



Bilingual Education Program 2024 - 2025 Annual Evaluation

Presentation for:

United I.S.D. Board Dr. Gerardo Cruz, Superintendent October 8, 2025

Maria Arámbula Ruiz, Bilingual Ed. Director

"United, We empower students to become Responsible, Global Leaders"

Program Evaluation: Chapter 89.1265

A. Chapter 89.1265 requires school districts to conduct a bilingual education or English as a second language (ESL) annual program evaluation in accordance with Texas Education Code (TEC), §29.053.

The purpose is to present data to determine program effectiveness to ensure student academic success. The annual evaluation report shall be presented to the board of trustees before November 1 of each year and the report shall be retained at the school district level in accordance with TEC, §29.062.





B. The annual report shall include the extent to which EBs are becoming English proficient and their educational performance.

United ISD – EB Reclassification History

School Year	UISD Student Enrollment	EB Student Enrollment	Total % from Enrollment	EB students meeting reclassification criteria at EOY prior school yr.	EB students reclassified at BOY of new school year	Criteria
2025-26	39,903	15,287	38.3%	1,809	10.9%	TELPAS- Composite Score & STAAR Rdg./ITBS Rdg. & Lang. Arts
2024-25	41,127	16,615	40.4%	1,859	10.5%	TELPAS- Composite Score & STAAR Rdg./ITBS Rdg. & Lang. Arts



Data source: IRIS and SKYWARD as of 9/24/2025





Academic Performance

Standard Summary for Cluster (K-2nd)



LISTENING AΗ Α % % % % State 26 31 25 18 Region 1 27 33 24 16 32 UISD 18 29 20

SPEAKING

	В	I	Α	AH
	%	%	%	%
State	42	33	15	9
Region 1	43	36	13	7
UISD	30	40	18	11



READING

	В	1	Α	AH
	%	%	%	%
State	50	27	14	9
Region 1	51	30	12	7
UISD	39	35	17	10



WRITING

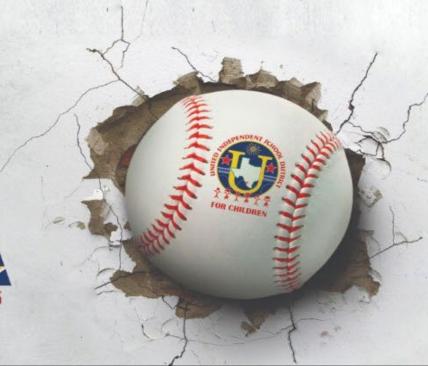
	В	_	Α	AH
	%	%	%	%
State	56	25	13	7
Region 1	57	26	11	5
UISD	44	34	15	7
	COMI	POSITE R	ATING	
	В	I	Α	AH
	%	%	%	%
State	36	38	18	9
Region 1	36	40	17	6
UISD	26	41	24	10
State Ave	rage Con	nposite S	соге	2.0
Region 1	Average (Composi	te Score	1.9
UISD Ave	rage Cor	nposite S	соге	2.1

2025-2026





2026 Targets
High School
Interim= 34%
Long= 40%
Middle School
Interim= 44%
Long= 50%
Elem. School
Interim= 49%
Long= 55%



Academic Performance

Standard Summary for Cluster (3rd-12th)

LISTENING AΗ % % % % 12 24 33 31 State Region 1 9 24 34 34 6 22 36 UISD 36



SPEAKING

	В	_	Α	AH
	%	%	%	%
State	26	33	34	7
Region 1	27	34	33	6
UISD	22	33	38	7



READING

	В	I	Α	AH
	%	%	%	%
State	15	34	26	25
Region 1	13	34	26	27
UISD	10	32	27	31



WRITING

	В	I	Α	AH
	%	%	%	%
State	24	38	30	7
Region 1	22	37	32	9
UISD	18	40	34	9
	COMI	POSITE R	ATING	
	В	_	Α	AH
	%	%	%	%
State	12	38	37	13
Region 1	9	40	37	14
UISD	7	36	42	15
State Ave	rage Con	nposite S	соге	2.5
Region 1	Average (Composi	te Score	2.5
UISD Ave	rage Cor	nposite S	соге	2.6

