



2026 Bilingual ESL Annual Program Review

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STRATEGIC PRIORITIES



AHISD will develop students who think critically, solve problems, demonstrate strong character, and master the skills and habits needed for work and life success.



AHISD will deliver consistent, high-quality learning experiences for every student.



AHISD will prioritize the need for every student to feel connected to caring adults who challenge them with high expectations.



AHISD will retain and recruit outstanding teachers.



Strategic Priority Objectives

01

EB language proficiency growth: Increase the percentage of EB students who meet annual TELPAS growth expectations to exceed TEA long term targets by 5 percentage points.

02

EB reclassification readiness: Increase the percentage of eligible EB students who meet reclassification criteria, while monitoring performance by years in U.S. schools, grade band, and program model.

03

EB Closing the gap: Reduce the gap between EB students and all students at Approaches and Masters on STAAR.





Alamo Heights Independent School District

Identification, Program Models, and Demographics



Identification of Emergent Bilingual Students

24 Languages Represented in AHISD

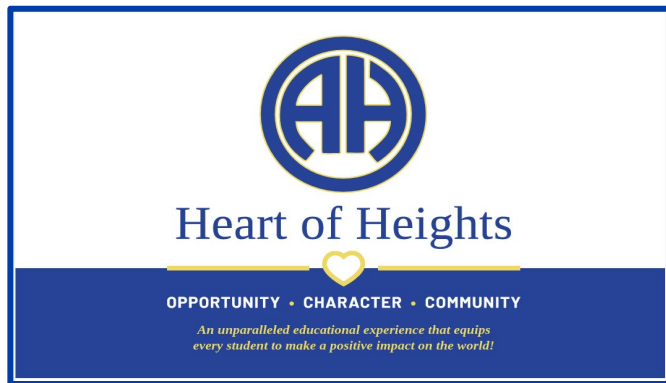
English, Spanish, Vietnamese, Gujarati, Mandarin

Home Language Survey

Language Proficiency Testing

Language Proficiency Assessment Committee





Bilingual Program
K-8

English as a Second
Language (ESL) Program
K-12

Dual Language
(DL)
Model

Spanish
Immersion (SI)
Model

Content Based
Model *through
ELA class*

Pull Out
Model



Who Are Our Students?

406 (8.6%) of Students were identified as Emergent Bilingual (EB) of which:

- ~60% EBs served Dual Language
- ~38% EBs served in PK-12 ESL
- ~02% EBs Denied Services

788 (16.7%) of Students served in Bil/ESL

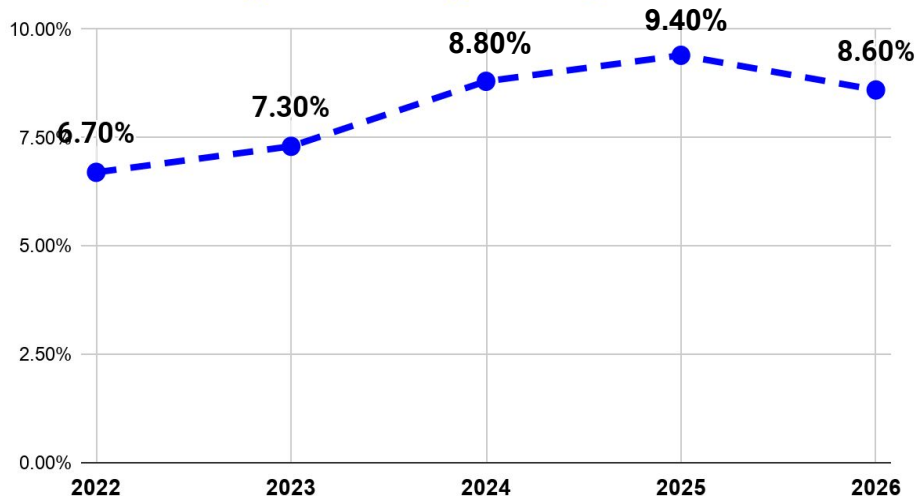
Data Source: [2026 Accountability Report \(District\)](#)
& 2026 TELPAS PEIMS File

