ANNUAL REPORT
BILINGUAL & ESL

"Teach so that students learn to their maximum potential"

§89.1265(a)Program Evaluation

KILLEEN
INDEPENDENT SCHOOL DISTRICT

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BILINGUAL

KISD implements two Bilingual models (§89.1210. Program Content and Design)

DUAL LANGUAGE ONE-WAY

PK - 2nd

- The goal is to attain bilingualism and biliteracy.
  - Language of instruction is based on the model.
  - Content-based language instruction in English as well as the primary language.

TRANSITIONAL BILINGUAL LATE EXIT

3RD - 5TH

- The goal is to acquire full proficiency in English.
  - Instruction is primarily in English.
  - Content is delivered in English with supports through the primary language.

ENGLISH AS A SECOND LANGUAGE (ESL)

From §89.1210. Program Content and Design.

- PK- 12th grades across all campuses.
- Goal is to attain full proficiency in English in order to participate equitably in school.
- Instruction is delivered in English using content-based language instruction methods.

Students Served in KISD Bilingual and ESL Programs

|	2022-2023	2023-2024	2024-2025	*2025-2026
Bilingual	1,186	1,329	1,291	1,254
ESL	3,473	2,927	3,191	3,621
Total Served	4,659	4,256	4,482	4,875
Total Emergent Bilingual (EB)	5,028	5,567	5,564	5,299

*As of 9/17/2025

District TELPAS Composite Rating

Texas English Language Proficiency Assessment System

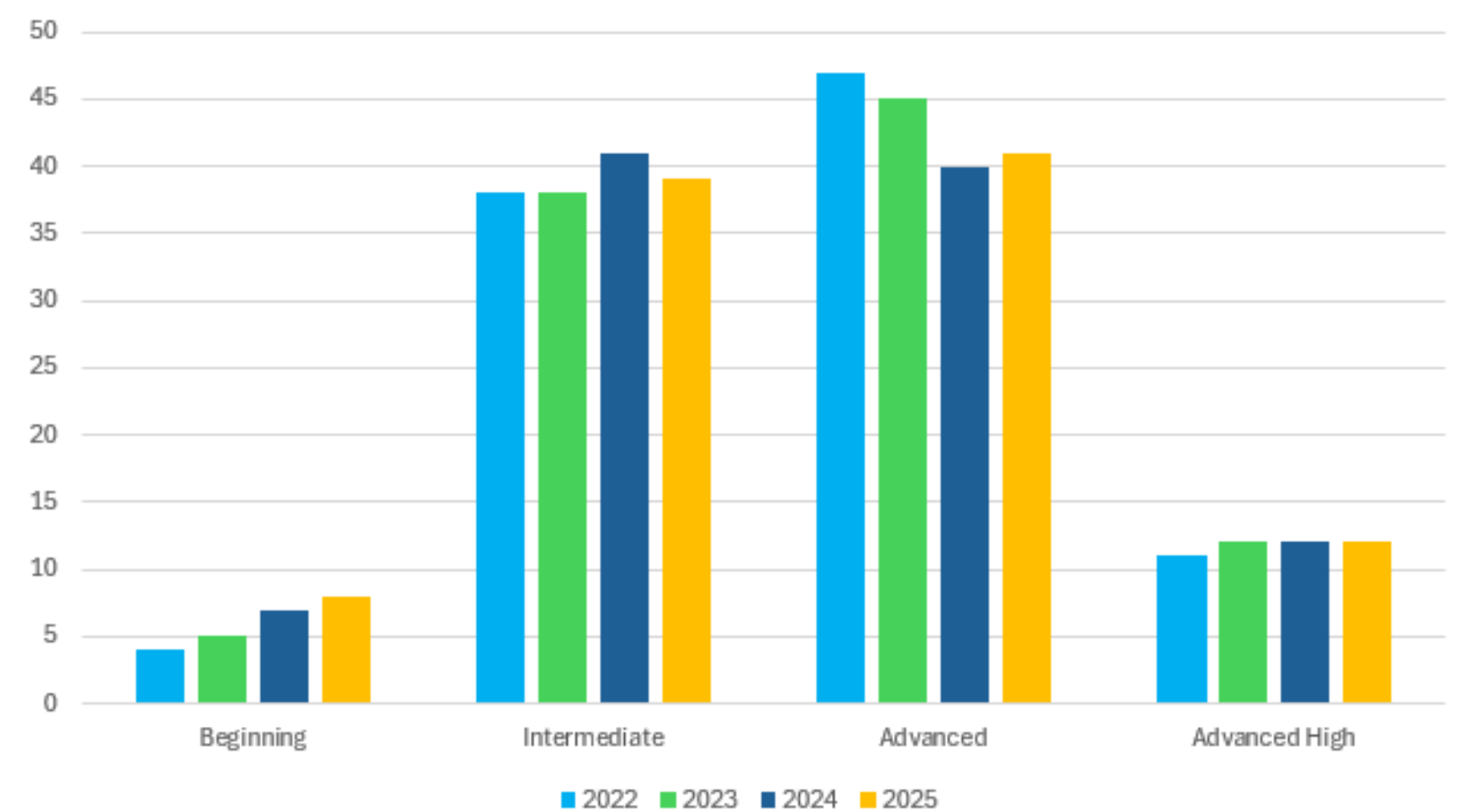## English Proficiency Progress of all Emergent Bilingual students