2022

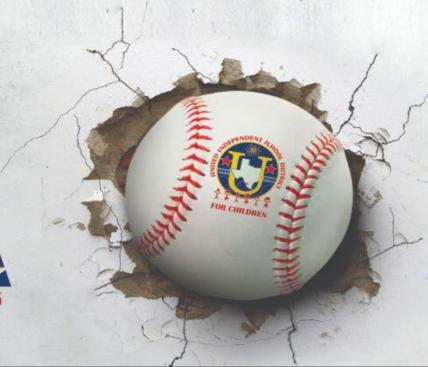
2019

2025-2026





2026 Targets **High School** Interim= 34% Long= 40% **Middle School** Interim= 44% Long= 50% Elem. School Interim= 49% Long= 55%

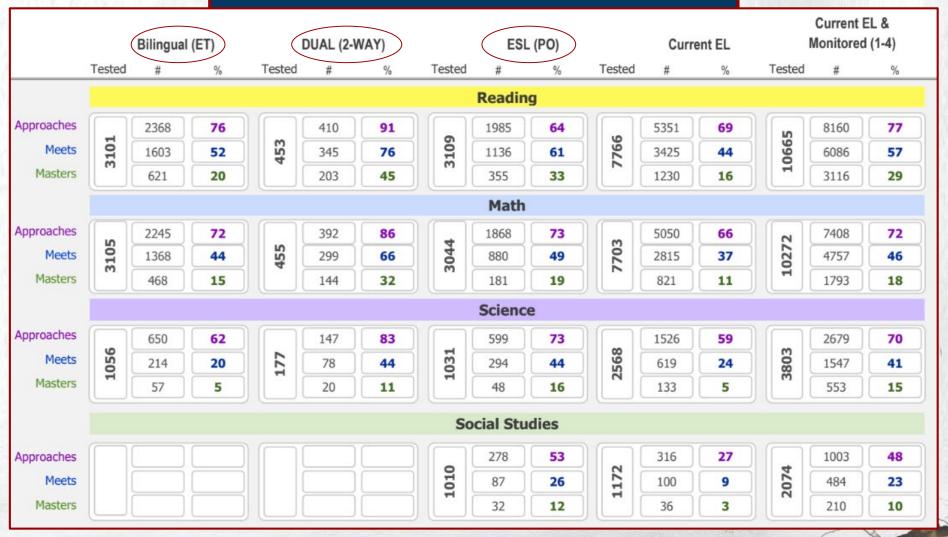




Data source: TEA | TEXASASSESSMENT

Academic Performance

2025 EB Students STAAR Results [90 - 60 - 30]



Data Source: ETS Student Data File Compiled by Instructional Accountability







Graduation Rates (4 Year)

CAMPUS	4-Year Graduation Rate (Gr 9-12) Class of 2024- All Students	4-Year Graduation Rate (Gr 9-12) Class of 2024 – EB Students	4-Year Graduation Rate (Gr 9-12) Class of 2023- All Students	4-Year Graduation Rate (Gr 9-12) Class of 2023 – EB Students
UHS	99.2%	97.2%	98.0%	96.3%
LBJHS	97.6%	95.8%	95.9%	90.8%
AHS	98.8%	97.2%	98.0%	93.6%
USHS	97.5%	95.9%	96.0%	90.4%

Data source: TEA Accountability Research (Completion, Graduation and Dropouts Table 2) as of 9/19/25







Graduation Rates (5 Year)

CAMPUS	5-Year Graduation Rate (Gr 9-12) Class of 2024- All Students	5-Year Graduation Rate (Gr 9-12) Class of 2024 – EB Students	5-Year Graduation Rate (Gr 9-12) Class of 2023- All Students	5-Year Graduation Rate (Gr 9-12) Class of 2023 – EB Students
UHS	98.1%	96.3%	98.4%	93.4%
LBJHS	96.0%	90.9%	97.3%	90.4%
AHS	97.7%	91.7%	98.3%	93.8%
USHS	96.3%	91.1%	96.6%	92.3%

Data source: TEA Accountability Research (Completion, Graduation and Dropouts Table 2) as of 9/19/25







Exceptions & Waivers

C. The annual report shall reflect the number of bilingual exception and/or ESL waivers filed.

Commissioner's Rules Concerning State Plan for Educating Emergent Bilingual Students It is the policy of the state that every student in the state who has a primary language other than English and who is identified as an EB be provided a full opportunity to participate in a Bilingual or ESL program, as required by TEC Chpt. 29.

Transitional bilingual/Early-Exit is a bilingual program model in which students identified as emergent bilingual are served in both English and the students' primary language and are prepared to meet reclassification criteria to be successful in English with no second language acquisition support. Instruction in this program is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061(b)(1), for the assigned grade level and content area.

