



SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Agenda Item Summary

Meeting Date: October 19, 2026

Agenda Section: Presentation

Agenda Item Title: Annual Emergent Bilingual Presentation

From: Dr. Jennifer Gutierrez, Deputy Superintendent

Presenter: Rocio Gutierrez-Ochoa, Director of Bilingual & ESL Programs

Description: The Emergent Bilingual (EB) Annual Report provides an overview of district performance, student demographics, program implementation, and instructional initiatives supporting Emergent Bilingual learners during the 2026–2027 school year. This required annual presentation summarizes key data trends, including TELPAS progress, language program models, compliance indicators, and the district's efforts to strengthen bilingualism, biliteracy, and academic achievement across all campuses. The purpose of this presentation is to keep the Board of Managers informed of program outcomes, highlight department accomplishments, and outline next steps to ensure continued growth, fidelity of implementation, and robust instructional support for EB students throughout South San Antonio ISD.

Historical Data: South San Antonio ISD currently serves approximately 1,492 Emergent Bilingual students across all campuses, representing a significant portion of the district's student population. The district provides a comprehensive continuum of instructional services designed to meet the diverse language acquisition needs of these students. We remain committed to strengthening collaboration among campus staff, families, and community partners to support academic growth, English language development, and social-emotional well-being. This presentation serves as the annual Emergent Bilingual Update to the Board of Managers and highlights the district's ongoing commitment to ensuring access to high-quality instruction and continued improvement for students acquiring English as a second language.

Recommendation: N/A

Purchasing Director and Approval Date: N/A

Funding Budget Code and Amount: N/A

Goal 1: SSAISD will engage all students with a high-quality, research-based curriculum to achieve academic growth and excellence.

Bilingual/ESL Program Evaluation

October 19, 2026

Rocio Gutierrez-Ochoa
Director for Bilingual & ESL Programs



Growth of Emergent Bilingual Students (EBs)

