

# Godley ISD 2024-2025

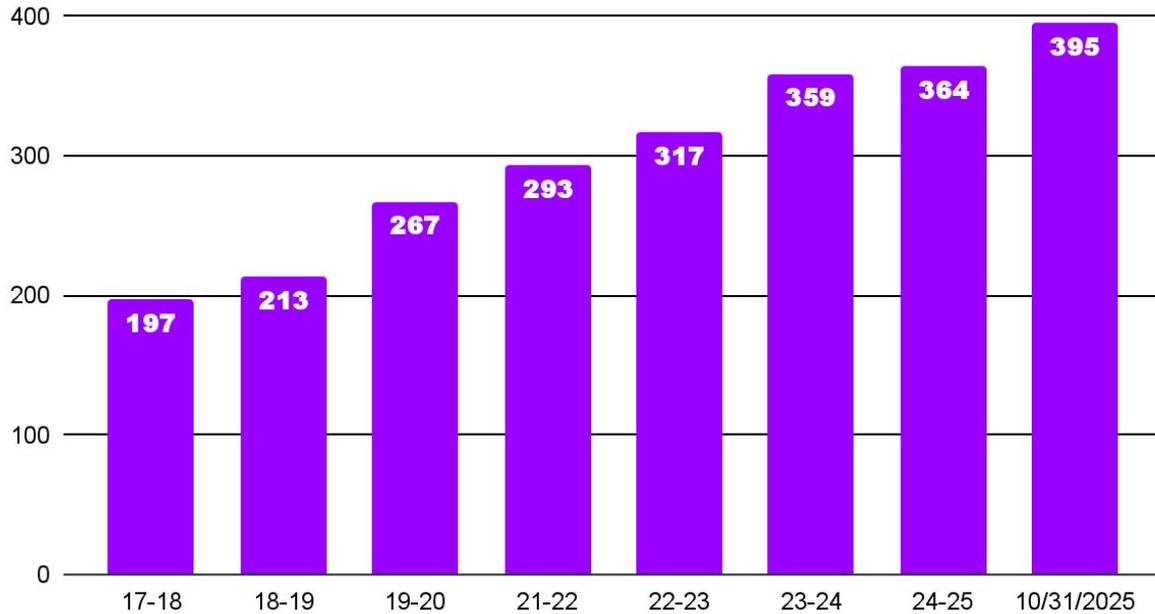
## Emergent Bilingual Program Evaluation

TAC §89.1265; TEC §29.053; TEC §29.062

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EB & Federal Programs Coordinator



## GISD Annual Enrollment of EB Students



**GISD Student Enrollment 3,325 students**

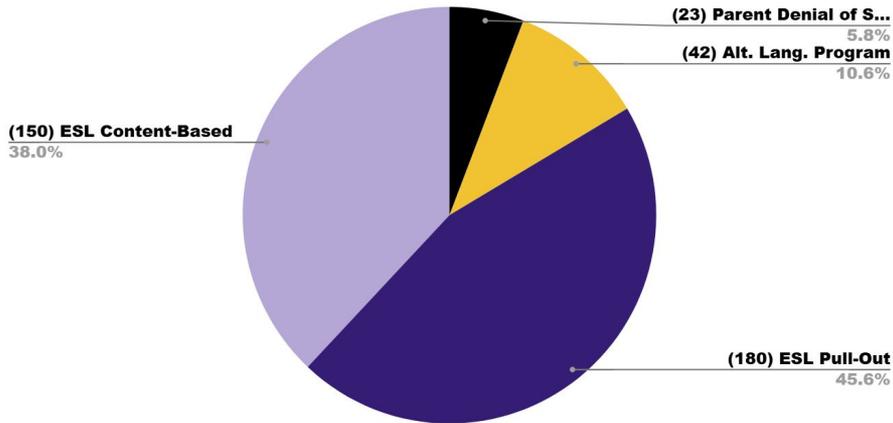
**EB population is 11.88%**





# Godley I.S.D. Program Models

How EB Students are Served: Total 395



**ESL Content-Based**: Second language acquisition program that targets English language development through linguistically sustaining practices for academic instruction in all content areas.  
**Campuses: R.B. Godley ES, Legacy ES, and Pleasant View ES**

**ESL Pull-Out**: Second language acquisition program that targets English language development through linguistically sustaining and culturally responsive practices for academic instruction in English Language Arts and Reading provided by an ESL certified teacher in a pull-out or inclusionary model.

