

BILINGUAL/ESL EDUCATION PROGRAM REPORT

Big Spring ISD

2025-2026

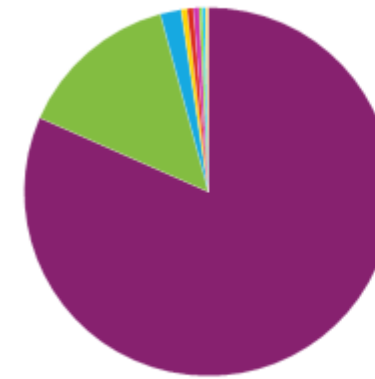


Program Type

- Transitional Bilingual / Early Exit
- ESL / Content-based
- ESL / Pull-out



Student Languages



| Total | 380 |
|---------------------------------|-----|
| Spanish | 310 |
| English | 54 |
| Other Languages | 7 |
| Cambodian | 2 |
| French | 2 |
| Gujarati | 2 |
| Malayalam | 1 |
| Mandarin | 1 |
| Swahili | 1 |

Other Languages Include:
Pilipino (Tagalog)
Cantonese (Chinese)
Vietnamese

Transitional Bilingual / Early Exit



A bilingual program model in which students identified as English learners are served by both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.



Instruction in this program is delivered by a teacher appropriately certified in bilingual education for the assigned grade level and content area.



The goal of early-exit transitional bilingual education is for program participants to use their primary language as a resource while acquiring full proficiency in English. This model provides instruction in literacy and academic content through the medium of the students' primary language along with instruction in English that targets second language development through academic content.

ESL / Content-based



An English acquisition program that serves students identified as English learners through English instruction.



Instruction provided by a teacher appropriately certified in ESL, through English language arts and Reading, mathematics, science, and social studies.



The goal of content-based ESL is for English learners to attain full proficiency in English in order to participate equitably in school. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies.

ESL / Pull-out



An English acquisition program that serves students identified as English learners through English instruction.



Instruction provided by an appropriately certified ESL teacher through English language arts and reading.



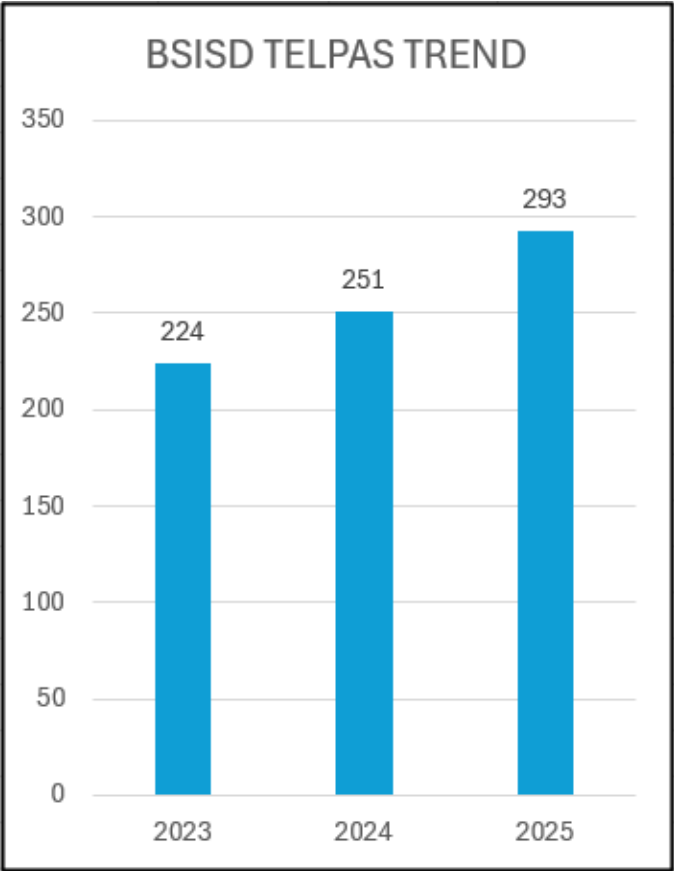
The goal of ESL pull-out is for English learners to attain full proficiency in English in order to participate equitably in school. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