Compared to District Enrollment Trends in South San Antonio ISD

2024–2025

EB Enrollment

1,717

District Enrollment

7,468

% of Enrollment

23.0%

2025–2026

EB Enrollment

1,732

District Enrollment

7,084

% of Enrollment

24.4%

2026–2027

EB Enrollment

1,492

District Enrollment

6,728

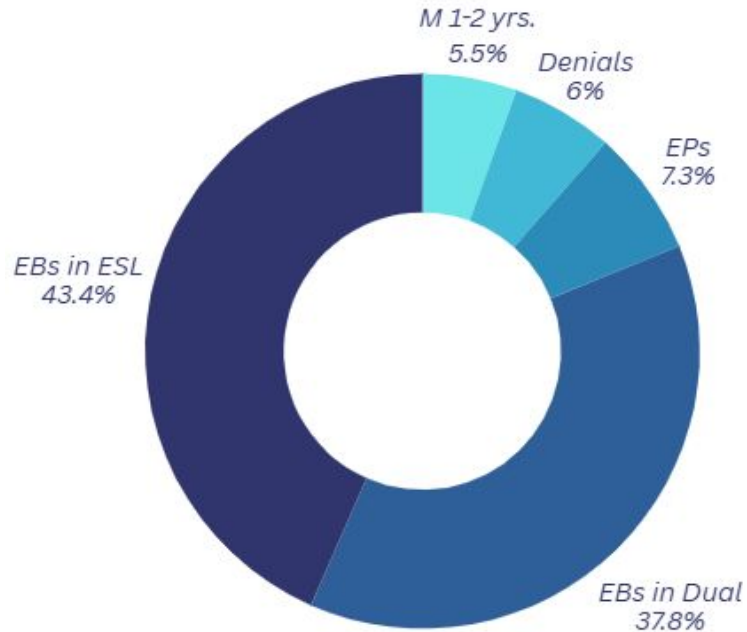
% of Enrollment

22.2%

EB Student Distribution Comparison

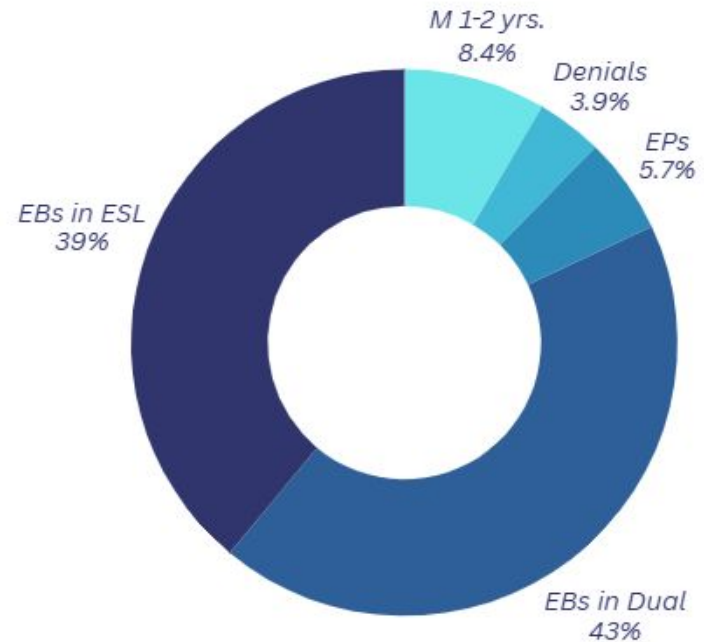
2025–2026 Distribution Breakdown

1,963 Total EB Students Served and Monitored



2026–2027 Distribution Breakdown

1,492 Total EB Students Served and Monitored



EB Student Counts by Program Category

2025–2026 Student Counts

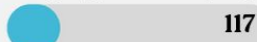
1,963 Total EB Students Served and Monitored

M1-2 yrs.- Monitored students have been reclassified because they met state criteria. They are monitored for 4 years.



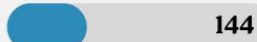
108

Denials- Parents denied Dual Language and ESL programs.



117

EPs- English Proficient speakers in Dual Language Program.



144

EBs in Dual- Emergent Bilingual students in the Dual Language Program.



742

ESL-Emergent Bilingual students in the English as a Second Language Program

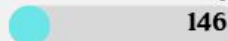


852

2026–2027 Student Counts

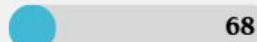
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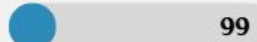
146

Denials- Parents denied Dual Language and ESL programs.



68

EPs- English Proficient speakers in Dual Language Program.



99

EBs in Dual- Emergent Bilingual students in the Dual Language Program.



747

ESL-Emergent Bilingual students in the English as a Second Language Program



677

Year-to-Year Enrollment & EB Trends

Celebrating Two Years of Growth & Success

108 → 148

Reclassifying more students: Monitored students increased significantly from 108 to 148.

117 → 68

Decreasing denials: Program denials dropped substantially from 117 down to 68.

742 → 747

Growing Dual Language: Emergent Bilingual (EB) students in PreK–5th Dual Language grew to 747.

Additional Insights & Notable Trends

144 → 99

English Proficient (EP): Decreased from 144 to 99 students.

Action Plan: Partner with PreK/Headstart Family Support Specialists to engage families with our Dual Language Programs and Framework.

852 → 677

ESL Students: Decreased from 852 to 677 (175 fewer ESL students).

Key Insight: Monitored students increased by 40 as former ESL students were successfully reclassified.