**Campuses: Godley Middle School, Godley High School, and Links**

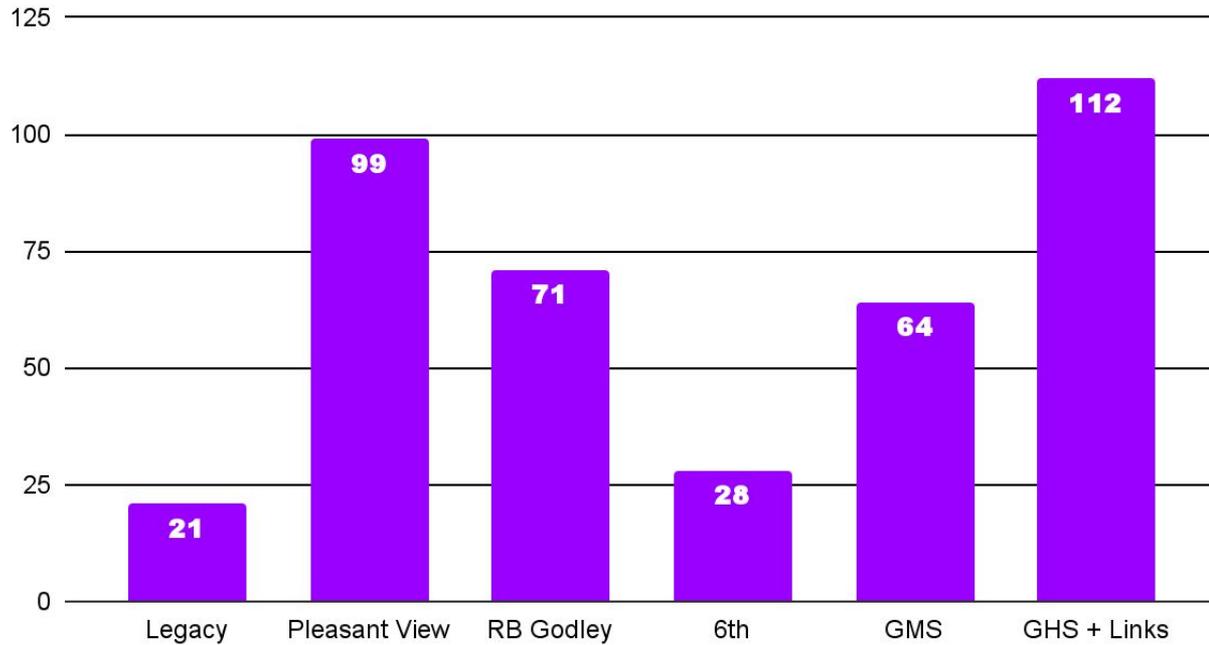
- **Primary Goal of ESL**: Academic English acquisition is developed while also developing high levels of cognitive agility and its practical applications.

**Alternative Language Program**: Students whose core-content teachers at the elementary level and/or ELAR/English teachers at the secondary level are not ESL certified teachers. Other ESL certified teachers provide the language acquisition strategies and support.

