	3185	46.6%	59	0.9%	2329	34.1%	818	12.0%
10	5925	2500	42.2%	59	1.0%	1906	32.2%	561	9.5%
11	5353	2013	37.6%	50	0.9%	1679	31.4%	308	5.8%
12	4385	1203	27.4%	39	0.9%	1035	23.6%	155	3.5%
FWISD	71059	29258	41.2%	9887	13.9%	13286	18.7%	6717	9.5%



Table 1: Number and Percentage of EB students Enrolled in Fort Worth ISD, by Multilingual Program and Grade Level, 2023-2024 and 2022-2023 . This table represents the number of EB students who participated in Bilingual (One-Way and Two-Way Dual Language, English as a Second Language(ESL) and those not served

Grade	SY 2023-2024								
	Total	EB		Bilingual		ESL		Alternative Program and/or Parent Denial	
	N	N	(%)	N	(%)	N	(%)	N	(%)
EE	333	89	26.7%	4	1.2%	18	5.4%	67	20.1%
PK	4141	1652	39.9%	1230	29.7%	196	4.7%	268	6.5%
KG	4723	1970	41.7%	1538	32.6%	268	5.7%	243	5.1%
1	4874	1989	40.8%	1625	33.3%	201	4.1%	242	5.0%
2	5149	2061	40.0%	1535	29.8%	201	3.9%	403	7.8%
3	5137	2073	40.4%	1302	25.3%	211	4.1%	644	12.5%
4	5012	2089	41.7%	1218	24.3%	270	5.4%	657	13.1%
5	5074	2186	43.1%	959	18.9%	227	4.5%	1050	20.7%
6	4535	1961	43.2%	85	1.9%	1353	29.8%	534	11.8%
7	4588	2061	44.9%	89	1.9%	1593	34.7%	401	8.7%
8	4991	2226	44.6%	95	1.9%	1799	36.0%	366	7.3%
9	6839	3185	46.6%	59	0.9%	2329	34.1%	818	12.0%
10	5925	2500	42.2%	59	1.0%	1906	32.2%	561	9.5%
11	5353	2013	37.6%	50	0.9%	1679	31.4%	308	5.8%
12	4385	1203	27.4%	39	0.9%	1035	23.6%	155	3.5%
FWISD	71059	29258	41.2%	9887	13.9%	13286	18.7%	6717	9.5%



Table 1: Number and Percentage of EB students Enrolled in Fort Worth ISD, by Multilingual Program and Grade Level, 2023-2024 and 2022-2023 . This table represents the number of EB students who participated in Bilingual (One-Way and Two-Way Dual Language, English as a Second Language(ESL) and those not served

SY 2022-2023								
Total	EB		Bilingual		ESL		Alternative Program or Parent denial	
N	N	(%)	N	(%)	N	(%)	N	(%)
321	71	22.1%	9	2.8%	14	4.4%	48	15.0%
4410	1712	38.8%	1336	30.3%	228	5.2%	160	3.6%
4799	1887	39.3%	1525	31.8%	207	4.3%	213	4.4%
5160	1967	38.1%	1570	30.4%	197	3.8%	295	5.7%
5207	1995	38.3%	1544	29.7%	193	3.7%	346	6.6%
5054	2028	40.1%	1431	28.3%	216	4.3%	444	8.8%
5084	2141	42.1%	1477	29.1%	175	3.4%	539	10.6%
5219	2253	43.2%	1350	25.9%	210	4.0%	736	14.1%
4626	2004	43.3%	91	2.0%	1499	32.4%	434	9.4%
5048	2184	43.3%	100	2.0%	1491	29.5%	629	12.5%
5359	2360	44.0%	97	1.8%	1675	31.3%	631	11.8%
7247	3051	42.1%	67	0.9%	2441	33.7%	568	7.8%
5863	2240	38.2%	49	0.8%	1794	30.6%	415	7.1%
4909	1403	28.6%	32	0.7%	1123	22.9%	266	5.4%
4477	1148	25.6%	20	0.4%	982	21.9%	151	3.4%
72783	28444	39.1%	10698	14.7%	12445	17.1%	5875	8.1%

Figure 1: District and Emergent Bilingual Student Enrollment in Fort Worth ISD, 2017-2018 to 2023-24

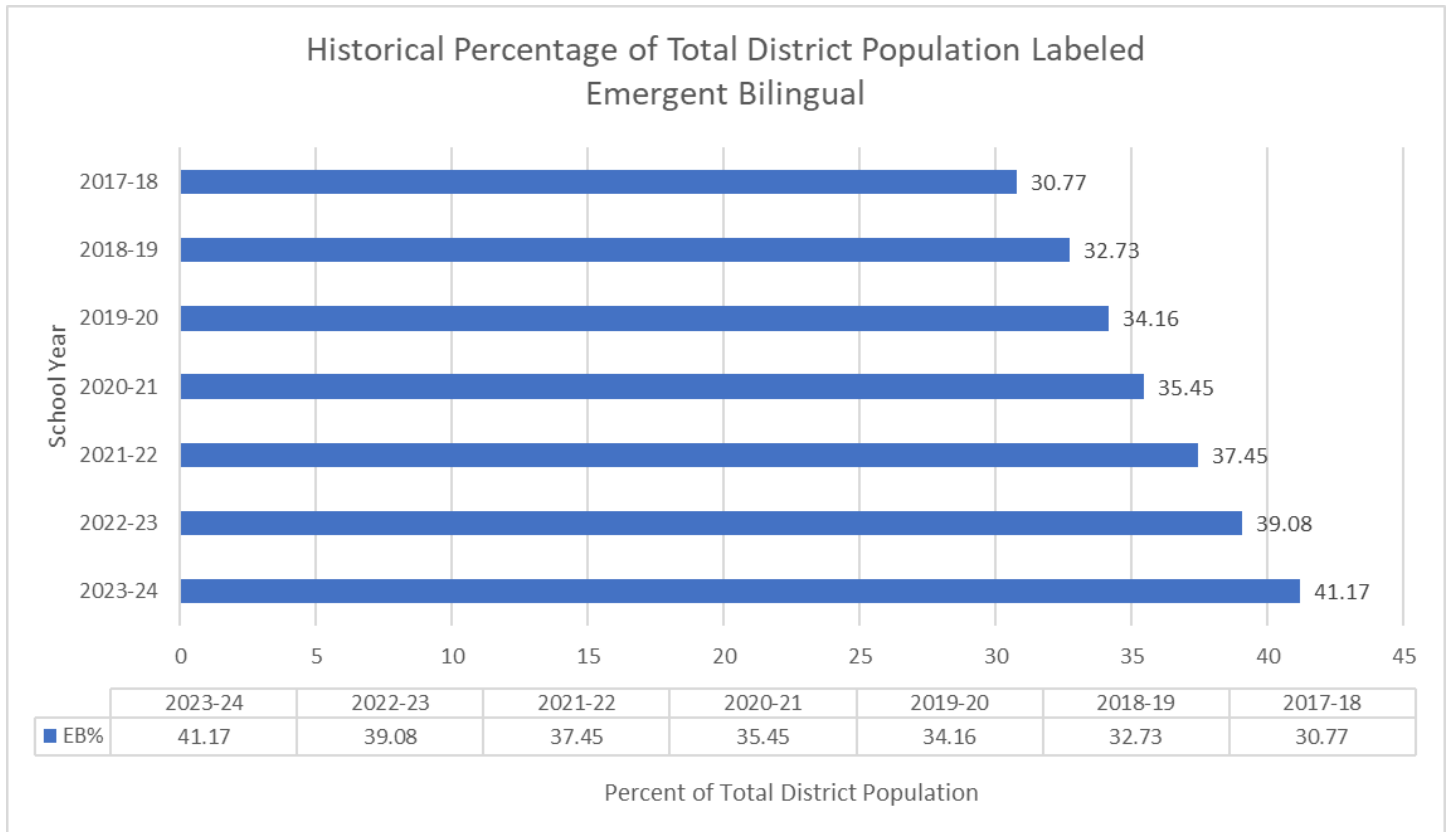
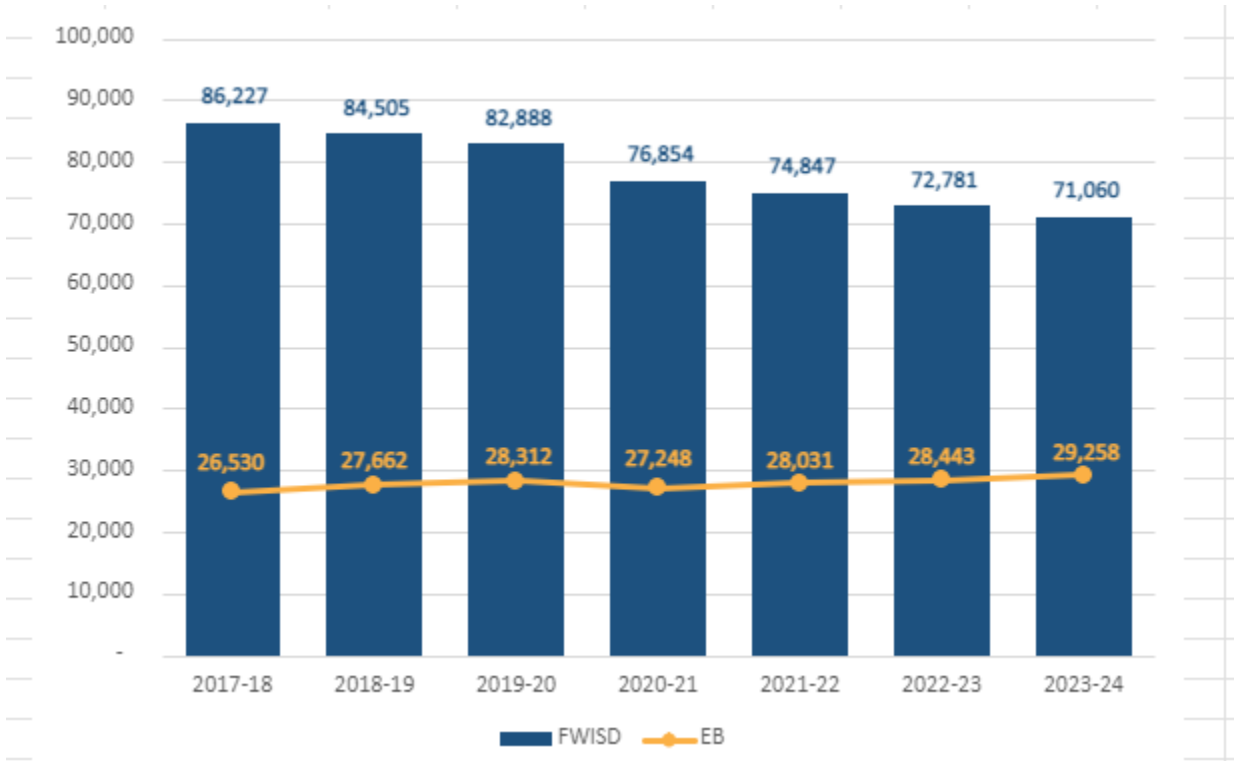




Figure 2: 2023 to 2024 Bilingual and ESL Program Participation Summary

This figure represents how students were served in the Bilingual and ESL programs, those students whose parents approved placement in bilingual education, or ESL education and were served in an alternative setting because we did not have the appropriately certified teacher. This figure also provides information on our immigrant students, who are within their first 3 years in US schools and were born outside the United States.

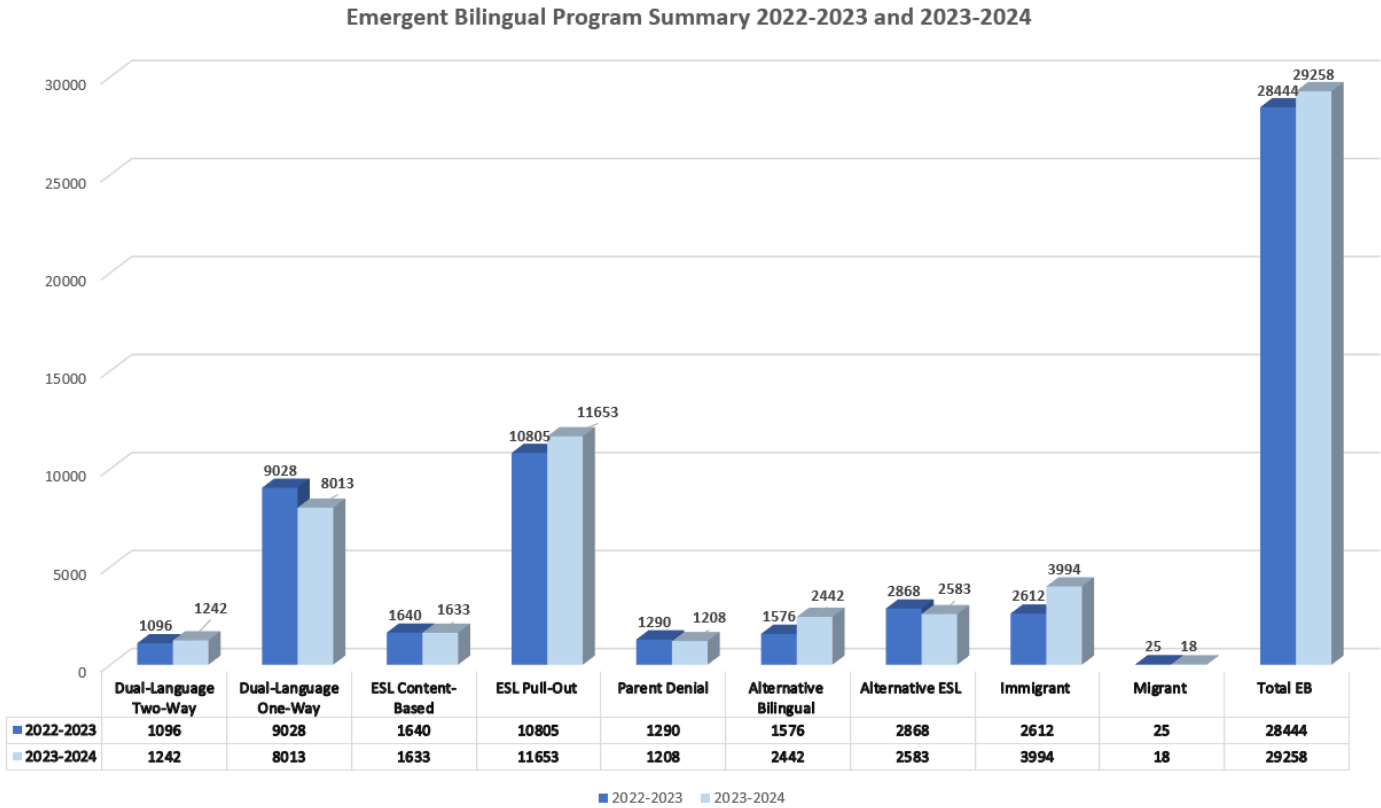


Table 2: 2023-2024 Educator Support for Bilingual and ESL Programs

This table represents the total number of teachers who worked with bilingual or ESL students and were placed on a one year exception to the bilingual program or a one time ESL waiver. The expectation is that teachers obtain their certification within one year.

Total Bilingual Certified (District-wide)	Total Teachers serving Bilingual Students	Teachers under Bilingual Exception (Spanish)	Teachers under Bilingual Exception (Other than Spanish)
968	608	88	24
Total Certified ESL Teachers (District-wide)	Total ESL Certified Teachers serving in ESL	Teachers under ESL Waiver	
2573	1552	88	

Figure 3: FWISD also serves students who are dually coded as Special Education and Emergent Bilingual. In 2023-2024 there were 3,654 EB students who also were served through Special Education.

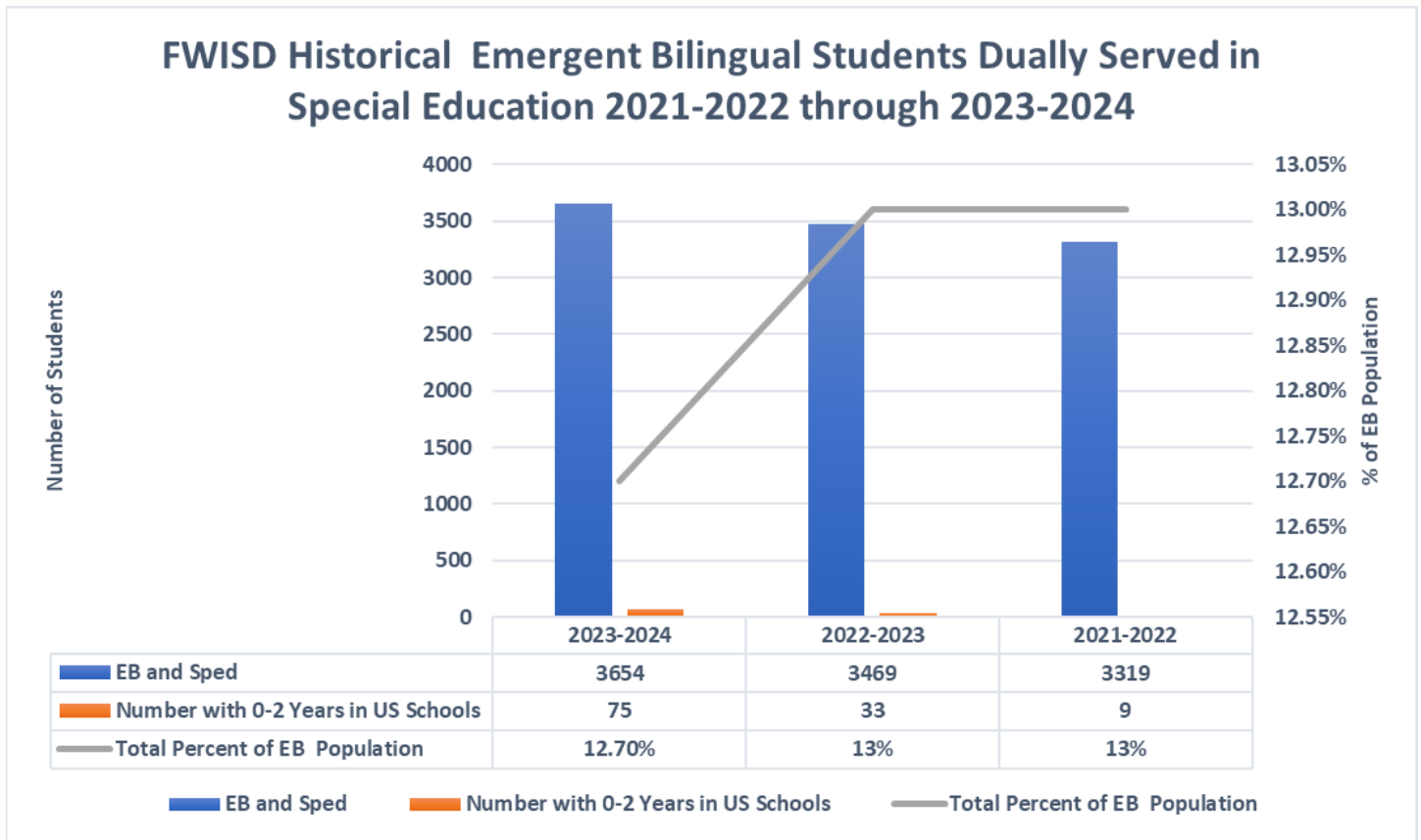


Figure 4: Refugee Students

This figure represents the total number of Refugee students in Fort Worth ISD. Refugee: a person who has fled his or her country of origin because of past persecution or fear of future persecution based on race, religion, nationality, political opinion, or membership in a particular social group.

