



2018



2019



2022



2023



2024



2025



2026



Bilingual Education Program

2025-26 Annual Evaluation

Presentation for United I.S.D. Board
October 2026

Clare G. Flores, Interim Bilingual Director
Zaida Gonzalez, Executive Director of Elementary Education



Program Evaluation: Chapter 89.1265

- A. Chapter 89.1265 requires school districts to conduct a bilingual education or English as a second language (ESL) annual program evaluation in accordance with Texas Education Code (TEC), §29.053.**

The purpose is to present data to determine program effectiveness to ensure student academic success. The annual evaluation report shall be presented to the board of trustees before November 1 of each year and the report shall be retained at the school district level in accordance with TEC, §29.062.



B. The annual report shall include the extent to which EBs are becoming English proficient and their educational performance.

United ISD – EB Reclassification History

School Year	UISD Student Enrollment	EB Student Enrollment	Total % from Enrollment	EB students meeting reclassification criteria at EOY prior school yr.	EB students reclassified at BOY of new school year	Criteria
2026-27	39,652	15,251	38.5%	1,357	8.9%	TELPAS- Composite Score & STAAR Rdg./ITBS Rdg. & Lang. Arts/ Teacher Subjective
2025-26	39,903	15,287	38.3%	1,809	10.9%	TELPAS- Composite Score & STAAR Rdg./ITBS Rdg. & Lang. Arts/ Teacher Subjective

Data source: IRIS and SKYWARD as of 9/21/2026



Academic Performance

Standard Summary for Cluster (K-2nd)

Data source: **TEA** | **TEXAS ASSESSMENT**



K - 2nd				
Listening	B	I	A	AH
	%	%	%	%
State	25	29	27	19
Region 1	27	31	25	17
UISD	18	30	29	24

Speaking	B	I	A	AH
	%	%	%	%
State	39	34	17	10
Region 1	42	37	13	8
UISD	29	37	20	14

Reading	B	I	A	AH
	%	%	%	%
State	49	28	14	10
Region 1	52	30	11	7
UISD	38	35	16	12

Writing	B	I	A	AH
	%	%	%	%
State	55	25	13	7
Region 1	58	25	11	5
UISD	42	32	16	10

Composite Rating				
	B	I	A	AH
	%	%	%	%
State	34	38	18	10
Region 1	36	41	16	7
UISD	25	39	23	13
State Avg.				2
Region 1 Avg.				1.9
UISD Avg.				2.2

2026 TELPAS Standard Summary Report State - Region - District Comparison



2026 Targets
High School
 Interim= 28%
 Long= 34%
Middle School
 Interim= 30%
 Long= 36%
Elem. School
 Interim= 40%
 Long= 46%



Academic Performance

2026 TELPAS Standard Summary Report State - Region - District Comparison

Standard Summary for Cluster (3rd-12th)

3rd - 12th				
Listening	B	I	A	AH
	%	%	%	%
State	9	28	35	27
Region 1	8	29	36	27
UISD	5	26	39	30
Speaking	B	I	A	AH
	%	%	%	%
State	27	32	33	8
Region 1	30	32	31	7
UISD	24	32	36	8
Reading	B	I	A	AH
	%	%	%	%
State	16	32	27	25
Region 1	15	32	27	25
UISD	13	31	30	26
Writing	B	I	A	AH
	%	%	%	%
State	24	40	28	9
Region 1	23	38	29	10
UISD	19	40	32	9
Composite Rating				
	B	I	A	AH
	%	%	%	%
State	11	40	37	12
Region 1	10	42	36	12
UISD	7	39	41	13
State Avg.				2.5
Region 1 Avg.				2.5
UISD Avg.				2.6



2026 Targets
High School
 Interim= 28%
 Long= 34%
Middle School
 Interim= 30%
 Long= 36%
Elem. School
 Interim= 40%
 Long= 46%