23.6% (1.3 million) Ss in State of Texas EB

18.4% (1 million) Served Bilingual/ESL

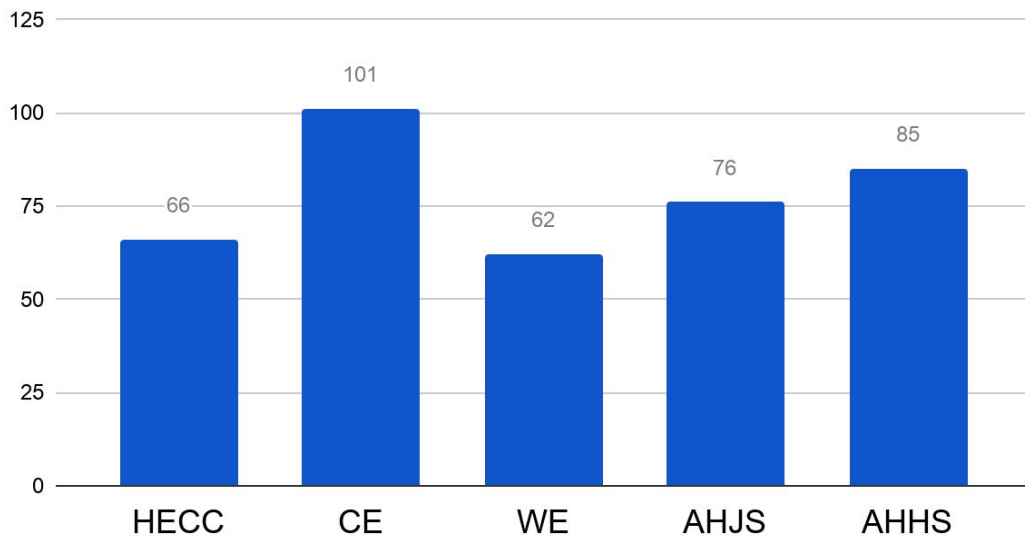
Data Source: [2026 Accountability Report \(District\)](#)

AHISD Longitudinal Emergent Bilingual Enrollment





2026 EB Enrollment by Campus



- Cambridge serves 25% of our district Emergent Bilingual population.
- Close 30% of EBs at HS were within first 2 years of US Schooling.



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Language Program Educators And Professional Development



ALL 34 elementary teachers and 5 interventionists serving Spanish Immersion and Dual Language Students were Bilingual Certified by TEA.

ALL Elementary, JS, and High School English Teachers serving EB students were ESL Certified.





Summer Language Academy DLSI

- Data Analysis
- Goal Setting
- Language Strategies

English Development Training for Secondary and Elementary ESL Teachers

February PD Biliteracy Trajectory

- Language Oracy
- ECR Spanish & English



Alamo Heights Independent School District

English Language Proficiency



TEA Long-Term Targets on TELPAS

01

EB language proficiency growth: Increase the percentage of EB students who meet annual TELPAS growth expectations to exceed TEA long term targets by 5 percentage points.

Campus	TEA Long-Term TELPAS Targets 2037-38	% of AH EB Meeting TELPAS Targets 2026
AHISD	N/A	47%
Cambridge	46%	47%
Woodridge	46%	58%
AHJS	36%	31%
AHHS	34%	51%

TELPAS is the instrument utilized to assess Language Proficiency.

Language proficiency takes time 5-7 years.

TEA sets long term targets for progress which all school districts are measured against.

TEA sets long term targets for progress which all school districts are measured against.

In 2026 we met the targets at CE, WE, AHHS, with AHJS being 5% points away.



Alamo Heights Independent School District

Academic Performance



03

EB Closing the gap: Reduce the gap between EB students and all students at Approaches and Masters on STAAR.

Subject	AH Monitored 3-8 At Approaches or Higher on STAAR	AH Dual Language 3-8 At Approaches or Higher on STAAR	AH ESL 3-8 At Approaches or Higher on STAAR
Reading	100%	83%	60%
Math	85%	75%	60%
Science	100%	89%	57.4%*
SS	100%	67%	0%*

Celebration: EB Monitored Students are successful after reclassification (“exit”).

Achievement Gap: ~20% Across Content Areas.

Elementary Areas of Focus: 5th grade cohort current 6th graders.

Junior School Area of Focus: 6th grade cohort in Math and ELAR.

Data Source: 2026 TEA Results Driven Accountability District Report



03

EB Closing the gap: Reduce the gap between EB students and all students at Approaches and Masters on STAAR.