An ESL/pull-out program model is an English acquisition program that serves students identified as emergent bilingual through English instruction using content-based language instruction methods provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English reading and language arts in a pull-out or inclusionary delivery setting.

United I.S.D. submitted an Exception/Waiver application to comply with the requirements for Bilingual and ESL certifications for teachers servicing EB students.

- The application was submitted before November 1.
- Utilizing the 10% state bilingual education allotment, a comprehensive professional development plan was developed to support and prepare teachers listed in the exception/waiver report, as well as others needing certification.





2024-25 Comprehensive PD Plan for BIL/ESL Certification

PD Sessions offered for:

TEXES ESL 154
TEXES Bil. Supplement 164
TEXES BTLPT Span. 190

	A. Exceptions & Vers Missing Certification	
Bilingual	202	
ESL	52	As of 9/26/25

316 Attended

Sept. 2026 NEW
TEXES 165 (BESS Exam)
Bilingual Education Spanish Supplemental



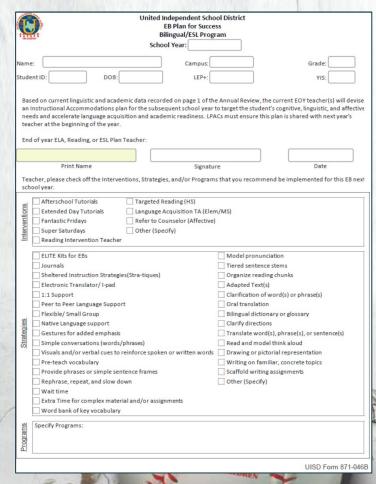
					TExES Billing	ual and ESL Re	view Sessions	- At a Gland	e 2024-2025	i				
Department	Date	Date	Time	Г	Activity/Topics	Target Audience	Contact Person	Location/Link	Workshop #	STATUS	Monitored By	Presenter	# Expected	Delivery Mode
Staff Development	Wednesday, September 35, 2024	9/25/2024	8:30 a.m 4:00 p.m.	1 day	TEXES Review Session ESL (354)	chers seeking ESL certification	Julissa Liendo (956) 473-1815	C&I RMW76	339116	COMPLETED	Dr. Juliesa Liendo	Region 1- Dr. L. Soto, Sr. Ed. Specialist	35	Face-to-Face
				BITS.	PT Fall Commitment Letter									
Staff Development	Tuesday, October 1, 2024	10/1/2024	8:00 a.m 3:00 p.m.	ĸ	TEXES BTLPT (190) Day 1	achers seeking Bill. certification	Julissa Liendo (956) 473-1815	C&I RMW76	339120	COMPLETED	Dr. Julissa Liendo	Teach Us, Versid I, Inc.	25	Face-to-Face
Staff Development	Wednesday, October 2, 2024	10/2/2024	8:00 a.m 3:00 p.m.	Įį	TEXES BITLET (190) Day 2	achers seeking Bit. certification	Julius Liendo (956) 473-1815	C&I RMW76	339121	COMPLETED	Dr. Julissa Liendo	Teach Us, Versid I, Inc.	25	Face-to-Face
Staff Development	Thursday, October 1, 2024	10/3/2024	8:00 a.m 3:00 p.m.	ğ	TEXES BITLET (390) Day 3	achers seeking Bit., certification	Julissa Liendo (956) 473-1815	C&I RMW76	339122	COMPLETED	Dr. Julissa Liendo	Teach Us, Versid I, Inc.	25	Face-to-Face
Description				22	L Foil Commitment Letter	MIL. CERTIFICATION	[sort 453-1813							
Staff Development	Tuesday, October 8, 2024	10/8/2024	8:00 a.m 3:00 p.m.	į.	TEXES Review Session ESL (154) Day 1 must attend all 1 days	achers seekir g ESL certification	Juliusa Liendo (956) 473-1815	C&I RMW76	339123	COMPLETED	Dr. Julissa Liendo	Teach Us, Versid I, Inc.	25	Face-to-Face
Staff Development	Wednesday, October 5, 2024	10/5/2024	8:00 a.m 3:00 p.m.	day Coho	PEXES Review Session ESL (154) Day 3 most attend all 3 days	achers seeking ESL certification	Julius Liendo (956) 473-1815	C&I RMW76	339125	COMPLETED	Dr. Julissa Liendo	Teach Us, Versid i, Inc.	25	Face-to-Face
Staff Development	Thursday, October 30, 2024	10/10/2024	8:00 a.m 3:00 p.m.	_	FEXES Review Session ESL (154) Day 3 must attend all 3 days.	achers seekir g ESL certification	Julissa Liendo (956) 473-1815	C&I RAM76	339126	COMPLETED	Dr. Julissa Liendo	Teach Us, Versid I, Inc.	25	Face-to-Face
Staff Development	Saturday October 15, 2024	10/19/2024	9:00 a.m 2:00 p.m.	1 day	TEXES Review Session L Supp. (164)	achers seeking Bill. certification	Julius Liendo (956] 473-1815	Virtual	339128	COMPLETED	Dr. Julissa Liendo	UISD Staff Development Dept. Dr. J. Liendo	35	Virtual