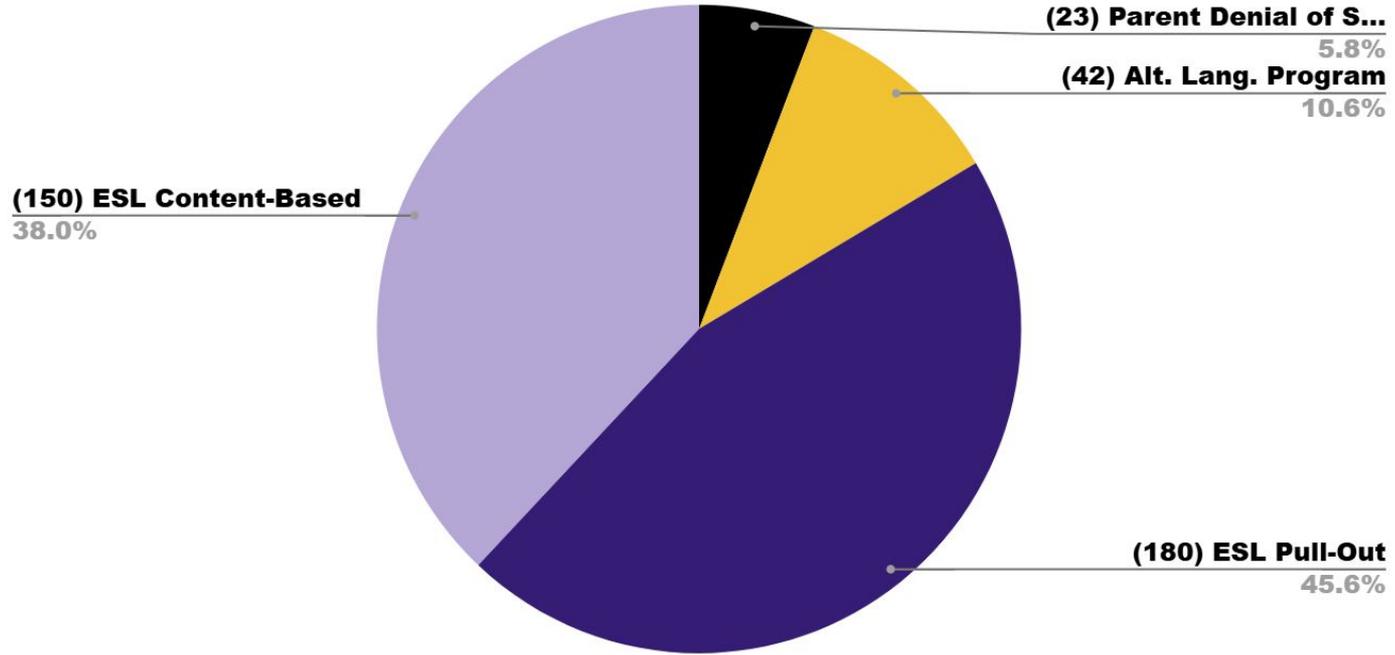
**Campuses: LES, RBG, PVE, GMS, and GHS**

*At this time, Godley ISD does not offer a Bilingual Education Program.*

## 25-26 Enrollment of EB Students by Campus (as of 10/31/25)



## How EB Students are Served: Total 395



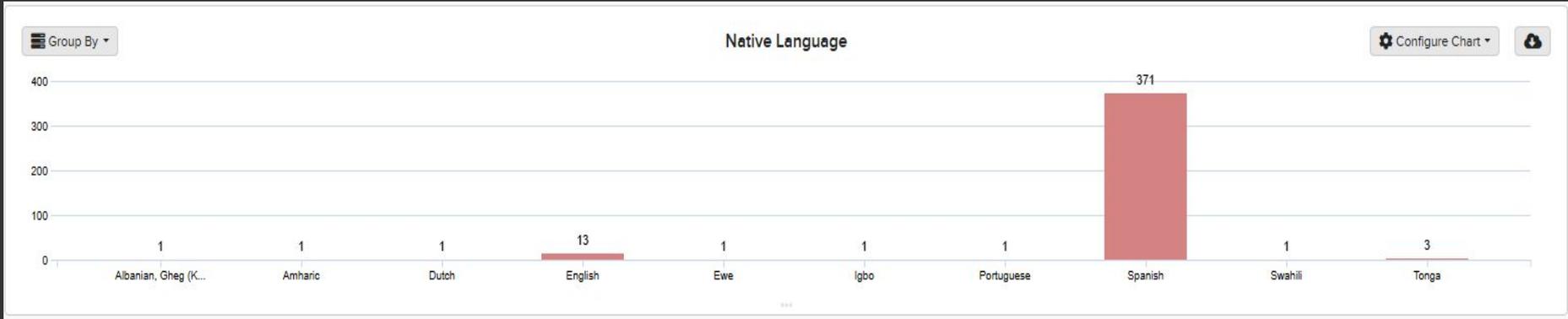
How students are currently served in Godley ISD





# GISD Languages

List of Native Languages of EB students enrolled in GISD for the 25-26 school year:



**We currently have ten (10) languages spoken by EB students:**

Albanian (1)

Amharic (1)

Dutch (1)

English (13)

Ewe (1)

Igdo (1)

Portuguese (1)

Spanish (372)

Swahili (3)

Tonga (1)

*As of 10/31/2025*



## EB Student Progress: TELPAS & TELPAS Alt

### **364 EB students took the 2025 TELPAS; 324 EB students were “matched”**

- Being “matched” in the system allows it to compare results from the current school year to the previous school year and allows the report to calculate the academic growth for the matched students.
- Of the 324 students that were matched, 92 (28.4%) showed language acquisition progress (growth) of one or more levels from the previous school year.
- Of the 364 EB students that tested, 34 (9.34%) received an Advanced High Composite Score.
- None of the students that were serviced through both an EB and Special Education programs qualified to take the 2025 TELPAS-Alt.



