



2026 Bilingual Programs Assessment Annual Evaluation Report

Writing Success Stories, One Student At A Time.

2026-2027 Emergent Bilingual Program Demographics



Current student enrollment and program service overview | As of September 30, 2026



Approximately 40–50 additional students are completing the identification/LPAC process and are not included in the current EB count.

FAMILIES FROM ALL OVER



THE WORLD

North America & The Caribbean

Canada
Cuba
Dominican Republic
México
Puerto Rico-U.S. Territory
United States

Central America

El Salvador
Guatemala
Honduras
Nicaragua
Panamá

South America

Chile
Colombia
Ecuador
Perú
Venezuela

Africa

Cameroon
Democratic Republic of Congo
Ghana
Guinea
Kenya
Nigeria
Senegal
Tanzania

Europe

Italy
United Kingdom

Asia

China
Palestine
Philippines
United Arab Emirates
Vietnam



31

Countries &
Territories



MULTIPLE LANGUAGES



Afrikaans
Akan (Fante, Asante)
Apache
Arabic
Burmese
Khemr
Cantonese
Efik
Ewe
English
Filipino
French
Hopi
Haitian Creole

30

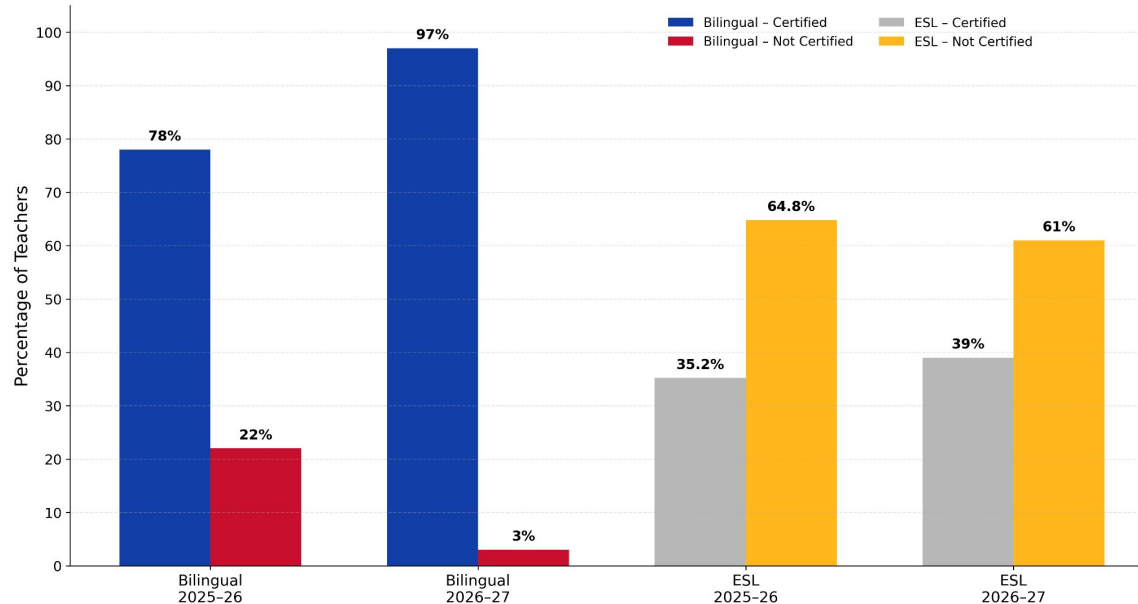
Languages

Farsi
Gaelic
German
Hebrew
Ibongbo
Inuit/Yupik
Italian
Korean
Kickapoo
Laotian
Mandarin
Swahili
Spanish
Urdu
Vietnamese
Yoruba

Staffing Solutions: Teacher Certification By Program



Bilingual & ESL Teacher Certification, 2025-26 and 2026-27



- **Competitive Compensation**
- **Staffing & Assignment Support**
- **University and Partnership Recruitment**
- **Content Based Language Instruction (CBLI) Professional Development and Coaching**

TELPAS Progress in State Accountability

Domain 3: Closing the Gaps



Uses TELPAS results

Measures progress in English language proficiency for current emergent bilingual students.



Part of Domain 3

One component of the state's Closing the Gaps domain in the A-F accountability system.



Up to 10 points

Campuses can earn up to 10 points based on student progress toward the state's English language proficiency targets.