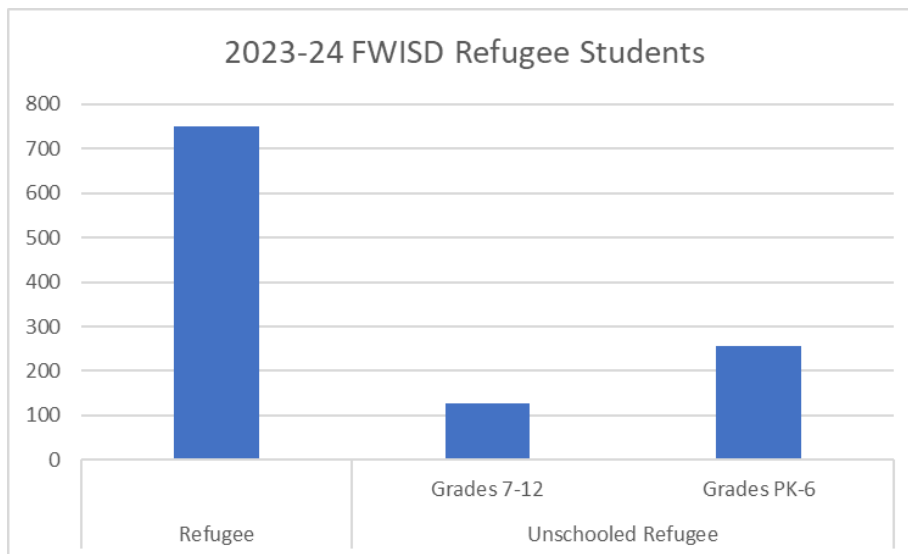




Table 3: Presents the demographic characteristics of students served by the 2023-24 program. The vast majority of students who participated in the EB program were Hispanic (91%), followed by African American/Black(3.9%), Asian(2.8%), White (2.1%) and Two or More (.2%).

Grade	Total	African American		American Indian		Asian		Hispanic		Pacific Islander		Two or More		White	
	N	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
EE	89	4	4.5%	0	0.0%	1	1.1%	81	91.0%	0	0.0%	0	0.0%	2	2.2%
PK	1652	59	3.6%	0	0.0%	39	2.4%	1517	91.8%	0	0.0%	4	0.2%	33	2.0%
KG	1970	78	4.0%	0	0.0%	67	3.4%	1761	89.4%	1	0.1%	8	0.4%	54	2.7%
1	1989	76	3.8%	1	0.1%	70	3.5%	1787	89.8%	0	0.0%	3	0.2%	51	2.6%
2	2061	69	3.3%	5	0.2%	72	3.5%	1855	90.0%	0	0.0%	5	0.2%	54	2.6%
3	2073	80	3.9%	1	0.0%	77	3.7%	1864	89.9%	0	0.0%	4	0.2%	46	2.2%
4	2089	90	4.3%	3	0.1%	77	3.7%	1872	89.6%	0	0.0%	2	0.1%	44	2.1%
5	2186	65	3.0%	0	0.0%	73	3.3%	1990	91.0%	0	0.0%	5	0.2%	53	2.4%
6	1961	81	4.1%	2	0.1%	52	2.7%	1780	90.8%	0	0.0%	2	0.1%	44	2.2%
7	2061	80	3.9%	1	0.0%	55	2.7%	1887	91.6%	0	0.0%	1	0.0%	36	1.7%
8	2226	78	3.5%	1	0.0%	49	2.2%	2049	92.0%	1	0.0%	10	0.4%	38	1.7%
9	3185	145	4.6%	3	0.1%	86	2.7%	2877	90.3%	0	0.0%	10	0.3%	62	1.9%
10	2500	104	4.2%	0	0.0%	57	2.3%	2276	91.0%	0	0.0%	2	0.1%	60	2.4%
11	2013	74	3.7%	0	0.0%	32	1.6%	1886	93.7%	0	0.0%	0	0.0%	21	1.0%
12	1203	57	4.7%	0	0.0%	33	2.7%	1098	91.3%	0	0.0%	1	0.1%	14	1.2%
FWISD	29258	1140	3.9%	17	0.1%	840	2.9%	26580	90.8%	2	0.0%	57	0.2%	612	2.1%



Data Collection & Analysis

Results for students enrolled in bilingual or ESL programs were analyzed, as were data from students who had reclassified from EB status and were no longer EB. Data from the State of Texas Assessments of Academic Readiness (STAAR, first and second administration), STAAR End-of-Course (EOC; all students tested in spring 2024, including re-testers), and Texas English Language Proficiency Assessment System (TELPAS) were analyzed at the district level. Note that for certain student groups, data from some of these assessments may not be available. Comparisons were made between bilingual students, ESL students, and all students district-wide.

STAAR results are reported and analyzed for the reading and mathematics tests. For each test, the percentage of students who passed (met Approaches Grade Level standard or higher) is shown. For STAAR EOC, the percentage of students who passed (met Approaches Grade Level standard or higher) are reported for English I and II, Algebra I, Biology, and U.S. History. STAAR 3–8 and EOC exams.

TELPAS results are reported for two indicators. The first indicator reflects attainment (i.e., the overall level of English language proficiency exhibited by EBs). For this indicator, the percentage of students at each proficiency level is presented. The second indicator reflects progress (i.e., whether students gained one or more levels of English language proficiency between testing in 2023 and 2024).

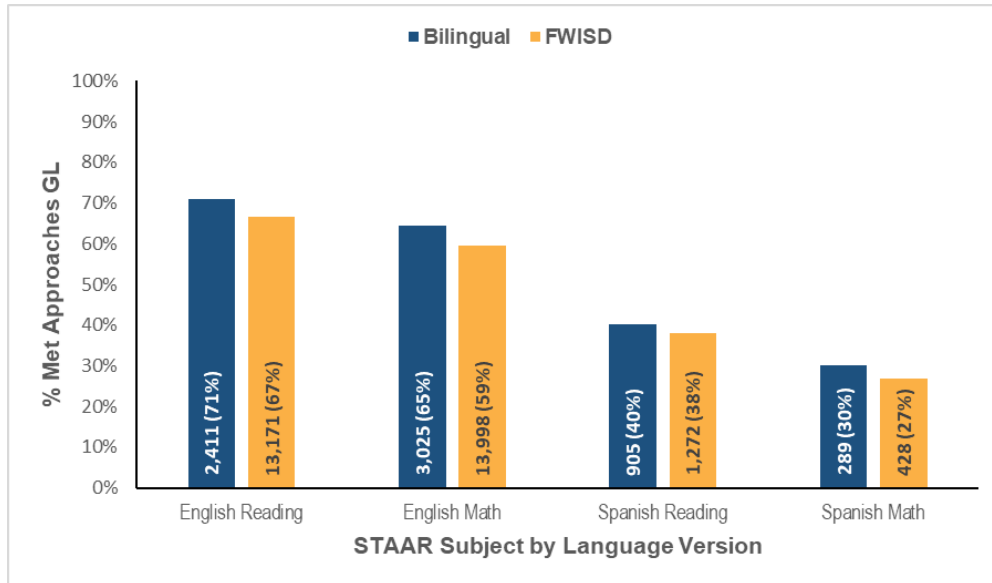
Finally, reclassification of EB student data, EB program and professional learning data were collected from the **Emergent Bilingual** Department.

Results

What was the academic progress of EBs in bilingual and ESL programs?

STAAR 3–5 Examinations

Figure 5: Percentage of Students Who Met Approaches Grade Level Standard on STAAR Reading and Math Tests, 2024, Bilingual Students and All Students Districtwide

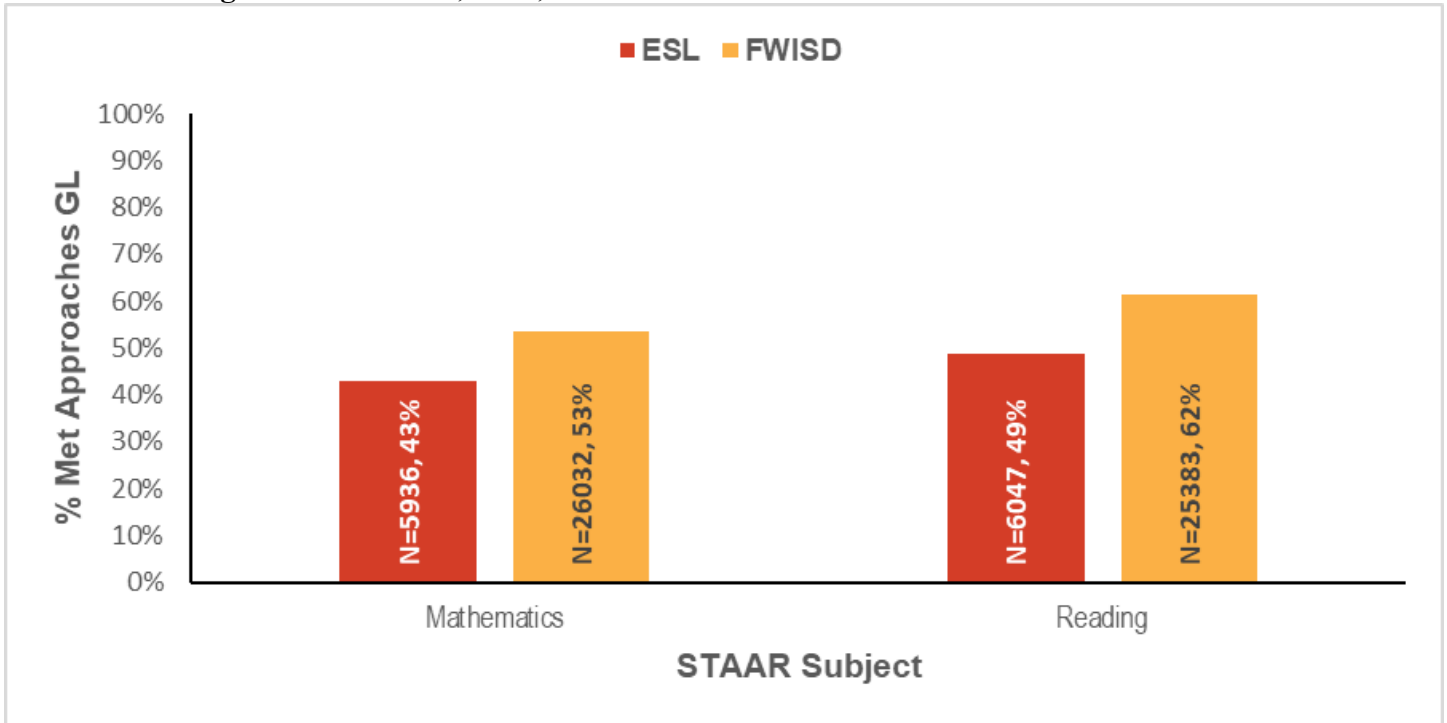


Source: STAAR 3-8 / STAAR Alt 3-8 Student Data Files 2024, PEIMS subset applied

Points to Consider :

- In both English Reading (**4%**) and English Math (**6%**), the percentage of Bilingual students meeting the standard is notably higher than that of the overall FWISD student population
- Grade 3-5 Bilingual students **outperformed** overall FWISD average in Reading and Math
- Spanish Reading Grades 3-5 **outperformed** the overall district STAAR reading by **2%**
- Spanish Math grades 3-5 testers **outperformed** the overall district STAAR Math by **3%**

Figure 6: Percentage of Students Who Met Approaches Grade Level Standard on English STAAR Reading and Math Tests, 2024, Grades 3–8: ESL Students and All Students Districtwide



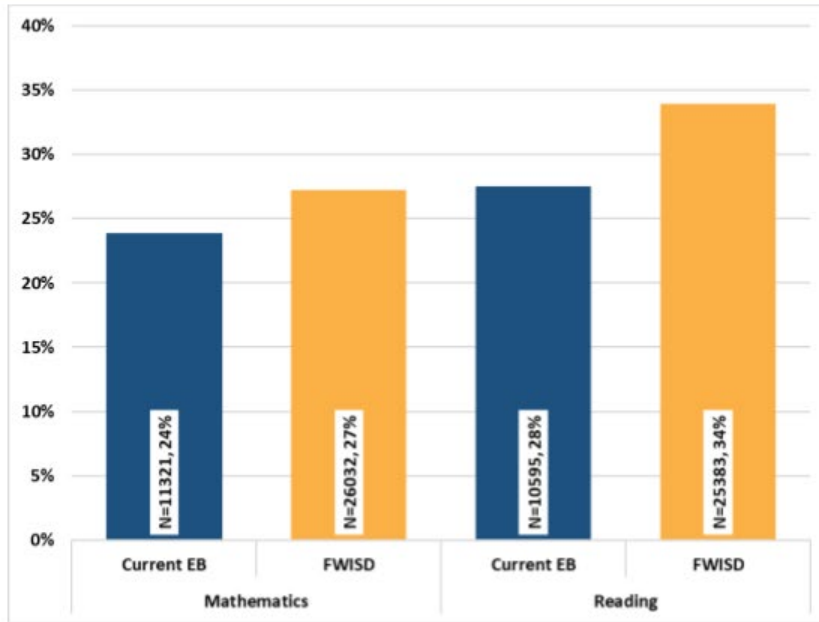
Source: STAAR 3-8 / STAAR Alt 3-8 Student Data Files 2024, PEIMS subset applied

Points to Note:

- There are students served in ESL at the elementary level (3-5) who are in a general education setting who may have been served by a teacher on the ESL waiver. Students may not have had ample access to linguistic accommodations or language scaffolding in order to adequately access Tier I instruction.
- STAAR and STAAR Alt participation the 26,032 number of FWISD English Math students includes all students, with a Score Code, Grade 3-8 taking STAAR/STAAR Alt within the PEIMS District. The 5,936 number of ESL Math is a subset of the total FWISD students.

