

Agenda of Special Meeting

The Board of Trustees Seguin ISD

A Special Meeting of the Board of Trustees of Seguin ISD will be held March 20, 2025, beginning at 6:30 PM in the Board Room, 1221 E Kingsbury, Seguin, TX 78155.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

1. **Call to Order**

- A. Establish Quorum
- B. Announcement that this meeting of the Seguin Independent School District has been duly called and that notice of this meeting has been posted in accordance with the Texas Open Meetings Act, Section 551.043 of the Texas Government Code.
- C. Pledges to the United States Flag and Texas Flag. Moment of silence.

2. **Audience with the Board**

The Seguin ISD Board of Trustees designates a time for audience participation at the beginning of each meeting to hear persons who desire to make comments. In accordance with Board Policy BED(Local):

- A. those wishing to speak shall sign up before the meeting begins stating the concern or noting the agenda item they wish to address; audience participation is limited to five minutes; the Board shall not deliberate any subject that is not on the posted agenda.

3. **Action Item:**

- A. Mathematics and Reading Language Arts Curriculum Adoption 2

4. **Board Workshop:**

- A. Discussion and Overview of Bilingual and English as a Second Language (ESL) Programs 15

5. **Closed Session:** Board will adjourn into closed session pursuant to the following sections of the Texas Open Meetings Act

- A. Pursuant to Texas Government Code Section § 551.074, consultation with legal council regarding the Superintendent's contract.

6. **Adjourn**

ACTION ITEM: **Mathematics and Reading Language Arts Curriculum Adoption**

RECOMMENDATION: That the Board of Trustees adopts the instructional materials as outlined for K-Algebra 2 mathematics from Bluebonnet Learning and middle school reading language arts from Amplify ELA. The final selection must be recorded in the Board minutes.

RATIONALE: Updates to the open educational resource (OER) curriculum for mathematics through Bluebonnet Learning and Texas Education Agency (TEA) and middle school reading language arts (MS RLA) curriculum. These materials address the gap period from the previously adopted instructional materials during the change from the State Board of Education's (SBOE) Proclamation process to the new Instructional Materials Review and Approval (IMRA) process. Instructional materials for K-Algebra 2 mathematics and middle school reading language arts were last adopted by the board in April 2022 after a committee including both district- and campus-level staff was established and guidance for the committee was provided by the District Adoption Guidelines. In addition, these adoptions were part of the middle school redesign work.

REFERENCE and COMPLIANCE: EFA (Legal) and EFA (Local) Instructional Materials; TEC §31.022; 19 Texas Administrative Code (TAC) Chapter 66; Seguin ISD Strategic Goals 1 & 2

PAPERWORK IMPACT: Place order through the TEA Educational Materials (EMAT) system. Complete eGrant application for acceptance of grant funds.

BUDGET IMPACT/ INFORMATION: IMA allotment and grant funding

EXHIBITS: Curriculum Informational Sheet
Presentation: SY 25-26 Curriculum Adoption

RESOURCE PERSONNEL: Monica Lyons, Chief Academic Officer
Adrienne Flores, Elementary Coordinator
Dr. Kathy Kober, District Math Coordinator
Marcos Manrique, Elementary Coordinator
Elizabeth Mulrone, Secondary RLA Coordinator

Submitted by:

(Name) Dr. Veronica Vijil, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614
(Date:) 03/20/25

SY 2025 - 2026 Curriculum Informational Sheet

Content Area	Curriculum	Notes
K-5 Mathematics	Bluebonnet Learning, K-5 Mathematics, Edition 1	TEA updated the open educational resource (OER) to be licensed under Bluebonnet Learning that covers 100% of TEKS and ELPS.
Secondary Mathematics, 6-8 and Algebra 1	Bluebonnet Learning, Secondary Mathematics, Edition 1	TEA updated the open educational resource (OER) to be licensed under Bluebonnet Learning that covers 100% of TEKS and ELPS.
Secondary Mathematics, 6 Advanced Math, 7 Advanced Math, Geometry and Algebra 2	Carnegie Math, Texas Math Solution	Will remain with Carnegie Math, TEA is in the process of updating these materials and will license under Bluebonnet Learning in the 2026-2027 school year that covers 100% of TEKS and ELPS.
Secondary Reading Language Arts (RLA) 6-8	Amplify	New adoption; TEA- approved resource that covers 100% of TEKS.
Secondary Reading Language Arts (RLA) 9-12	StudySync	Will continue contract with StudySync through 2028. Covers 100% of TEKS.

Seguin ISD Curriculum Adoption SY 2025 - 2026

Mathematics - K-Algebra 2
RLA - 6-8

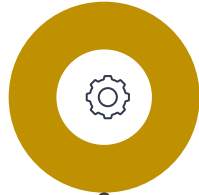


Instructional Materials and Technology Allotment

Funding	Instructional Materials and Technology Allotment	SBOE-Approved Instructional Materials	SBOE- Approved OER Instructional Materials
2024 & 2025 Biennium	\$171.82 per student + \$15.58 per EB (emergent bilingual) student (every two years)	\$40 per student each school year	\$20 per student each school year
Carryover	Yes, unexpended balances carryover	Yes, unexpended balances carryover	No, unexpended balances do not carryover
Allowable use of funds	Any instructional materials and technology needed to implement those instructional materials	Only SBOE-approved instructional materials from the new process established in HB1605	Only costs associated with printing SBOE-approved open education resource instructional materials

5
Bluebonnet Math open educational resources (OER) Adoption provides these additional funds

Project Timeline - Math HQIM*



Spring 2021

6 Math Pilot

Carnegie Math implemented in 6 Math and 6 Advanced Math. (CRIMSI grant) and Station Rotation Pilot (Region 20)



Spring 2022

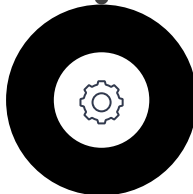
K-12

Eureka implemented in K-5 (Relay support) and Carnegie implemented 6-Algebra 1 (CRIMSI grant)

SY 22 - 23

Spring 21

Committees established to get input from teachers, administrators, community members on math curriculum. (Included middle school redesign meetings)



Spring Pilot

Piloted 2 topics (units) in 7 Math, 7 Advanced, 8 Math, and Algebra 1 for teachers and administrators to provide feedback on curriculum. (CRIMSI grant)



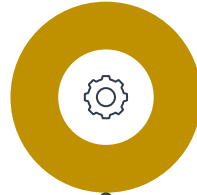
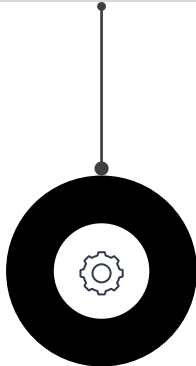
* high-quality instructional materials

Project Timeline - Math HQIM*

Carnegie Expansion

Carnegie expanded to be implemented in Geometry and Algebra 2.
(Strong Foundations Planning grant, LASO 1.0)

SY 23 - 24



SY 24 - 25

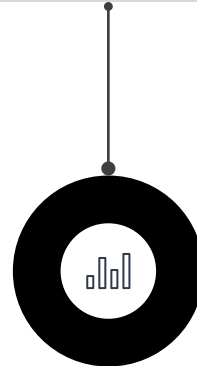
Strong Foundations Implementation

Continued Eureka K-5 and Carnegie 6 - Algebra 2. (Strong Foundations Implementation grant, LASO 2.0)

Bluebonnet

Texas OER becomes Bluebonnet Learning, HQIM* materials are revised and distributed under the new name

Fall 2024



SY 25 - 26

HQIM Continues

Continued Eureka K-5 and Carnegie 6 - Algebra 2 utilize Bluebonnet Learning materials for grant (Strong Foundations Implementation grant, LASO 3.0)⁷

* high-quality instructional materials

Math - Updates from Open Educational Resources (OER) (current materials) to Bluebonnet Learning

The Texas Education Agency (TEA) and educators across the state of Texas worked together to update the instructional materials:

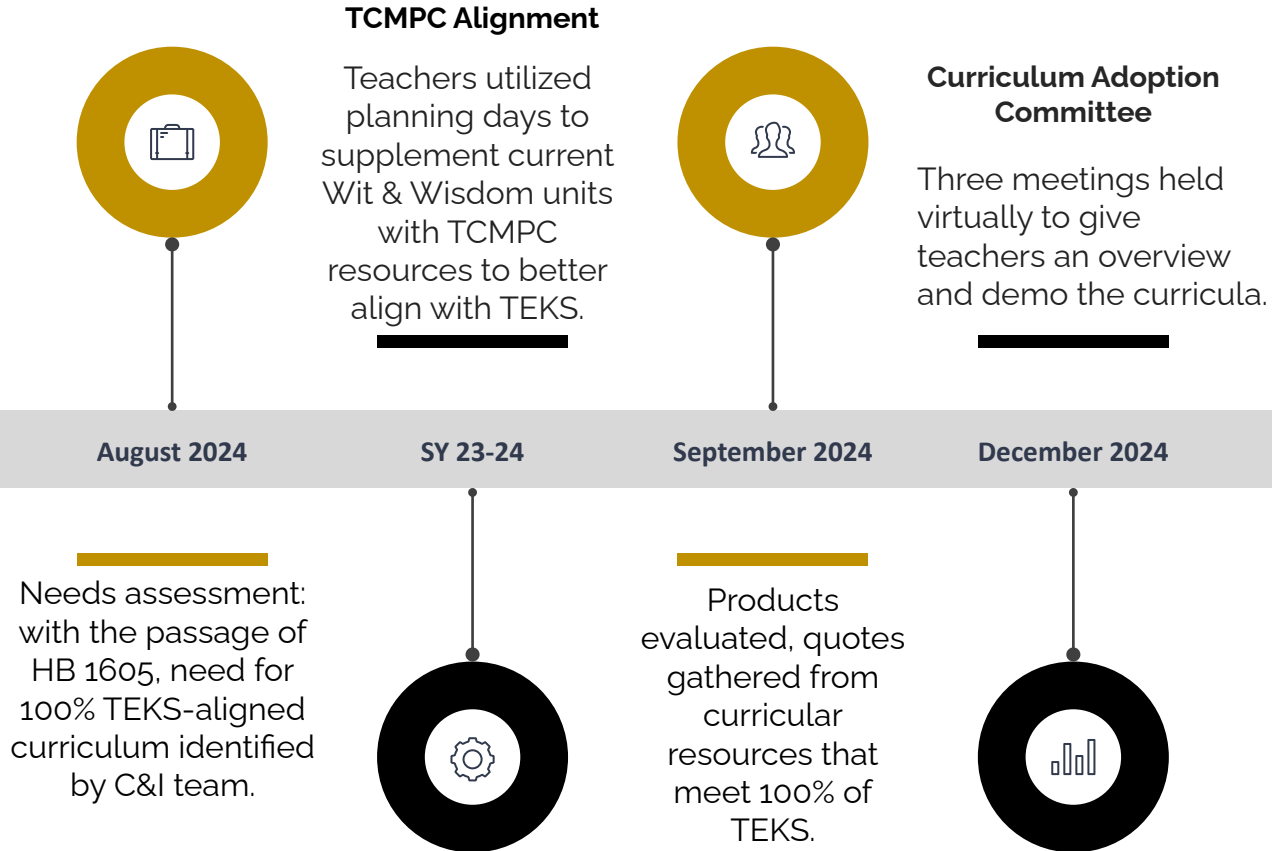
- Reorganized for **100% TEKS alignment**, consistent course structure, and enhanced teacher guidance
- **Updated vocabulary** to match the language of the TEKS
 - "*expanded form*" changed to "*expanded notation*"
 - "*tape diagram*" changed to "*strip diagram*"
 - "*basic function*" changed to "*parent function*"
- Updated **problem-solving model** and learning resources
- Provided additional guidance on **lesson pacing, chunking, and timing**
- Provided additional questions to help support **student discourse**
- Updated **differentiation strategies** and **EB student tips**
- Upgraded **skills practice**, assignments, and assessments
 - Includes 'spaced practice' to help **improve student retention** by spiraling TEKS more often

Bluebonnet Learning - Mathematics

Advantages to Bluebonnet Learning:

- **Strength in consistency** of curriculum
 - Seguin ISD is in year 3 of implementation and currently building capacity in teachers, instructional coaches, and administrators
- **Strong Foundations Implementation Grant** requires use of Bluebonnet Learning instructional materials
 - K-5 - \$569,000
 - 6-8 - \$209,000
- **Strong Foundations Implementation-School Improvement-PLC Grant** requires use of Bluebonnet Learning instructional materials
 - AJB, Barnes, and Vogel - \$300,000
- **Instructional Materials and Technology Allotment**
 - Additional \$20/student/year for printing of SBOE approved OER materials = \$146,000
 - Additional \$40/student/year for selection of SBOE approved materials = \$292,000

Project Timeline - MS RLA HQIM*



* high-quality instructional materials

Project Timeline - MS RLA Adoption

Feedback Gathered
Teachers explored the demo accounts, took notes, and submitted feedback via Google Form.



Verification
In-person meeting; final opportunity for question or comment; preview of what Amplify might look like in pacing.

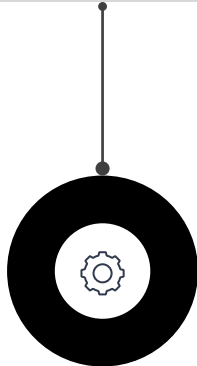


January 2025

February 2025

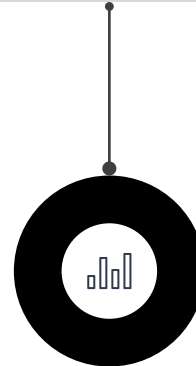
March 2025

SY 2025 - 26



HQIM* Chosen

Amplify was the chosen HQIM with 100% unanimity from Google Form respondents.

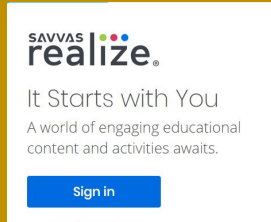


HQIM* Implementation

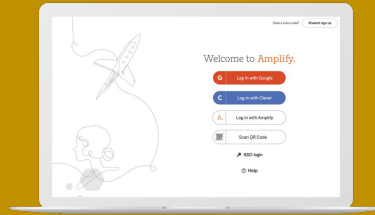
Amplify implemented with fidelity, teachers attend PD, utilize assessment cycles to progress monitor student success.

* high-quality instructional materials

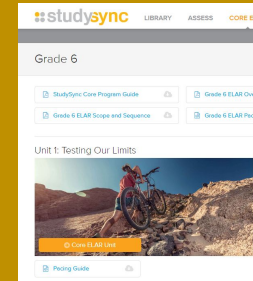
HQIM* Considered* high-quality instructional materials



**SAVAAS
Realize**

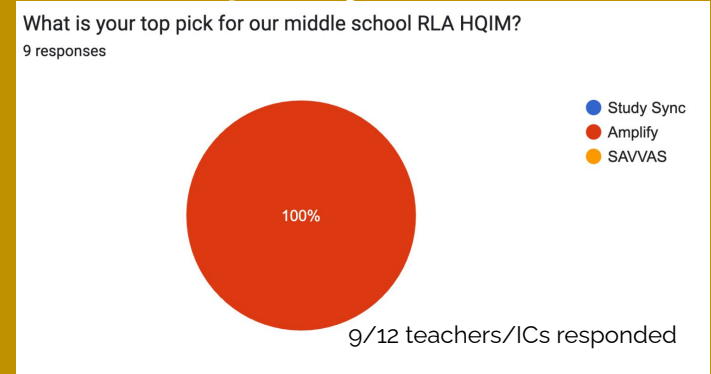
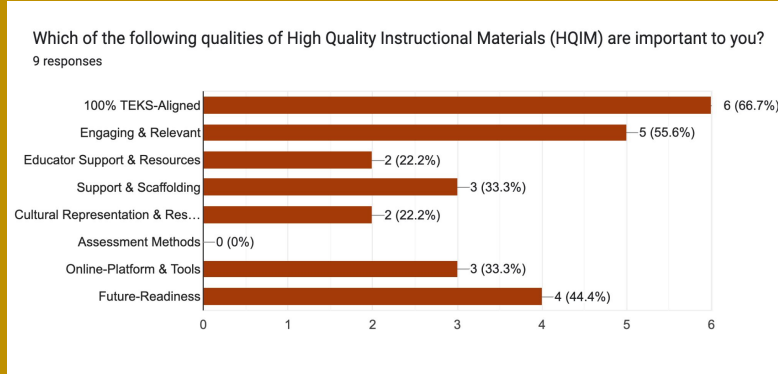


Amplify ELA



StudySync

Committee Selection - Amplify ELA



Teacher Feedback on Amplify

"This is the most user friendly that I can see and aligns to the TEKS."

"It's engaging for kids, and the lessons are laid out in such a way that teachers can focus on internalization rather than lesson planning."

"The demo was more user friendly which leads me to believe the program will be too. I really like how they incorporate writing, grammar, and reading so well together. The exit tickets are easily identifiable. There are unit assessments with teacher options for writing piece to the assessment. I also like the planning tools and calendars better in Amplify."

"It lends itself to additional resources and allows teachers to use their craft."

"Amplify is the only option that I feel is appropriate for OUR kids individually. Our kids keep getting materials that are not relevant or too high for them to even show growth."

Advantages to Amplify ELA

- 100% TEKS-aligned
- 100-Lesson Pathway: while there are 180+ days of instruction provided within the resource, Amplify lays out a pathway to mastery prior to the state test.
- Balances rich, complex, diverse, excerpt-based texts with whole novels
- Embedded differentiation with 6 levels of support
- Embedded reading, writing, speaking, & listening supports for Emerging Bilingual (EB) students
- Digital work review in platform allows teachers to easily provide feedback and progress monitor
- Auto-scored essays allow for immediate student feedback
- All core texts available in the Amplify Digital Library
- Robust TEKS-aligned assessment and reporting



Multilingual Department Bilingual / ESL Program Overview Seguin ISD Board Workshop

March 20, 2025

Multilingual Department



Vision: The vision of Seguin Independent School District is to add second language skills to a person's linguistic repertoire in an environment where two languages and cultures are equally valued through a dual language model.

Multilingual Department Goal

Three Pillars of Dual Language Education



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Today's Board Workshop Agenda



- Why do we have bilingual education?
- Identification Process
- Bilingual & English as a Second Language (ESL) Programs
- Dual Language Programs History
- Dual Language & ESL by the Numbers
- Language Allocation Plan
- Student Performance Data
- Dual Language Programming in Secondary



Why do we have bilingual education?

Why Do We Have Bilingual Education?

Chapter 89. Adaptations for Special Populations

§89.1205. Required Bilingual and English as a Second Language (ESL) Programs.

(a) Each school district that has an enrollment of 20 or more students identified as emergent bilingual (EB) students in any language classification in the same grade level district-wide shall offer a bilingual program as described in subsection (b) of this section for the EB students in prekindergarten through the elementary grades with that language classification. "Elementary grades" shall include prekindergarten through Grade 5; Grade 6 shall be included when clustered with elementary grades.





Identification of Emergent Bilingual Students



Emergent Bilingual Identification- Video

Home Language Survey

1. What language(s) is/are used in the child's home most of the time?
2. What language(s) does the child use most of the time?
3. If the child had a previous home setting, what language(s) was/were used for communication in that home setting? If no previous home setting, answer Not Applicable

State Approved English Language Proficiency

Test- Language Proficiency Assessment System (LAS Links)

Coding Labels Over Time

*(EB) Emergent Bilingual
(EL) English Learner
(ELL) English Language Learner
(LEP) Limited English Proficiency

Parent Denials (PD) -a parent/guardian has chosen not to allow their child to participate in bilingual or ESL programs. (We are still required to track their English language development through TELPAS)

Video Source- TXEL TEA

Composition of the LPAC (Bilingual Program)



The bilingual LPAC is composed of

- an appropriately certified bilingual educator,
- a parent or guardian of an English learner participating in a bilingual or ESL program, and
- a campus administrator.

