



## Information Item

**Date:** December 8, 2025

**Division:** Learning and Teaching & Accountability

**Subject:** Annual Bilingual/ESL Update

**Background Information:**

Members of the Bilingual/ESL team will present the annual update regarding data and information for Bilingual and ESL programs and services in LISD.

English Language Learners

- Instructional programs for Bilingual and English as a Second Language are governed by information in Texas Education Code, Texas Administrative Code, and Federal Guidelines from the Office of Civil Rights.
- According to Texas Administrative Code (TAC) §89.1265 and the LISD program evaluation cycle, the evaluation of Bilingual/ESL programs is kept on file with the Assessment and Accountability Department. A report is provided to the Board of Trustees each year regarding Bilingual/ESL programs.

Bilingual Education Programs

- According to TAC §89.1205, a school district shall provide a bilingual education program by offering dual language instruction in the elementary grades, using one of the four bilingual program models described in TAC §89.1210.
- These four options are: Transitional bilingual/early exit, transitional bilingual/late exit, dual language immersion/two-way, dual language immersion/one-way. LISD utilizes the following models:
  - **Dual Language Immersion - One-Way:** All students are native Spanish speakers. They have been identified as Emergent Bilinguals and are prepared to meet reclassification criteria in order to be successful in English-only instruction. The program is designed for students to spend 50% of their time in English and 50% of their time in Spanish for all content areas in kindergarten through fifth grade.
  - **Dual Language Immersion - Two-Way:** Students identified as Emergent Bilinguals are integrated with students proficient in English, served in both English and Spanish, and prepared to meet reclassification criteria. There must be a minimum of  $\frac{1}{3}$  Spanish Language Learners to  $\frac{2}{3}$  Emergent Bilinguals to qualify as a Two-Way classroom. The program is designed for students to spend 50% of their time in English and 50% of their time in Spanish for all content areas in kindergarten through fifth grade. The program currently includes 371 Spanish Learners across the program.
- In studies of bilingual programs, the most effective programs are those that provide consistent, long-term use of the native language for concept development. (Collier, 2012); (Ramirez, 1991); (Samway & McKeon, 2007); (Genesse & Colleagues, 2006).

### English as a Second Language (ESL)

- According to TAC §89.1205, all Emergent Bilinguals for whom a school district is not required to offer a bilingual education program shall be provided an English as a Second Language (ESL) program. A school district can use one of two models as described by TAC §89.1210 for students in grades PK-12.

### **Administrative Consideration:**

### Emergent Bilingual (EB) Numbers:

- The following table captures the growth that has occurred in the number of Emergent Bilinguals served by Dual Language or ESL programs. EB students represent 23% of the LISD student population (approximately 10,695 students out of 46,500 total students). Although LISD overall enrollment numbers have declined over the years, EB enrollment has continued to increase as a percentage of overall enrollment. This follows a similar trend as that of Texas, where EB students are 24% of the student population.

Year	Number of Emergent Bilinguals
2016	8,417
2017	8,917
2018	9,254
2019	9,553
2020	9,848
2021	9,718
2022	10,033
2023	10,318
2024	11,312
2025	10,695

- There are over 77 languages spoken by EBs who are served in the Bilingual or ESL program. 73% of those students are Spanish speaking.
- There are 90 languages represented by all students enrolled in LISD, with several languages represented by multilingual students who are already proficient in English and therefore do not qualify for language program services.
- In the 2010-2011 school year, our Emergent Bilingual graduation rate was 61.8%. Since that time, we have seen a dramatic increase in student success. The 2023 Results Driven Accountability (RDA) report for LISD shows an 86% graduation rate, demonstrating consistent improvement while the number of EB students has significantly increased each year.
- According to state law, parents are allowed to choose whether they want their student who is identified as an EB to participate in a Dual Language or ESL program. In 2004, 438 parents refused services for their EB student to participate in a bilingual or ESL program. In 2024, this number was reduced to 281 students.

### Dual Language Education Programs

- Lewisville ISD currently has 8 languages where a bilingual program is required according to the above statute: Burmese, Korean, Malayalam, Mandarin, Spanish, Telugu, Urdu and Vietnamese. Of all those languages, the State provides formal teacher certifications for: Korean, Mandarin, Spanish, and Vietnamese. For the 2025-2026 school year, Bilingual Waivers have been submitted for Korean, Malayalam, Mandarin, Spanish, Telugu, Urdu, and Vietnamese.
- Pre-K students that qualify for the bilingual programming in Spanish based on their home language often remain in the Dual Language program as they transition into kindergarten.

### English as a Second Language (ESL)

- ESL programs and services are provided at all campuses in LISD.
  - Students who speak a language other than Spanish are served through our English as a Second Language Program (ESL). LISD provides ESL programming at every school.

### Teacher Waivers and Exceptions

2025-2026 School Year:

- Bilingual Exceptions: 100 teachers impacting 612 students
- ESL Waivers: 172 teachers impacting 975 students

The district continues to work on reducing these numbers through comprehensive professional development and certification support.

### Professional Development

2025-2026 Professional Development Scope:

- Compliance:
  - LPAC Updates
  - TELPAS Administration
  - STAAR Administration and Accommodations
- Instructional Support for Language Acquisition:
  - Content-based language instruction (CBLI)
  - Content-specific strategies (Ex: Talk Read, Talk Write, QSSSA)
  - Curriculum writing to embed specific strategies in learning sets
  - ELPS (English Language Proficiency Standards)
  - Explicit connection to the ONE Vision framework around Academic Conversations

### Summer 2025 Professional Development:

- Teacher course completions: 389
- Aide course completions: 35
- Ongoing online professional development support for ESL Certification is offered each semester and summer

### Job-Embedded Professional Development:

- Language Acquisition Specialists and ESL Liaisons provide campus-specific professional learning during the school year to support strategy implementation and linguistic supports.