Staff Development	Monday, October 21, 2024	10/21/2024	8:30 a.m 4:00 p.m.	1 day	TEXES Review Session Bill. Supp. (164)	thers seeking Bill. certification	Julissa Liendo (956) 473-1815	SAC RM#2	329129	COMPLETED	Dr. Julissa Liendo	Region 1- Dr. L. Soto, Sr. lid. Specialist	35	Face-to-Face
				inou	Commitment Letter									
Staff Development	Wednesday, November 6, 2024	11/6/2024	8:00 a.m 3:00 p.m.	,	TEXES Review Session Bill. Supp. (164) Day 1 must attend all 3 days	achers seeking Bill. certification	Juliusa Liendo (956) 473-1815	C&I RMW76	339131	COMPLETED	Dr. Julissa Liendo	Teach Us, Wersid I, Inc.	25	Face-to-Face
Staff Development	Friday, November 8, 2024	11/8/2024	8:00 a.m 3:00 p.m.	day Cohor	TEXES Review Session I. Supp. (164) Day 2 must attend all 3 days	achers seeking Bill. certification	Julius Liendo (956) 473-1815	C&I RMW76	339132	COMPLETED	Dr. Julissa Liendo	Teach Us, Versid I, Inc.	25	Face-to-Face
Staff Development	Tuesday, November 12, 2024	11/12/2024	8:00 a.m 3:00 p.m.	_	TEXES Review Session Bill. Supp. (164) Day 3 must attend all 3 days.	achers seeking Bil certification	Juliusa Liendo (956) 473-1815	C&I RAW76	339133	COMPLETED	Dr. Julissa Liendo	Teach Us, Versid I, Inc.	25	Face-to-Face
Staff			Ī	3	TxES Review Session	achen seekir g	Juliusa Liendo					UISD Staff Development		
Development	Saturday, December 14, 2024	12/14/2024	9:00 a.m 2:00 p.m.	=	ESL (154)	ESL certification	[956] 473-1815	Virtual	341277	COMPLETED	Dr. Julissa Liendo	Dept. Dr. J. Liendo	35	Virtual
				ling	commitment Letter									
Staff Development	Tuesday, January 28, 2025	1/28/2025	8:00 a.m 3:00 p.m.	Ļ	TEXES Review Session Bill Supp. (164) Day 1 must attend all 3 days	achers seeking BiL. certification	Julissa Liendo (956) 473-1815	C&I RAW76	350830	COMPLETED	Dr. Julissa Liendo	Teach Us, Versid I, Inc.	25	Face-to-Face
Staff Development	Wednesday, January 29, 2025	1/25/2025	8:00 a.m 3:00 p.m.	day Coho	TEXES Review Session 1. Supp. (164) Day 2 must attend all 3 days	achers seeking Bit. certification	Juliusa Liendo (956) 473-1815	C&I RMW76	351107	COMPLETED	Dr. Julissa Liendo	Teach Us, Versid i, Inc.	25	Face-to-Face
Staff Development	Thursday, January 30, 2025	1/30/2025	8:00 a.m 3:00 p.m.	^	TEXES Review Session Bill. Supp. (164) Day 3 must attend all 3 days	achers seeking Bill. certification	Juliusa Liendo (956) 473-1815	C&I RANK76	351110	COMPLETED	Dr. Julissa Liendo	Teach Us, Versid I, Inc.	25	Face-to-Fac
				2.5	Commitment Letter									
Staff Development	Tuesday, February 25, 2025	2/25/2025	8:00 a.m 3:00 p.m.	ı,	PEXES Review Session ESL (154) Day 1 must attend all 3 days	achers seekir g ESL certification	Julissa Liendo (956) 473-1815	C&I RANK76	351114	session condensed to 2 days only	Dr. Juliesa Liendo	Teach Us, Versid I, Inc.	25	Face-to-Fac
Staff Development	Wednesday, February 26, 2025	2/26/2025	8:00 a.m 3:00 p.m.	dayCoh	PEXES Review Session ESL (154) Day 2 must attend all 2 days	achers seekir g ESL certification	Julissa Liendo (956) 473-1815	C&I RAW76	351120	COMPLETED	Dr. Julissa Liendo	Teach Us, Versid i, Inc.	25	Face-to-Fac
Staff Development	Friday, February 28, 2025	2/28/2025	8:00 a.m 3:00 p.m.	^	PEXES Review Session ESL (154) Day 3 must attend all 3 days	achers seekir g ESL certification	Julius Liendo (956] 473-1815	C&I RAW76	351122	COMPLETED	Dr. Julissa Liendo	Teach Us, Versid I, Inc.	25	Face-to-Fac
				LPT	Spring Commitment Letter									
	5/6/2025 moved to June 17	5/6/2025	8:00 a.m 3:00 p.m.	t	TEXES STLPT (190) Day 1	achers seeking Bit. certification	Julissa Liendo (956] 473-1815	C&I RMW76	351127	COMPLETED	Dr. Julissa Liendo	Teach Us, Versid I, Inc.	25	Face-to-Fac
Staff Development				2										
	S/7/2025 moved to June 18	5/7/2025	8:00 a.m 3:00 p.m.	y Coho	TEXES BITLET (190) Day 2 must attend all 3 days	achers seeking Bit. certification	Julissa Liendo (956) 473-1815	C&I RMW76	351130	COMPLETED	Dr. Julissa Liendo	Teach Us, Versid i, Inc.	25	Face-to-Fac