Data source: **TEA** | **TEAS ASSESSMENT**



Academic Performance

2026 EB Students STAAR Results [90 - 60 - 30]

Current EL & Monitored (1-4)															
Bilingual (ET)			DUAL (2-WAY)			ESL (PO)			Current EL			Current EL & Monitored (1-4)			
Tested	#	%	Tested	#	%	Tested	#	%	Tested	#	%	Tested	#	%	
Reading															
Approaches	2561	1861	73	390	346	89	2624	1792	68	6726	4658	69	9959	7846	79
Meets		1234	48		283	73		909	62		2789	42		5756	58
Masters		462	18		170	44		265	34		991	15		3085	31
Math															
Approaches	2555	1795	70	391	337	86	2621	1670	77	6714	4437	66	9944	7470	75
Meets		1070	42		244	62		837	52		2439	36		4915	49
Masters		393	15		113	29		183	22		744	11		2041	21
Science															
Approaches	793	478	60	138	100	73	924	566	75	2235	1331	60	3483	2507	72
Meets		211	27		55	40		289	50		622	28		1589	46
Masters		85	11		29	21		81	26		213	10		781	22
Social Studies															
Approaches							897	273	60	999	306	31	1881	1019	54
Meets								85	34		95	10		542	29
Masters								29	18		31	3		269	14

Administration Report
Includes STAAR,
STAAR ALT 2, and EOC
A1



Graduation Rates (4 Year)

CAMPUS	4-Year Graduation Rate (Gr 9-12) Class of 2025- All Students	4-Year Graduation Rate (Gr 9-12) Class of 2025 – <i>EB Students</i>	4-Year Graduation Rate (Gr 9-12) Class of 2024- All Students	4-Year Graduation Rate (Gr 9-12) Class of 2024 – <i>EB Students</i>
UHS	98.1%	97.1%	97.0%	95.4%
LBJHS	94.1%	93.9%	95.9%	95.0%
AHS	97.7%	97.1%	97.5%	95.5%
USHS	96%	94.7%	95.6%	94.7%

Data source: TEA Accountability Reports (Graduation Rate Data Table) as of 9/28/26



Graduation Rates (5 Year)

CAMPUS	5-Year Graduation Rate (Gr 9-12) Class of 2024- All Students	5-Year Graduation Rate (Gr 9-12) Class of 2024 – <i>EB Students</i>	5-Year Graduation Rate (Gr 9-12) Class of 2023- All Students	5-Year Graduation Rate (Gr 9-12) Class of 2023 – <i>EB Students</i>
UHS	97.7%	96.7%	97.9%	96.4%
LBJHS	96.7%	95.5%	95.9%	90.1%
AHS	98.1%	97.3%	97.4%	91.9%
USHS	95.9%	94.7%	96.1%	91.3%

Data source: TEA Accountability Reports (Graduation Rate Data Table) as of 9/28/26



Exceptions & Waivers

C. The annual report shall reflect the number of bilingual exception and/or ESL waivers filed.

Commissioner's Rules Concerning State Plan for Educating Emergent Bilingual Students

It is the policy of the state that every student in the state who has a primary language other than English and who is identified as an EB be provided a full opportunity to participate in a Bilingual or ESL program, as required by TEC Chpt. 29.

Transitional bilingual/Early-Exit is a bilingual program model in which students identified as emergent bilingual are served in both English and the students' primary language and are prepared to meet reclassification criteria to be successful in English with no second language acquisition support. Instruction in this program is delivered by a teacher appropriately **certified in bilingual** education under TEC, §29.061(b)(1), for the assigned grade level and content area.

An ESL/pull-out program model is an English acquisition program that serves students identified as emergent bilingual through English instruction using content-based language instruction methods provided by an appropriately **certified ESL** teacher under the TEC, §29.061(c), through English reading and language arts in a pull-out or inclusionary delivery setting.

United I.S.D. submitted an Exception/Waiver application to comply with the requirements for Bilingual and ESL certifications for teachers servicing EB students.

- The application was submitted before November 1.
- Utilizing the 10% state bilingual education allotment, a comprehensive professional development plan was developed to support and prepare teachers listed in the exception/waiver report, as well as others needing certification.