TELPAS K-2nd
Composite Rating

2022 ■ 2023 ■ 2024 ■ 2025
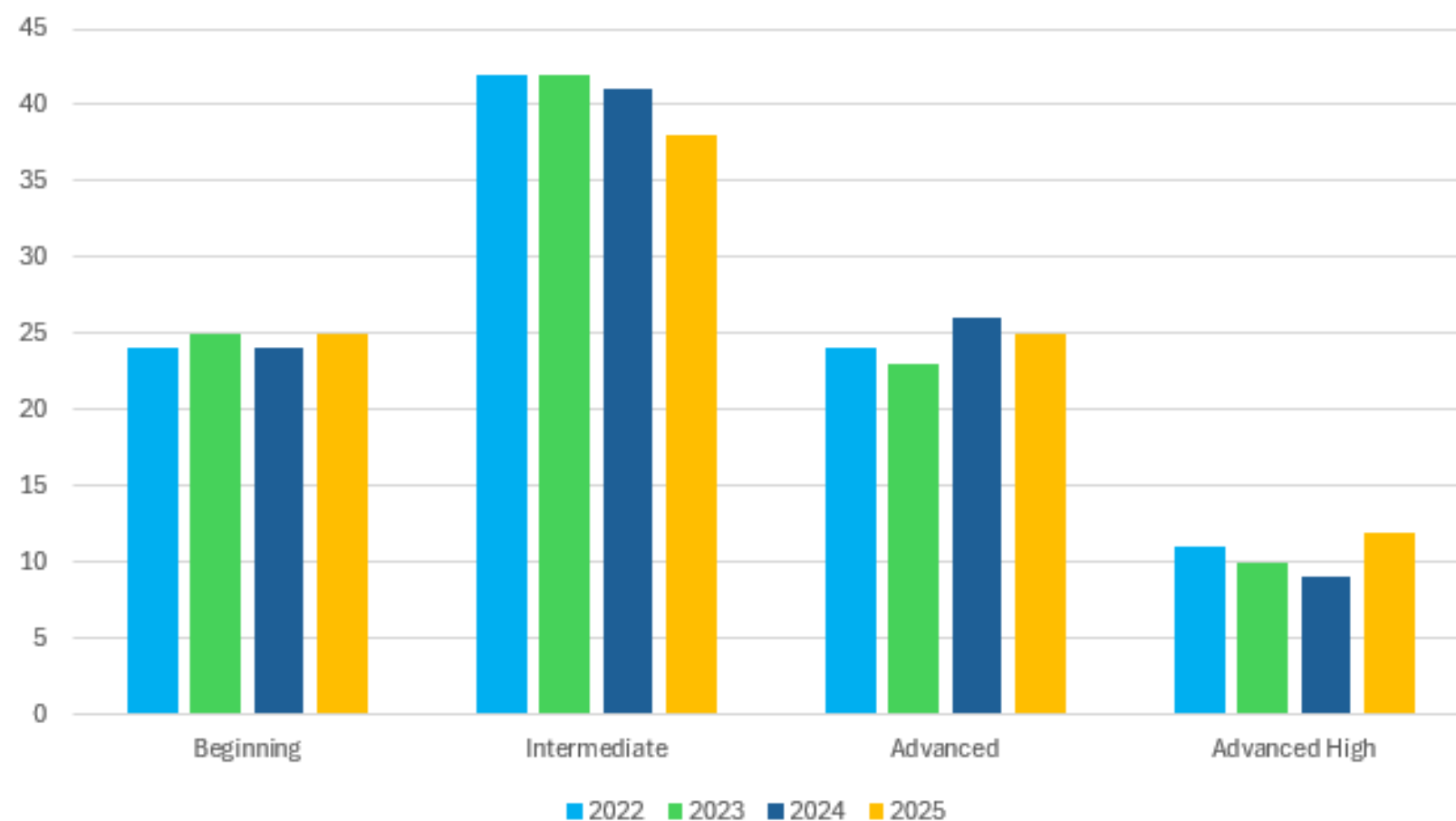
38% of Students progressed at least One Proficiency Level