Number of Students Enrolled as EB

| Pre-K | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-------|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|
| 19 | 30 | 37 | 27 | 22 | 25 | 16 | 27 | 25 | 16 | 21 | 22 | 21 | 13 | 321 |

| | 2023 | 2024 | 2025 |
|--------|------|------|------|
| Totals | 224 | 251 | 293 |

| TELPAS Students Enrollment Trend | | | |
|----------------------------------|-------------|-------------|-------------|
| | # Tested 23 | # Tested 24 | # Tested 25 |
| Kinder | 23 | 26 | 39 |
| 1 | 23 | 25 | 29 |
| 2 | 16 | 19 | 25 |
| 3 | 18 | 21 | 23 |
| 4 | 15 | 22 | 21 |
| 5 | 14 | 18 | 24 |
| 6 | 21 | 18 | 24 |
| 7 | 15 | 19 | 16 |
| 8 | 20 | 20 | 23 |
| 9 | 14 | 17 | 20 |
| 10 | 20 | 15 | 18 |
| 11 | 12 | 21 | 16 |
| 12 | 13 | 10 | 15 |
| Totals | 224 | 251 | 293 |



District TELPAS Results

| TELPAS "Beginning" Composite Score Cohort Trend | | | | | | | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 2023 | 17% | 30% | 13% | 0% | 7% | 21% | 5% | 0% | 0% | 14% | 10% | 8% | 0% |
| 2024 | 35% | 8% | 11% | 29% | 9% | 22% | 11% | 5% | 10% | 0% | 40% | 5% | 20% |
| 2025 | 46% | 14% | 24% | 0% | 10% | 8% | 13% | 13% | 9% | 15% | 17% | 31% | 13% |
| | | | | | | | | | | | | | |
| TELPAS "Intermediate" Composite Score Cohort Trend | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 2023 | 65% | 30% | 75% | 44% | 20% | 29% | 38% | 60% | 25% | 57% | 10% | 17% | 31% |
| 2024 | 35% | 8% | 11% | 29% | 9% | 22% | 11% | 5% | 10% | 0% | 40% | 5% | 20% |
| 2025 | 41% | 72% | 44% | 48% | 57% | 42% | 29% | 38% | 26% | 30% | 33% | 38% | 33% |
| | | | | | | | | | | | | | |
| TELPAS "Advanced" Composite Score Cohort Trend | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 2023 | 13% | 30% | 13% | 50% | 67% | 29% | 52% | 27% | 40% | 21% | 65% | 75% | 54% |
| 2024 | 0% | 28% | 47% | 29% | 36% | 39% | 33% | 68% | 50% | 47% | 27% | 43% | 30% |
| 2025 | 8% | 0% | 24% | 48% | 29% | 42% | 58% | 44% | 57% | 45% | 50% | 31% | 33% |
| | | | | | | | | | | | | | |
| TELPAS "Advanced High" Composite Score Cohort Trend | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 2023 | 4% | 9% | 0% | 6% | 7% | 21% | 5% | 13% | 35% | 7% | 15% | 0% | 15% |
| 2024 | 12% | 4% | 0% | 5% | 5% | 11% | 17% | 11% | 5% | 24% | 7% | 29% | 0% |
| 2025 | 5% | 14% | 8% | 4% | 5% | 8% | 0% | 6% | 9% | 10% | 0% | 0% | 20% |