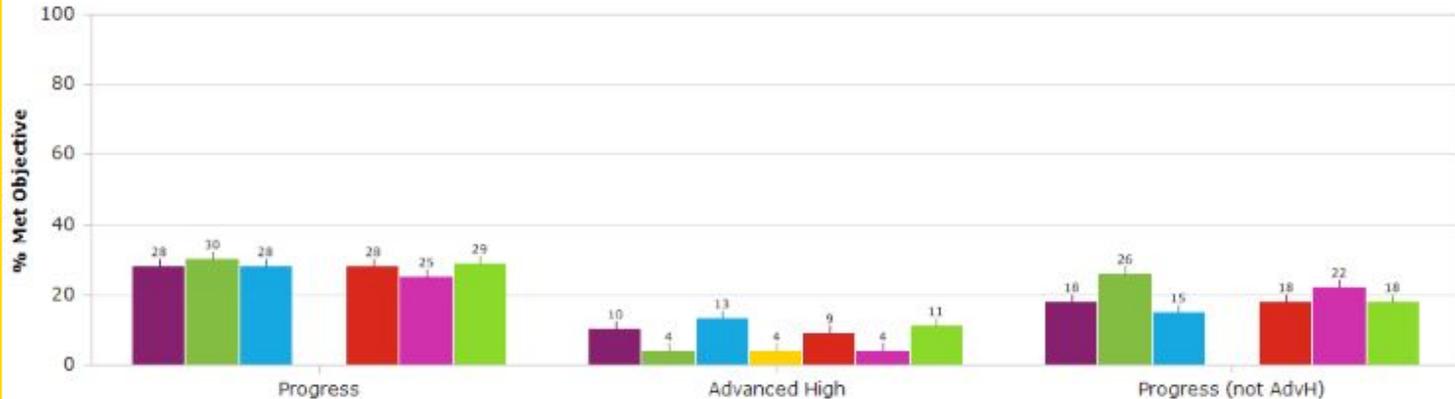
# EB Student Progress

## TELPA<sup>S</sup> Yearly Achievement Summary for GODLEY ISD

Grade: All Administration: 2025 Source: Admin

Years in U.S. Schools	# Tested	# of Matched Students	Progress >= 1 Level		Advanced High Rating		Progress >= 1 (not AdvH)	
			#	%	#	%	#	%
K,F,S,1,2,3,4,5,6+	337	323	92	28%	33	10%	59	18%
1-4	117	105	32	30%	5	4%	27	26%
5-6+	220	218	60	28%	28	13%	32	15%
Unknown	27	1	0	0%	1	4%	0	0%
All	364	324	92	28%	34	9%	59	18%
All - Grade K thru 2	80	51	13	25%	3	4%	11	22%
All - Grade 3 thru 12	284	273	79	29%	31	11%	48	18%

\* A student is matched if the current year record can be matched to a previous year record.





# EB Student Progress

(continued)

## 2025 STAAR Reading (3-8):

- Of the 188 3rd through 8th grade EB students that took the 2025 STAAR Reading, 115 (61.2%) approached grade level, 57 (30.3%) met grade level, and 11 (5.8%) mastered grade level. 76 of the 161 (47.2%) of the 4th through 8th grade EB students showed academic growth.
- In 4th grade, of the 26 EB students tested, 15 students (58%) demonstrated academic growth.
- In 5th grade, of the 33 EB students tested, 17 students (52%) demonstrated academic growth.
- In 6th grade, of the 29 EB students tested, 17 students (58%) showed academic growth.
- In 7th grade, of the 37 EB students tested, 12 students (32%) showed academic growth.
- In 8th grade, of the 36 EB students tested, 15 students (41%) showed academic growth.



