



Eanes ISD

Emergent Bilingual Support

Night

2025-2026

**Presented by: Allison Key, Director of Student Support
Services & District ESL Specialists**



EB Support Night

An informational session about the English as a Second Language Program and state Assessments for Emergent Bilingual students





Campus ESL Specialists

- **Julienne Thorp** - Barton Creek Elementary
- **Susie Thornhill** - Bridgepoint Elementary
- **Amy Underwood** - Cedar Creek Elementary
- **Trinh Pham** - Eanes Elementary
- **Jenna Holmes**- Forest Trail Elementary
- **Kevin Yeoman** - Westlake High School
- **Trisha Quintanilla**- West Ridge Middle School
- **Adrianna Henderson**- Hill Country Middle School
- **Allison Key** - Director of Student Support Services





ESL Program Acronyms

ESL - English as a Second Language (Program supporting EB students)

EL - English Learner (Federal designation)

EB - Emergent Bilingual (State designation)

LEP - Limited English Proficient (All EB students are identified LEP)

STAAR - State of Texas Assessments of Academic Readiness

EOC - End of Course (High School STAAR Exams)

TELPAS - Texas English Language Proficiency Assessment System

LPAC - Language Proficiency Assessment Committee

ELPS - English Language Proficiency Standards

TEKS - Texas Essential Knowledge and Skills





District Data

- As of PEIMS Snapshot, there were 188 EB students enrolled in Eanes ISD.
- Out of 188 EB students, 177 EB students are receiving ESL services. There are 11 students whose parents denied ESL Services for this year.
- There are 23 languages represented by our Emergent Bilingual population.





Program Overview

- Provide effective English language instruction using second language acquisition strategies.
- Help Emergent Bilingual (EB) students attain full proficiency in English.
- Provide a supportive and caring environment by helping students acclimate to a new environment.
- Celebrate the richness and diversity of cultures and backgrounds of every EB student.





Campus Support

- EB students receive content instruction in the classroom while learning English.
- Small group ESL support during WIN (elementary)
- Small group ESL class (HCMS & WRMS)
- Small group English Class (WHS)
- ESL Specialists push into the classroom to support EB students struggling with English and the content.
- Collaboration between the ESL Specialist and classroom teachers.





EB Identification

- Within four calendar weeks of initial enrollment in a Texas public school the district must:
 - Administer the state-approved language proficiency test if the student's **home language survey** indicates a language other than English.
 - (1) in prekindergarten through Grade 1, students are assessed in the listening and speaking domains; and
 - (2) in Grades 2-12, the listening, speaking, reading, and writing components are assessed for identification.
 - Convene an LPAC to determine EB classification and recommend the appropriate program placement if the student's scores are below the level designated for indicating English proficiency.





Cognitive & Affective Needs of EB Students

- BICS: Basic Interpersonal Communication Skills
 - Language needed for every day interactions, including conversations with friends or in other informal settings
 - 1-3 years to acquire
- CALP: Cognitive Academic Language Proficiency
 - Language needed to understand and discuss content in the classroom
 - 5-7 years to acquire
- Language Acquisition Strategies
- Linguistic Accommodations for Support





English Language Proficiency Standards

- The ELPS ensure that EBs acquire both social and academic language proficiency in English while mastering content area knowledge and skills.
- EBs learn content (math, science, social studies, etc.) through English instruction that is linguistically accommodated.
- Content standards (ELA, Math, Science, Social Studies) across all grade levels require language proficiency accommodations aligned with the ELPS to:
 - Provide linguistically accommodated instruction based on students' proficiency levels
 - Ensure EBs can access the grade-level curriculum





Language Acquisition Strategies

- Cooperative groups; partners, small group or whole class
- Shared reading
- Pre-teach and review difficult vocabulary
- Checks for understanding and comprehension
- Using visuals to clarify concepts and vocabulary
- Rephrase, repeat and slow down speech
- Text adaptations
- Using sentence stems and question stems
- Provide multiple examples/visuals/real objects
- Using graphic organizers
- Provide opportunities to respond to familiar topics