Figure 7: Percentage of Students Who Met Standard on English STAAR Reading and Mathematics, 2024, Grades 3–8: EB

Percentage of Students Who Met Approaches on English STAAR Reading and Mathematics, 2024, Grades 3–8: EB and All Students Districtwide



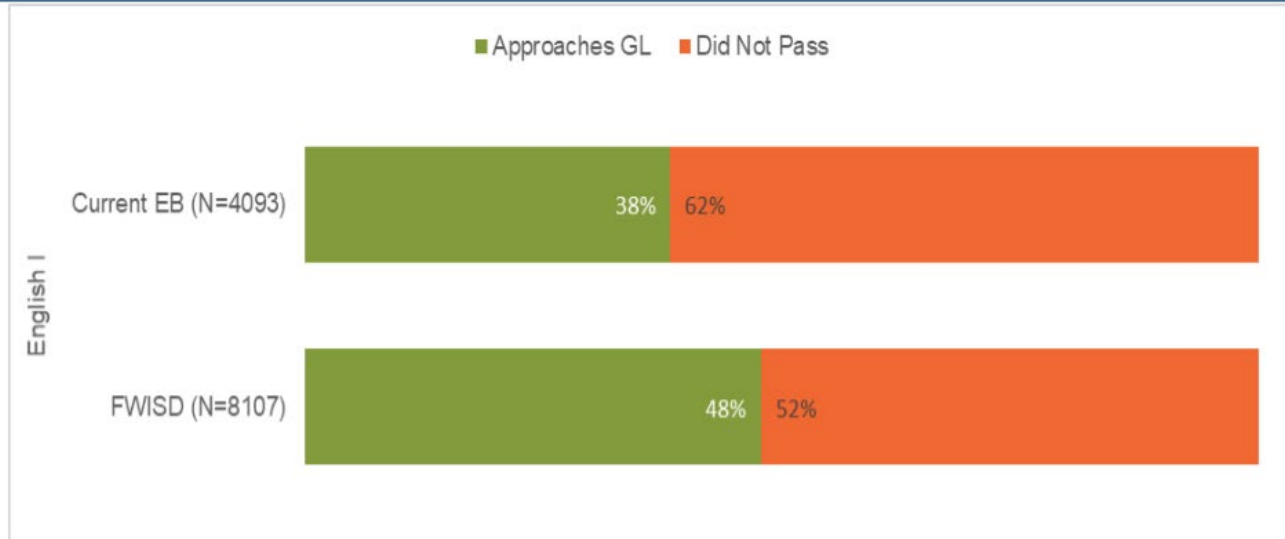
Source: STAAR 3-8 / STAAR Alt 3-8 Student Data Files 2024, PEIMS subset applied

Point to consider:

- STAAR Reading for students in both ESL and Bilingual Programming is an area of focus for grades 3-8
- STAAR Math for student in both ESL and Bilingual Programming is an area of focus for grades 3-8

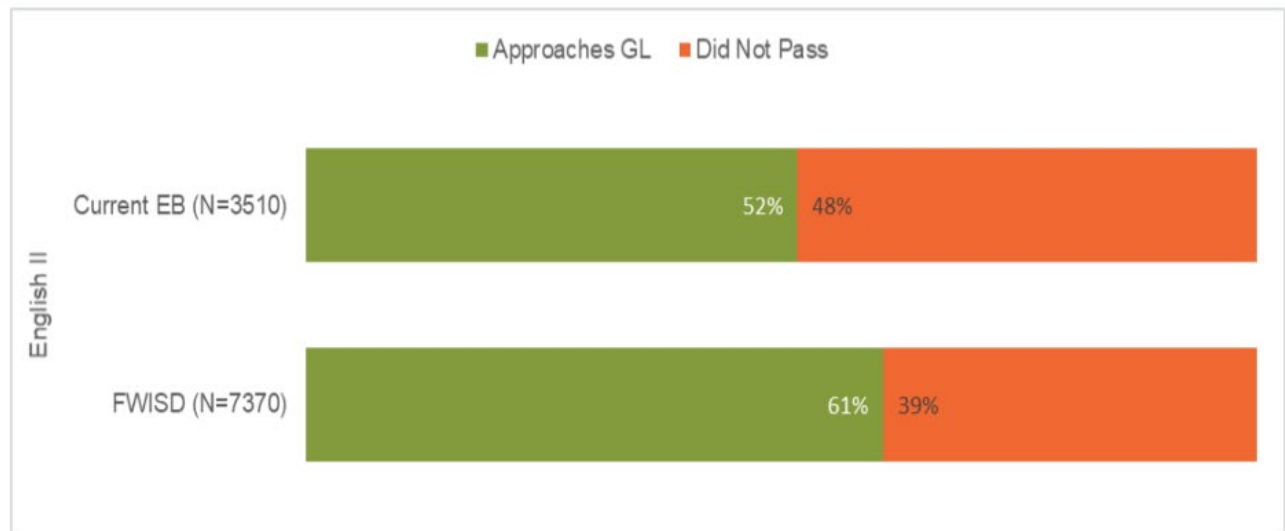
Figure 8: STAAR EOC Percent of Current EB Who Met the Approaches Grade Level standard, by Subject and total district Student Population, 2024

2024 STAAR EOC English I



FORT WORTH ISD

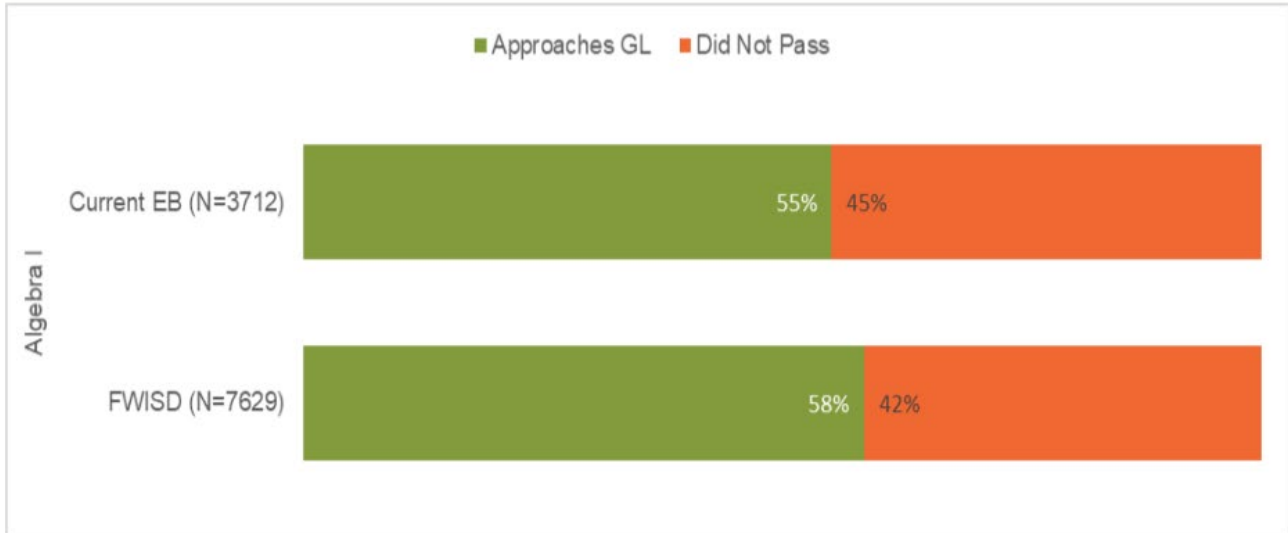
2024 STAAR EOC English II



FORT WORTH ISD

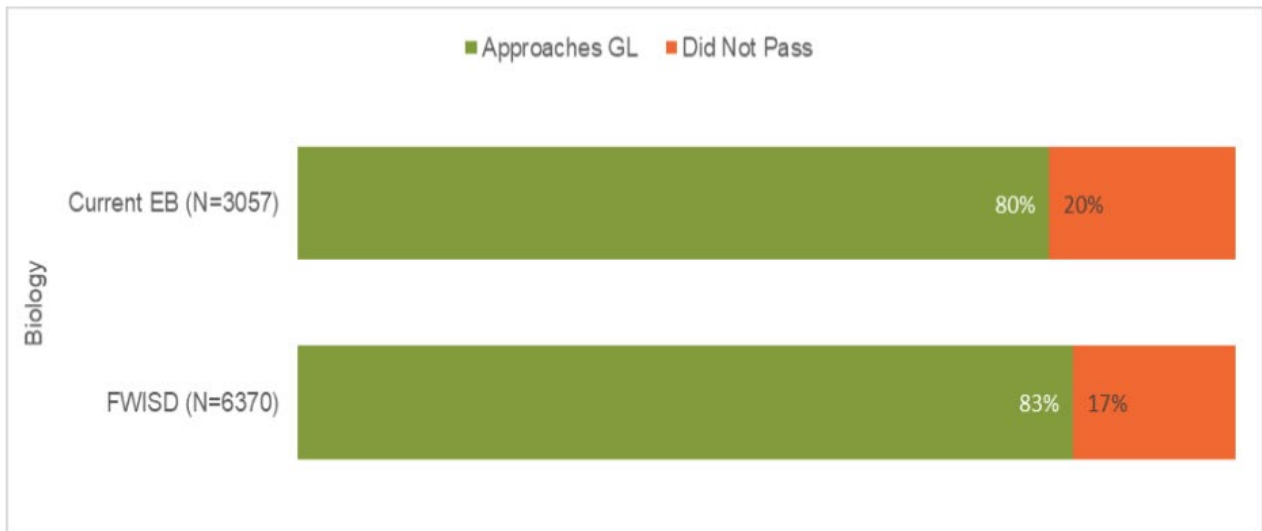
Figure 8: STAAR EOC Percent of Current EB Who Met the Approaches Grade Level standard, by Subject and total district Student Population, 2024

2024 STAAR EOC Algebra I



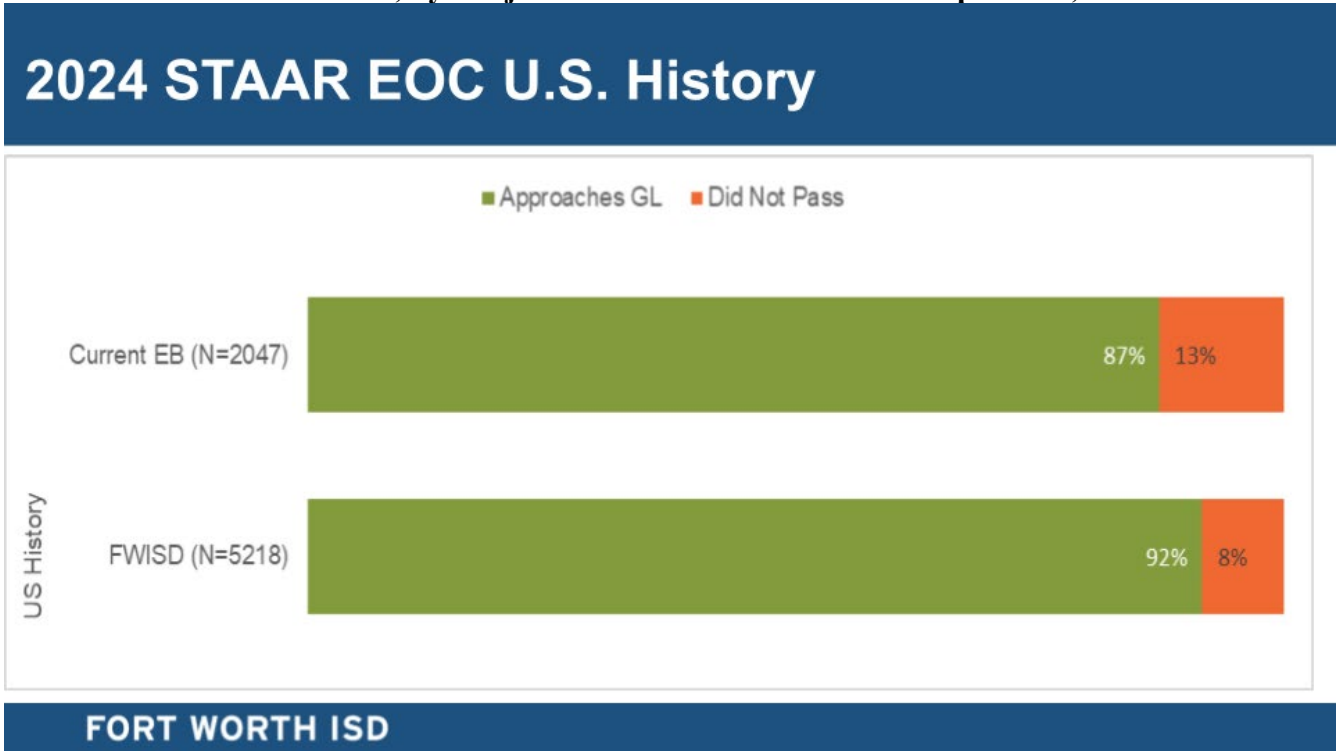
FORT WORTH ISD

2024 STAAR EOC Biology



FORT WORTH ISD

Figure 8: STAAR EOC Percent of Current EB Who Met the Approaches Grade Level standard, by Subject and total district Student Population, 2024

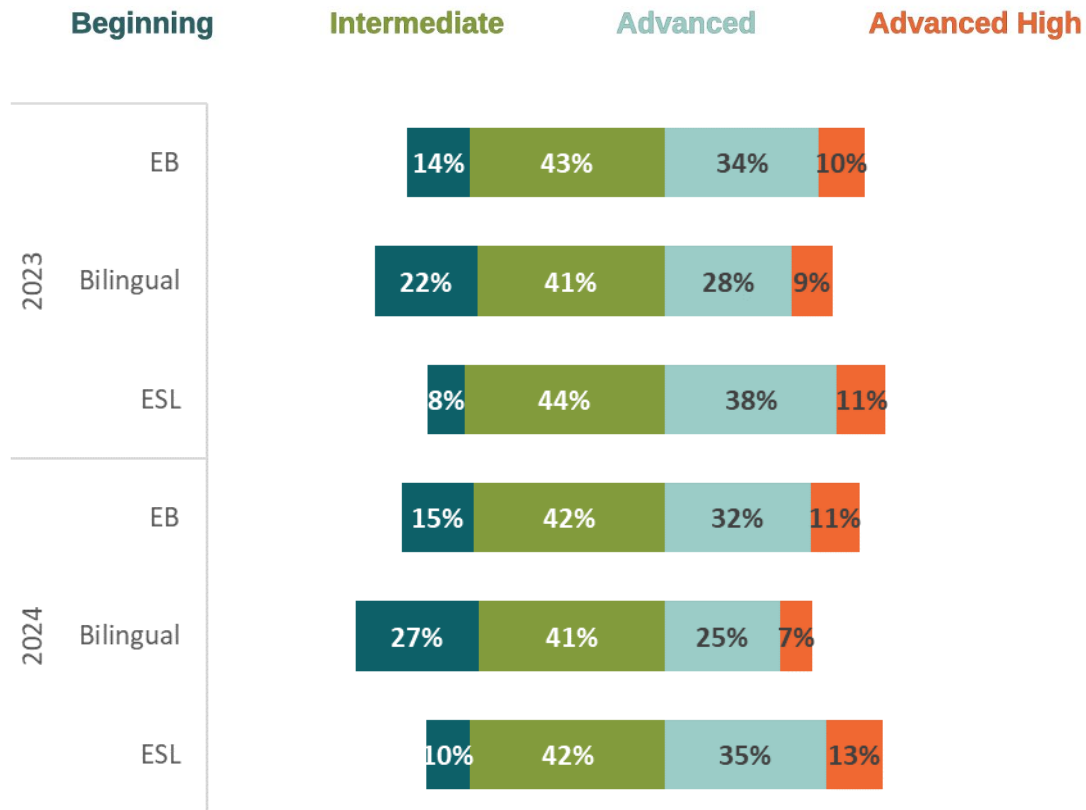


Source: STAAR EOC / STAAR Alt EOC Student Data Files 2024, PEIMS subset applied

Points to Consider:

- Current EB students are within **5%** of the overall district performance on the US History EOC
- Current EB students are within **3%** of the overall district performance on the Biology EOC
- Current EB students are within **3%** of the overall district performance on the Algebra I EOC
- Current EB students are scoring **10%** below the overall district performance on the English I EOC
- Current EB students are scoring **9%** below the overall district performance on the English II EOC.

Figure 9: TELPAS Composite Proficiency Ratings for All EB, Bilingual, and ESL Students 2023 and 2024

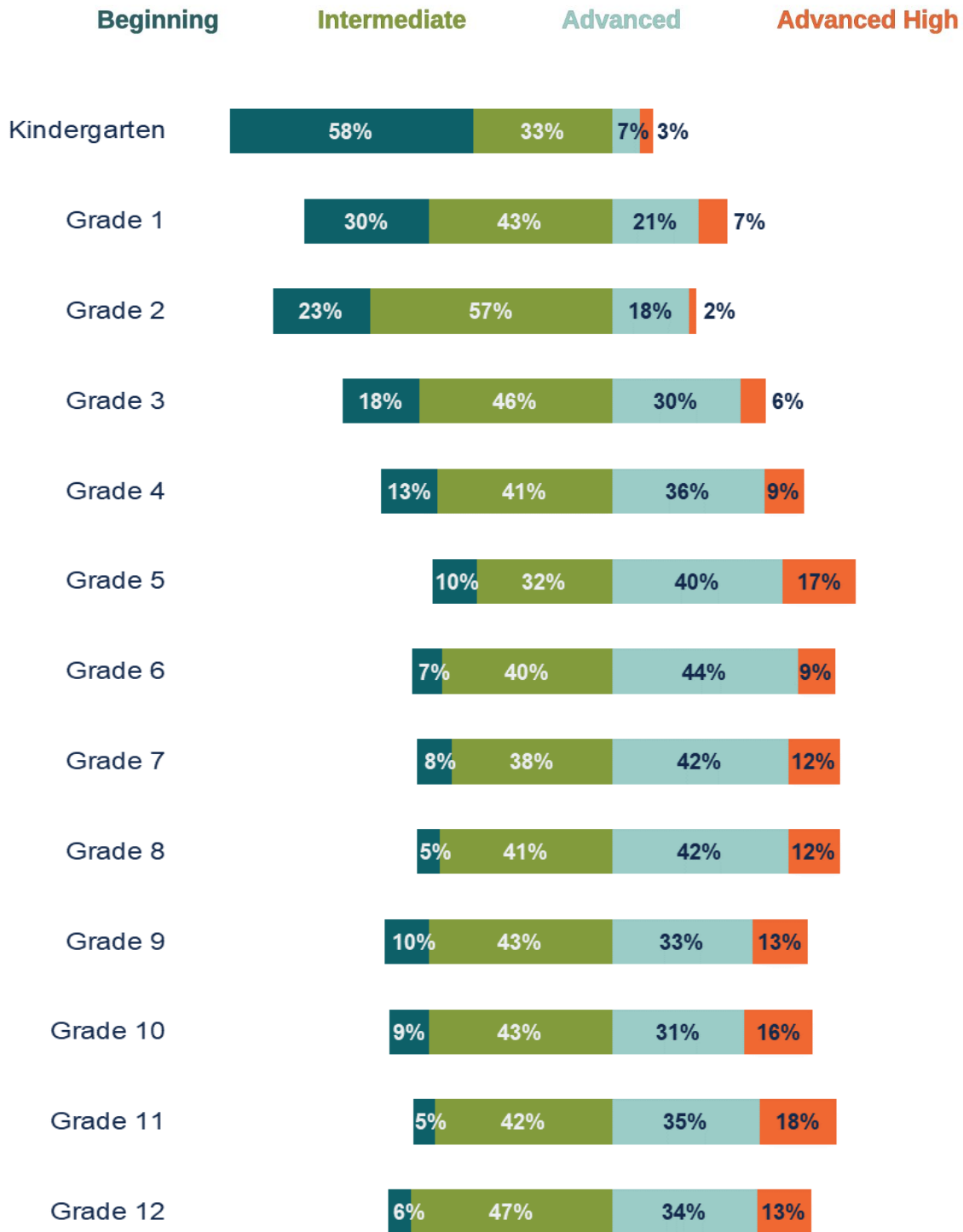


Source: TELPAS Student Data Files, 2023 and 2024, PEIMS subset applied; Does not include Alt

Potential Points:

- Comparing 2023 and 2024, the percentage of Bilingual students in the "Beginning" category increased **5%** from **22%** to **27%**.
- EB students showed a small **1%** increase in the "Advanced High" category (from **10%** to **11%**) and a decrease in the "Advanced" category (from **34%** to **32%**).