# EB Student Progress (continued)

## GROWTH

### STAAR Demographics Growth by Grade for Reading for GODLEY ISD

Year: 2025 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S  
Calculation Option: Growth Retests: First Administrations Source: Admin

Sub-pop	Grade 04					Grade 05					Grade 06					Grade 07					Grade 08				
	Tstd	Lim%	Exp%	Acc%	NoI%	Tstd	Lim%	Exp%	Acc%	NoI%	Tstd	Lim%	Exp%	Acc%	NoI%	Tstd	Lim%	Exp%	Acc%	NoI%	Tstd	Lim%	Exp%	Acc%	NoI%
EB/EL	26	35	54	4	8	34	38	53	0	9	29	38	41	17	3	37	65	32	0	3	36	56	33	8	3

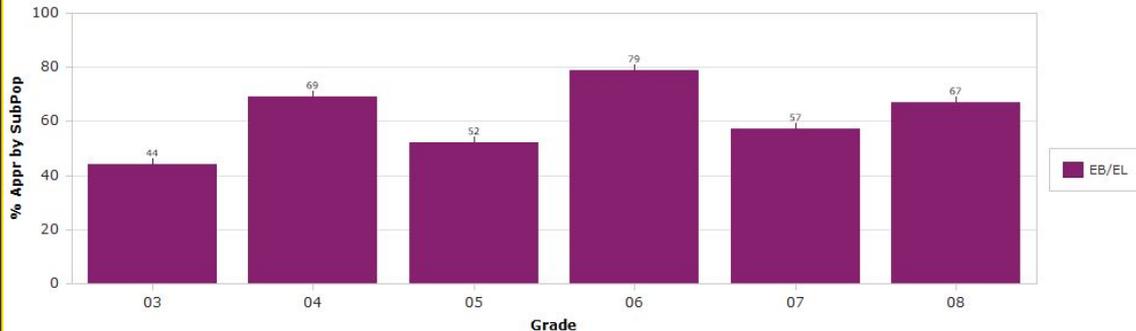
\* Lim% = Limited growth(0), Exp% = Expected growth(1), Acc% = Accelerated growth(2), NoI% = No growth information(blank)  
\*\* For 2013: The columns only reflect results for the STAAR version, growth was not calculated by TEA for all versions/subjects.

## APPROACHES

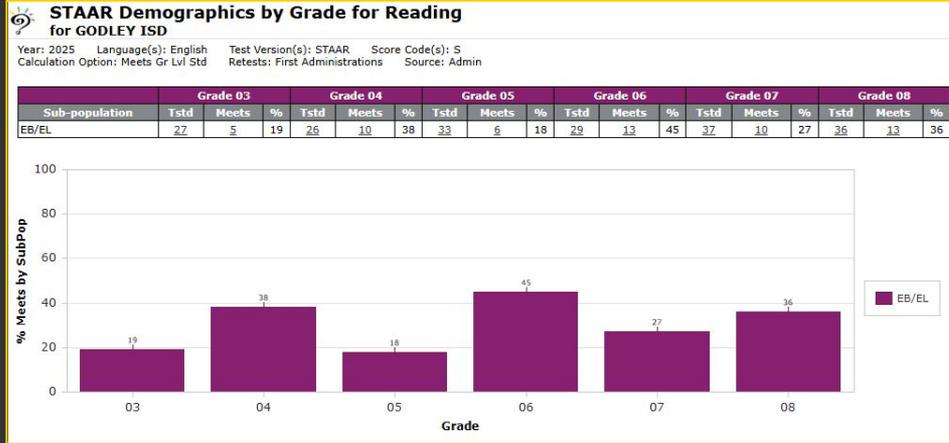
### STAAR Demographics by Grade for Reading for GODLEY ISD

Year: 2025 Language(s): English Test Version(s): STAAR Score Code(s): S  
Calculation Option: Approaches Gr Lvl Std Retests: First Administrations Source: Admin

Sub-population	Grade 03			Grade 04			Grade 05			Grade 06			Grade 07			Grade 08		
	Tstd	Appr	%															
EB/EL	27	12	44	26	18	69	33	17	52	29	23	79	37	21	57	36	24	67