No parent or guardian serving on the LPAC shall be an employee of the school district.



Required LPAC Meetings



- LPAC members are required to meet
 - within four calendar weeks of initial enrollment, for identification and/or review;
 - prior to state assessments, for determination of appropriate assessments and designated supports;
 - at the end of the year, for annual review and for the following year's placement decisions; and
 - as needed, to discuss student progress.

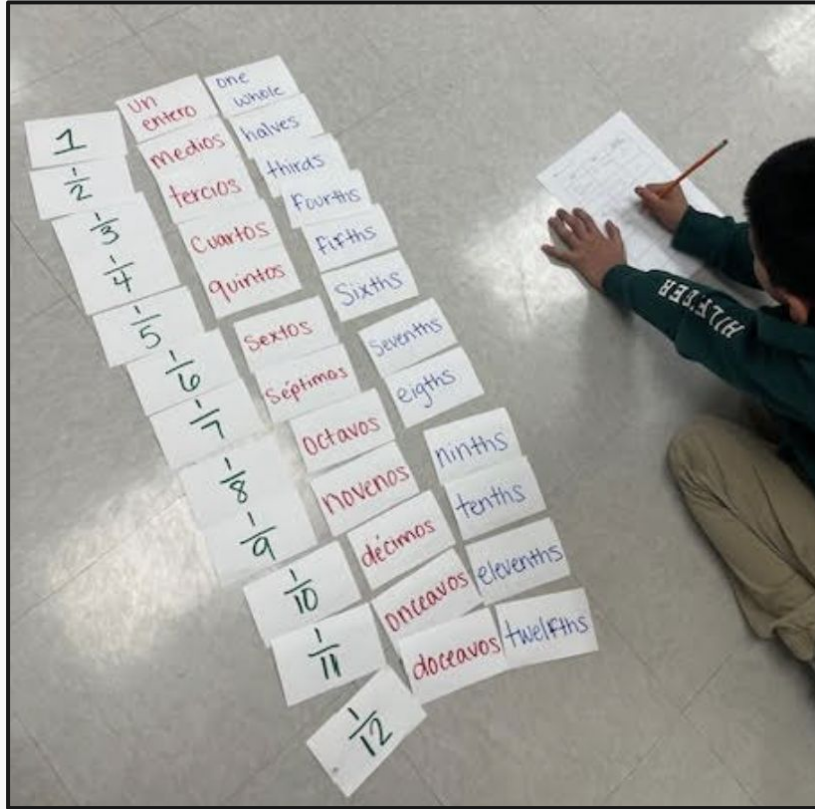
LPAC Responsibilities



- LPAC members have the following responsibilities:
 - Designate the language proficiency level of each English learner
 - Designate the level of academic achievement of each English learner
 - Designate the initial instructional placement of each English learner, subject to parent or guardian approval
 - Facilitate the participation of English learners in other special programs
 - Reclassify students, at the end of the school year only

Reclassification Criteria for Emergent Bilingual Students

Grade(s)	1st/2nd	3rd through 8th	9th	10th	11th	12th
English Language Proficiency Assessment	Texas English Language Proficiency Assessment System (TELPAS) A Composite Score of Advanced High					
State Standardized Reading Assessment	TEA Approved Norm-Referenced Standardized Achievement Test: Iowa, Form F Reading and Language 40th percentile or above on each	STAAR Reading (English)* <i>*Satisfactory performance on STAAR Reading/English EOC includes Approaches, Meets, and Masters Grade Level performance levels.</i>	STAAR English I EOC*	STAAR EnglishII EOC*	TEA Approved Norm-Referenced Standardized Achievement Test: Iowa, Form F Reading and Written Expression 40th percentile or above on each	
Subjective Teacher Evaluation	Form: Subjective Teacher(s) Evaluation / ALTERNATIVE Subjective Teacher(s) Evaluation					



Bilingual & English as a Second Language Programs

Bilingual Programming Overview

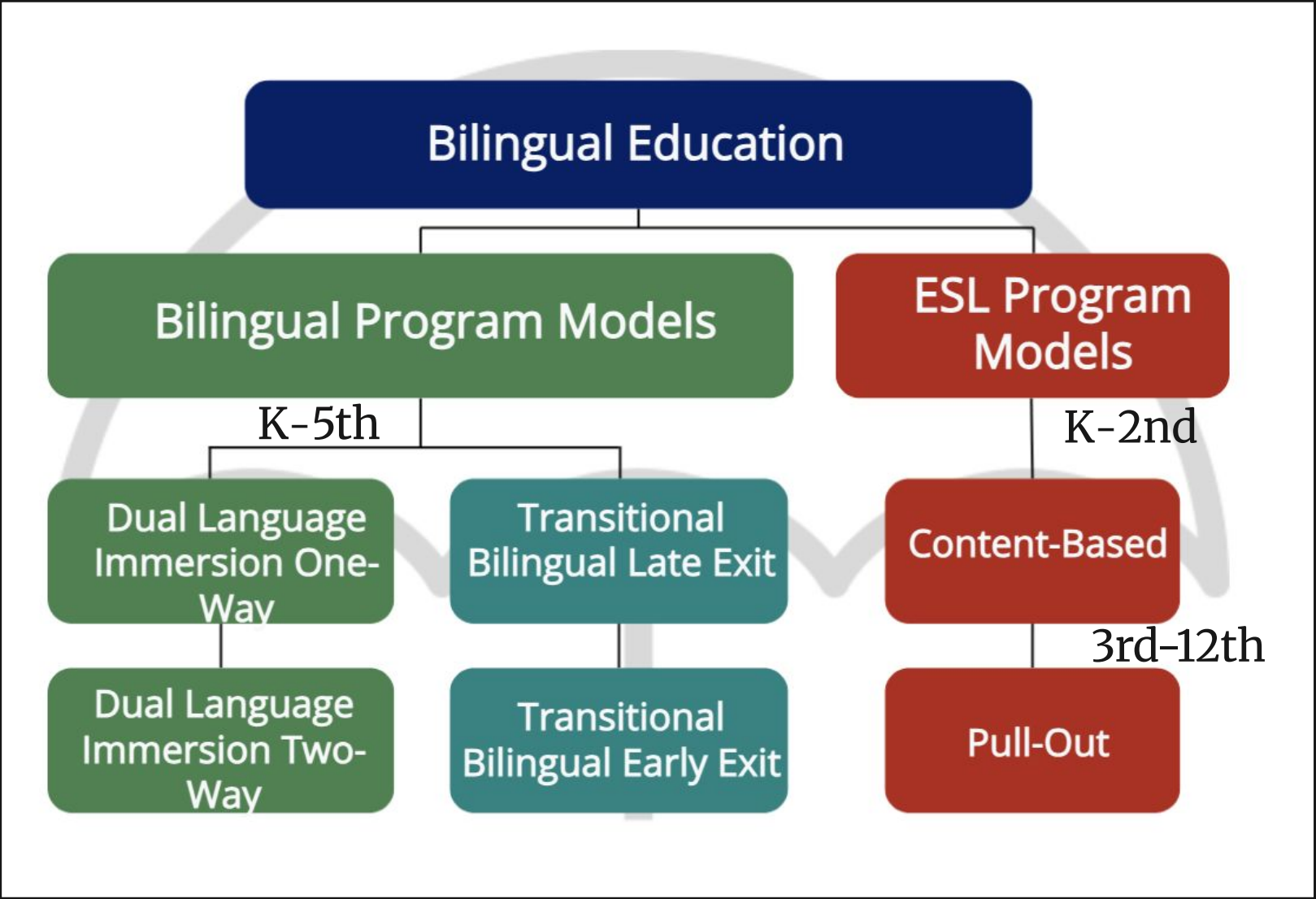


Image Source- TXEL TEA

Seguin ISD - Bilingual Programming

Dual Language

Dual Language Immersion - Two Way

- For Spanish-speaking Emergent Bilingual students & for English- proficient students who opt into the program, Kindergarten through 5th grade

Dual Language Immersion - One Way

- Only Spanish-speaking Emergent Bilingual students

English as a Second Language (ESL)