Classroom & Testing Support

- Extra time on assignments and assessments, particularly on extended, more complex writing and reading activities.
- Bilingual dictionary
- Small group testing
- Clarification of word meanings
- Rephrase test questions for clarification
- Check for understanding
- Visuals
- Text to speech tools for test directions & questions
- Content and Language Support





State Assessments



Typically occurs from middle of February - middle of March



Typically occurs middle of April, EOCs occur multiple times a year





TELPAS

- K & 1st are holistically rated
- Grades 2-12 - Two online assessments taken on separate days
 - **Listening & Speaking** / **Reading & Writing**
- Occurs in the Spring
- Required by the state for all EB students whether they are:
 - Participating in ESL program
 - Parent denials
- Measures annual progress of EB students' language acquisition from year to year
- Used for instructional planning
- Used for reclassification decisions from LEP status
- Federal and state accountability of district and campus performance





TELPAS Ratings

- **Beginning**
 - Very limited or no ability to use English in academic or social settings
- **Intermediate**
 - Limited ability in using English; simple language structures, high-frequency vocabulary
- **Advanced**
 - Grade appropriate, with some second language acquisition support
- **Advanced High**
 - Grade appropriate, with minimal second language acquisition support





STAAR

- STAAR measures curriculum standards, the Texas Essential Knowledge and Skills (TEKS)
- Students are tested online in the spring
- Students can retest the following summer, fall, or spring if they do not pass one or more of the five assessments (high school only)
- Students are required to pass the EOC STAAR exam for the class in which he/she is enrolled in order to meet graduation requirements (high school only)





STAAR Performance Categories

Performance Category	STAAR Policy Definitions
Masters Grade Level	• Students expected to succeed in the next grade or course with little or no academic intervention. • Students demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.
Meets Grade Level	• Students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. • Students generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.
Approaches Grade Level	• Students are likely to succeed in the next grade or course with targeted academic intervention. • Students generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.
Did Not Meet Grade Level	• Students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. • Students do not demonstrate a sufficient understanding of the assessed knowledge and skills.

Source: TEA





Testing Reports

- State assessment results will be made available through the Texas Assessment Family Portal website
- EOCs: June 10th; Grades 3-8: June 16th; TELPAS: June 11th
- An access code will be shared with you via Skyward Family Access to view detailed STAAR and TELPAS scores
- Check your Skyward messages for instructions and the access code





EB Reclassification Criteria

Includes the following criterion:

- Student has received a composite score of Advanced High on TELPAS.
- **Elementary:** 3rd, 4th, & 5th graders must pass the Reading STAAR; 1st and 2nd graders must score 40% or higher on a TEA approved nationally standardized achievement test.
- **Secondary:** 6th, 7th, and 8th graders must pass the Reading STAAR; 9th & 10th graders must pass the English I / English II EOC respectively; 11th and 12th graders must score 40% or higher on a TEA approved nationally standardized achievement test.
- Subjective Teacher Evaluation form completed by the the student's teacher.
- Parents/Guardians approve final EB exit decision from the ESL program.





Monitor after Reclassification

- The LPAC monitors the academic progress of each student who has the met criteria for reclassification for the first two years after reclassification.
- Monitoring for the first two years after reclassification includes students who had a parental denial.
- A student who has met criteria for reclassification may require intensive instruction or reenroll in the ESL program if an evaluation by the LPAC reveals the student is not making sufficient academic progress.





Resources

[Eanes ESL Support](#)

[Supporting Emergent Bilinguals in Texas](#)

[Title III Parent and Family Engagement](#)

[TEA ESL Program Information](#)

[What is TELPAS?](#)

[TELPAS Tips for Parents](#)

[Texas Assessment Information for Students & Families](#)





Questions