2025-26 Comprehensive PD Plan for BIL/ESL Certification

PD Sessions offered for:

TEExES ESL 154
TEExES Bil. Supplement 164
TEExES BTLPT Span. 190

169
Attended

Sept. 2026 NEW
TEExES 165 (BESS Exam)
Bilingual Education Spanish Supplemental



2026-27 T.E.A. Exceptions & Waivers Teachers Missing Certification	
Bilingual	197
ESL	48
As of 9/25/26	

2026-2027 TEExES Bilingual/ESL Reviews									
Date	Date	Time	Activity/Topic	Target Audience	Contact Person	Location/Link	Workshop #	Attendance	Presenter
Click									
Tuesday, July 21, 2026	7/21/2026	8:30 a.m. - 3:30 p.m.	TEExES BTLPT (190) Day 1	Teachers seeking BIL certification	Dr. Julia Lando (956) 473 3823	Brantley Hall	412367		Sandra Education Alonzo Miller
Wednesday, July 22, 2026	7/22/2026	8:30 a.m. - 3:30 p.m.	TEExES BTLPT (190) Day 2	Teachers seeking BIL certification	Dr. Julia Lando (956) 473 3823	Brantley Hall	412369		Sandra Education Alonzo Miller
Click									
Thursday, July 23, 2026	7/23/2026	8:30 a.m. - 3:30 p.m.	TEExES Review Session ESL (154)	Teachers seeking ESL certification	Dr. Julia Lando (956) 473 3823	Nye Elementary	412369		Sandra Education Nadia Hickman
Click									
Thursday, July 23, 2026	7/23/2026	8:30 a.m. - 3:30 p.m.	TEExES Review Session Bilingual (164)	Teachers seeking Bilingual certification	Dr. Julia Lando (956) 473 3823	Nye Elementary	412367		Sandra Education Alonzo Miller
Click									
Saturday, September 19, 2026	9/19/2026	8:00 a.m. - 12:00 p.m.	TEExES Review Session Bilingual (164)	Teachers seeking Bilingual certification	Dr. Julia Lando (956) 473 3823	TBA	423906		Dr. Julia Lando
Click									
Thursday, September 24, 2026	9/24/2026	8:00 a.m. - 3:00 p.m.	TEExES ESL Review Day	Teachers seeking ESL certification	Dr. Julia Lando (956) 473 3823	Brantley Hall	420872		Teach Us Dr. Gahan
Click									
Wednesday, October 7, 2026	10/7/2026	8:00 a.m. - 3:00 p.m.	TEExES Review Session Bilingual (164)	Teachers seeking Bilingual certification	Dr. Julia Lando (956) 473 3823	Brantley Hall	420883		Teach Us Dr. Gahan
Click									
Saturday, October 24, 2026	10/24/2026	8:00 a.m. - 12:00 p.m.	TEExES ESL Review Day	Teachers seeking ESL certification	Dr. Julia Lando (956) 473 3823	TBA	423912		Dr. Julia Lando
Click									
Thursday, November 5, 2026	11/5/2026	8:00 a.m. - 3:00 p.m.	TEExES BTLPT Review Day 1	Teachers seeking BIL certification	Dr. Julia Lando (956) 473 3823	C&I RM 76, RS, 106	420904		Teach Us Dr. Gahan
Thursday, November 12, 2026	11/12/2026	8:00 a.m. - 3:00 p.m.	TEExES BTLPT Review Day 2	Teachers seeking BIL certification	Dr. Julia Lando (956) 473 3823	C&I RM 76, RS, 106	420907		Teach Us Dr. Gahan
Click									
Saturday, January 23, 2027	1/23/2027	8:00 a.m. - 12:00 p.m.	TEExES Review Session Bilingual (164)	Teachers seeking Bilingual certification	Dr. Julia Lando (956) 473 3823	TBA	423909		Dr. Julia Lando
Click									
Thursday, January 28, 2027	1/28/2027	8:00 a.m. - 3:00 p.m.	TEExES ESL Review	Teachers seeking ESL certification	Dr. Julia Lando (956) 473 3823	Brantley Hall	420873		Teach Us Dr. Gahan
Click									
Thursday, February 11, 2027	2/11/2027	8:00 a.m. - 3:00 p.m.	TEExES Review Session Bilingual (164)	Teachers seeking Bilingual certification	Dr. Julia Lando (956) 473 3823	Brantley Hall	420883		Teach Us Dr. Gahan
Click									
Saturday, February 13, 2027	2/13/2027	8:00 a.m. - 12:00 p.m.	TEExES ESL Review Day	Teachers seeking ESL certification	Dr. Julia Lando (956) 473 3823	TBA	423913		Dr. Julia Lando
Click									
Wednesday, May 5, 2027	5/5/2027	8:00 a.m. - 3:00 p.m.	TEExES BTLPT (190) Day 1	Teachers seeking BIL certification	Dr. Julia Lando (956) 473 3823	C&I RM 76, RS, 106	420912		Sandra Education Alonzo Miller
Thursday, May 6, 2027	5/6/2027	8:00 a.m. - 3:00 p.m.	TEExES BTLPT (190) Day 2	Teachers seeking BIL certification	Dr. Julia Lando (956) 473 3823	C&I RM 76, RS, 106	420914		Sandra Education Alonzo Miller
Click									
2026-2027									
TEExES ESL Sessions									
TEExES Bilingual Sessions									