Program Goals



Academic Excellence

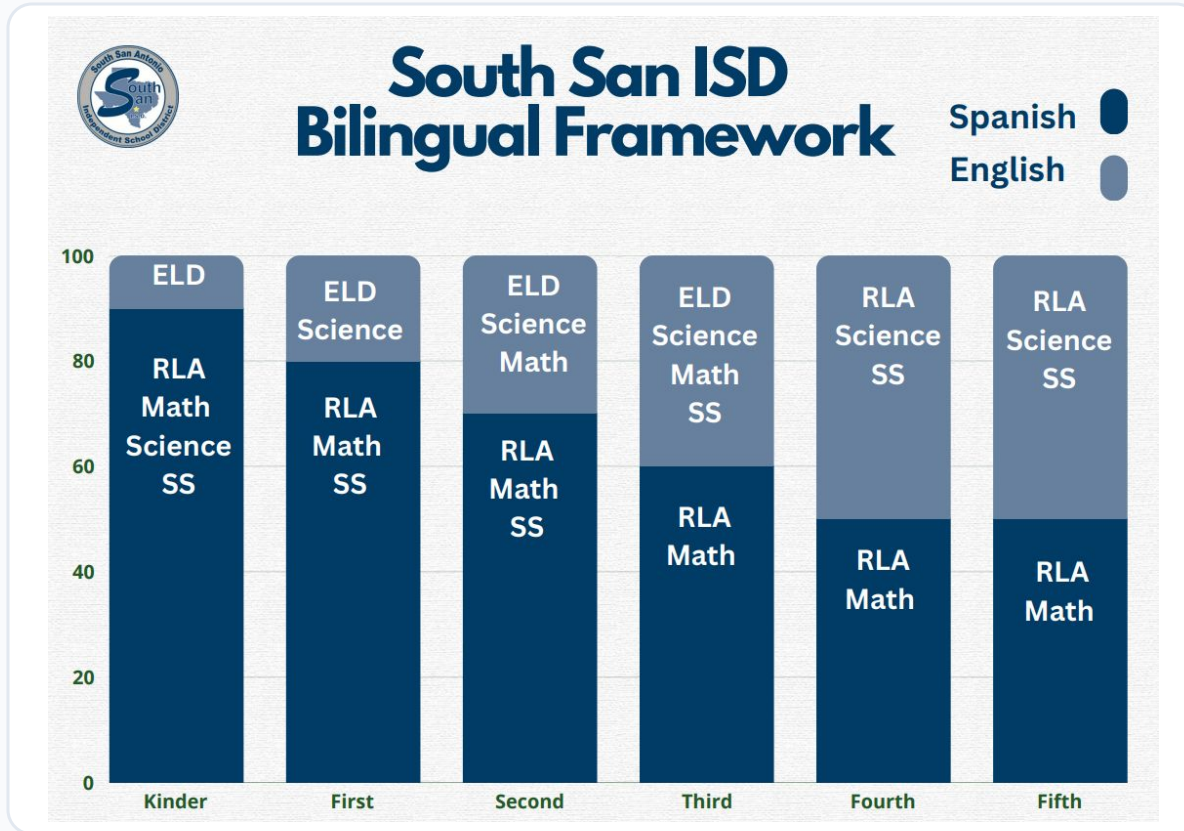
To perform above the state and the region in all content areas.



Inclusive Learning

To close the achievement gap between Emergent Bilingual students and general education students in South San Antonio ISD.

Dual Language Framework K-5



English as Second Language K-12

What is an ESL Content Class?



Core Subjects

A grade-level core subject (Math, Science, Social Studies, or RLA)



Certified Educators

Taught by a certified ESL teacher



Embedded Language Supports

Includes language supports directly integrated during daily instruction



Dual Academic Growth

Helps students master academic content *and* develop English proficiency



Targeted Scaffolding

Uses targeted strategies and linguistic accommodations to support learning

Year-to-Year ESL Certifications & Waivers

ESL Certification Status: District Snapshot

80

Certified Teachers

Certified in ESL supporting EB students PreK-12.

74

ESL Waivers

Teachers on an ESL waiver this school year.

Last Year Summary & District Support

- **94 teachers** were on an ESL waiver

NOTE: The Bilingual & ESL Department supported and reimbursed **59 teachers** for acquiring ESL certifications in 2025-2026 school year.

ESL Certification: Phases & Pathways

1

Phase 1 Support Continuum

Continuing support for teachers who did not obtain ESL certification in Phase 1:

- All elementary teachers
- All English/Reading secondary teachers
- All SPED teachers in units

2

Phase 2 Target Group

The next phase of certification support in 2026-2027 will expand to:

- **All secondary math teachers**

TELPAS Assessment

What is TELPAS?



