



Information Item

Date: October 13, 2026

Division: Learning & Teaching

Subject: Annual Bilingual/ESL Update

Background Information:

The Bilingual/ESL team will present the district's annual evaluation of Bilingual and English as a Second Language programs. The report primarily summarizes finalized data from the 2025–2026 school year and includes 2026–2027 implementation updates. Under 19 TAC §89.1265, districts must evaluate program effectiveness annually, present the report to the Board of Trustees before November 1, and retain the evaluation at the district level.

This report focuses on LISD's state-mandated Bilingual and ESL programs. The Spanish Immersion Program is a separate district program led by Dr. Annie Rivera and is not included in this annual evaluation.

LISD implements one-way and two-way dual language models at the elementary level and ESL content-based and pull-out models across applicable grade levels. These programs support academic achievement, English-language development, and, in dual language programs, Spanish-language development.

Annual Evaluation Summary

The annual evaluation includes program participation, academic achievement, English-language development, Spanish reading development, reclassification and monitoring results, professional learning, and bilingual exception and ESL waiver information. Key findings include:

- The emergent bilingual graduation rate reached 91.1%, a five-year high.
- Students monitored after reclassification achieved 95% Approaches or Above, 82% Meets or Above, and 46% Masters on STAAR.
- In 2026, 846 students were reclassified as English proficient. Reclassification indicates that students have met state criteria and no longer require direct bilingual or ESL services. The district continues to monitor their academic progress.
- STAAR academic performance is reported by bilingual and ESL program model.
- English-language development is reported through TELPAS results. Model-level results for one-way dual language, two-way dual language, ESL content-based, and ESL pull-out will be included in the accompanying reporting detail.
- Spanish reading development in grades 1–5 is reported through beginning- and end-of-year i-Ready Spanish results.

TELPAS results reflect a changing student population. Students who reclassify leave the emergent bilingual reporting group, while newly enrolled students enter at varying proficiency levels. These changes can affect the percentage of students performing at Advanced High. Results are used to guide language support across grade levels.

Professional Development and Educator Capacity

- Frequency. Support is provided throughout the year through monthly Language Acquisition Specialist and ESL liaison professional learning, campus-based modeling and coaching, classroom walkthroughs and feedback, district training, and summer learning opportunities.
- Scope. Professional learning includes certification preparation; implementation of the English Language Proficiency Standards (ELPS); content-based language instruction; structured academic conversations; curriculum-embedded language supports; Language Proficiency Assessment Committee (LPAC), TELPAS, and STAAR compliance; administrator support; and staffing and scheduling guidance.
- Results. During Summer 2026, 310 teachers and 30 paraprofessionals participated in emergent bilingual professional learning. In addition, 110 educators from the prior-year exception and waiver groups earned certification: 42 from the bilingual-exception group and 68 from the ESL-waiver group. Implementation and ongoing needs are monitored through classroom walkthroughs, feedback, and student data.

Bilingual Exceptions and ESL Waivers:

The annual evaluation includes teacher and student counts associated with bilingual exceptions and ESL waivers, certification results from the prior-year groups, and the frequency, scope, and results of the comprehensive professional-development plan.

- Bilingual Exceptions: 100 teachers serving 1,478 students are currently supported through a bilingual exception.
- ESL Waivers: 172 teachers serving 975 students are currently supported through an ESL waiver.
- 2026–2027 anticipated: The district anticipates 94 bilingual exceptions impacting 1,521 students and 115 ESL waivers impacting 530 students.
- Support efforts: Certification and test-preparation support, targeted communication, and continued recruitment and retention efforts are being provided to support teachers in obtaining required certification.

ESL Program Model Participation 2025–2026

- Pull-Out ESL: 54% of students receiving ESL services
- Content-Based ESL: 33%
- Alternative Language Program: 13% of students, representing students impacted by an ESL waiver submission
- The data reflects the distribution of students across the district's current ESL service models.

STAAR Academic Progress

In 2025, Meets or Above performance ranged from 21%–32% across bilingual program models and 28%–50% across ESL models. Masters or Above performance ranged from 6%–11% for bilingual programs and 7%–21% for ESL programs. Across program areas, Bilingual programs reported 26% Meets or Above/8% Masters or Above, while ESL programs reported 34%/11%.

Administrative Consideration

- LISD will continue to strengthen student outcomes through ELPS-aligned content-based language instruction, curriculum-embedded language supports, analysis by program model, and monitoring before and after reclassification.
- The district will also continue principal professional learning, classroom walkthroughs and feedback, certification preparation, recruitment, strategic placement of certified educators, and cross-department monitoring of bilingual exceptions and ESL waivers.
- These efforts align with Imagine 2030, ONE Vision, and the Long-Range Plan and support the district goal of reducing bilingual exceptions and ESL waivers by 25%.