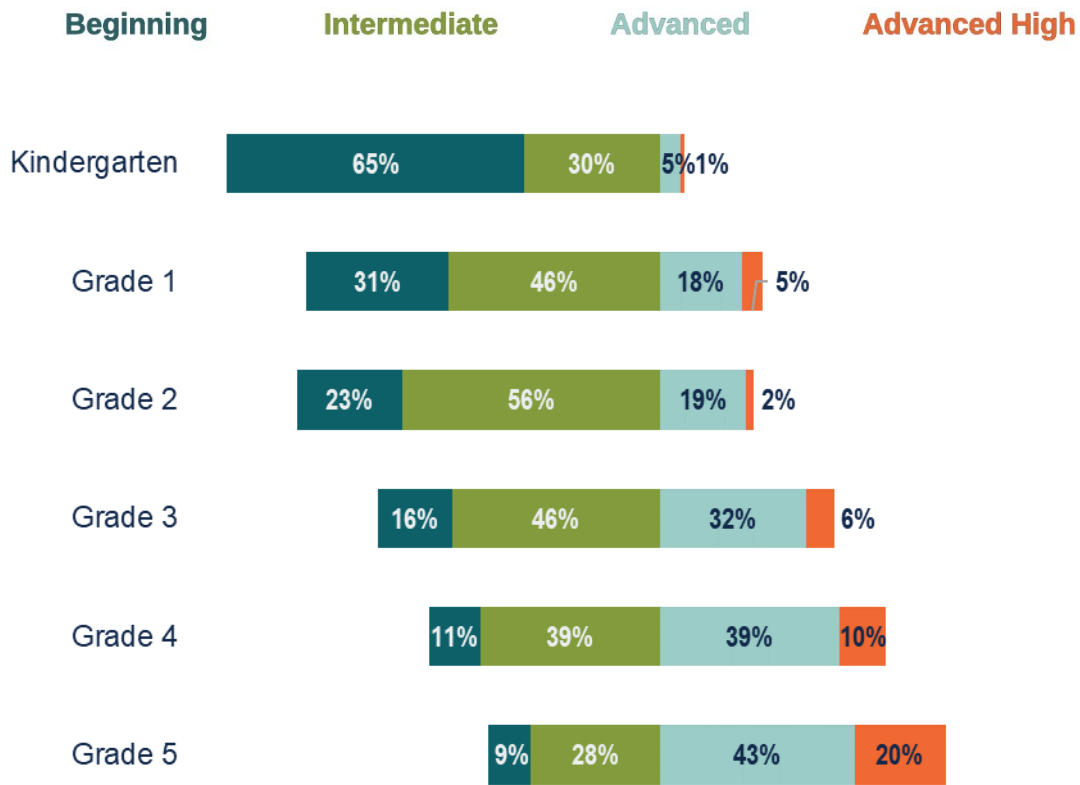
**Figure 10: TELPAS Composite Proficiency Ratings for All EB students
Grades K–12, 2024**



Source: TELPAS Student Data Files, 2024, PEIMS subset applied; Does not include Alt

Point to Consider : Grade 5 students receiving Advanced or Advanced High is 15 points higher than Beginning or Intermediate

Figure 11: TELPAS Composite Proficiency Ratings for Bilingual Students Grades K–5, 2024

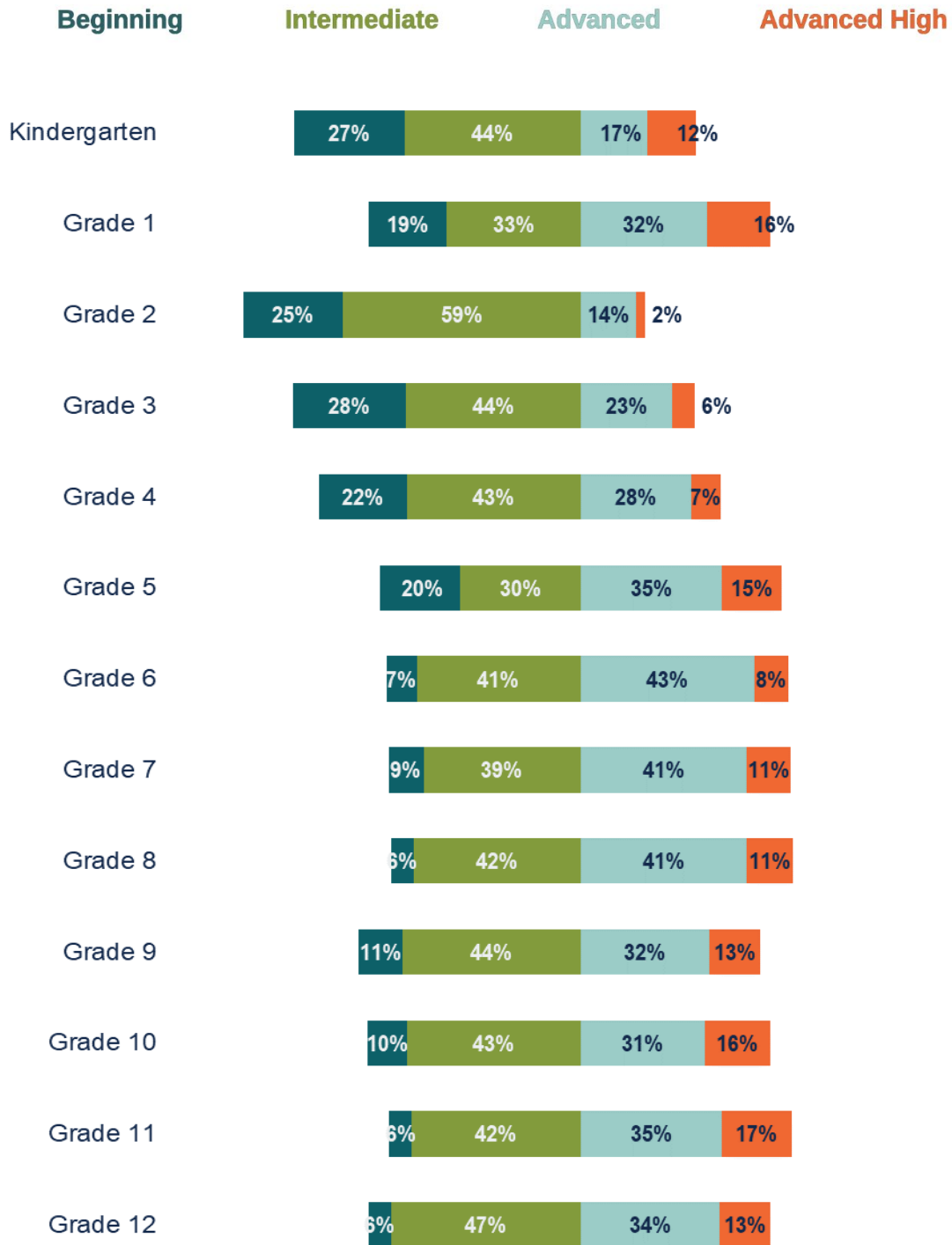


Source: TELPAS Student Data Files, 2024, PEIMS subset applied; Does not include Alt

Points to Consider:

- There is a clear trend for Bilingual Students to increase in Advanced High from Kindergarten (**1%**) to Grade 5 (**20%**).
- In Grade 1 to Grade 3, the largest proportion of students fall into the "Intermediate" level. The shift towards higher proficiency levels becomes particularly pronounced in Grades 5, where the "Advanced" level becomes the dominant category.

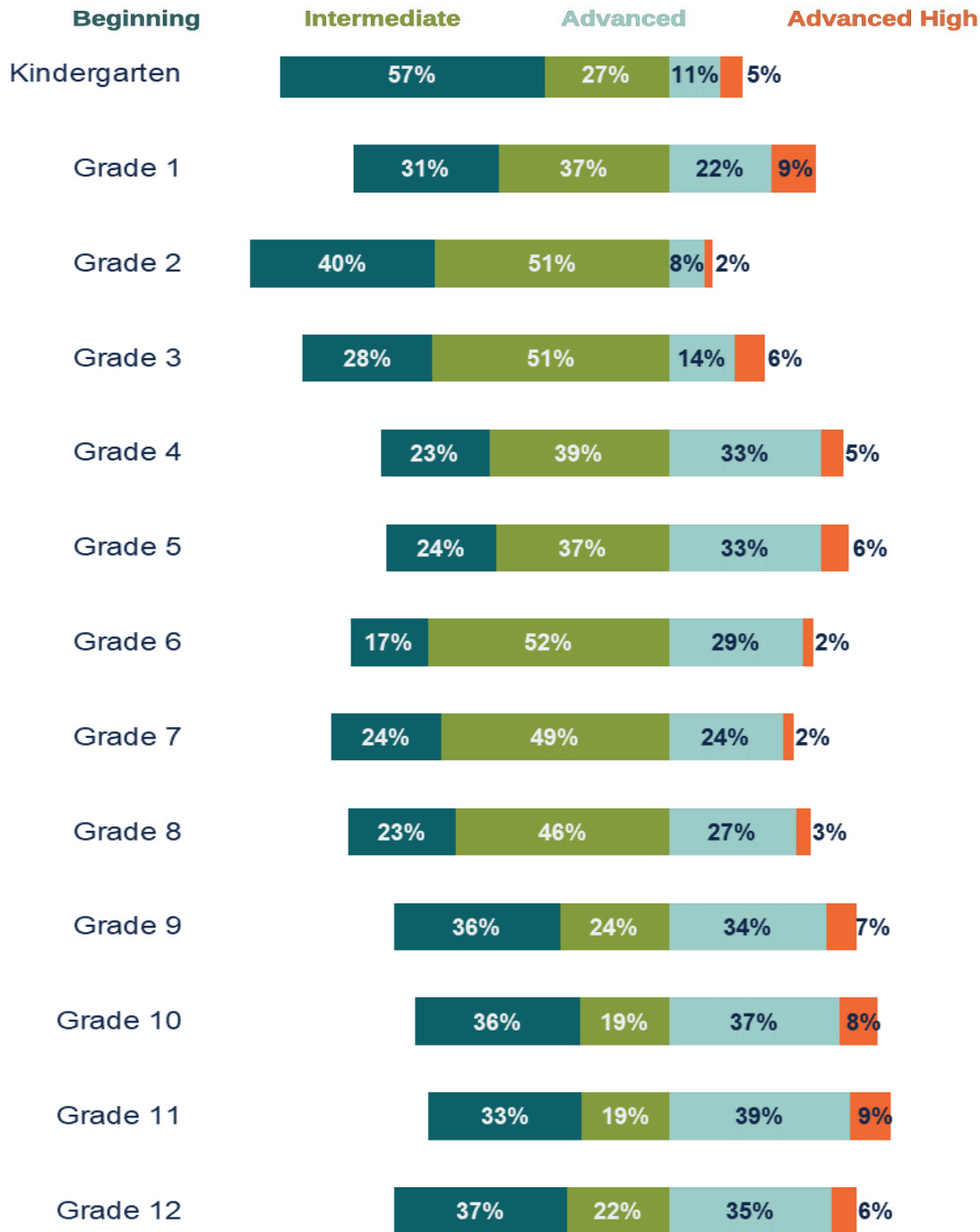
**Figure 12: TELPAS Composite Proficiency Ratings for ESL Students
Grades K–12, 2024**



Source: TELPAS Student Data Files, 2024, PEIMS subset applied; Does not include Alt

Point to Consider: Grade 8 students receiving Advanced or Advanced High is 6 points higher than Beginning or Intermediate

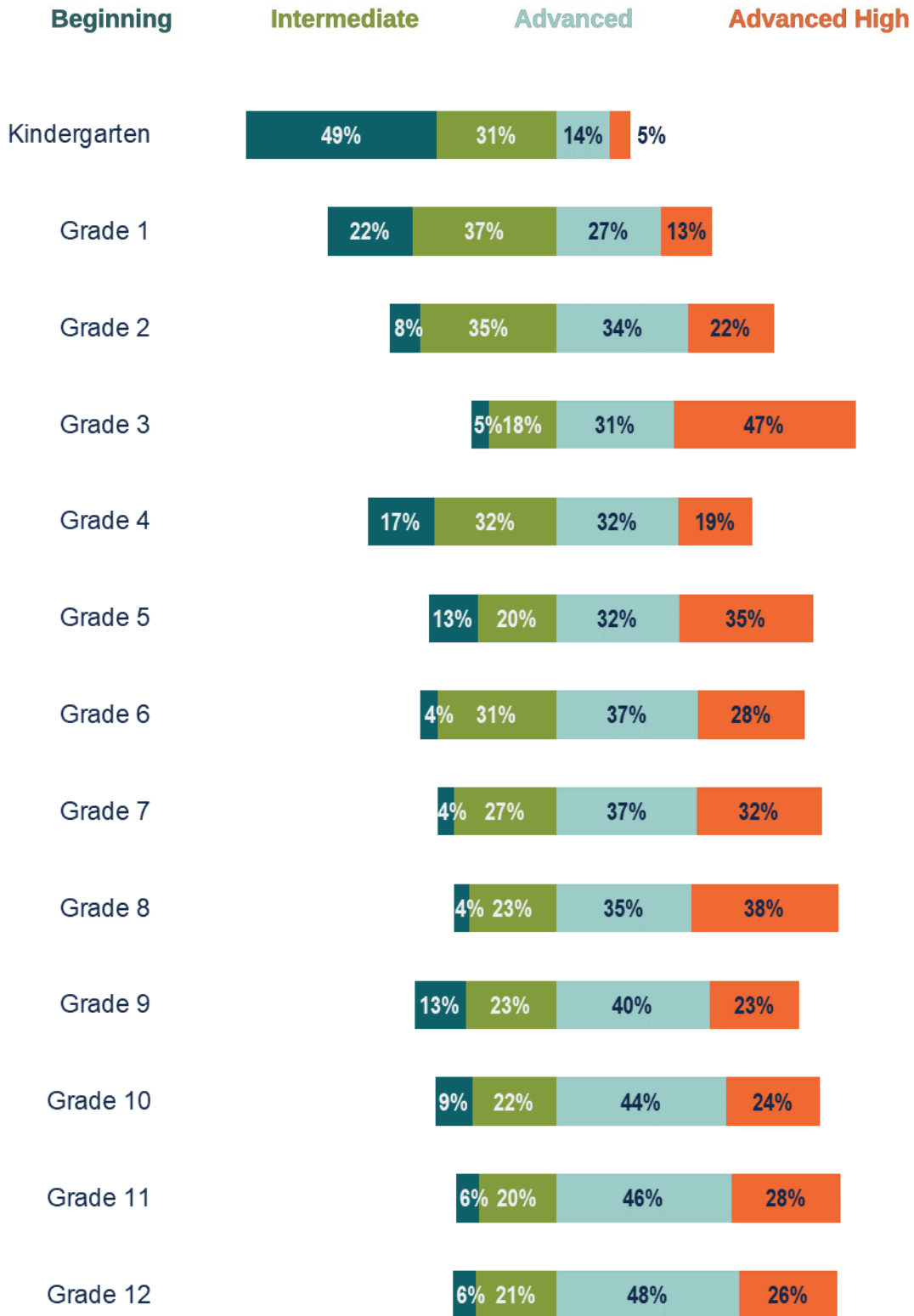
Figure 13: TELPAS Speaking Proficiency Ratings for All EB students Grades K-12, 2024



Source: TELPAS Student Data Files, 2024, PEIMS subset applied; Does not include Alt



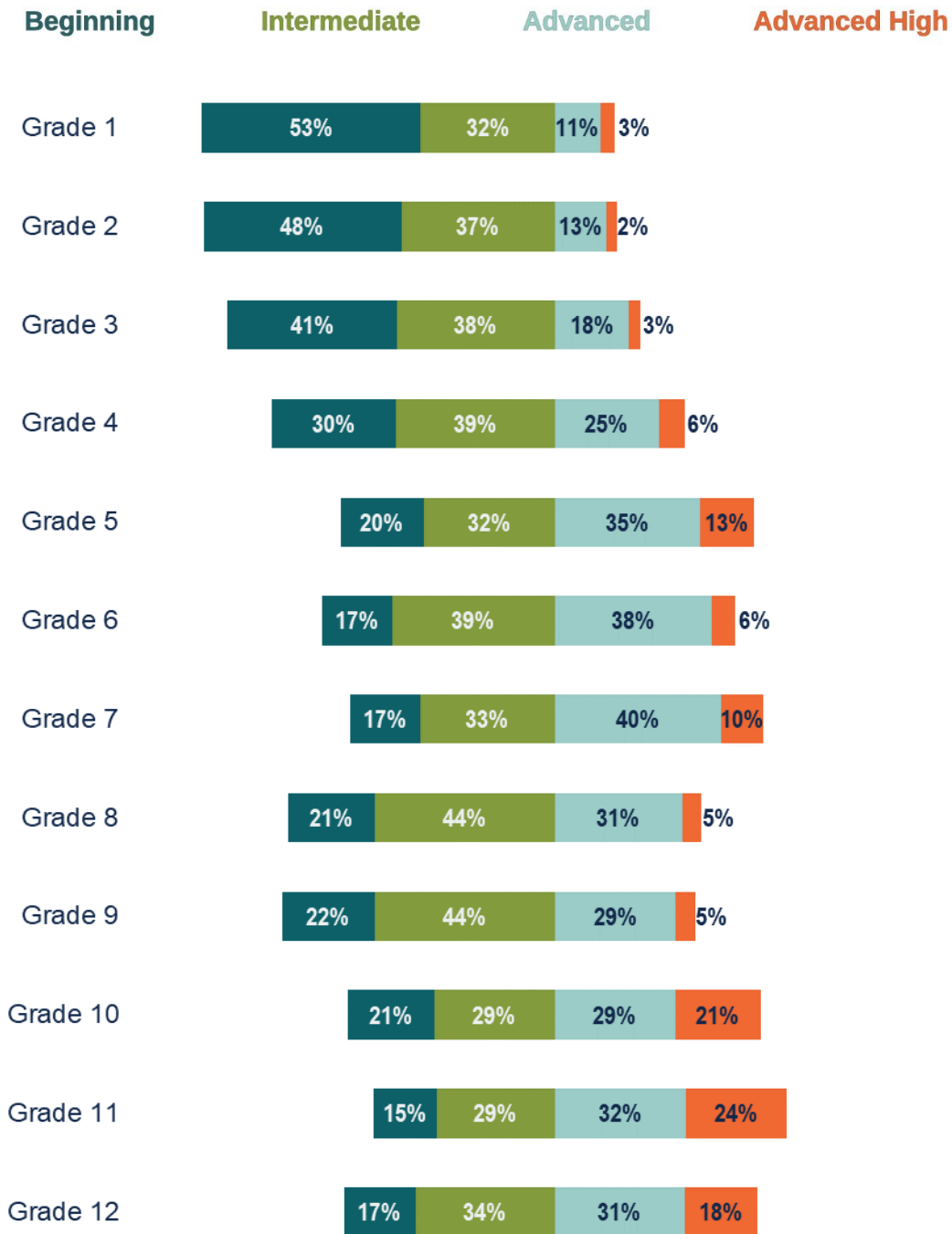
**Figure 14: TELPAS Listening Proficiency Ratings for All EB students
Grades K–12, 2024**