TELPAS 3rd- 12th
Composite Rating

2022 ■ 2023 ■ 2024 ■ 2025

32% of Students progressed at least One Proficiency Level

District STAAR Reading

Academic progress of Bilingual and ESL students in Reading STAAR 2025 (Meets)

	Bilingual English	Bilingual Spanish	ESL	All KISD
3rd	39% (168 tested)	13% (31 tested)	37%	48%
4th	40% (161 tested)	27% (33 tested)	44%	49%
5th	46% (142 tested)	29% (28 tested)	39%	53%
6th			23%	43%
7th			18%	38%
8th			31%	45%
EOC English I			29%	47%
EOC English II			29%	51%

Students Reclassified

Number of Emergent Bilingual (EB) Students Reclassified based on TEA criteria in 19 TAC §89.1226 (i).

	Total
2021-2022	12
2022-2023	43
2023-2024	332
2024-2025	411

A district may reclassify an emergent bilingual as English proficient if the student all of the following criteria:

- TELPAS Advanced High Composite rating
- K-2nd, 11th and 12th- 40th percentile or above on Norm-Referenced Standard Achievement test
- 3rd-10th- Approaches Grade Level or above on STAAR Reading
- Teacher evaluation using TEA's English Learner Reclassification Rubric

Exceptions and Waivers

2024-2025 School Year	
Certified teachers on an ESL waiver	87
Classes on an ESL Waiver	91

District supports the certification process for KISD teachers
- Host face-to-face ESL certification study sessions
- Reimburse costs for certification process upon passing
- Compensate for study hours

34 teachers capitalized on KISD Study Sessions in 24-25 SY

20 teachers capitalized on KISD Reimbursement process in 24-25 SY

- SSS [2]
- Language Objectives for all Content Areas
- Content Integration for Biliteracy
- Interventional Supports for Instructional Aides
- TELPAS Strategies
- Parent Liaison training about Language Support program
- Dual Language Components
- Summit K12
- Compliance: LPAC and documentation
- TXRL
- 7 Steps to Language-Rich, Interactive Classrooms
- TELPAS for all Content Areas
- Bridging and Content Based Language Instruction
- Content Supports for Bilingual Classrooms
- Bilingual Leadership trainings
- Newcomer Supports for Bilingual & ESL Aides
- Parent, Family, Community Engagement Sessions
- ESL Certification Preparation Courses
- Dual Language PLCs
- ESL PLCs
- Bilingual PLCs
- Print-Rich Environments for Dual Language

PROFESSIONAL DEVELOPMENT

Opportunities provided by Multilingual Services to support the academic and linguistic growth of our EB Students during the 24-25 school year.

FUTURE CONSIDERATIONS
SEAL OF BILITERACY

§74.14. Performance Acknowledgments

Since 2013, Texas has offered a performance acknowledgement for bilingualism and biliteracy for eligible graduating high school students, which is one of five performance acknowledgments that can be noted on a students' transcript. Texas requirements to earn the performance acknowledgments in bilingualism and biliteracy (State Seal of Biliteracy) are below:

1

All students pursuing the Seal of Biliteracy must...

✔ Demonstrate English proficiency by earning four credits in English with at least a B average.

2

Emergent bilingual students pursuing the Seal of Biliteracy, must...

✔ Participate in and meet exit criteria for bilingual/ESL program
-and-
✔ Score Advanced High on TELPAS exam

3

All students pursuing the Seal of Biliteracy must also...

✔ Complete three credits in non-English language with at least a B average.
-or-
✔ Complete a Level 4 language course (i.e. Spanish 4) or higher with at least a B average.
-or-
✔ Complete 3 credits in English, math, science or social studies in another language with at least a B average.
-or-
✔ Score a satisfactory level on a national exam in a language other than English (AP, IB or anther national assessment)

Advancing Texas Student Success through Bilingualism and Biliteracy