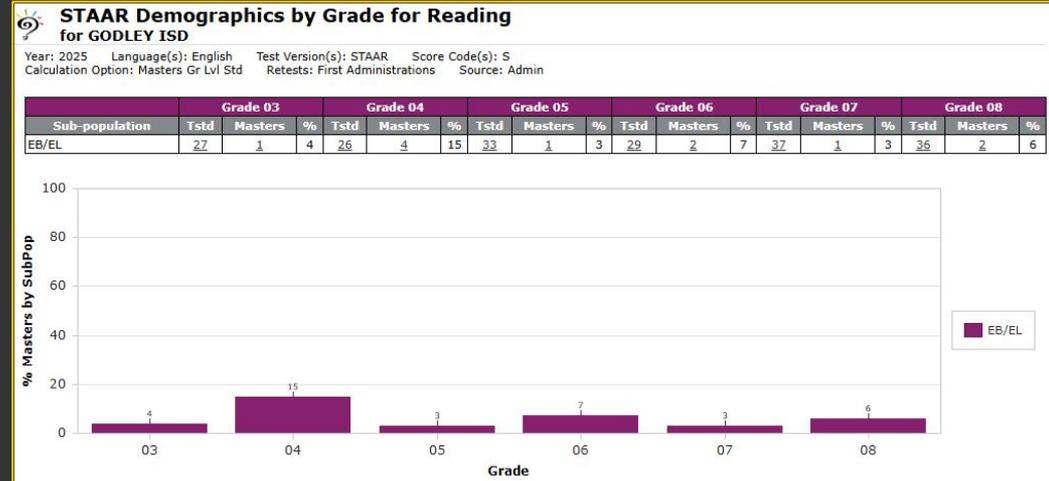


# MEETS



# EB Student Progress (continued)

# MASTERS





# EB Student Progress

(continued)

## EOC English I or II (9th-11th):

- Of the 67 9th through 11th grade EB students that took the EOC English, 42 (62.7%) approached grade level and 20 (29.85%) met grade level. 31 of the 67 students (46.3%) showed academic growth.
- In 9th grade, of the 25 EB students tested, 11 students (44%) showed expected academic growth.
- In 10th grade, of the 37 EB students tested, 20 students (54%) showed expected academic growth.



# EB Student Progress

## (continued)

### GROWTH

#### STAAR Demographics Growth by Grade for English for GODLEY ISD

Year: 2025 Language(s): English Test Version(s): STAAR Score Code(s): S  
 Calculation Option: Growth Retests: First Administrations Source: Admin

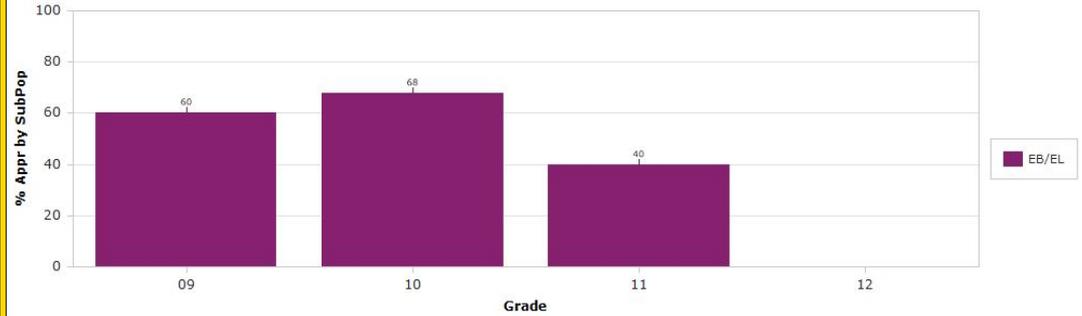
Sub-pop	Grade 09					Grade 10					Grade 11				
	Tstd	Lim%	Exp%	Acc%	NoI%	Tstd	Lim%	Exp%	Acc%	NoI%	Tstd	Lim%	Exp%	Acc%	NoI%
EB/EL	25	48	44	0	8	37	32	54	0	14	5	0	0	0	100

### APPROACHES

#### STAAR Demographics by Grade for English for GODLEY ISD

Year: 2025 Language(s): English Test Version(s): STAAR Score Code(s): S  
 Calculation Option: Approaches Gr Lvl Std Retests: First Administrations Source: Admin

Sub-population	Grade 09			Grade 10			Grade 11			Grade 12		
	Tstd	Appr	%	Tstd	Appr	%	Tstd	Appr	%	Tstd	Appr	%
EB/EL	25	15	60	37	25	68	5	2	40	0	0	0