EB Progress Letters

- D. Report to parents the progress of their child in acquiring English as a result of participation in the program offered to Emergent Bilingual Students.
 - Every year within the first 30 days of instruction, parents of EB students receive a <u>letter of progress</u> (in English and Spanish) to review their child's academic progress. A verification document is submitted by all campus administrators verifying that the process was completed.
 - All EBs have an <u>EB Plan for Success</u> where progress is monitored throughout the academic year. New
 interventions are assigned and recommended by the Rtl committee and/or the teacher/s to meet the needs of
 the EB students.

an EMP .	
CHILDREN (INST	
UNITED INDEPENDENT SCHOOL DIS Title III Parental Notification-Student Progress in the Bilingua	
Bilingual/ESL Program, 19 TAC Chapter 89, Subchapter BB §89.1220(g)(3	
Verification Document	
Campus:	
This document is here to verify that all the Emergent Bilingual (EB) st have been provided with a Student Progress Report (UISD Form #871-0 Title III, Part A. This mandate states that Federal and Texas laws require of the progress of their son/daughter in the Bilingual or ESL Program and academic performance in order to make the best instructional decis	 as it is mandated by that we inform parents based on oral language
This Student Progress Report must be sent out within 30 days from the year and a copy of such document must be kept in each student's PRC.	beginning of the school
agar agar al ly at line in the	
2025-2026 School Year—Student Progress Report must be sent out o 11, 2025.	n or before September
	•
By signing below you are verifying the completion of this mandate. S were sent out on (actual date) via student, mailed, with report card, personally, etc.)	tudent Progress Letters
11, 2025. By signing below you are verifying the completion of this mandate. S were sent out on (actual date)	tudent Progress Letters (i.e.,
By signing below you are verifying the completion of this mandate. S were sent out on (actual date) via student, mailed, with report card, personally, etc.)	tudent Progress Letters (i.e.,
By signing below you are verifying the completion of this mandate. S were sent out on (actual date) via student, mailed, with report card, personally, etc.) COMPLETED BY: LPAC Administrator (print and sign)	tudent Progress Letters (i.e., Date
By signing below you are verifying the completion of this mandate. S were sent out on (actual date) via student, mailed, with report card, personally, etc.) COMPLETED BY: LPAC Administrator (print and sign)	tudent Progress Letters (i.e., Date Date
By signing below you are verifying the completion of this mandate. S were sent out on (actual date)	tudent Progress Letters (i.e., Date Date