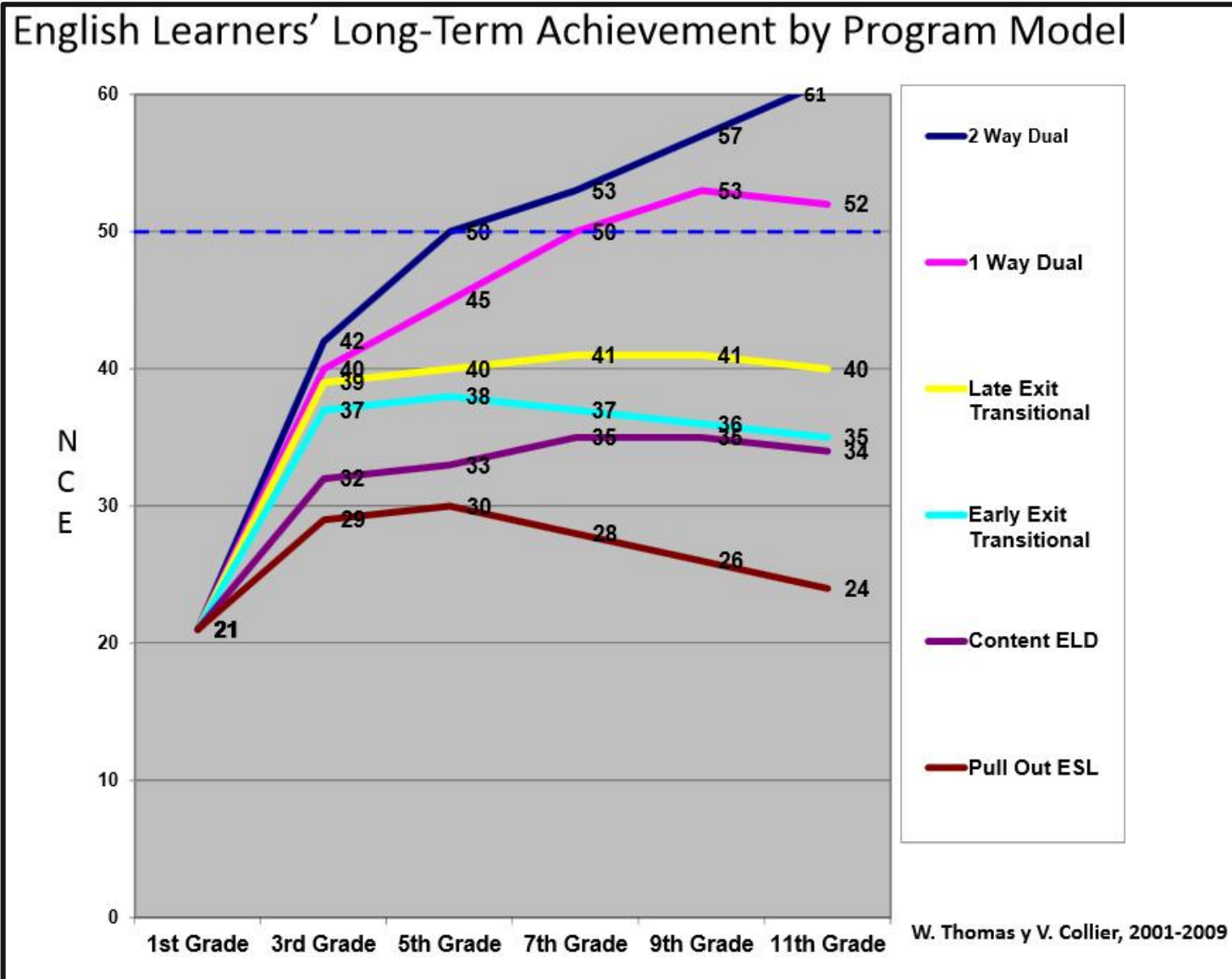
Content - Based ESL

- Targeted English language development in **ALL content area instruction**
- For eligible Emergent Bilingual students Pre-K - 2nd grade

Pull- Out ESL

- Targeted English language development in **English language arts & reading**
- For eligible Emergent Bilingual students grades 3 - 12

The Dual Language Research Wave



Program Eligibility for English Speakers (Non Emergent)

Chapter 89.1228 section B

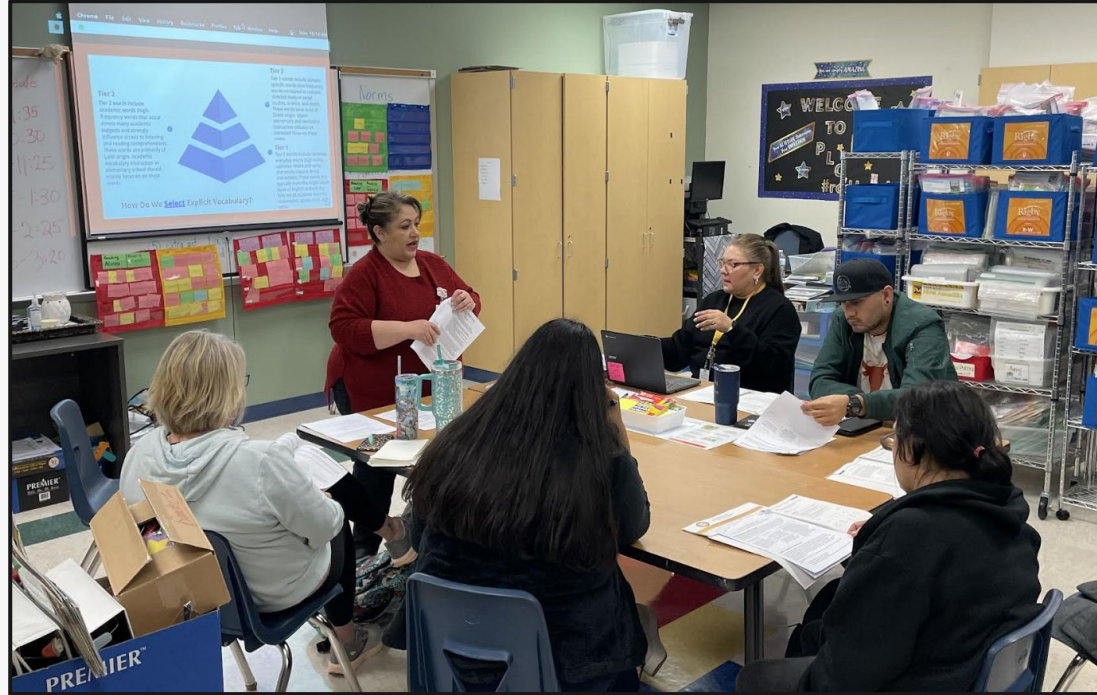
- A two-way DLI program model shall fully disclose candidate selection criteria and ensure that access to the program is not based on race, creed, color, religious affiliation, age, or disability. Additionally, identified emergent bilingual students and non-emergent bilingual students shall not be restricted access to the two way DLI program model based on any linguistic or academic achievement measures in the program's partner language or English.

Enrichment opportunity - open enrollment at Kinder

English As A Second Language (ESL) Program in Secondary

Middle School	
Continuing Emergent Bilingual Students	English Instruction - ESL Certified Teacher (English 6th, 7th, 8th)
New to the Country	Language Acquisition Class (Years 1-2)
High School	
Continuing Emergent Bilingual Students	English Instruction - ESL Certified Teacher (English 1, 2, 3, 4)
New to the Country	English for Speakers of Other Languages (ESOL) Replaces English 1 & 2 English Instruction - ESL Certified Teacher
	English Language Development and Acquisition (ELDA)

Students New or Returning to U.S. Schools (223 Total Student)	Elementary (118 Students)	Middle School (56 Students)	High School (52 Students)
Year 1	47	23	13
Year 2	53	24	22
Year 3	15	9	17



Dual Language Program History in Seguin ISD

Dual Language Programing History

School Year	Koennecke	Rodriguez	Patlan	Vogel
2018-2019	K (2 Way)			
2019-2020	K- 1st (2 Way)	K- 1st (2 Way)	K (1 Way)	K & 1st (2 Way)
2020-2021	K-2nd (2 Way)	K-2nd (2 Way)	K (1 Way)	
2021-2022	K-3rd (2 Way)	K-3rd (2 Way)	K (2 Way)	
2022-2023	K-4th (2 Way)	K-4th (2 Way)	K-1 (2 Way)	
2023-2024	K-5th (2 Way)	K-5th (2 Way)	K-2 (2 Way)	
2024-2025	K-5th (2 Way)	K-5th (2 Way)	K-3 (2 Way)	



Dual Language & ESL by the Numbers

Dual Language By the Numbers (Elementary)

	Koennecke				Rodriguez				Patlan			
Grade	Spanish	English	ESL	PD	Spanish	English	ESL	PD	Spanish	English	ESL	PD
Kinder	17	13	3	0	33	7	0	0	16	12	1	0
1st Grade	29	6	1	0	34	11	0	0	21	9	0	0
2nd Grade	20	8	2	0	30	10	0	0	16	13	0	0
3rd Grade	19	8	1	0	34	6	0	0	16	9	1	0
4th Grade	33	8	2	0	34	3	1	0	15	0	0	0
5th Grade	33	12	2	0	40	7	5	0	15	0	4	0

Number of students in Dual Language	597	Number of students in ESL (Elementary)	59
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ESL By the Numbers (Elementary)

	Jefferson		McQueeney		Weinert		Vogel	
Grade	ESL	PD	ESL	PD	ESL	PD	ESL	PD
Kinder	1	0	0	0	1	0	2	0
1st Grade	0	0	1	0	0	0	0	0
2nd Grade	0	0	2	0	2	0	0	0
3rd Grade	2	0	1	0	1	0	2	1
4th Grade	5	1	2	0	4	0	2	0
5th Grade	2	0	2	0	3	0	1	1

Number of students in ESL (Elementary)	59	Number of Elementary Parent Denials (PD)	3
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ESL Numbers in Secondary