Subject	AH ALL At Approaches or Higher on EOC	AH EB (ESL) At Approaches or Higher on EOC
Algebra I	81%	95%
Biology	97%	86%
US History	97%	74%
English I & II	88%	57 %

- **Celebration:** AH-EB population at Approaches or Higher is greater than the AH-ALL in Algebra I.
- **High School Area of Focus:** English I and II.

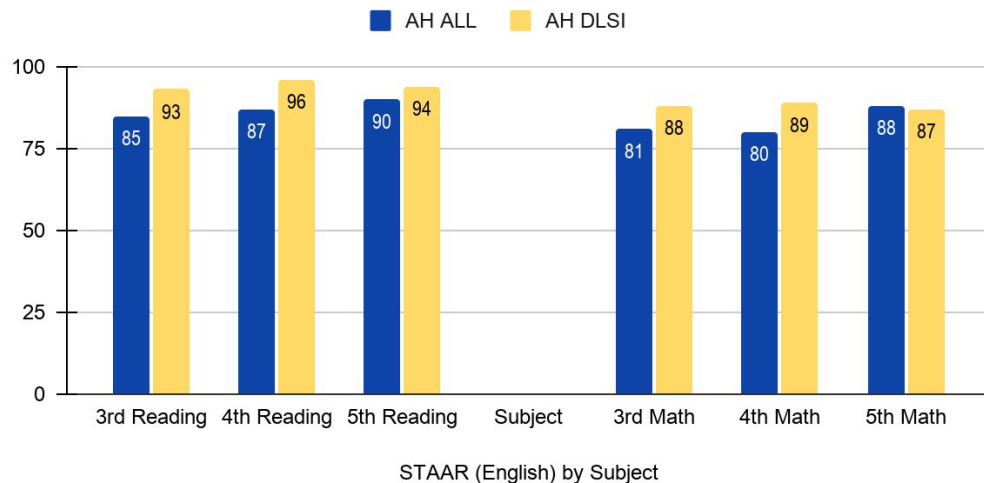
Data Source: 2026 TEA Results Driven Accountability District Report
& 2026 STAAR Performance



Reading Achievement: At or Above District Goal of 90% AND Above the AH-ALL.

Math Achievement: Approaching Goal of 90% AND Above AH- ALL in 3rd and 4th grade, Comparable in 5th.

2026 STAAR Academic Performance At Approaches or Higher



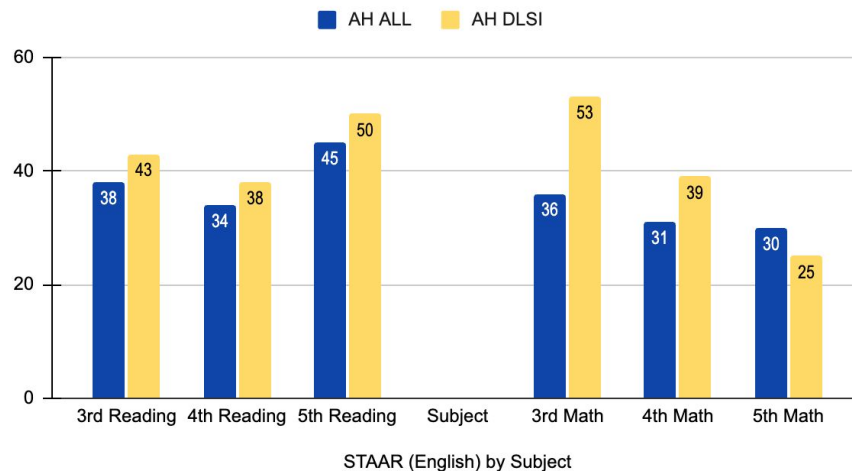
Data Sources: [2025-26 TEA STAAR Performance Report](#) and
[2025-26 District Eduphoria Reports](#)



Reading Achievement: Above AH-All at the Masters Level.

Math Achievement: Above AH-All at the Masters Level in 3rd and 4th, below in the 5th grade cohort.

2026 STAAR Academic Performance- Masters



Data Sources: [2025-26 TEA STAAR Performance Report](#) and
[2025-26 District Eduphoria Reports](#)



Alamo Heights Independent School District

Reclassification Criteria



Reclassification & “Exit” Program

02

EB reclassification readiness: Increase the percentage of eligible EB students who meet reclassification criteria, while monitoring performance by years in U.S. schools, grade band, and program model.



2026 AHISD

of EBs Met
Reclassification Criteria

Elementary

20

Secondary

33



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Questions