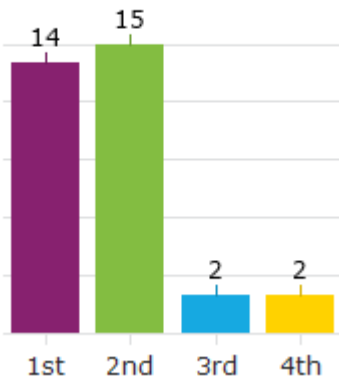
District EB STAAR Results

| RLA STAAR/EOC "Approaches" | | | | | RLA STAAR/EOC "Meets" | | | | | RLA STAAR/EOC "Masters" | | | |
|---------------------------------------|------|------|------|--|----------------------------------|------|------|------|--|------------------------------------|------|------|------|
| | 2023 | 2024 | 2025 | | | 2023 | 2024 | 2025 | | | 2023 | 2024 | 2025 |
| 3 | 61% | 53% | 79% | | 3 | 28% | 37% | 38% | | 3 | 6% | 11% | 8% |
| 4 | 63% | 65% | 64% | | 4 | 25% | 17% | 32% | | 4 | 0% | 4% | 18% |
| 5 | 62% | 68% | 61% | | 5 | 38% | 32% | 35% | | 5 | 8% | 11% | 4% |
| 6 | 82% | 65% | 72% | | 6 | 27% | 47% | 32% | | 6 | 14% | 6% | 16% |
| 7 | 50% | 55% | 47% | | 7 | 38% | 25% | 24% | | 7 | 6% | 9% | 12% |
| 8 | 71% | 62% | 61% | | 8 | 33% | 48% | 26% | | 8 | 5% | 14% | 0% |
| E1 | 43% | 48% | 49% | | E1 | 14% | 39% | 26% | | E1 | 0% | 9% | 0% |
| E2 | 48% | 38% | 40% | | E2 | 17% | 8% | 16% | | E2 | 0% | 4% | 0% |
| Math STAAR/EOC "Approaches" | | | | | Math STAAR/EOC "Meets" | | | | | Math STAAR/EOC "Masters" | | | |
| | 2023 | 2024 | 2025 | | | 2023 | 2024 | 2025 | | | 2023 | 2024 | 2025 |
| 3 | 60% | 65% | 71% | | 3 | 25% | 40% | 42% | | 3 | 10% | 20% | 17% |
| 4 | 94% | 74% | 77% | | 4 | 75% | 52% | 55% | | 4 | 25% | 9% | 27% |
| 5 | 69% | 80% | 48% | | 5 | 46% | 35% | 17% | | 5 | 15% | 0% | 4% |
| 6 | 71% | 65% | 68% | | 6 | 38% | 24% | 40% | | 6 | 10% | 6% | 8% |
| 7 | 50% | 55% | 47% | | 7 | 38% | 33% | 13% | | 7 | 6% | 14% | 0% |
| 8 | 70% | 56% | 55% | | 8 | 30% | 22% | 18% | | 8 | 5% | 6% | 5% |
| Alg. 1 | 67% | 84% | 85% | | Alg. 1 | 8% | 36% | 45% | | Alg. 1 | 0% | 12% | 20% |
| Science and SS STAAR/EOC "Approaches" | | | | | Science and SS STAAR/EOC "Meets" | | | | | Science and SS STAAR/EOC "Masters" | | | |
| | 2023 | 2024 | 2025 | | | 2023 | 2024 | 2025 | | | 2023 | 2024 | 2025 |
| 5 Science | 62% | 55% | 52% | | 5 Science | 31% | 25% | 13% | | 5 Science | 0% | 0% | 0% |
| 8 Science | 52% | 52% | 52% | | 8 Science | 35% | 23% | 41% | | 8 Science | 0% | 9% | 0% |
| Biology | 82% | 86% | 91% | | Biology | 15% | 43% | 39% | | Biology | 0% | 14% | 4% |
| 8 SS | 38% | 35% | 26% | | 8 SS | 19% | 10% | 9% | | 8 SS | 10% | 0% | 0% |
| USH | 85% | 70% | 75% | | USH | 26% | 5% | 25% | | USH | 11% | 5% | 10% |

Number of Students Reclassified

| Pre-K | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-------|-----|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| N/A | N/A | 3 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 2 | 0 | 0 | 0 | 10 |

Monitored (33)



Meet three criteria to reclassify:

1. Pass TELPAS with a composite rating of “Advanced High”
2. Pass STAAR RLA/Eng I/Eng II
 1. For grades 1 & 2: meet a score at or above the 40th percentile on the IOWA (state-approved norm-referenced standardized achievement test)
3. Satisfactory score on the subjective teacher evaluation

| 2022 | 2023 | 2024 | 2025 |
|------|------|------|------|
| 0 | 3 | 20 | 10 |

Parental Involvement Activities for Parents of EB Students

BSISD feels parent engagement in bilingual education is crucial for student success. Our goal is to make families feel like valued partners by using their home languages, providing information in accessible formats, and creating inclusive events.

Bilingual Support for Parents is offered through:

- BSISD Bilingual staff offers parent classes every Tuesday and Thursday at Moss Elementary from 4pm-5pm. During this time, parents can receive help setting up parent programs such as Parent Portal, completing paperwork, and learning the English language.
- The BSISD website has links to several helpful sites along with a Parent and Engagement newsletter: <https://pfetexas.net/parentsandfamilies>
- Providing families with resources and information on:
 - How to support home language skills
 - LPAC processes and campus contact information
 - Districts Bilingual Programs offered
 - TELPAS
 - Community services and resources offered



Exceptions/Waivers

ESL Waivers Submitted for this year: 22

| 2022 | 2023 | 2024 | 2025 |
|------|------|------|------|
| 20 | 22 | 24 | 22 |

Number of students being served by teachers under the ESL Waiver: 109

Bilingual Exceptions Submitted for this year: 2

| 2022 | 2023 | 2024 | 2025 |
|------|------|------|------|
| 4 | 5 | 3 | 2 |

Number of students being served by teachers under the Bilingual Exceptions: 46

BSISD had two teachers receive ESL certification last year and one that is currently working towards certification. We will continue to help/motivate those working with EB students to receive their ESL/Bilingual certifications through test prep trainings.