6 of 14 Campuses

met or exceeded the 2026 target
(42.9% of campuses)

43%

of campuses
met the 2026 target



3 of 14 Campuses

met or exceeded the long-term target
(21.4% of campuses)



ELEMENTARY SCHOOLS (9)

Campus	TELPAS Progress %	Points Earned (out of 10)
Daniel	52%	10.0
Fairmeadows	48%	10.0
Hyman	55%	10.0
Hardin	41%	7.5
Acton	33%	5.0
Bilhartz	34%	5.0
Merrifield	34%	5.0
Alexander	29%	0.0
Hastings	32%	0.0



MIDDLE SCHOOLS (3)

Campus	TELPAS Progress %	Points Earned (out of 10)
Kennemer	28%	5.0
Byrd	21%	0.0
Reed	28%	0.0



HIGH SCHOOLS (2)

Campus	TELPAS Progress %	Points Earned (out of 10)
Duncanville HS (DHS)	28%	7.5
PACE HS	33%	7.5

How to Read the Points (2026 TEA Accountability Rules)

10.0
Met or exceeded the long-term target
(Elementary: $\geq 46\%$)
(Middle: $\geq 36\%$)
(High: $\geq 34\%$)

7.5
Met or exceeded the 2026 target (current interim target)
(Elementary: $\geq 40\%$)
(Middle: $\geq 30\%$)
(High: $\geq 28\%$)

5.0
Demonstrated growth toward the next target
(Below 2026 target but met required growth)

2.5
Minimal progress toward the target

0.0
No progress toward the target

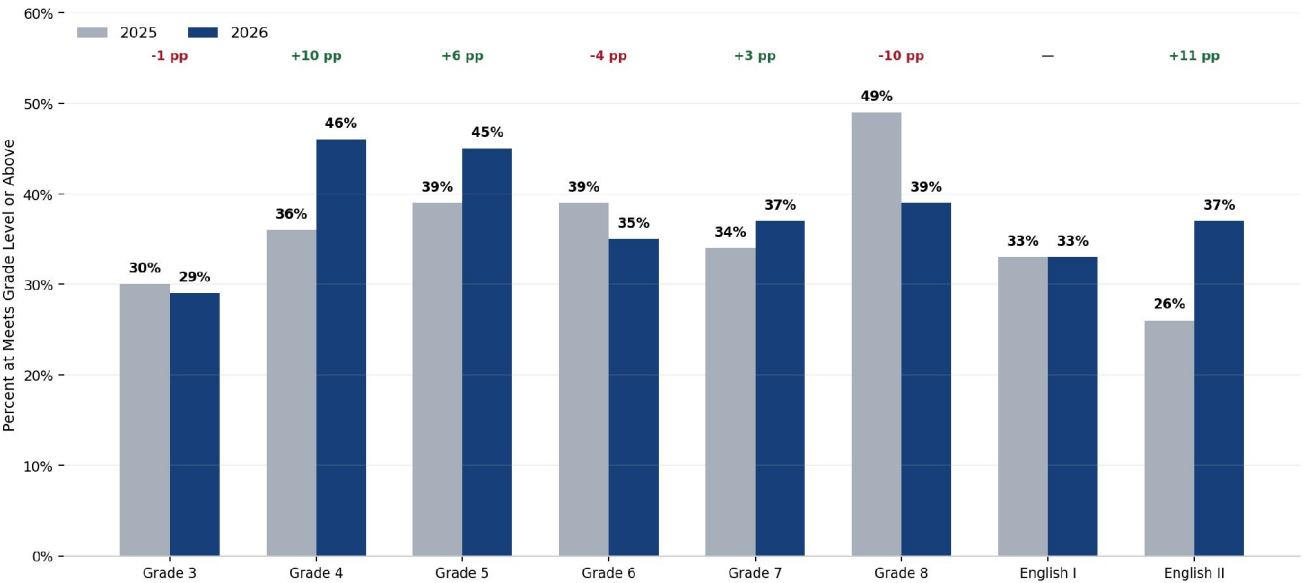
Points are based on each campus's progress toward the state's English language proficiency targets.

Note: TELPAS Progress is the percentage of EB students who met or exceeded their individual TELPAS growth target (2026 TEA results).