State-Mandated Assessment

A mandatory assessment system for public school districts in Texas.



Measures Progress

Assesses student progress in learning and mastering academic English.



Targeted Student Group

Specifically designed to evaluate annual growth for Emergent Bilingual (EB) students.

TELPAS – How it is Assessed?

How is TELPAS Assessed?



4 Language Domains

Assesses Listening, Speaking, Reading, and Writing.



Kindergarten – 1st Grade

Assessed holistically in all domains. Window: Feb 16 – Mar 5, 2026.



2nd – 12th Grade

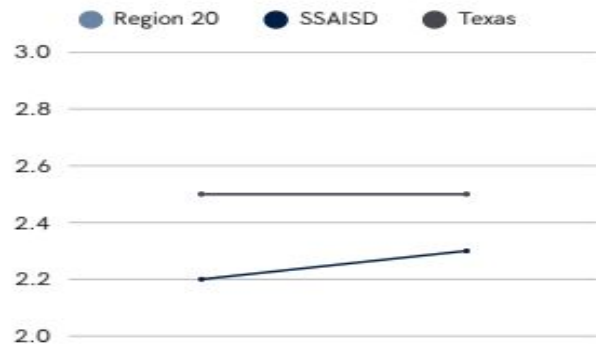
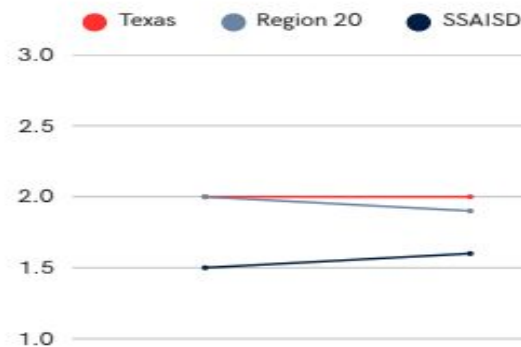
Assessed online over two days. Day 1: Listening & Speaking; Day 2: Reading & Writing. These two days occur in separate weeks – not back to back days.



TELPAS ONE PAGER

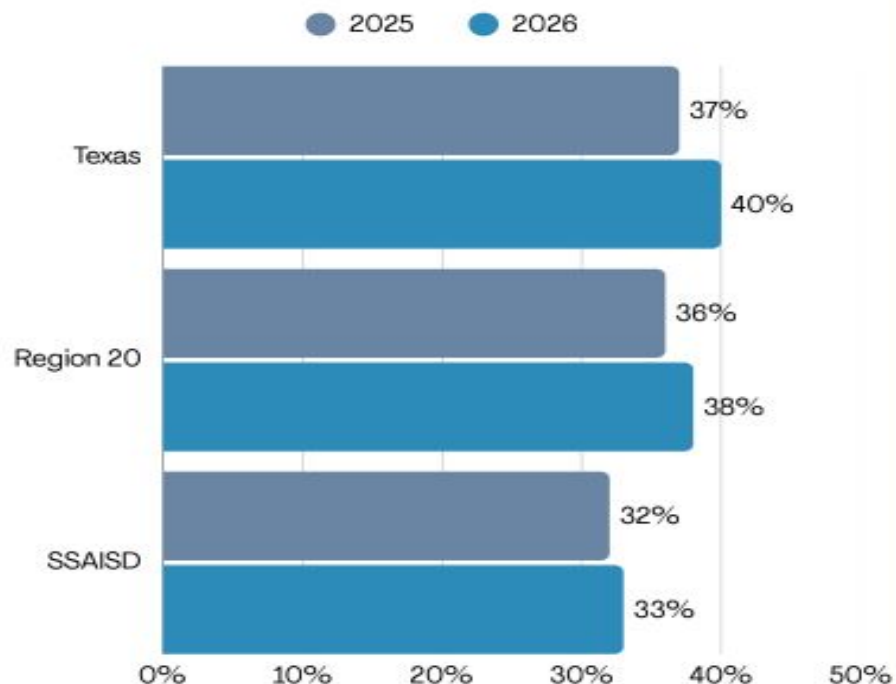
Access the quick reference sheet and assessment summary guidelines.