Source: TELPAS Student Data Files, 2024, PEIMS subset applied; Does not include Alt



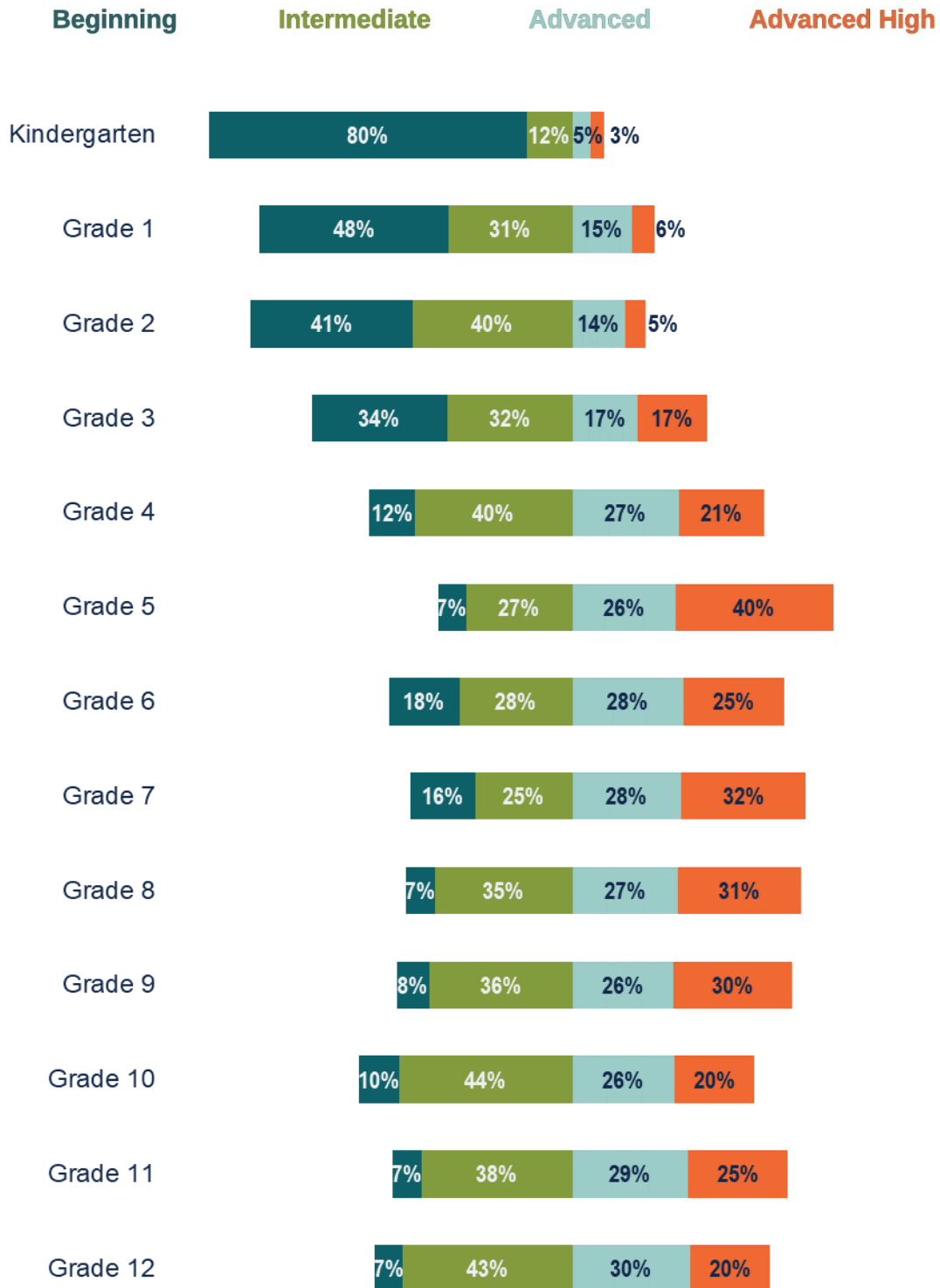
**Figure 15: TELPAS Writing Proficiency Ratings for All EB students
Grades K–12, 2024**



Source: TELPAS Student Data Files, 2024, PEIMS subset applied; Does not include Alt



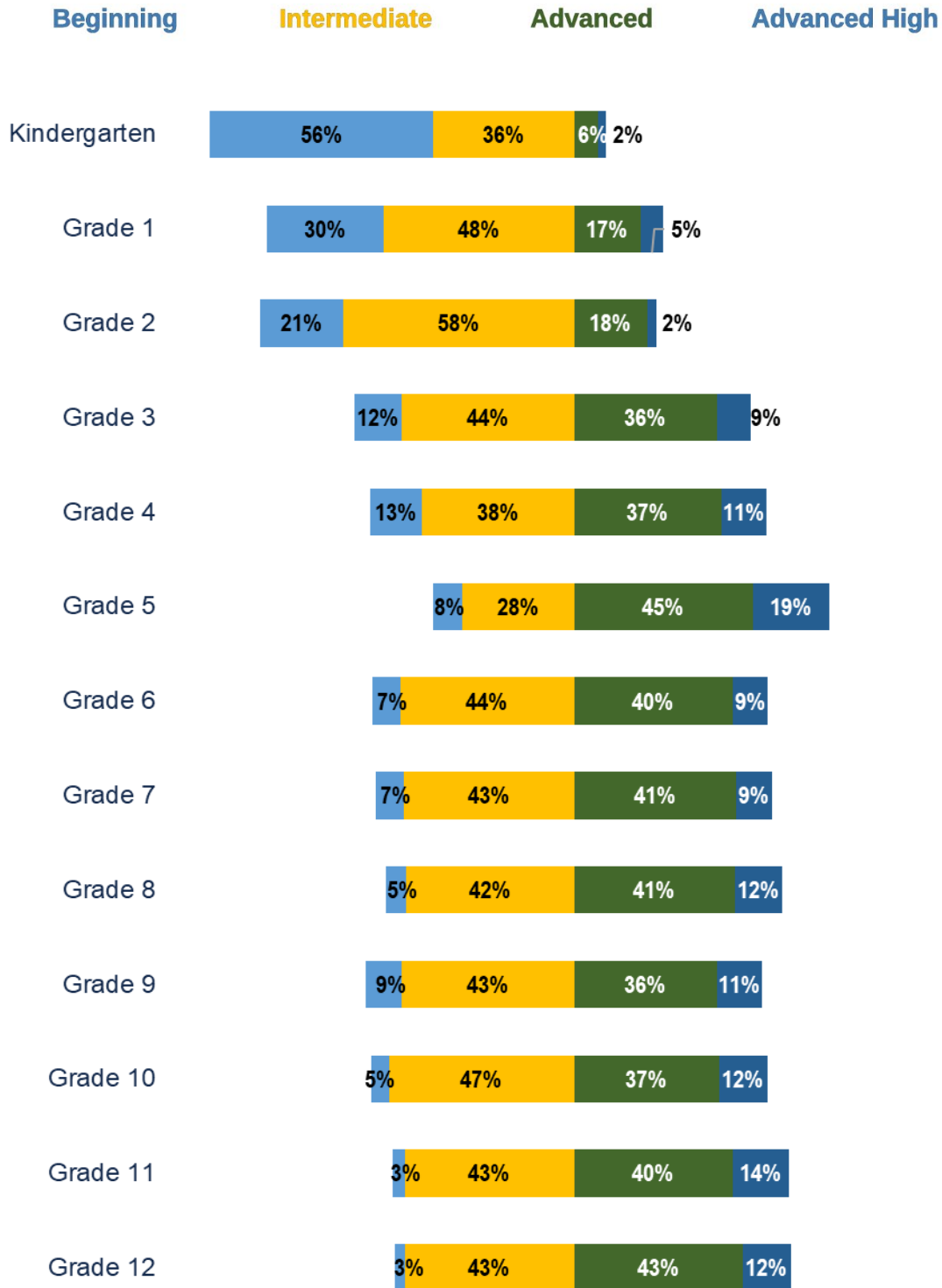
**Figure 16: TELPAS Reading Proficiency Ratings for All EB students
Grades K–12, 2024**



Source: TELPAS Student Data Files, 2024, PEIMS subset applied; Does not include Alt

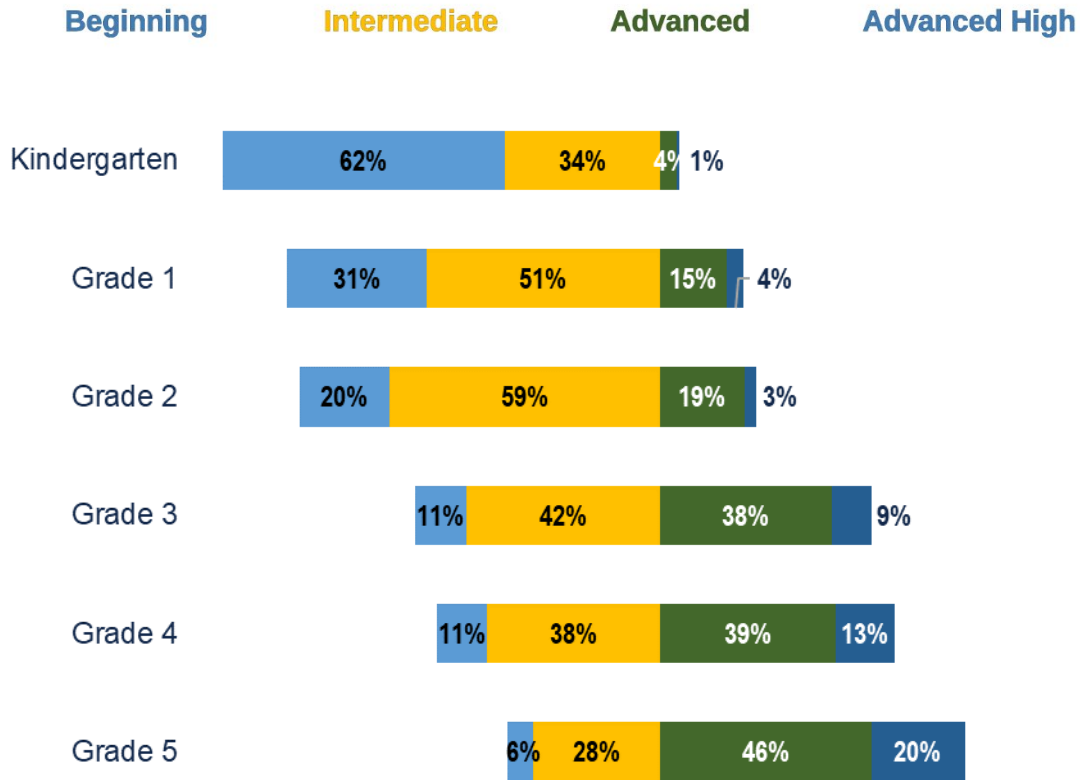


**Figure 17: 2022–2023 TELPAS Composite Proficiency Ratings for EB students by Grade Level
Percentage Students Achieving Beginning, Intermediate, Advanced, & Advanced High Proficiency Levels**



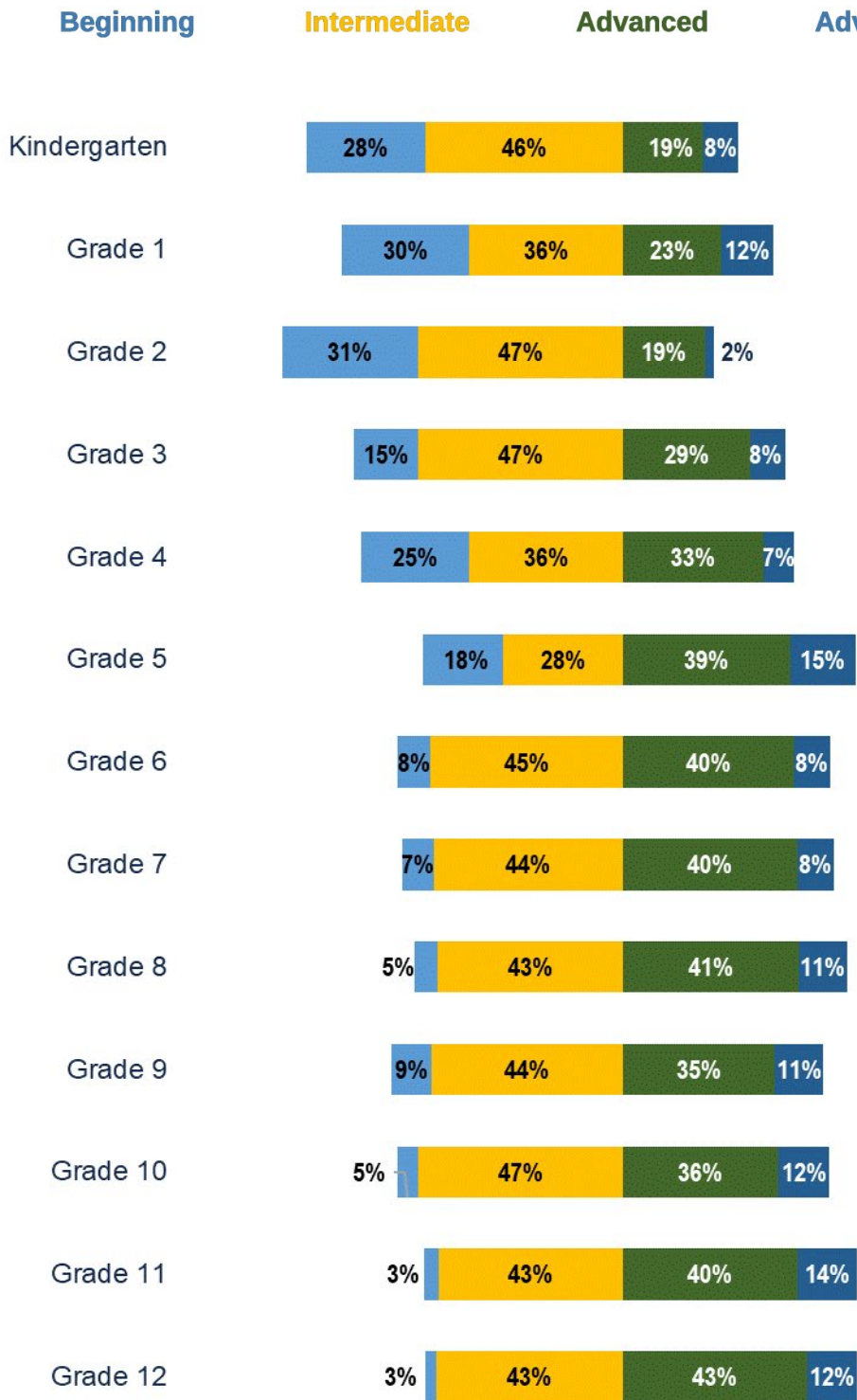
Source: TELPAS Student Data Files, 2023, PEIMS subset applied; Does not include Alt

Figure 18: 2022–2023 TELPAS Composite Proficiency Ratings for Bilingual Students by Grade Level
Percentage Students Achieving Beginning, Intermediate, Advanced, & Advanced High Proficiency Levels