STAAR RLA — Emergent Bilingual Student Performance



Meets Grade Level or Above | 2025 vs. 2026



Overall RLA Context

Current EB	26%
Current + Monitored	37%
Monitored M1–M4	87.9%
General Education*	39.0%

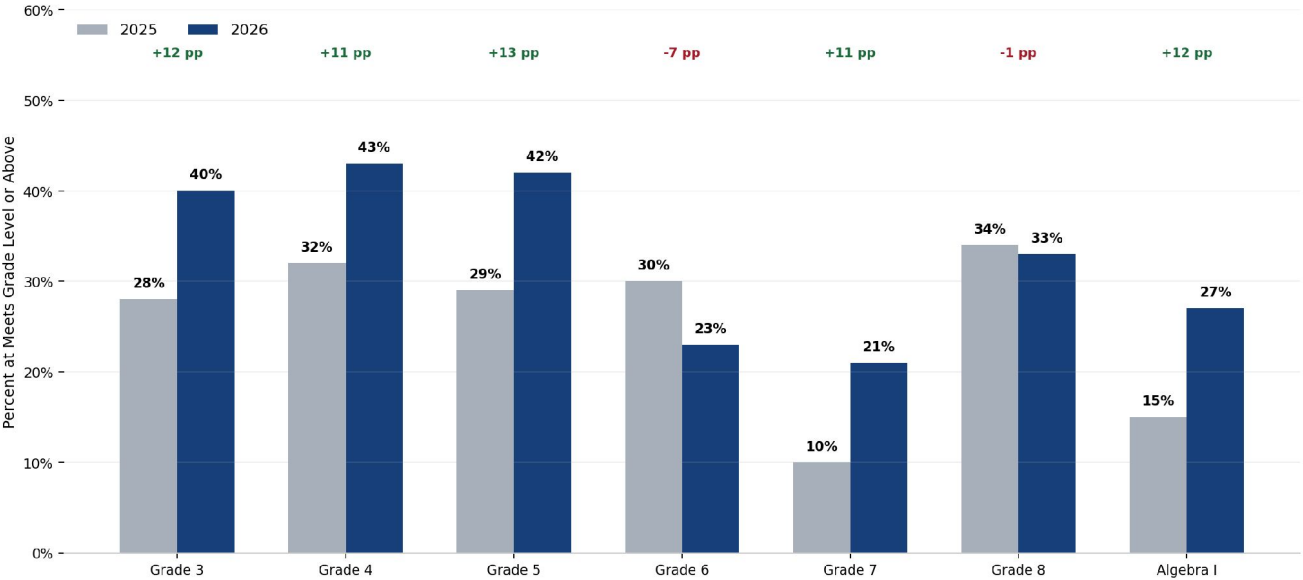
MONITORED HIGHLIGHT
87.9% Meets+ in RLA

Grade/course chart: TEA EB Current & Monitored. Overall context separates Current EB and derived Monitored M1–M4 performance.
*General Education = students outside the Current & Monitored EB group. Source: Texas Education Agency, Duncanville ISD (057907).

STAAR Math — Emergent Bilingual Student Performance



Meets Grade Level or Above | 2025 vs. 2026



Overall Math Context

Current EB	26%
Current + Monitored	32%
Monitored M1–M4	61.2%
General Education*	24.9%

MONITORED HIGHLIGHT

61.2% Meets+ in Math

Grade/course chart: TEA EB Current & Monitored. Overall context separates Current EB and derived Monitored M1–M4 performance.
*General Education = students outside the Current & Monitored EB group. Source: Texas Education Agency, Duncanville ISD (057907).

Priorities & Next Steps



Strengthen Tier I Language-Rich Instruction

New ELPS • CBLI • Language Objectives • Linguistic Scaffolds

Build Student Ownership & Accelerate Growth

Student Goal Setting • Personalized Learning Pathways • Summit K–12 • Progress Monitoring

Use Data to Drive Instruction & Support

STAAR • TELPAS • District Assessments • Differentiated Campus Support

Strengthen Language Program Implementation

Dual Language 2.0 • ELD • Bridging • Program Fidelity • Calibration & Coaching

Build Campus Capacity, Compliance & Family Partnership

Teacher Certification • LPAC • Parent Denials • Professional Learning • Campus Ownership

Data → Goals → Instruction → Personalized Practice → Monitor → Adjust

Annual Report Highlights



2,524

**Emergent
Bilingual Students**

1,226

**Dual Language
Program**

1,110

**English as a Second
Language Program**

24.2%

Representation

Through strong instruction, intentional language development, and shared ownership, we are preparing students not only to make progress—but to sustain academic success beyond the program.



Questions?