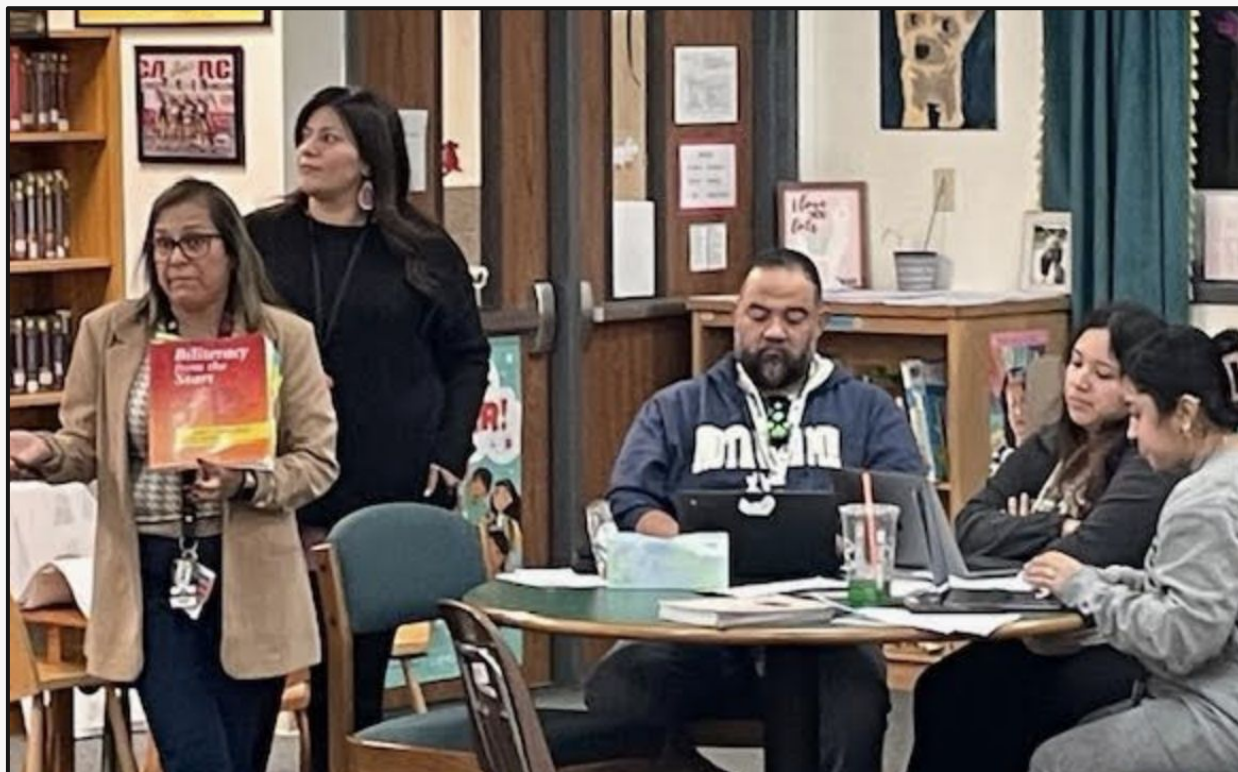
	AJB		Barnes		Seguin HS		
Grade	ESL	PD	ESL	PD	Grade	ESL	PD
6th	49	4	46	1	9th	82	2
7th	57	2	34	4	10th	70	2
8th	37	8	37	2	11th	50	3
Secondary- ESL- Pull Out					12th	31	0

Number of EBs in Secondary - ESL	493	Number of Parent Denials in Secondary	28
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Seguin ISD Emergent Bilinguals

2024-2025	Emergent Bilingual	Non Emergent Bilinguals
Pre-K	94	
Elementary	507	143
Middle School	269	
High School	243	
Total Seguin ISD	1113	1,256





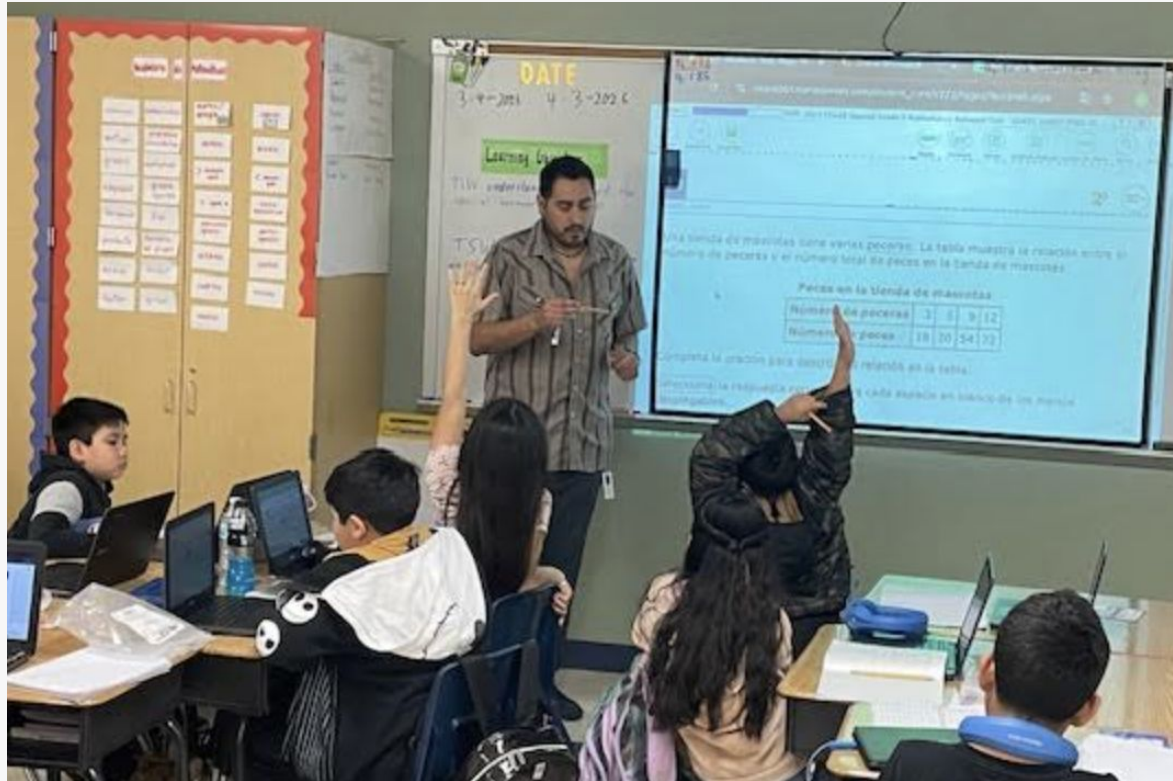
Dual Language Allocation Plan

Dual Language Allocation Plan

Pre-K - 5th Grade

Grade	Spanish Language Arts	ELD	Intervention	Social Studies	Science	Math	Language Allocation
Pre - K	2022-2023 Instructional Framework						
K	105 minutes	45 minutes	45 minutes	15 minutes	30 minutes	75 minutes 15 minutes	70% Spanish 30% English
1st	95 minutes	55 minutes	45 minutes	15 minutes	30 minutes	75 minutes 15 minutes	80% Spanish 20% English
2nd	90 minutes	60 minutes	45 minutes	15 minutes	30 minutes	60 minutes 30 minutes	60% Spanish 40% English
3rd	60 minutes	60 minutes	45 minutes (based on student need)	15 minutes	60 minutes	90 minutes	50% Spanish 50% English
4th	60 minutes	60 minutes	45 minutes (based on student need)	15 minutes	60 minutes	90 minutes	50% Spanish 50% English
5th	60 minutes	60 minutes	45 minutes (based on student need)	15 minutes	60 minutes	90 minutes	50% Spanish 50% English



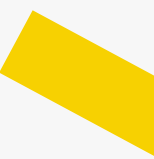
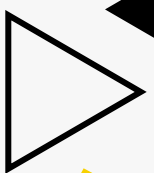


Dual Language & ESL Current Performance Data

Monitoring Dual Language Student Students

	Reading Inventory	Istation Reading Monthly	Istation Math Monthly	Renstar Math	Interims	LAS Links	CFA's	TELPAS	STAAR Eng. or Spa.
Grade Level	Dyslexia Screener	State Screener			Local			State	
Pre-K	Circle	Spanish	English					NA	
Kinder	TX-KEA							Holistic	
1st Grade	Tejas Lee								
2nd Grade	TPRI	Spanish or English							
3rd Grade				Math Reading	Math Reding	EOY Only Both Languages	3 week cycles in all core content	(2 Test) Reading & Writing Listening & Speaking	Math Reding
4th Grade									Math Reding
5th Grade									Math Reding Science

Koennecke Dual Language ISIP Comparison English Native Speaker v Spanish Native Speaker		English Native Students		Spanish Native Students	
Grade Level	Istation Tier	September BOY ISIP	December MOY ISIP	September BOY ISIP	December MOY ISIP
K- English ISIP	Tier 1 and 2	38% (5)	16% (2)	85% (11)	86% (13)
	Tier 3-5	62% (8)	84% (10)	15% (2)	14% (2)
K- Spanish ISIP	Tier 1 and 2	46% (6)	38% (5)	23% (3)	27% (4)
	Tier 3-5	54%(7)	62% (8)	77% (10)	73% (11)
1st Gr.- English ISIP	Tier 1 and 2	50% (3)	66% (4)	92% (24)	96% (26)
	Tier 3-5	50% (3)	33% (2)	8% (2)	4% (1)
1st Gr- Spanish ISIP	Tier 1 and 2	33% (2)	83% (5)	53% (14)	79% (23)
	Tier 3-5	66% (4)	16% (1)	44% (13)	21% (6)
2nd Gr.- English ISIP	Tier 1 and 2	25% (2)	14% (1)	95% (16)	95% (18)
	Tier 3-5	75% (6)	86% (6)	6% (1)	5% (1)
2nd Gr- Spanish ISIP	Tier 1 and 2	63% (5)	75% (6)	67% (12)	79% (15)
	Tier 3-5	37% (3)	25% (2)	33% (6)	21% (4)



Patlan Dual Language ISIP Comparison English Native Speaker v Spanish Native Speaker		English Native Students		Spanish Native Students	
Grade Level	Istation Tier	September BOY ISIP	December MOY ISIP	September BOY ISIP	December MOY ISIP
K- English ISIP	Tier 1 and 2	27% (3)	36% (4)	86% (12)	86% (12)
	Tier 3-5	73% (8)	64% (7)	14% (2)	14% (2)
K- Spanish ISIP	Tier 1 and 2	75% (9)	50% (6)	29% (4)	40% (6)
	Tier 3-5	25% (3)	50% (6)	71% (10)	60% (9)
1st Gr.- English ISIP	Tier 1 and 2	44% (4)	37.5% (3)	95% (18)	79% (15)
	Tier 3-5	56% (5)	62.5% (5)	5% (1)	21% (4)
1st Gr- Spanish ISIP	Tier 1 and 2	33% (3)	56% (5)	21% (4)	21% (4)
	Tier 3-5	67% (6)	44% (4)	79% (15)	79% (15)
2nd Gr.- English ISIP	Tier 1 and 2	38% (5)	31% (4)	93% (13)	80% (12)
	Tier 3-5	62% (8)	69% (9)	7% (1)	20% (3)
2nd Gr- Spanish ISIP	Tier 1 and 2	77% (10)	77% (10)	57% (8)	53% (8)
	Tier 3-5	23% (3)	23% (3)	43% (6)	47% (7)