# EB Student Progress

## (continued)

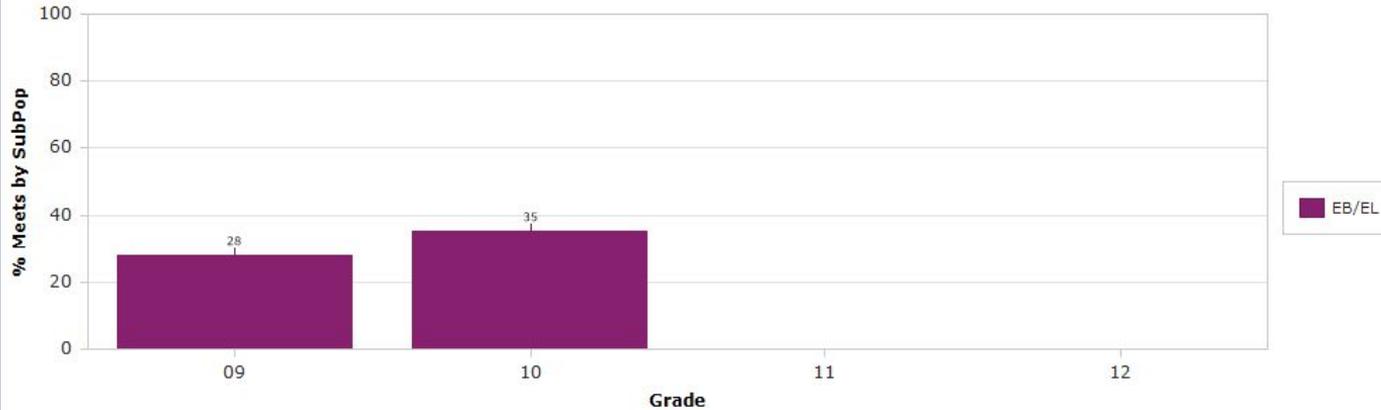
### MEETS



#### STAAR Demographics by Grade for English for GODLEY ISD

Year: 2025 Language(s): English Test Version(s): STAAR Score Code(s): S  
 Calculation Option: Meets Gr Lvl Std Retests: First Administrations Source: Admin

Sub-population	Grade 09			Grade 10			Grade 11			Grade 12		
	Tstd	Meets	%	Tstd	Meets	%	Tstd	Meets	%	Tstd	Meets	%
EB/EL	25	7	28	37	13	35	5	0	0	0	0	0





# Monitored Students

Of the 39 GISD students that were on monitored status for the 24-25 school year, 36 were year 1 (F) or 3 were year 2 (S) of monitored status.

- All 39 (100%) met and/or continue to meet state academic standards.
- The 36 year 1(F) students moved to year two (S) of LPAC full academic monitoring status.
- The 3 year 2 (S) students completed full LPAC monitoring status.



# Reclassification Rate

Based on the 2024-2025 criteria for reclassification and exit to English Proficient:

- 28 out of 337 EB students (8.3%) that tested in grades 1st - 12th attained an Advanced High Composite score on TELPAS, passed their 2025 STAAR Reading or EOC English assessment, obtained a positive subjective teacher evaluation, and reclassified to English Proficient.

The computer-rated Speaking and Writing domains of the TELPAS assessment continues to be the major reason the large majority of EB students in the state of Texas have not met reclassification criteria.

With the purchase and assistance of the Summit K-12 TELPAS supplementary program, additional teacher/staff training, the purchase of additional technology, and the hiring of additional bilingual ESL support staff, our goal is that all EB students that are matched will demonstrate a progress growth measure of 1 or greater on the 2026 TELPAS and STAAR/EOC, and that the number of EB students that qualify for reclassification and exit will continue to increase.



## 2025 EB Summer Enrichment

15 incoming 1st graders and 12 incoming Kinder students attended the optional 2025 Summer EB enrichment program offered to incoming K-1 EB students that focuses on language development, affective linguistic, and cognitive needs.

**(TEC §29.060; TAC §89.1250)**



## 24-25 Bilingual Exception and ESL Waiver Report

- One bilingual exception was filed for GISD as there was not an established bilingual program.
- GISD filed an ESL waiver for three teachers who did not have their ESL certification and had EB students on their rosters.



## Summary of Findings for the 24-25 Bilingual Exception/ESL Waiver Comprehensive Professional Development Plan

- The teachers on the ESL waiver were required to complete all the activities, professional developments, trainings, and coaching sessions listed on the Alternative Language Program report filed with TEA.
- Teachers on the waiver received additional support for other certified ESL teachers and ESL paraprofessionals.
- The teachers were required to obtain certifications by April 1, 2025 however, they were not able to do so. Students assigned to that class were coded as participating in an Alternative Language Program with additional campus supports for the EB students in their classes.