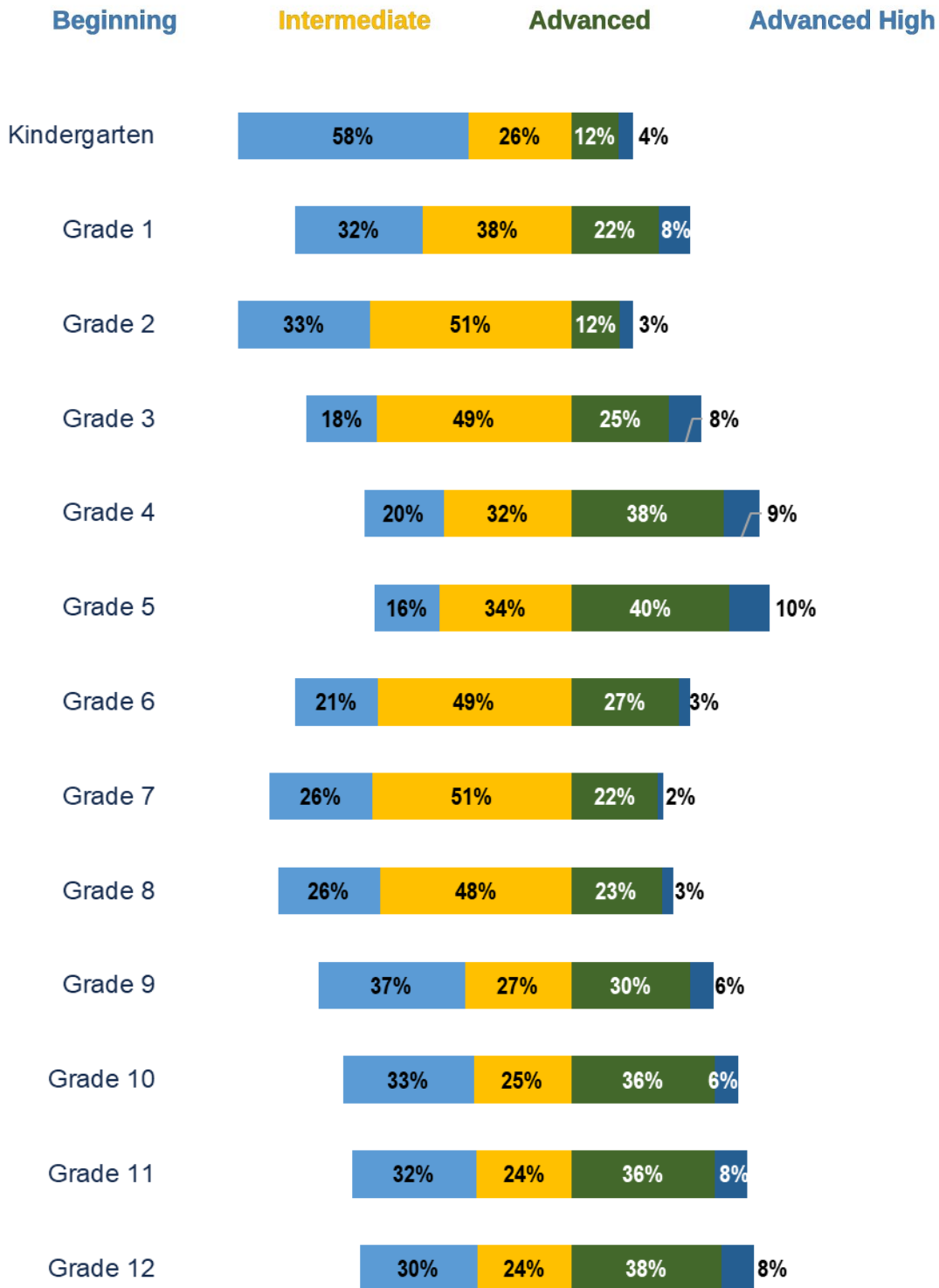
Source: TELPAS Student Data Files, 2023, PEIMS subset applied; Does not include Alt

Figure 19: 2022–2023 TELPAS Composite Proficiency Ratings for ESL Students by Grade Level Percentage Students Achieving Beginning, Intermediate, Advanced, & Advanced High Proficiency Levels



Source: TELPAS Student Data Files, 2023, PEIMS subset applied; Does not include Alt

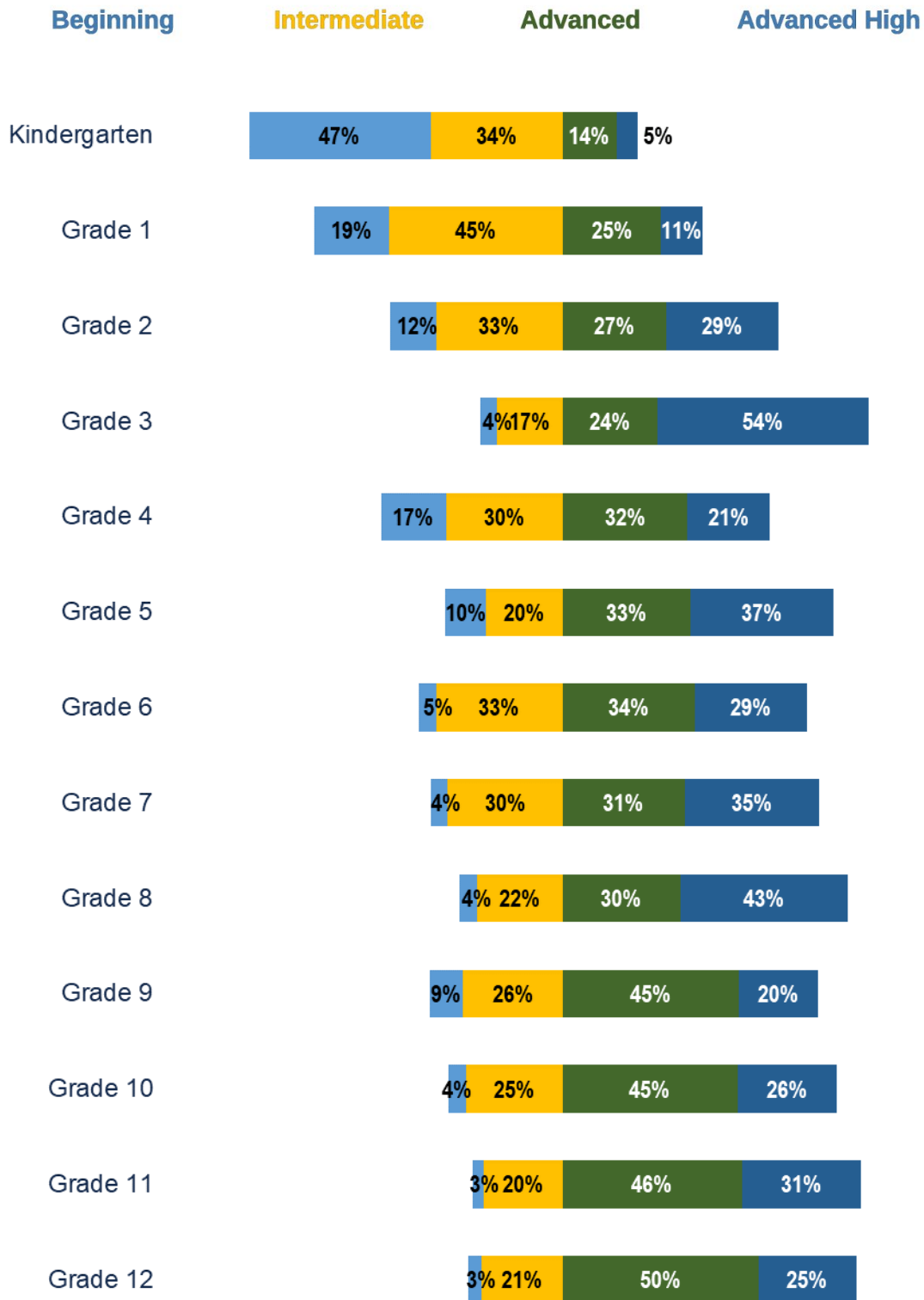
**Figure 20: 2022–2023 TELPAS Speaking Proficiency Ratings for EB students by Grade Level
Percentage Students Achieving Beginning, Intermediate, Advanced, & Advanced High Proficiency Levels**



Source: TELPAS Student Data Files, 2023, PEIMS subset applied; Does not include Alt

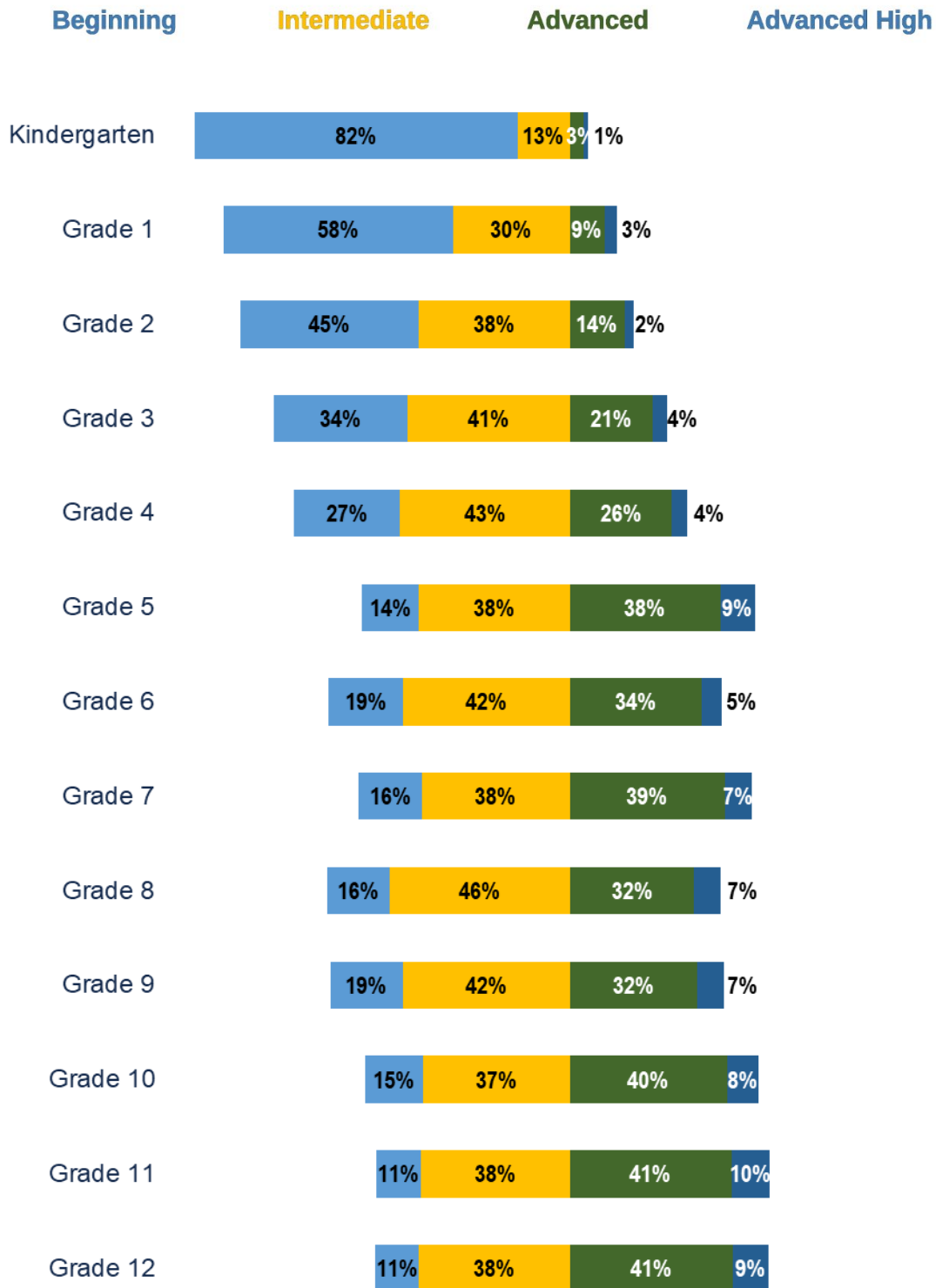


**Figure 21: 2022–2023 TELPAS Listening Proficiency Ratings for EB students by Grade Level
Percentage Students Achieving Beginning, Intermediate, Advanced, & Advanced High Proficiency Levels**



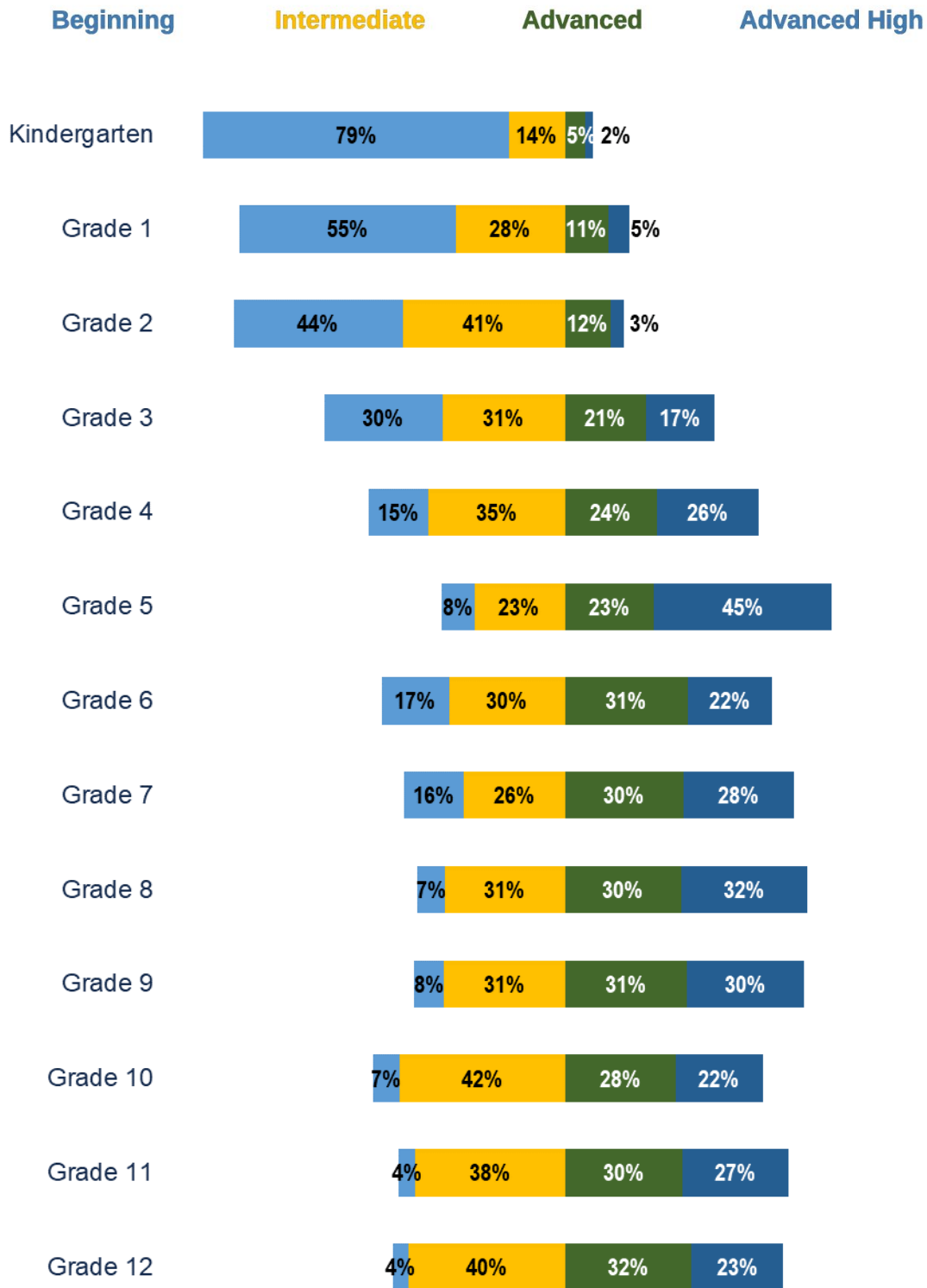
Source: TELPAS Student Data Files, 2023, PEIMS subset applied; Does not include Alt

Figure 22: 2022–2023 TELPAS Writing Proficiency Ratings for EB students by Grade Level
Percentage Students Achieving Beginning, Intermediate, Advanced, & Advanced High Proficiency Levels



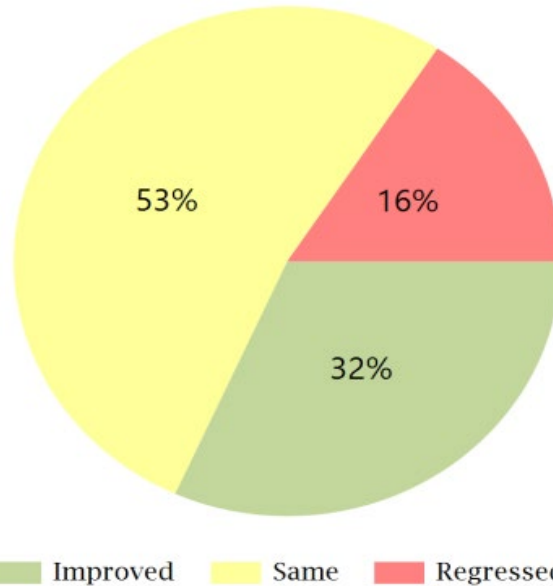
Source: TELPAS Student Data Files, 2023, PEIMS subset applied; Does not include Alt

**Figure 23: 2022–2023 TELPAS Reading Proficiency Ratings for EB students by Grade Level
Percentage Students Achieving Beginning, Intermediate, Advanced, & Advanced High Proficiency Levels**



Source: TELPAS Student Data Files, 2023, PEIMS subset applied; Does not include Alt

Figure 24: 2023–2024 TELPAS Composite Rating Change

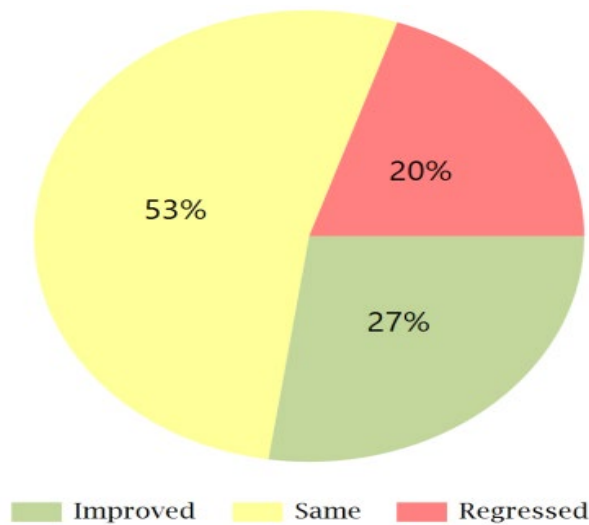


Source: TELPAS Student Data Files, 2024, PEIMS subset applied; Does not include Alt

Points to Consider:

- A 5% higher percentage of Emergent Bilingual students improved their composite rating from 27% in School Year 2022-2023 to 32% in School Year 2023-2024.
- A 4% lower percentage of Emergent Bilingual students regressed their composite rating from 20% in School Year 2022-2023 to 16% in School Year 2023-2024.