2025-2026 Bilingual/ESL Program Plan for Improvement

BSISD plan for improvement includes the following:

- 1. BSISD provides and communicates with uncertified teachers the opportunity to attend workshops/trainings at our local ESC along with inhouse trainings.*
- 2. BSISD collaborates with ESC 18 to provide trainings for ESL and Bilingual certification test prep as well as providing test preparation manuals.*
- 3. BSISD reimburses travel fees to attend training/workshops.*
- 4. BSISD reimburses successful testing exam fees.*

According to TEA: “LEA’s applying for a BE exception and/or ESL waiver must assure that they will use a minimum of 10% of their bilingual education allotment (BEA) funds for PD provided through the comprehensive PD plan.”

Bilingual/ESL Professional Development

| ID | Start Date ▲ | Title | Description | Type |
|--------|--------------|--|---|--------------------------|
| 607570 | 10/30/2025 | Elevate Biliteracy: Building Blocks of Phonics and Spelling Instruction in the Spanish Language Arts Classroom | This session will explore the foundations of phoni... | Professional Development |
| 607549 | 11/5/2025 | Content-Based Language Instruction (CBLI) | CBLI is an integrated approach to language instruc... | Professional Development |
| 606599 | 11/12/2025 | Reach and Teach All Learners with Britannica School for K12 and Special Populations! | This session covers new and engaging ways to reach... | Virtual PD |
| 607626 | 11/13/2025 | TELPAS-Tips and Tricks for a Successful Journey | In this training, educators will engage in interac... | Professional Development |
| 620432 | 11/17/2025 | Results Driven Accountability (RDA) | Now that the Results Driven Accountability perform... | Professional Development |
| 607546 | 12/1/2025 | TEXES ESL 154 Test Prep Training | "Participants will gain knowledge about ESL method... | Professional Development |
| 618299 | 12/3/2025 | Bilingual Assessment for Monolingual Evaluators: Organizing, Assessing, and Interpreting | The intersection between a specific learning disab... | Professional Development |
| 619732 | 12/9/2025 | NEW EB Program Leader | This three-part onsite and virtual series is for N... | Professional Development |
| 615297 | 12/11/2025 | Title III SSA Meeting | This session is for school districts participating... | Professional Development |
| 607635 | 1/8/2026 | LPAC Assessment Decision-Making Process | The purpose of this workshop is to guide LPACs in ... | Professional Development |
| 606615 | 1/27/2026 | Get the Best Out of LearningExpress PrepSTEP! | Need to take a deeper dive into the LearningExpres... | Virtual PD |
| 607567 | 1/27/2026 | NEW EB Program Leader | This three-part onsite and virtual series is for N... | Professional Development |

All Bilingual/ESL teachers are trained annually to use the ELPS – English Language Proficiency Standards, CBLI – Content Based Language Instruction and DMAC data search.

BSISD partners with Region 18 to offer in district training to staff on CBLI and TELPAS.

Ongoing support is also provided through Region 18 and the Curriculum Department.

Comprehensive PD Plan

| Scope and Sequence of Plan | Results |
|--|---|
| <p>Per BSISD District Improvement Plan: Goal 1; Performance Objective 4; Strategy 5: BSISD will deliver targeted, district-wide professional development aligned to identify academic needs, with a strong focus on supporting students in high-priority groups. (EB students)</p> <p>This will take place through workshops, online modules, PLC discussions, guided reflections, coaching, collaborative lesson planning, and data-driven decision making.</p> | <ul style="list-style-type: none">* Understanding program models, legal requirements, the value of bilingualism and biliteracy.* Development of cultural awareness, communication skills, integrating culturally relevant content into the curriculum.* Understanding the stages of language acquisition, planning for language objectives that support students at various proficiency levels. |

Reflection

- The computer-rated Speaking domain of the TELPAS assessment continues to be the major reason the majority of EB students in BSISD – along with most of Texas – have not met reclassification criteria.
 - Discussions are being made within PLC's/teacher meetings on how to address this issue.
 - Summit K-12 is a TELPAS supplementary program that is being utilized making sure that all EB students will focus on all four domains – Listening, Speaking, Reading, Writing.
 - Teachers will receive training in CBLI and TELPAS to fully understand what is being assessed.
- EB Summer Enrichment will focus on speaking and academic vocabulary
- Due to the increasing number of EB students, BSISD will work on recruiting ESL/Bilingual certified teachers and move towards helping our current teachers become certified in these areas.

Bilingual Support Team: It takes a village!



Stacie Del Angel – Director of State & Federal Programs/Parent Engagement

Misty Henson – Director of Special Programs/District Testing Coordinator

Kandi Lane – Elementary Curriculum Coordinator/Elementary Support

Gina McWilliams – District Registrar

Becky Otto – Director of Curriculum/Secondary Support

Dana Scott – Assistant Superintendent/Academics



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