## Summary of Findings for the 24-25 Bilingual Exception and ESL Waiver Action Plan with Targeted Recruiting Activities

- The district's Certification Support Program covered a portion of costs for ESL certification exams, preparation courses, and resources that supported teachers working with EB students.
- HR and Finance provided financial incentives for eligible candidates, and tracked progress throughout the school year August 2024 to May 2025.
- The district's Targeted Recruitment Campaign highlighted competitive benefits, PD opportunities, and a supportive community dedicated to multilingual education.
- HR attended teacher recruitment fairs, formed university partnerships, and leveraged social media that promoted district opportunities for certified educators.
- Godley ISD implemented a Grow Your Own educator program allowing district employees to work toward obtaining their teaching certification while working within the district. The district provided on the job mentorships and guidance for the employee while they pursue their certifications.



## 25-26 Bilingual Exception and ESL Waiver Report

- One bilingual exception was filed for GISD as we do not YET have an established bilingual program.
- GISD filed an ESL waiver for 15 teachers who do not have their ESL certification and have EB students on their rosters.



# EB Program Recommendations

1. Purchase Rosetta Stone language learning online program licenses for our Newcomer non-English and limited-English speaking EB students. This program presents lessons through real-world images and audio without direct translations to create a fully immersive experience. It includes core lessons, pronunciation practice with TruAccent speech recognition technology, and additional supports and resources designed to build language skills naturally through a combination of the four language domains: listening, speaking, reading, and writing.
2. Purchase additional language translation devices for all campuses to assist with equitable access to the curriculum, lessons, activities, etc. both teacher to student and student to student.
3. Use the 10% set-aside funds from the Bilingual Education Allotment (BEA) for filing a Bilingual Exemption & ESL Waiver to:
  - A. Pay to contract with a certified trainer to come in and provide the ESL Supplemental TExES preparation training;
  - B. If they take the prep course and pass their ESL TExES exam, reimburse them for the certification testing fee;
  - C. Substitute pay to cover teacher(s) absent from school to take a Texas ESL and/or Bilingual certification exam;
  - D. Offer targeted professional developments and coaching focused on educating EB students provided by certified instructional coaches from Region 11, third-party contracted providers focused on Bilingual and ESL, and certified district coordinators and instructional specialists/coaches.
  - E. Attend and/or host recruitment fairs at colleges and universities to strengthen recruitment efforts for certified bilingual and ESL teachers.



# EB Program Recommendations

(continued)

4. Make it a GISD requirement for all teachers that are working with Emergent Bilingual students to take the TEA updated [Content-Based Language Instruction \(CBLI\)](#) offered by Region 11, if they have not done so, and a refresher course as needed and recommended by the EB department.
  
5. Propose hiring two additional bilingual paraprofessionals for the 2026-2027 school year - one for Godley MS and one to split between RB Godley ES and Pleasant View ES to provide additional support for EB students and teachers.
  - Pleasant View currently has 99 EBs and RB Godley has 71 EBs.
  - Godley MS currently has 64 EBs and GHS has 112 EBs. The secondary bilingual paraprofessional is currently splitting her time, as best she can, between GMS and GHS (176 EBs).
  
6. Propose hiring two Bilingual and/or ESL certified support teachers for the 2026-2027 school year - one for GMS and one for GHS.

The responsibilities of these teachers would be to:

  - Provide language acquisition support to newcomers.
  - Provide language advancement support to students that have not reclassified as English Proficient (EP) within 5 years of entering the EB program.
  - Provide additional support to teachers of EB students in the classroom.
  - Facilitate and work with the students with Summit K12 and Rosetta Stone..
  - Tracks EB student progress throughout the year.
  - Facilitates parent/guardian contacts for all EB students.
  - Participate in LPACs
  - Assists campus LPAC admin/coordinator with obtaining required BOY, MOY, and EOY LPAC documentation from teachers.



# EB Program Recommendations

(continued)

7. Preliminary discussions (logistics, staffing, and planning) with the Chief of Human Resources, Dr. Melissa Block, and the Chief Financial Officer, Spencer Davis, to establish a Bilingual Program (Dual Language Immersion) at Pleasant View Elementary within the next 2-3 years.
8. With the continued increase in EB numbers and with the eventual establishment of a dual language program, propose hiring one full-time district Bilingual Instructional Facilitator, in the near future, to work with the Bilingual/ESL teachers of EB students.
  - The goal is to increase the dual language/English and Spanish literacy and academic achievement of these students by providing high-quality, innovative and research-based professional development, instructional coaching and technical assistance to the administrators, teachers, and support staff in the bilingual and ESL campuses.



any questions?



¿Alguna preguntas?



*¡Es Todo, Gracias!*

**THAT'S  
ALL**



**Many Thanks!**