Figure 25: 2022–2023 TELPAS Composite Rating Change

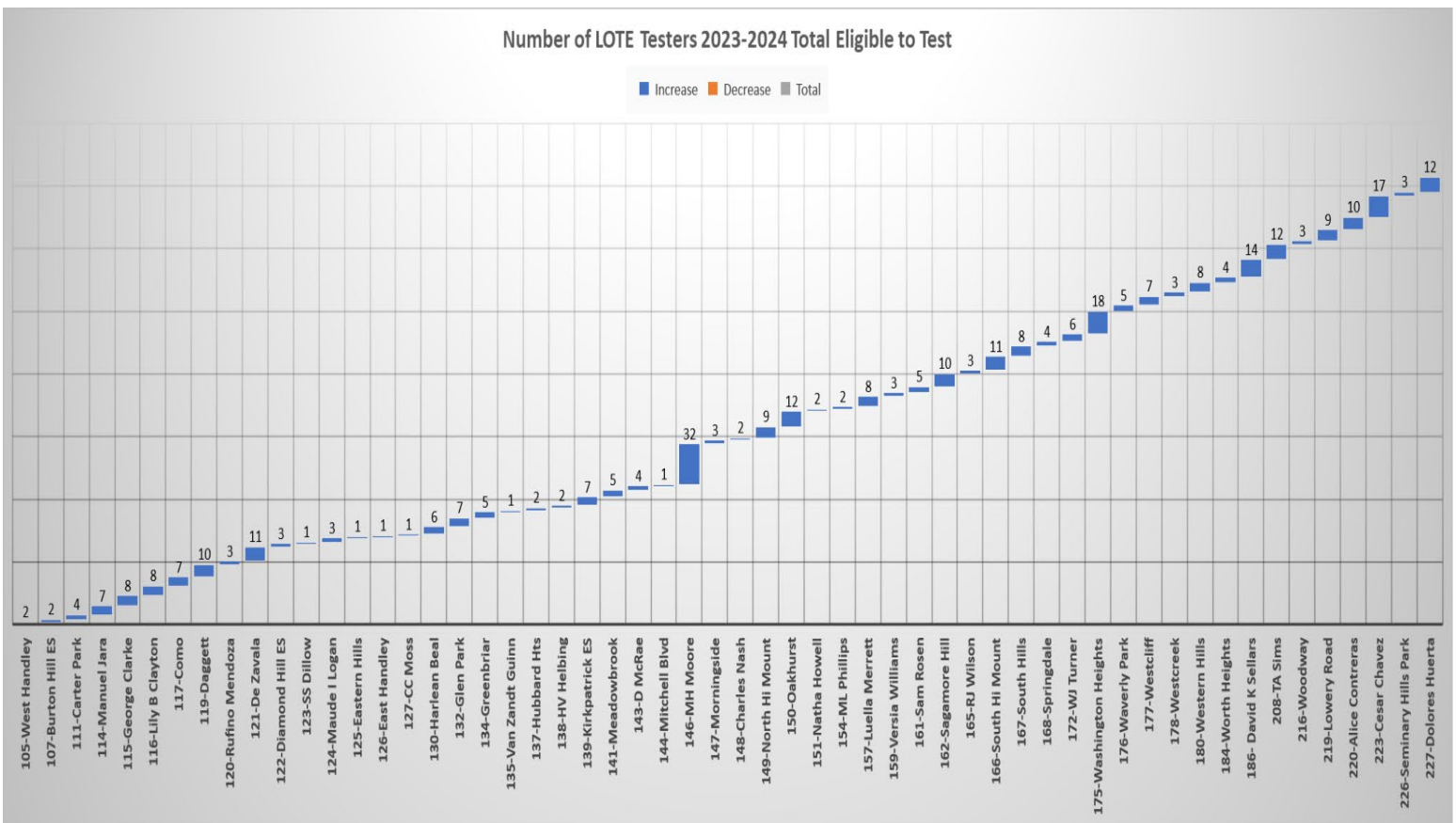


Source: TELPAS Student Data Files, 2023, PEIMS subset applied; Does not include Alt

Dual Language LOTE Credit

EB Students who participate in One-Way Dual language or Two-Way Dual Language for 5 consecutive years, earn a meets or higher on STAAR Reading(English), score proficient on LAS Links Español Reading and Speaking, and earn a composite score of Advanced High on TELPAS(EB/DL Students only), may earn High School Languages Other than English(LOTE) HS credit for Spanish I. The following chart provides information on the Dual Language Campuses who had LOTE credit eligible students. MH Moore had the highest number of eligible students. There were over 300 students eligible to be assessed for High School LOTE.

Figure 26: 2023-2024 Total LOTE Credit Eligible 5th Grade Dual Language



Reclassification:

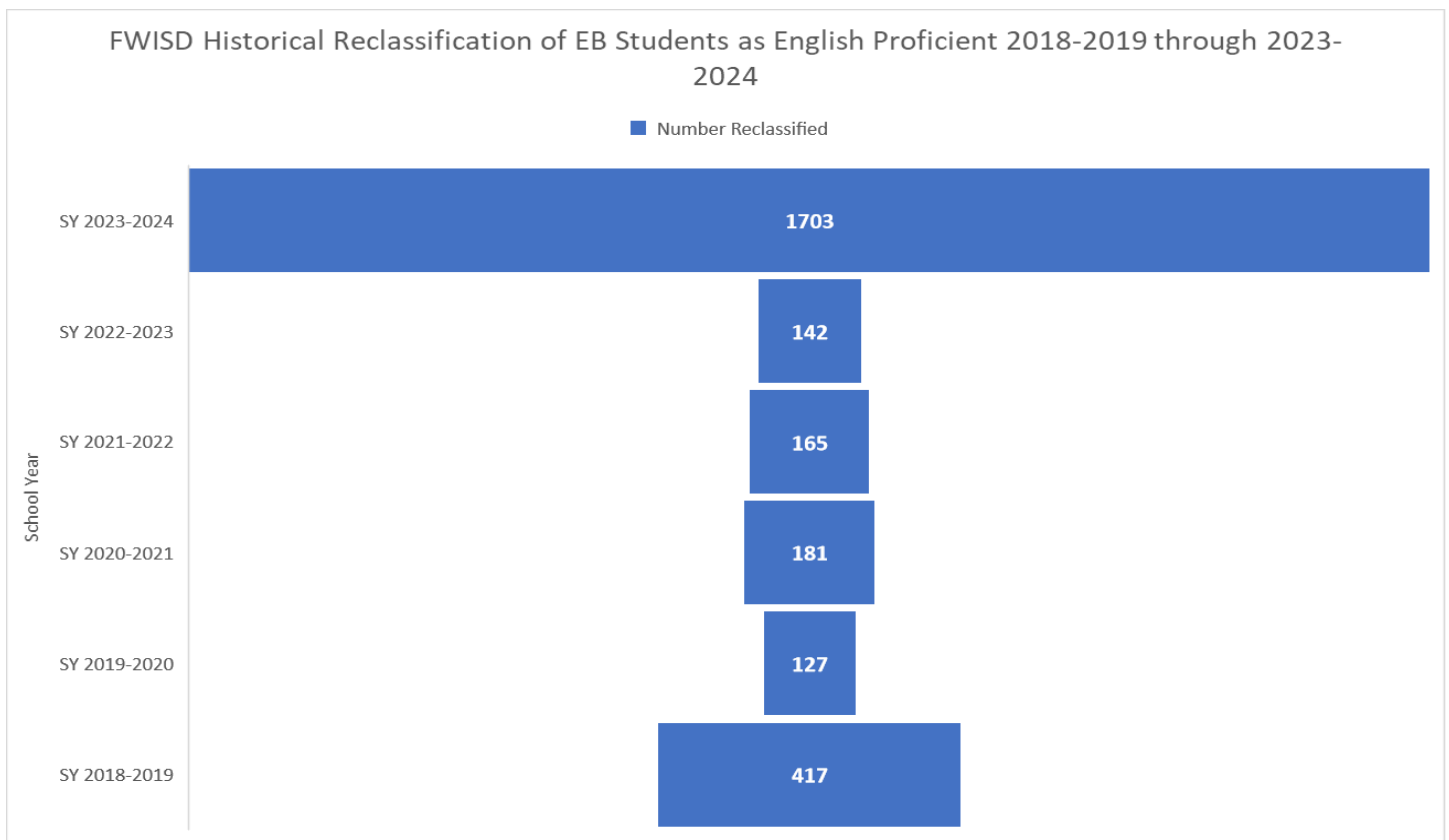
Annually students who meet the following reclassification criteria will no longer be coded as Emergent Bilingual. There are three criteria that must be met:

- **English Proficiency**
- TELPAS Composite Score of Advanced High
- **Grade level reading achievement:**
- Approaches or higher on English Reading STAAR
- **Teacher Subjective Evaluation**

Once students meet the reclassification criteria they are monitored for two years after reclassification and if the student is failing the LPAC shall review grades and determine if the failure is due to language acquisition needs the LPAC may reconsider placement in bilingual or ESL program.

In 2023-24 there were 1703 students who met reclassification criteria, or 8.298% up from 142 students in 2022-23 or .829%. Before the 2023-24 school year the most students to reclassify as English proficient was in 2018-19 with 417 students or 2.7%.

Figure 27: FWISD Historical Reclassification of EB Students as English Proficient 2018-2019 through 2023-2024



	SY 2023-2024	SY 2022-2023	SY 2021-2022	SY 2020-2021	SY 2019-2020	SY 2018-2019
■ % Reclassified	8.298	0.829	0.994	1.137	0.791	2.737
■ Number Reclassified	1703	142	165	181	127	417

Table 4: Reclassification by Campus

Loc ID	Campus	NForecastedReclass	N_ReclassFlag	Increase or Decrease
		2023-24	2022-23	
1	Carter-Riverside HS	35	1	↑
2	Arlington Heights HS	22	5	↑
3	South Hills HS	77	7	↑
4	Diamond Hill-Jarvis HS	20	3	↑
5	Dunbar HS	4	0	↑
6	Eastern Hills HS	15	1	↑
8	North Side HS	40	3	↑
9	Polytechnic HS	26	0	↑
10	Paschal HS	31	5	↑
11	Trimble Tech HS	81	7	↑
14	Southwest HS	18	1	↑
15	Western Hills HS	11	3	↑
16	O.D. Wyatt HS	6	2	↑
19	Metro HS	1	0	↑
21	Success HS	0	0	▬
24	Detention Ctr.	0	0	▬
26	Jo Kelly School	0	0	▬
35	Transition Ctr.	0	0	▬
40	JJAEP	0	0	▬
42	Daggett MS	22	0	↑
43	Wedgwood 6th	5	0	↑
44	J.P. Elder MS	30	3	↑
45	Forest Oak MS	23	1	↑
48	William James MS	32	1	↑
49	Kirkpatrick MS	20	0	↑
50	McLean MS	58	0	↑
51	Meacham MS	28	0	↑
52	Meadowbrook MS	23	0	↑
53	Monnig MS	7	1	↑
54	Morningside MS	8	0	↑
55	Applied Learning Acad.	23	0	↑

Table 4: Reclassification by Campus

Loc ID	Campus	NForcastedReclass	N_ReclassFlag	Increase or Decrease
		2023-24	2022-23	
56	Riverside MS	19	1	↑
57	Rosemont MS	81	1	↑
58	Stripling MS	32	5	↑
59	J.M. Jacquet MS	23	0	↑
60	Wedgwood MS	11	0	↑
61	Leonard MS	3	0	↑
62	INA	0	0	▬
64	Glencrest 6th	N/A	1	▬
69	McLean 6th	25	7	↑
70	Jean McClung MS	6	1	↑
71	Benbrook MS/HS	24	0	↑
81	YWLA	42	10	↑
82	TABS	33	1	↑
83	YMLA	27	2	↑
84	World Languages Institute	71	5	↑
85	Flame Creek Collegiate HS	30	3	↑
86	Red Oak Collegiate HS	20	6	↑
87	I.M. Terrell Academy	13	3	↑
101	Alice Carlson ALC	1	0	↑
103	Benbrook ES	0	0	▬
105	West Handley ES	3	0	↑
107	Burton Hill ES	3	1	↑
110	Carroll Peak ES	11	2	↑
111	Carter Park ES	2	0	↑
114	Manuel Jara ES	22	0	↑
115	George C. Clarke ES	8	0	↑
116	Lily B. Clayton ES	3	1	↑
117	Como ES	7	0	↑
118	Hazel Harvey Peace ES	1	0	↑
119	Daggett ES	12	1	↑

Table 4: Reclassification by Campus

Loc ID	Campus	NForecastedReclass	N_ReclassFlag	Increase or Decrease
		2023-24	2022-23	
120	Rufino Mendoza ES	6	0	↑
121	De Zavala ES	11	1	↑
122	Diamond Hill ES	8	1	↑
123	S.S. Dillow ES	3	0	↑
124	Maude I. Logan ES	2	1	↑
125	Eastern Hills ES	3	0	↑
126	East Handley ES	8	1	↑
127	Christene C. Moss ES	3	0	↑
129	John T. White ES	0	0	↓
130	Harlean Beal ES	11	0	↑
132	Glen Park ES	21	0	↑
133	W.M. Green ES	0	0	↑
134	Greenbriar ES	8	0	↑
135	Van Zandt-Guinn ES	1	0	↑
137	Hubbard Heights ES	11	0	↑
138	H.V. Helbing ES	8	2	↑
139	Kirkpatrick ES	10	1	↑
141	Meadowbrook ES	10	1	↑
143	D. Mcrae ES	11	0	↑
144	Mitchell Blvd. ES	4	0	↑
146	M.H. Moore ES	13	3	↑
147	Morningside ES	7	1	↑
148	Charles Nash ES	6	0	↑
149	North Hi Mount ES	4	1	↑
150	Oakhurst ES	32	1	↑
151	Natha Howell ES	6	1	↑
152	Oaklawn ES	1	0	↑
153	A.M. Pate ES	9	0	↑
154	M.L. Phillips ES	1	0	↑
156	Ridglea Hills ES	1	0	↑
157	Luella Merrett ES	13	3	↑
159	Versia Williams ES	2	0	↑

Table 4: Reclassification by Campus

Loc ID	Campus	NForcastedReclass	N_ReclassFlag	Increase or Decrease
		2023-24	2022-23	
160	Maudrie M. Walton ES	4	0	↑
161	Sam Rosen ES	9	2	↑
162	Sagamore Hill ES	15	0	↑
163	Bruce Shulkey ES	6	0	↑
165	Richard J. Wilson ES	16	1	↑
166	South Hi Mount ES	14	3	↑
167	South Hills ES	16	1	↑
168	Springdale ES	19	1	↑
169	Sunrise-McMillan ES	4	0	↑
171	Tanglewood ES	3	0	↑
172	W.J. Turner ES	4	0	↑
175	Washington Heights. ES	6	0	↑
176	Waverly Park ES	5	1	↑
177	Westcliff ES	16	3	↑
178	Westcreek ES	6	0	↑
180	Western Hills ES	2	2	↑
184	Worth Heights ES	6	0	↑
186	David K. Sellars ES	5	0	↑
187	J.T. Stevens ES	1	0	↑
188	Atwood McDonald ES	0	0	↑
190	Riverside ALC	6	0	↑
194	Daggett Montessori	13	1	↑
206	Bill J. Elliott ES	0	0	▬
207	Westpark ES	3	1	↑
208	T.A. Sims ES	10	1	↑
209	Edward J. Briscoe ES	2	1	↑
210	Cook Childrens Medical	0	0	▬
216	Woodway ES	7	3	↑
219	Lowery Road ES	5	3	↑
220	Alice Contreras ES	11	3	↑
222	Clifford Davis ES	0	0	▬
223	Cesar Chavez ES	21	1	↑
225	Bonnie Brae ES	2	0	↑
226	Seminary Hills Park ES	9	1	↑
227	Dolores Huerta ES	21	0	↑
229	Overton Park ES	2	0	↑
256	Rolling Hills ES	1	N/A	▬
242	Tarrant Youth Recovery	N/A	0	▬



Table 5: Professional Learning in 2023-24 for EB Programming (Pages 45-53)

EB Professional Learning 2023-2024						
Title	Date	AM/PM	Hours	Max Seating	Enrolled	Attended
BIL: DL Academy PK-5th	7/13/2023	All Day	6	100	68	55
ESL: Scaffolding Tier 1 Instruction for Elementary EB K-5	7/18/2023	AM	3	35	33	33
ESL: Scaffolding Tier 1 Instruction for Elementary EB 6-12	7/18/2023	AM	3	20	7	4
ESL: Scaffolding Tier 1 Instruction for Elementary EB K-5	7/18/2023	PM	3	20	17	9
ESL: Scaffolding Tier 1 Instruction for Elementary EB 6-12	7/18/2023	PM	3	20	2	2
ESL: Gran Via Pro ESL 154 Day 1 of 2	7/21/2023	All Day	6	24	17	6
ESL: Gran Via Pro ESL 154 Day 2 of 2	7/22/2023	All Day	6	24	17	6
ESL: Creating Critical Reading, Writing, Listening and Speaking Strategies Using ELPS	7/25/2023	AM	3	40	39	29
ESL: ESL Academy K-12	7/25/2023	All Day	6	45	45	32
Bil: SLAR Writing K-2 Amplify	7/27/2023	AM	3	30	27	22
Bil: SLAR Writing 3-5 Amplify	7/27/2023	PM	3	30	19	14
DSC - BIL: DL Academy K-5	8/8/2023	AM	3	115	111	96
DSC - ESL: Content Based Language Instruction (K-5)	8/8/2023	AM	3	100	64	63
DSC - Secondary Emergent Bilinguals (6-12)	8/8/2023	AM	3	90	16	14