Rodriguez Dual Language ISIP Comparison English Native Speaker v Spanish Native Speaker		English Native Students		Spanish Native Students	
Grade Level	Istation Tier	September BOY ISIP	December MOY ISIP	September BOY ISIP	December MOY ISIP
K- English ISIP	Tier 1 and 2	88% (15)	88% (15)	89% (17)	84% (16)
	Tier 3-5	12% (2)	12% (2)	11% (2)	16% (3)
K- Spanish ISIP	Tier 1 and 2	38% (6)	35% (6)	28% (5)	11% (2)
	Tier 3-5	62% (10)	65% (11)	72% (13)	89% (16)
1st Gr.- English ISIP	Tier 1 and 2	72% (8)	55% (6)	83% (24)	82% (23)
	Tier 3-5	28% (3)	45% (3)	17% (5)	18% (5)
1st Gr- Spanish ISIP	Tier 1 and 2	27% (3)	60% (6)	45% (15)	69% (20)
	Tier 3-5	73% (8)	40% (4)	35% (18)	31% (9)
2nd Gr.- English ISIP	Tier 1 and 2	60% (6)	50% (5)	90% (26)	90% (26)
	Tier 3-5	40% (4)	50% (5)	10% (3)	10% (3)
2nd Gr- Spanish ISIP	Tier 1 and 2	70% (7)	50% (5)	72% (21)	66% (19)
	Tier 3-5	30% (3)	50% (5)	28% (8)	34% (10)

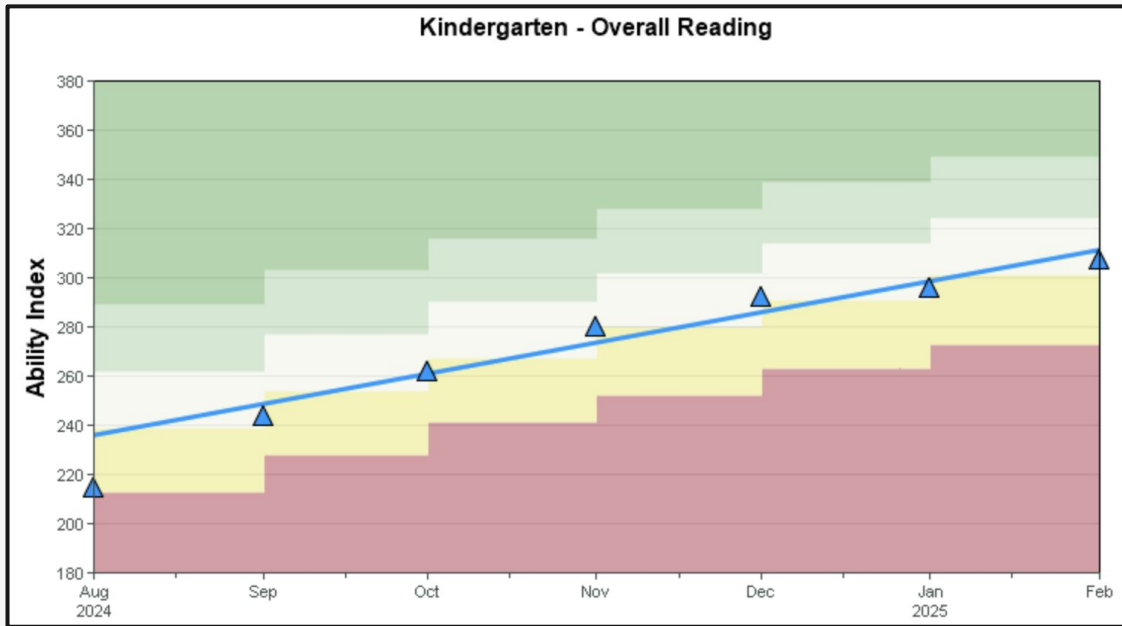
SISD Elementary ESL Performance		February Reading	February Math
Grade Level	Istation Tier	ESL	ESL
Kinder	Tier 1 and 2	62.5%(5)	50%(4)
	Tier 3-5	37.5%(3)	50%(4)
1st	Tier 1 and 2	40%(2)	60%(3)
	Tier 3-5	60%(3)	40%(2)
2nd	Tier 1 and 2	100%(5)	100%(5)
	Tier 3-5	0%()	0%()

Things to consider when looking at the data for our ESL students:

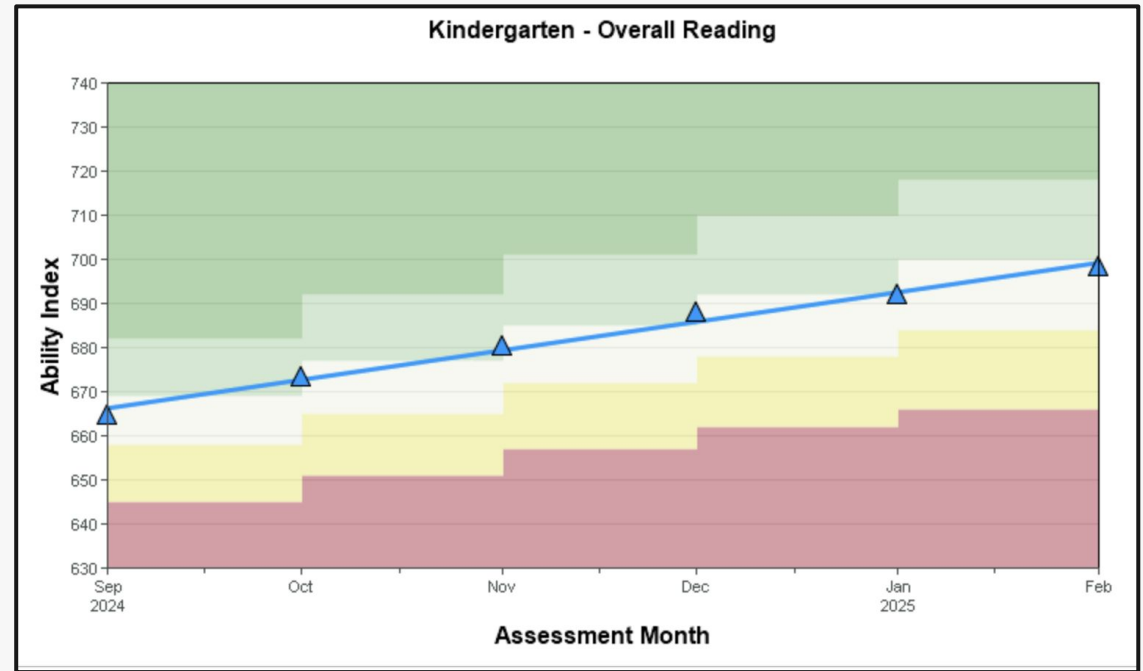
1. Possible minimal support at home if parents do not know English.
2. Time of arrival
3. Affective filter