TELPAS Data

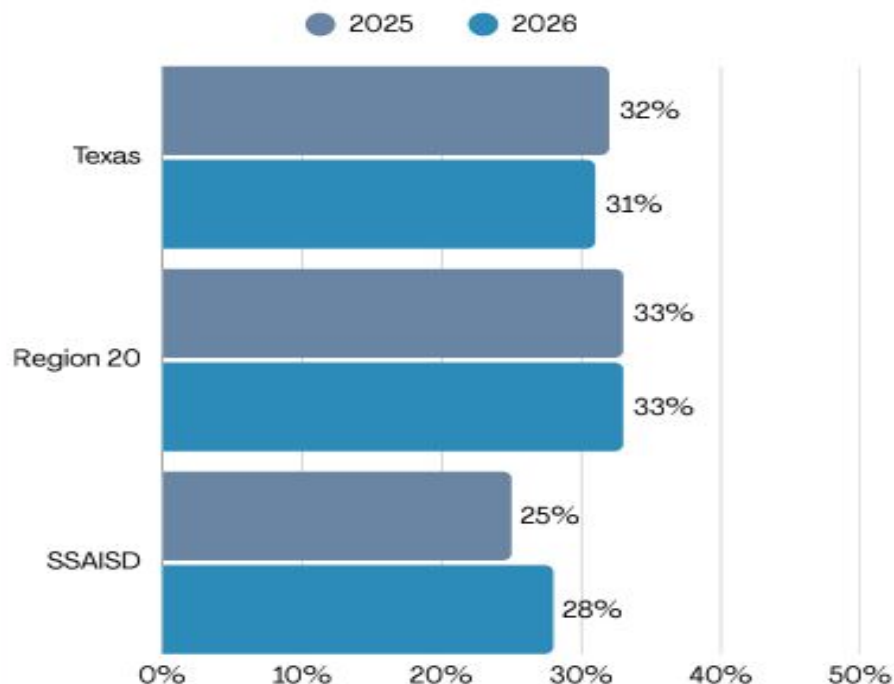


TELPAS Growth

K-2 Percentage of students that grew AT LEAST ONE proficiency level.



3-12 Percentage of students that grew AT LEAST ONE proficiency level.



Professional Development Timeline

AUGUST

The Engagement Effect

(ALL SSAISD Teachers)

Estrellita for Spanish Foundational Skills

(Kinder DL Teachers)

Lunita for Spanish Foundational Skills

(1st Grade DL Teachers)

Escalera Spanish Foundational Skills Intervention

(2nd-5th DL Teachers)

OCTOBER

TELPAS Through Their Eyes: Supporting EB Growth

(All middle schools)

The Power of Student Talk: Get Every Student Thinking, Talking & Learning

(All middle schools)

The New ELPS: From Standards to Practice

(All Elementary Teachers)

NOVEMBER

Teaching Toolkit: Strategies for all Learners

(MS SPED collaboration)

Empowering Biliteracy (Parent Symposium)

The New ELPS: From Standards to Practice

(All Secondary ESL Teachers)

JANUARY

Region 20 TExES 154 Review Session

(ESL certification teachers)

Next Steps...

PROFESSIONAL DEVELOPMENT

Teacher Capacity

The Bilingual & ESL Department continues to provide targeted professional learning to strengthen the capacity of bilingual and ESL teachers and administrators.

CAMPUS SUPPORT

Individualized Solutions

The Bilingual & ESL Department will continue to provide targeted, individualized support to campuses aligned with the needs identified in their Campus Instructional Improvement Plans.



Next Steps...



District-Wide Collaboration

The Bilingual & ESL Department continues to partner with campus Instructional Leadership Teams and central office departments to strengthen district-wide capacity and support effective, high-quality Emergent Bilingual programs.



Thank you!
Questions?