DSC: - Bil: DL Academy (K-5)	8/8/2023	PM	3	100	38	35
DSC - ESL: Content Based Language Instruction (K-5)	8/8/2023	PM	3	100	68	67
DSC - Secondary Emergent Bilinguals (6-12)	8/8/2023	PM	3	30	7	2
EB: Habits of Discussion and Talk, Read, Talk, Write	8/25/2023	All Day	6	15	15	13
ESL: Appy Hour (K-12) Part 1 (Virtual Course)	8/31/2025	PM	3	75	51	23
EB: Habits of Discussion Day 1 of 2) TRTW (9/21/23 Day 2)	9/1/2023	AM	3	125	55	55
EB: Common Understanding of GT Students Day 1 of 2	9/8/2023	All Day	6	15	14	14
ESL: EB Dept./Success HS/RLS Teachers Habits of Discussions	9/12/2023	AM	3	30	8	8
BIL/ESL: DL Commitment: Using/Translanguaging Using the FWISD Simultaneous Bilingual Model [K-5 Teachers/Coaches] Virtual	9/14/2023	PM	3	30	11	6
EB: DL/ESL Elementary Lead Teacher Training Session SY23-24 (Virtual)	9/20/2023	PM	3	85	78	78
ESL: 3 Day Course - GranVia Pro ESL 154 Certification Prep Course (Virtual)[Sept. 20, 21 & 23]	9/20/2023	PM	3	30	10	7
EB: Talk, Read, Talk Write (Day 2)	9/21/2023	AM	3	125	72	71
EB: Nature and Needs of GT Students Day 2 of 2	9/22/2023	All Day	6	15	15	15
ESL: TRTW for Jacquet Martin MS Teachers ONLY	9/26/2023	AM	3	55	43	39
BIL: Amplify Texas Dual Language for 3-5 Grade Teachers: ELAR/SLAR Bilingual Program Overview (In-Person)	9/27/2023	PM	3	30	2	2
BIL: Amplify Texas Dual Language for K-2 Grade Teachers: ELAR/SLAR Bilingual Program Overview (In-Person)	9/27/2023	PM	3	30	3	3



BIL: Amplify Texas Dual Language for K-5 Grade Teachers: ELAR/SLAR - SoR Biliteracy (In-Person)	9/27/2023	PM	3	30	1	0
EB: Habits of Discussion for Campus Instructional Coaches	9/29/2023	AM	3	130	125	107
ESL: Appy Hour for K-12 - Part 2 (Virtual Course)	9/29/2023	PM	3	60	40	16
BIL: Amplify Texas Dual Language for 3-5 Grade Teachers: ELAR/SLAR _ Biliteracy Program Overview (Virtual)	9/30/2023	AM	3	30	12	10
BIL: Amplify Texas Dual Language for K-2 Grade Teachers: ELAR/SLAR _ Biliteracy Program Overview (Virtual)	9/30/2023	AM	3	30	14	9
BIL: Amplify Texas Dual Language for K-2 Grade Teachers: ELAR/SLAR _ Program Overview (SLAR Skills Only)(Virtual)	9/30/2023	AM	3	30	5	2
BIL: Amplify Texas Dual Language for K-5 Grade Teachers: ELAR/SLAR - SoR Biliteracy (Virtual)	9/30/2023	AM	3	30	15	13
BIL/ESL: Habits of Discussion (AM) & Talk, Read, Talk Write (PM) (In-Person) All Grade Levels	10/6/2023	All Day	6	30	12	7
BIL: DL Simultaneous Biliteracy Institute for Dual Language Teachers in Grades KG-5th (In-Person)	10/6/2023	All Day	6	30	10	8
ESL: Creating Critical Readers, Writers, Listeners and Speakers in the 6-12th Grade Classrooms Using the ELPS (In-Person)	10/6/2023	AM	3	30	10	6
ESL: Creating Critical Readers, Writers, Listeners and Speakers in the 6-12th Grade Classrooms Using the ELPS (In-Person)	10/6/2023	PM	3	30	7	6
ESL: TELPAS Basics for ESL Teachers Grades 6-12 (In-Person)	10/6/2023	PM	3	30	2	1
ESL: 2-Day Course_ Gran Via Pro ESL 154 Certification Prep Course (VIA ZOOM) (day 1 10/7 // day 2 10/14)	10/7/2023	All Day	6	30	7	3
BIL/ESL: Habits of Discussion (AM) & Talk, Read, Talk Write (PM) (In-Person)	10/9/2023	All Day	6	30	12	9



ESL: Creating Critical Readers, Writers, Listeners and Speakers in the 6-12th Grade Classrooms Using the ELPS (In-Person)	10/9/2023	AM	3	30	5	3
ESL: TELPAS Basics for ESL Teachers Grades 6-12 (In-Person)	10/9/2023	AM	3	30	8	6
ESL: Creating Critical Readers, Writers, Listeners and Speakers in the 6-12th Grade Classrooms Using the ELPS (In-Person)	10/9/2023	PM	3	30	5	4
ESL: TELPAS Basics for ESL Teachers Grades 6-12 (In-Person)	10/9/2023	PM	3	30	4	2
BIL: Amplify Texas Dual Language for 3-5 Grade Teachers: ELAR/SLAR Enhancing Planning (Virtual)	10/14/2023	AM	3	30	21	16
BIL: Amplify Texas Dual Language for K-2 Grade Teachers: ELAR/SLAR Enhancing Planning (Virtual)	10/14/2023	AM	3	30	30	23
EB: Talk, Read, Talk, Write Campus Instructional Coaches	10/20/2023	AM	3	130	125	93
BIL: Amplify Texas Dual Language for 3-5 Grade Teachers: ELAR/SLAR Enhancing Practice (Virtual)	10/28/2023	AM	3	30	16	11
BIL: Amplify Texas Dual Language for K-2 Grade Teachers: ELAR/SLAR Enhancing Practice (Virtual)	10/28/2023	AM	3	30	23	12
ESL: Appy Hour for K-12 - Part 3 (Virtual Course)	11/2/2023	PM	3	50	32	8
DSC-BIL: DL Simultaneous Biliteracy Institute Grades KG-5th (In-Person) for Network 1 ES Campuses	11/6/2023	All Day	6	200	68	59
DSC-BIL: DL Simultaneous Biliteracy Institute Grades KG-5th (In-Person) for Network 2 ES Campuses	11/6/2023	All Day	6	200	151	133
DSC-BIL: DL Simultaneous Biliteracy Institute Grades KG-5th (In-Person) for Network 3 ES Campuses	11/6/2023	All Day	6	200	106	91
DSC-BIL: DL Simultaneous Biliteracy Institute Grades KG-5th (In-Person) for Network 4 ES Campuses	11/6/2023	All Day	6	200	153	144



DSC-ESL: Secondary Newcomer & Language Center Program Teacher Academy Grades 6-12 (In-Person)	11/6/2023	All Day	6	100	72	64
BIL: Estrellita Company: Escalera 3- 5 (Virtual)	11/7/2023	PM	6	30	13	3
BIL: Estrellita Company: Fugaces 3- 5 (Virtual)	11/8/2023	PM	6	30	9	5
BIL/ESL: DL Commitment: Using Bridging/Translanguaging Using the FWISD Simultaneous Biliteracy Model for K-5th Grade Teachers and Coaches (Virtual)	11/14/2023	PM	3	50	43	26
EB: Language Goals & MTSS Training	11/16/2023	All Day	6	40	37	37
BIL: Amplify Texas ELAR/SLAR Grades 3-5 Strengthen (STAAR Reading) (1/2 Day Remote)	12/2/2023	AM	3	30	12	6
BIL: Amplify Texas SLAR Grades K-2 Strengthen (Writing) (1/2 Day Remote)	12/2/2023	AM	3	30	20	10
ESL: McLean 6th Habits of Discussion (HOD) / Talk Read Talk Write (TRTW)	12/6/2023	AM	3	35	33	29
ESL: Dunbar HS Habits of Discussion (HOD) PLD	12/13/2023	PM	3	30	18	18
Bil/ESL: The ELPS Intentional Language Development for Elementary CIC, Coaches, Principas, APs	1/9/2024	PM	3	100	55	55
Bil/ESL: The ELPS Intentional Language Development for Elementary CIC, Coaches, Principas, APs	1/10/2024	AM	3	30	12	12
Bil/ESL: The ELPS Intentional Language Development for Elementary CIC, Coaches, Principas, APs	1/11/2024	PM	3	30	4	4
ESL: Diamond Hill HS - Habits of Discussion (HOD)	1/11/2024	PM	3	100	80	59
Bil/ESL: The ELPS Intentional Language Development for Elementary CIC, Coaches, Principas, APs	1/12/2024	AM	3	30	17	17
ESL: ALA #055 Habits of Discussion (HOD) and Talk Read Talk Write (TRTW)	1/24/24	AM	3	50	33	28



BIL: Back to Basics Meet Edusmart forDL K-5 Grade Teachers	1/24/24	PM	3	30	15	15
ESL 3-Day Course Gran Via Pro ESL 154 Certification Prep Course Day 1 of 3	1/31/24	PM	3	30	4	4
ESL 3-Day Course Gran Via Pro ESL 154 Certification Prep Course Day 2 of 3	2/1/24	PM	3	30	4	4
ESL 3-Day Course Gran Via Pro ESL 154 Certification Prep Course day 3 of 3	2/3/24	PM	3	30	4	4
BIL/ESL Linguistic Accommodations for Successful Tier 1 Instruction for Leadership, Elementary CIC, Coaches, Principals, APS	2/6/24	AM	3	100	13	9
BIL/ESL Linguistic Accommodations for Successful Tier 1 Instruction for Leadership, Elementary CIC, Coaches, Principals, APS	2/8/24	AM	3	100	23	16
ESL 3-Day Course Gran Via Pro ESL 154 Certification Prep Course Day 1 of 3	2/10/24	PM	3	30	5	5
ESL 3-Day Course Gran Via Pro ESL 154 Certification Prep Course Day 2 of 3	2/12/24	PM	3	30	5	5
ESL 3-Day Course Gran Via Pro ESL 154 Certification Prep Course day 3 of 3	2/13/24	PM	3	30	5	5
ESL Trimble Tech PLD Talk Read Talk Write (TRTW)	2/13/24	PM	3	30	12	12
ESL 3-Day Course Gran Via Pro ESL 154 Certification Prep Course Day 1 of 3	2/15/24	PM	3	30	6	4
ESL 3-Day Course Gran Via Pro ESL 154 Certification Prep Course Day 2 of 3	2/16/24	PM	3	30	6	4
ESL 3-Day Course Gran Via Pro ESL 154 Certification Prep Course day 3 of 3	2/17/24	PM	3	30	6	4
ESL: ESL Institute for Teachers, Coaches and SET District Assets K-5th	2/17/24	AM	3	60	49	32
DSC-ESL: Aligning Language and Content - Using TELPAS to grow academics for ESL teachers grades 6-12	2/19/24	AM	3	25	8	6
DSC-ESL: An Assets Based Approach to Meaningful Learning /CBLI for ESL Teachers Grades 6-12	2/19/24	AM	3	25	24	20



DSC-ESL: Building with Bricks & Mortar - Vocabulary Instruction Across Content for ESL Teachers Grades 6-12	2/19/24	AM	3	25	19	15
DSC-ESL: Refugee 101 for ESL Teachers Grades 6-12	2/19/24	AM	3	25	10	7
DSC-ESL: Aligning Language and Content - Using TELPAS to grow academics for ESL teachers grades 6-12	2/19/24	AM	3	25	15	14
DSC-ESL: An Assets Based Approach to Meaningful Learning /CBLI for ESL Teachers Grades 6-12	2/19/24	AM	3	25	14	13
DSC-ESL: Building with Bricks & Mortar - Vocabulary Instruction Across Content for ESL Teachers Grades 6-12	2/19/24	AM	3	25	20	16
DSC-ESL: Aligning Language and Content - Using TELPAS to grow academics for ESL teachers grades 6-12	2/19/24	PM	3	25	13	11
DSC-ESL: An Assets Based Approach to Meaningful Learning /CBLI for ESL Teachers Grades 6-12	2/19/24	PM	3	25	12	9
DSC-ESL: Building with Bricks & Mortar - Vocabulary Instruction Across Content for ESL Teachers Grades 6-12	2/19/24	PM	3	25	14	13
DSC-ESL: Aligning Language and Content - Using TELPAS to grow academics for ESL teachers grades 6-12	2/19/24	PM	3	25	14	10
DSC-ESL: An Assets Based Approach to Meaningful Learning /CBLI for ESL Teachers Grades 6-12	2/19/24	PM	3	25	5	4
DSC-ESL: Refugee 101 for ESL Teachers Grades 6-12	2/19/24	PM	3	25	24	22
Canceled: BIL: Estrellita Company: Lunita 1-2	2/20/24	PM	3	30	0	0
Canceled: BIL: Estrellita Company: Escalera 3- 5	2/21/24	PM	3	30	0	0
Canceled: BIL: Estrellita Company: Fugaces 3- 5	2/22/24	PM	3	30	0	0
BIL: Estrellita Company: Estrellita K-1 for Dual Language Teachers Grades KG and 1st	3/2/24	AM	3	30	26	21



BIL: 4-Day Course_Gran Via Pro Bilingual 164 Certification Prep Course Day 1 of 4	3/18/24	PM	3	30	2	2
BIL: 4-Day Course_Gran Via Pro Bilingual 164 Certification Prep Course Day 2 of 4	3/19/24	PM	3	30	2	2
BIL: 4-Day Course_Gran Via Pro Bilingual 164 Certification Prep Course Day 3 of 4	3/20/24	PM	3	30	2	2
BIL: 4-Day Course_Gran Via Pro Bilingual 164 Certification Prep Course Day 4 of 4	3/21/24	PM	3	30	2	2
BIL: 3-Day Course_Gran Via Pro BTLPT + Booster (190) Certification Preparation Course Day 1 of 3	3/23/24	PM	3	30	4	3
BIL: 3-Day Course_Gran Via Pro BTLPT + Booster (190) Certification Preparation Course Day 2 of 3	3/25/24	PM	3	30	4	3
BIL: 3-Day Course_Gran Via Pro BTLPT + Booster (190) Certification Preparation Course Day 3 of 3	3/26/24	PM	3	30	4	3
ESL: 3-Day Course_Gran Via Pro ESL 154 Certification Preparation Course Day 1 of 3	4/6/24	PM	3	30	10	8
ESL: 3-Day Course_Gran Via Pro ESL 154 Certification Preparation Course Day 2 of 3	4/8/24	PM	3	30	10	8
ESL: 3-Day Course_Gran Via Pro ESL 154 Certification Preparation Course Day 3 of 3	4/9/24	PM	3	30	10	8
BIL: 3-Day Course_Gran Via Pro BTLPT + Booster (190) Certification Preparation Course Day 1 of 3	4/20/24	PM	3	30	1	1
BIL: 3-Day Course_Gran Via Pro BTLPT + Booster (190) Certification Preparation Course Day 2 of 3	4/22/24	PM	3	30	1	1
BIL: 3-Day Course_Gran Via Pro BTLPT + Booster (190) Certification Preparation Course Day 3 of 3	4/23/24	PM	3	30	1	1
ESL: 3-Day Course_Gran Via Pro ESL 154 Certification Preparation Course Day 1 of 3	5/4/24	PM	3	30	7	4
ESL: 3-Day Course_Gran Via Pro ESL 154 Certification Preparation Course Day 2 of 3	5/6/24	PM	3	30	7	4
ESL: 3-Day Course_Gran Via Pro ESL 154 Certification Preparation Course Day 3 of 3	5/7/24	PM	3	30	7	4



BIL: 3-Day Course_Gran Via Pro Bilingual 164 Certification Prep Course Day 1 of 3	5/8/24	PM	3	30	3	3
BIL: 3-Day Course_Gran Via Pro Bilingual 164 Certification Prep Course Day 2 of 3	5/9/24	PM	3	30	3	3
BIL: 3-Day Course_Gran Via Pro Bilingual 164 Certification Prep Course Day 3 of 3	5/11/24	PM	3	30	3	3
BIL: 3-Day Course_Gran Via Pro BTLPT + Booster (190) Certification Preparation Course Day 1 of 3	5/15/24	PM	3	30	3	2
BIL: 3-Day Course_Gran Via Pro BTLPT + Booster (190) Certification Preparation Course Day 2 of 3	5/16/24	PM	3	30	3	2
BIL: 3-Day Course_Gran Via Pro BTLPT + Booster (190) Certification Preparation Course Day 3 of 3	5/18/24	PM	3	30	3	2
ESL: 2 Day Course Gran Via Pro ESL 154 Certification Prep. Course Day 1 of 2	6/3/24	Virtual	3	30	17	8
ESL: 2 Day Course Gran Via Pro ESL 154 Certification Prep. Course Day 2 of 2	6/4/24	Virtual	3	30	17	8
BIL: 2-Day Course Gran Via Pro Bilingual 164 Certification Prep Course Day 1 of 2	6/5/24	Virtual	3	30	7	2
BIL: 2-Day Course Gran Via Pro Bilingual 164 Certification Prep Course Day 2 of 2	6/6/24	Virtual	3	30	7	2
BIL: 2-Day Course Gran Via Pro BTLPT 190 Certification Prep Course Day 1 of 2	6/10/24	Virtual	3	30	9	3
BIL: 2-Day Course Gran Via Pro BTLPT 190 Certification Prep Course Day 2 of 2	6/11/24	Virtual	3	30	9	3
BIL: Back to Basics Meet Edusmart for DL K-5 Grade Teachers	6/12/24	All DAY	6	100	103	97
			Total Hours	Max Seating	Enrolled	Attended
TOTALS			459	6043	3085	2496