KINDER ISIP - FEBRUARY

English

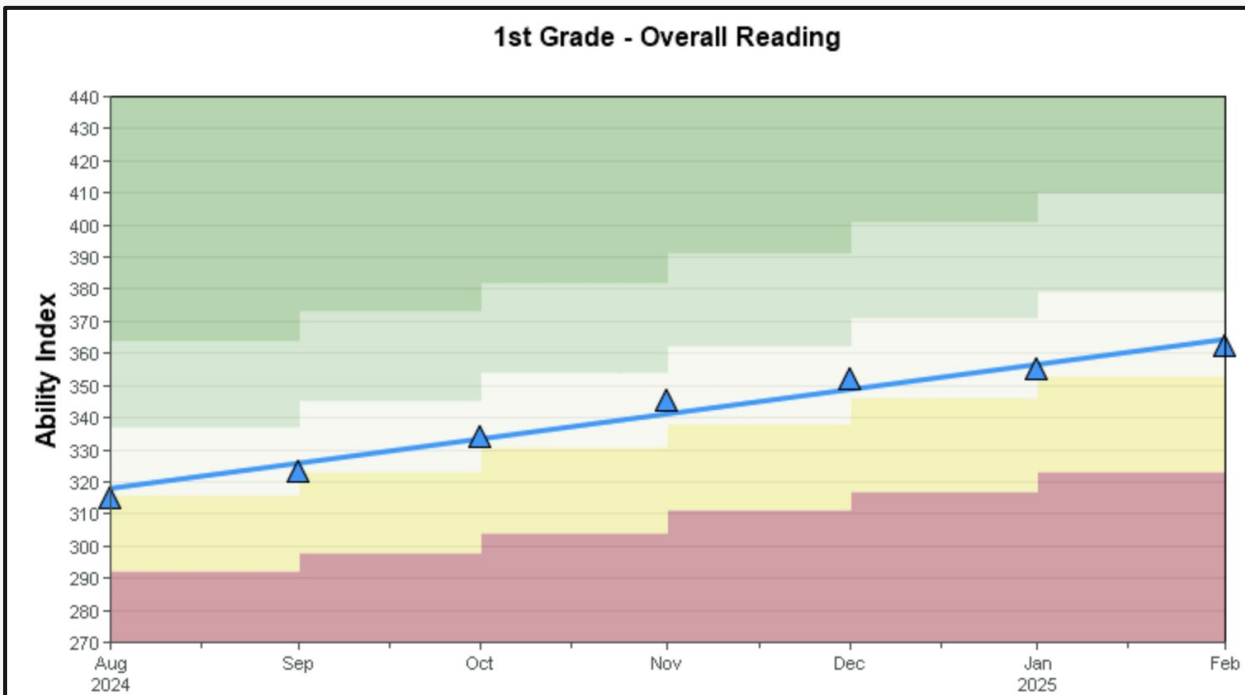


Spanish



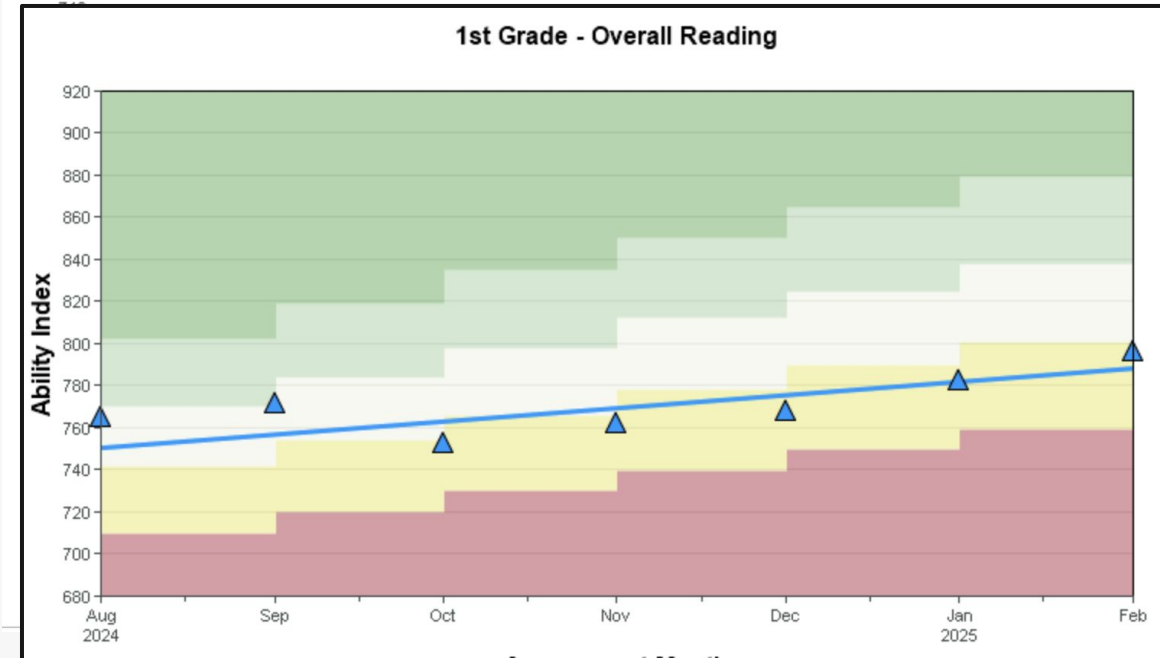
1st GRADE ISIP - FEBRUARY

English



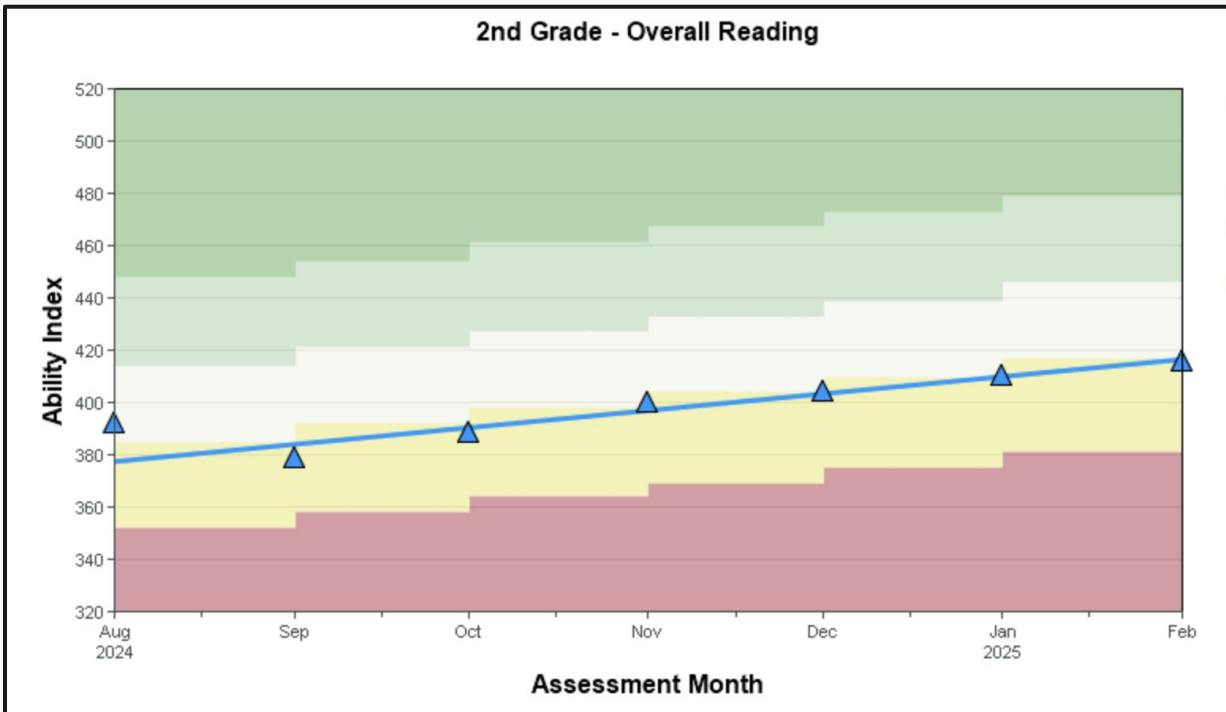
Spanish

Kindergarten - Overall Reading



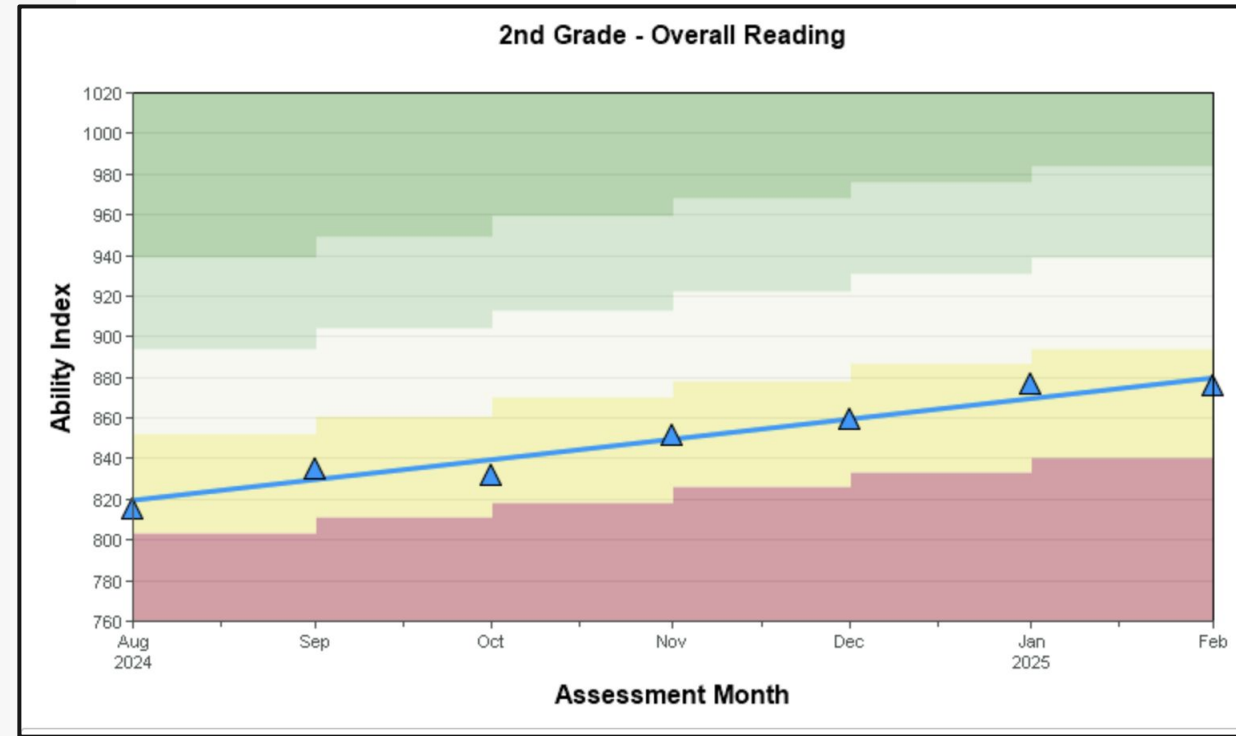
2ND GRADE ISIP - FEBRUARY

English



Spanish

Kindergarten - Overall Reading

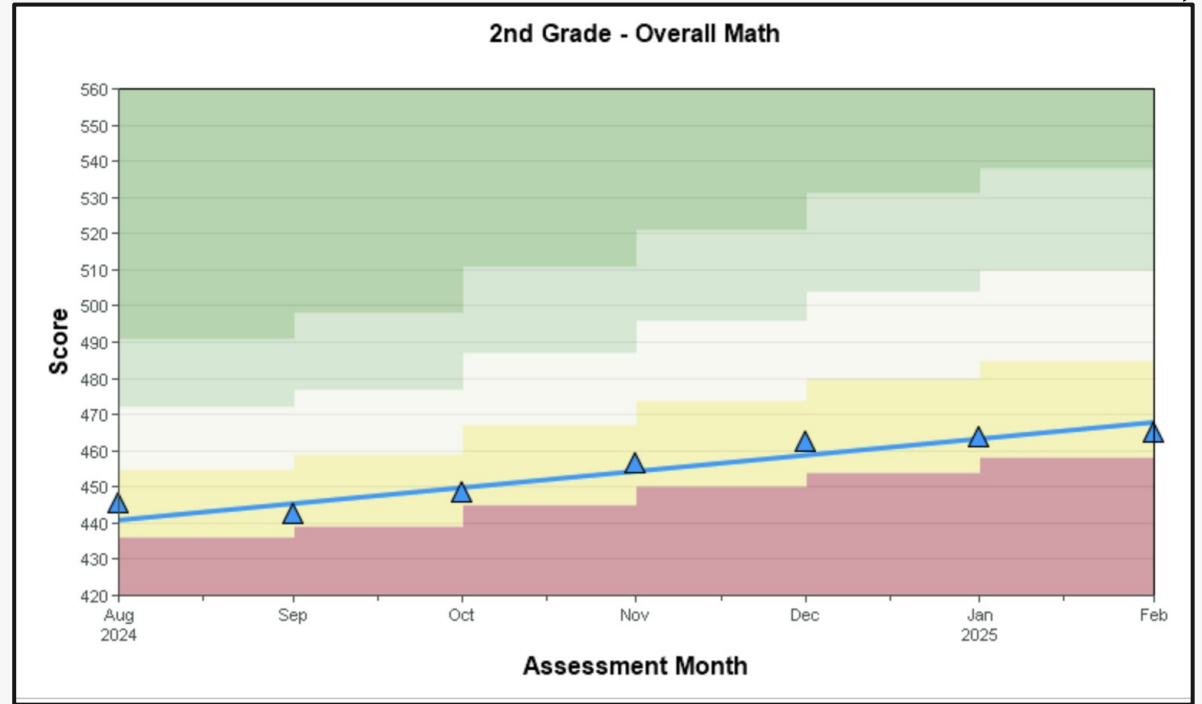
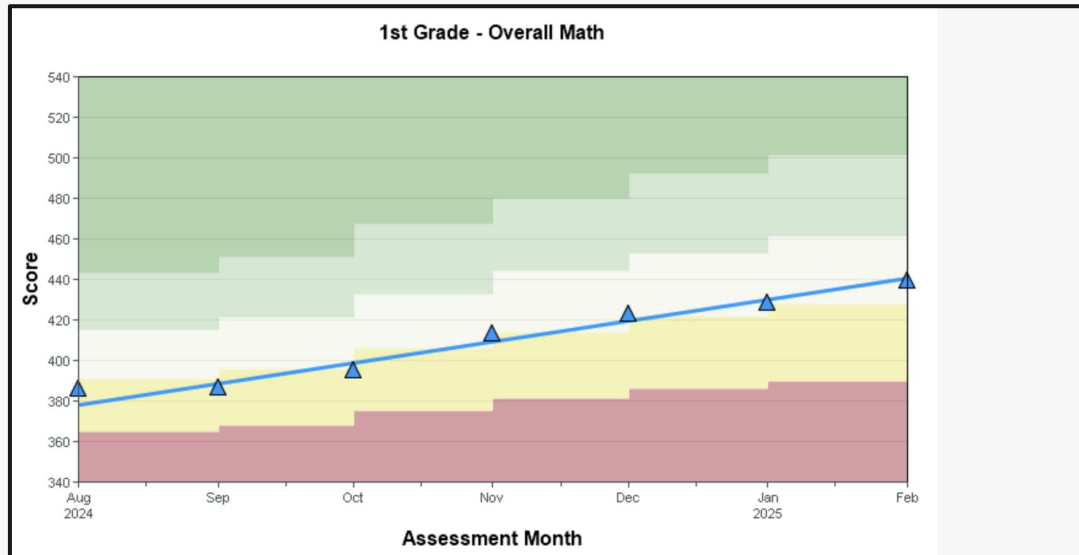
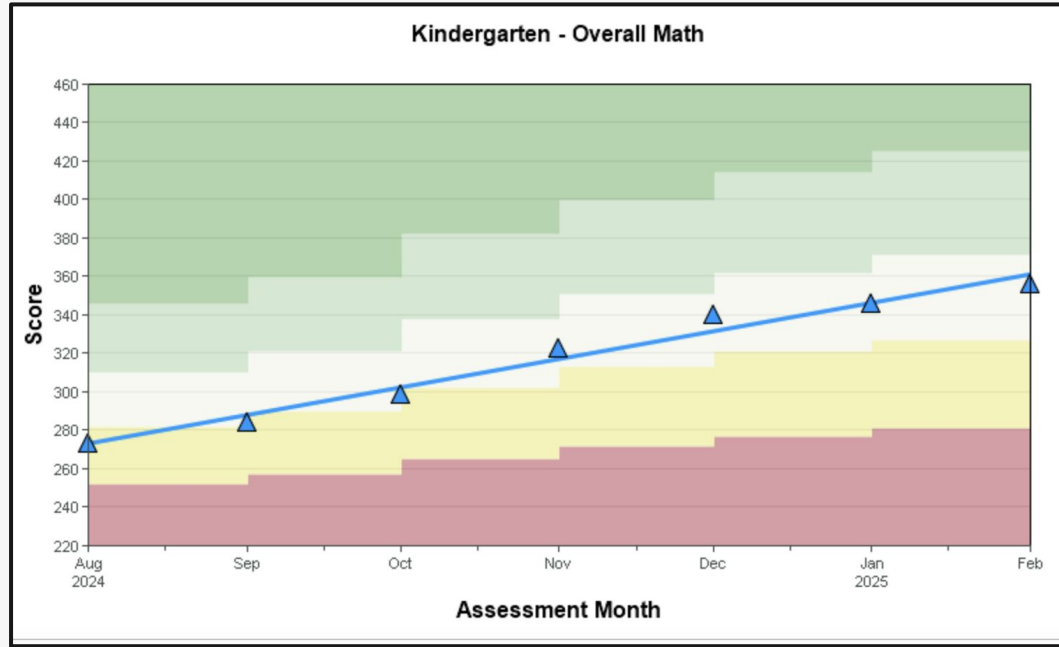


Dual Language ISIP Comparison English Native Speaker v Spanish Native Speaker		February Math	
Grade Level	Istation Tier	English Native	Spanish Native
Koennecke			
K- English ISIP	Tier 1 and 2	8% (1)	60%(9)
	Tier 3-5	90%(11)	40%(6)
1st Gr.- English ISIP	Tier 1 and 2	33%(2)	82%(23)
	Tier 3-5	66%(4)	18%(5)
2nd Gr.- English ISIP	Tier 1 and 2	50%(4)	95%(19)
	Tier 3-5	50%(4)	5%(1)
Patlan			
K- English ISIP	Tier 1 and 2	10%(1)	57%(8)
	Tier 3-5	90%(10)	43%(6)
1st Gr.- English ISIP	Tier 1 and 2	29%(2)	65%(13)
	Tier 3-5	71%(5)	35%(7)
2nd Gr.- English ISIP	Tier 1 and 2	64%(7)	71%(10)
	Tier 3-5	36%(4)	29%(4)
Rodriguez			
K- English ISIP	Tier 1 and 2	44%(7)	58%(11)
	Tier 3-5	56%(9)	42%(8)
1st Gr.- English ISIP	Tier 1 and 2	54%(6)	68%(24)
	Tier 3-5	46%(5)	32%(11)
2nd Gr.- English ISIP	Tier 1 and 2	28%(2)	90%(19)
	Tier 3-5	70%(5)	10%(2)

Note: K-2 Math language of instruction is provided in Spanish

Istation Math is only assessed in English.

MATH ISIP FEBRUARY - Kinder-2nd





Dual Language Programming Across Secondary

Seguin ISD 5th Grade to Middle School Seal of Biliteracy



In accordance with Texas Education Code (TEC) §28.0051 and 19 TAC §74.12(b)(5)(F), a student may satisfy one credit of the two LOTE credits required for graduation by completing a dual language immersion (DLI) program at elementary school.

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

1. The student must have participated in a dual language immersion program for at least five consecutive school years
2. The student must achieve high levels of academic competence as demonstrated by performance of **meets or masters grade level on both the mathematics and reading** State of Texas Assessments of Academic Readiness (STAAR®) in **English or Spanish**, as applicable, in at least one grade level