United Independent School District Parental Notification - Student Progress in the Bilingual/ESL Program Bilingual/ESL Program, 19TAC Chapter 89, Subchapter BB §89.1265, PL 107-110				Title III, Part A Student Progress Report §3302	
Campus:	Da	ite: 8/12/2024			
To the Parents/Guardia	ans of:			Grade:	
your child's oral languago it has been recommende program. The Bilingual a	require that we inform you of the te and academic performance (seed by the Language Proficiency and ESL programs are development in Listening, Speaking, Reading, cial education program.	ee below) in order to make Assessment Committee that entally appropriate and the	the best instructional decision your son/daughter continue instruction is designed to acc	n. Based on this information, in the Bilingual or ESL elerate your child's	
PRE-KINDERGARTEN C	Oral Language Proficiency Te	st (OLPT)			
Admin Year	anguage Proficiency Assessn	SPEAKING:	READING:	WRITING:	
1 = Beginner	2 = Intermediate DEMIC ACHIEVEMENT: MAP	3 = Advanced Administration:	4 = Advanced High	guage:	
FIRST GRADE ACADEM	MIC ACHIEVEMENT: MAP	Administration:	Lanı	guage:	
SECOND GRADE ACAD	DEMIC ACHIEVEMENT: MAP	Administration:	Lan	guage:	
ACADEMIC ACHIEVEM Subject Admin Ye		Raw Score Scale Score	Did Not Meet Approaches	Meets Masters	
		Raw Score Scale Score	Did Not Meet Approaches	Meets Masters	
Subject Admin Ye English II For exit from a bilingual educat participate equally in a general approved English language prov writing; (2) passing standard or diagrammentored reading assess	tion or ESL program, a student may be eleducation, all-English instructional proficiency test for exit that is designated free on the reading assessment instrument and strument, a score at or above the achievement instrument, and (5) the reading assessment instrument and continuent and (5) the reading assessment instrument.	iassified as English proficient only gram. This determination shall be of indicating English proficiency in ret under the Teas Education Code to 40th percentile to both the Eng	at the end of the school year in which assed upon all of the following: (1) a each of the four language domains (8 (TCC), \$500.2013, or, for students as lish reading and the English language stool using the state's standardized in	a student would be able to proficiency rating on the state- tening, speaking, reading, and grade levels not assessed by the arts sections of the state-approved	





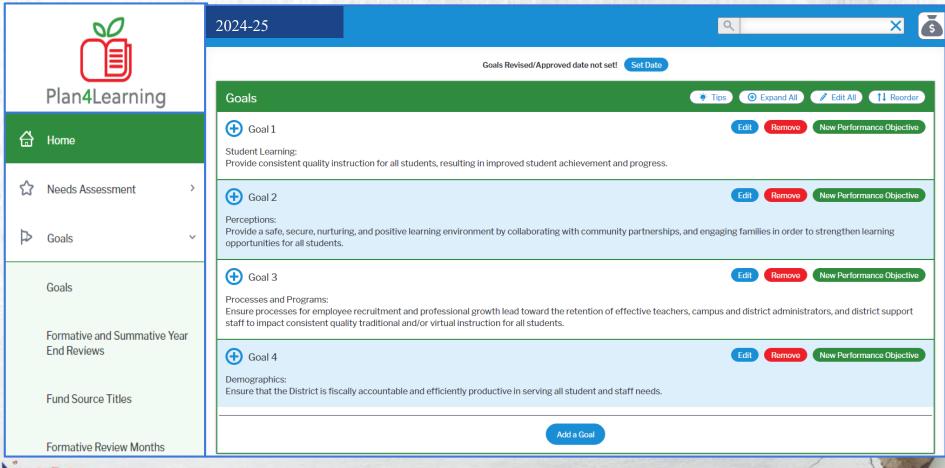


C.I.P. Plans

E. Each school year, the principal of each school campus, with the assistance of the campus level committee, shall develop, review, and revise the campus improvement plan described in TEC §11.253, for the purpose of improving student performance for Emergent Bilingual students.

- The district collaborates with campus principals when completing the Campus Improvement
 Plans. Goals are developed based on the performance and needs of current and monitored EB students.
- Bilingual funds are tied to the initiatives that campuses implement to meet the needs of the EB students.
- The district also completes a District Improvement Plan and develops goals to target the needs of the EB students and improve their academic performance.

2025-2026





2018 2019 2022 2023 2024 2025