EB Progress Letters

D. Report to parents the progress of their child in acquiring English as a result of participation in the program offered to Emergent Bilingual Students.

- Every year within the first 30 days of instruction, parents of EB students receive a letter of progress (in English and Spanish) to review their child's academic progress. A verification document is submitted by all campus administrators verifying that the process was completed.
- All EBs have an EB Plan for Success where progress is monitored throughout the academic year. New interventions are assigned and recommended by the RtI committee and/or the teacher/s to meet the needs of the EB students.

UNITED INDEPENDENT SCHOOL DISTRICT
Title II, Part A
Bilingual/ESL Program, 19TAC Chapter 89, Subchapter BB §89.120(a)(3)(B); PL 107-110 §1302

Verification Document

Campus: _____

This document is here to verify that all the Emergent Bilingual (EB) students at your campus have been provided with a Student Progress Report (USDO Form #B71-013) as it is mandated by Title II, Part A. This mandate states that Federal and Texas laws require that we inform parents of the progress of their son/daughter in the Bilingual or ESL Program based on oral language and academic performance in order to make the best instructional decisions.

This Student Progress Report must be sent out within 30 days from the beginning of the school year and a copy of this document must be kept in each student's file.

2026-2027 School Year - Student Progress Report must be sent out on or before September 10, 2026.

By signing below you are verifying the completion of this mandate. Student Progress Letters were sent out on (actual date) _____ via _____ (i.e., student, mailed, with report card, personally, etc.)

COMPLETED BY: LPAC Administrator (print and sign) _____ Date _____

REVIEWED BY: Principal (print and sign) _____ Date _____

Scan and upload this document to your campus Google folder by 9/11/2026. Click on the link to access your campus folder: [CAMPUS FOLDERS](#)

United I.S.D. Bilingual Education Department
400 S. Hwy. 190, Suite 100, San Antonio, Texas 78247-1900 (916-416-1000)
1910 2019 2022 2023 2024 2025 2026

United Independent School District
Parental Notification - Student Progress in the Bilingual/ESL Program
Bilingual/ESL Program, 19TAC Chapter 89, Subchapter BB §89.120(a), PL 107-110 §1302

Campus: _____ Date: 8/25/2026

To the Parents/Guardians of: _____ Grade: _____

Federal and Texas law require that we inform you of the progress of your son/daughter in the Bilingual or ESL program. We have reviewed your child's oral language and academic performance (see below) in order to make the best instructional decision. Based on this information, it has been recommended by the Language Proficiency Assessment Committee that your son/daughter continue in the Bilingual or ESL program. The Bilingual and ESL programs are developmentally appropriate and the instruction is designed to accelerate your child's development of English in Listening, Speaking, Reading, and Writing. In the case of a child with a disability, close collaboration will be maintained with the special education program.