3. The student must achieve proficiency in both English and a language other than English as demonstrated by scores of proficient or higher in the reading and speaking domains on language proficiency or achievement tests in both languages
 - Proficient Score in the Spanish Reading LAS Test
 - Proficient Score in the Spanish Speaking LAS Test

Dual Language
Immersion
Program Goals



Extend program
into secondary
grade levels

Seguin ISD High School Seal of Biliteracy



English Language Arts:

The student must complete the following:

- A student must complete ALL English Language Arts requirements with an overall Grade Point Average of 80% or above with a cut off of December for Seniors.

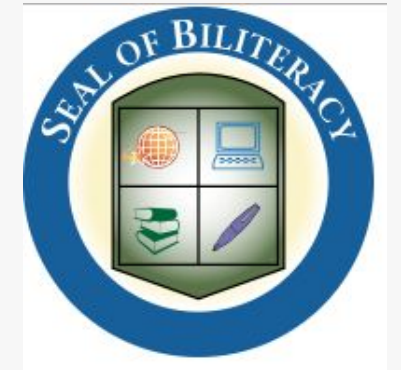
College Test:

- The student must have taken the TSI (Texas Success Initiative) before graduation.

World Language:

The student must complete **ONE** of the following:

- A score of “3” or above on the Language AP (Advance Placement) exam. (Provide a copy of results AP Score)
- A score of Intermediate high or higher on an approved national assessment. STAMPS- Spanish
- Successful completion of the District’s approved LOTE course study with three credits in the **same world language**, receiving an overall Grade Point Average of 80% or above in the LOTE classes. Ex: Spanish I, Spanish II, Spanish III



Reclassification (Applies to Emergent Bilingual Student Only):

- Emergent Bilinguals must meet reclassification criteria

Communication Component

2025-2026 Kinder Dual Language Recruitment

Seguin ISD Dual Language Parent Information Meeting

Tuesday April 8th, 2025

9:00 AM

5:30 PM

Ball Early Childhood Center
812 Shannon Ave, Seguin, TX

Come learn about the Dual Language Immersion Program, which promotes Biliteracy, Bilingualism, and Multiculturalism. See how your incoming kindergartener can benefit in learning two languages!



Email Questions To
rariola@seguin.k12.tx.us

Entering
Kindergarten
Students



Applications Open
April 11th- May 16th



Seguin ISD Multilingual Department

Roberto Arriola
Director of Multilingual Education

Mireya Gonzalez
Dual Language Specialist