PRE-KINDERGARTEN Oral Language Proficiency Test (OLPT)

K-12: Texas English Language Proficiency Assessment System (TELPAS/TELPAS ALT)

KINDERGARTEN ACADEMIC ACHIEVEMENT: MAP Administration: _____ Language: _____

FIRST GRADE ACADEMIC ACHIEVEMENT: MAP Administration: _____ Language: _____

SECOND GRADE ACADEMIC ACHIEVEMENT: MAP Administration: _____ Language: _____

ACADEMIC ACHIEVEMENT: STAAR EOC

Subject	Admin Year	Score Code	Version	Raw Score	Scale Score	Did Not Meet	Approaches	Meets	Masters

For exit from a bilingual education or ESL program, a student may be classified as English proficient only at the end of the school year in which a student would be able to participate equally in a general education, an English instruction program. This determination shall be based on all of the following: (1) a proficiency rating on the state approved English language proficiency test that is designed for evaluating English proficiency in reading, listening, speaking, writing, and thinking; (2) passing standard met on the reading assessment component under the Texas Education Code (TEC, §38.052); or, for students at grade level not assessed by the aforementioned reading assessment instrument, a score of or above the state established cut score on the English language arts section of the state approved non-reading standardized assessment instrument; and (3) the results of a subject teacher evaluation using the state's standardized rubric.

If you have any questions, please contact your campus administrator.

Issued: Title Bilingual/ESL, Unit Bilingual/ESL COP, PL 107-110 §1302, Revised: 8/1/2022

USDO Form #B71-013

United Independent School District
EB Plan for Success
Bilingual/ESL Program
School Year: _____

Name: _____ Campus: _____ Grade: _____
Student ID: _____ DOB: _____ LEPA: _____ YES: _____

Based on current linguistic and academic data recorded on page 1 of the Annual Review, the current EOY teacher(s) will devise an instructional accommodations plan for the subsequent school year to target the student's cognitive, linguistic, and affective needs and accelerate language acquisition and academic readiness. LPACs must ensure this plan is shared with next year's teacher at the beginning of the year.

End of year (ELA, Reading, or ESL) Plan Teacher: _____

Print Name: _____ Signature: _____ Date: _____

Teacher, please check off the Interventions, Strategies, and/or Programs that you recommend be implemented for this EB next school year:

Interventions	Strategies	Programs
☐ After-school Tutoring ☐ Extended Day Tutoring ☐ Fantastic Fridays ☐ Super Saturdays ☐ Reading Intervention Teacher	☐ Targeted Reading (HS) ☐ Language Acquisition (A (ESL/NET)) ☐ Refer to Counselor (Affective) ☐ Other (Specify)	☐ Model pronunciation ☐ Taped sentence stems ☐ Organize reading chunks ☐ Adapted Text(s) ☐ Clarification of word(s) or phrase(s) ☐ Oral translation ☐ Bilingual dictionary or glossary ☐ Clearly directions ☐ Translate word(s), phrase(s), or sentence(s) ☐ Read and model think aloud ☐ Drawing or pictorial representation ☐ Writing on familiar, concrete topics ☐ Scaffold writing assignments ☐ Other (Specify)

Specify Programs: _____

USDO Form #B71-046B



C.I.P. Plans

E. Each school year, the principal of each school campus, with the assistance of the campus level committee, shall develop, review, and revise the campus improvement plan described in TEC §11.253, for the purpose of improving student performance for Emergent Bilingual students.

- The district collaborates with campus principals when completing the Campus Improvement Plans. Goals are developed based on the performance and needs of current and monitored EB students.
- Bilingual funds are tied to the initiatives that campuses implement to meet the needs of the EB students.
- The district also completes a District Improvement Plan and develops goals to target the needs of the EB students and improve their academic performance.

Plan4Learning

2025-2026 Goals

Goals Revised/Approved date not set! [Set Date](#)

Goals

Goal 1
Academic Excellence - Provide consistent quality instruction for all students, resulting in improved student achievement and progress.

Goal 2
Recruitment, Retention & Development of High Quality Employees - Ensure processes for employee recruitment and professional growth to retain high-quality staff that influence academic excellence for all students.

Goal 3
Family & Community Partnerships - Engage families and collaborate with community partners to provide a nurturing and positive learning environment for all students.

Goal 4
Safe, Positive & Supportive Culture - Provide a Safe and Secure environment for all students and stakeholders promoting a positive climate for learning and working.

Goal 5
Fiscal Responsibility & Sustainable and Equitable Resources - Ensure that the District is fiscally accountable and efficiently productive in serving all student and staff needs.

[Add a Goal](#)



THANK
YOU

