

Summary of 2025-2026 EB State Assessment Results

Grade	Reading/ELA	Math	Science	Social Studies
3	52/33 (48)	41/29 (39)	na	na
4	56/46 (52)	31/0 (25)	na	na
5	41/53 (44)	44/na (42)	23/22 (23)	na
6	30	46	na	na
7	37	13	na	na
8	39	51	30	21
Algebra I EOC		85		
Biology EOC			85	
U.S. History				71
English I	32			
English II	28			

AVERAGE - ALL

High performer: Alg 1, Biol 1 (85)

Low performer: 4th math, Spanish (0)

Source file: July 2026 STAAR Summary Report from TEA for Abilene ISD

All numbers represent percent EB students at Approaches

First number English STAAR/Second number Spanish STAAR (combined result in parentheses)

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Summary of 2025-2026 TELPAS Results:			
TELPAS Composite	Number	Percentage	Notes
Students showing progress (from 2025 to 2026 administration)	443/1244	35.61%	
Students at Beginner	269	21.62%	
Students at Intermediate	554	44.53%	
Students at Advanced	315	25.32%	
Students at Advanced High	104	8.36%	
Total Students	1244		

What percentage of targets in Domain III (Closing the Gaps) did the EB student group meet?

Target Area	AISD Results	TEA Targets	Percent of Targets Met
Academic Achievement	RLA Meets or higher: 27% Math Meets or higher: 22%	RLA Meets or higher: 37% Math Meets or higher: 33%	0/2 = 0%
Growth	RLA: 54% 62% Math:	RLA: 60% 60% Math:	1/2 = 50%
Graduation Rate	89.30%	80.00%	1/1 = 100%
ELP	35%	28%	1/1 = 100%
Student Success	28	38	0/1 = 0%
School Quality (CCMR)	73%	51%	1/1 = 100%
Participation Rate	RLA = 100% = 100% Math	95%	2/2 = 100%

Identified RDA (Results Driven Accountability) Concerns:

While EBs met targets for math growth, graduation rate, English language proficiency, CCMR, and participation, they did not meet targets for RLA or mathematics academic achievement, RLA growth, or Student Success. These results suggest that access and language development are relatively strong, but translating those strengths into grade-level academic achievement—particularly in RLA—remains an important area for continued improvement.

Student Data

Number of EB students:

1,337 served in AISD Bilingual/ESL programs during 2025-26

Number of EB students who dropped out of school:

3.10%

EB Graduation rate:

84.00%

Number that met Reclassification Criteria at the end of 2025-2026:

68

Number of students who exited the Bilingual program:

6

Number of students who exited the ESL program:

62

Number of Parent Denials in 2025:

2

Number of Parent Denials in 2026:

2

Number of students participating in the Bilingual program:

290

Number of students participating in the ESL program:

1045

Number of students in First Year Monitoring:	66
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Number of students in Second Year Monitoring:	27
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Number of 1st Year unschooled asylees/refugees who were excused from testing	0
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Number of students who are temporarily served with alternative methods because their teacher is not certified as Bilingual or ESL :	352
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Source

Source: district board report, Jan. 2026.
<https://www.abileneisd.org/article/263998>
6

2023-2024 (1 year lag data) https://files-backend.assets.thrillshare.com/documents/asset/uploaded_file/4557/Aisd/12a21356-35ca-469d-848b-52173c7703f1/2024-25_TAPR_221901.pdf?disposition=inline&utm_source=chatgpt.com

4-year grad rate without exclusions,
Class of 2024 (1 year lag data)
https://files-backend.assets.thrillshare.com/documents/asset/uploaded_file/4557/Aisd/12a21356-35ca-469d-848b-52173c7703f1/2024-25_TAPR_221901.pdf?disposition=inline&utm_source=chatgpt.com

Erika Soto's files

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Number of paraprofessionals working in language programs:

Number of teachers trained in CBLI/Sheltered Instruction:

Number of teachers trained as TELPAS raters:

Number of teachers trained on the ELPS:

Number of teachers with Bilingual certification:

Number of teachers with ESL certification:

Did the district operate under a Bilingual Exception in 2025-2026?

Number of teachers serving under a Bilingual Exemption:

Did the district operate under an ESL Waiver in 2025-2026?

Number of teachers serving under an ESL Waiver:

Is it anticipated that the district will need to apply for a bilingual exception or an ESL waiver in 2026-2027?

Staffing Data

11

Source: Chris Bailey data files

623

Source: Kassidi Seaton data files

207 (since 2025)

Source: Kassidi Seaton data files

623

Source: Kassidi Seaton data files

11 (15)

Source: Chris Bailey data files

446 (448)

Source: Chris Bailey data files

Yes.

Source: John Kuhn data files

4

Source: John Kuhn data files

Yes.

Source: John Kuhn data files

27

Source: John Kuhn data files

Yes.

Source: John Kuhn data files

Summary of Findings:

1. What do our language programs do? Are they programs that we can identify and explain to others?

AISD operates a one-way dual-language bilingual program for Spanish/English at Martinez Elementary (K-5) and ESL services districtwide. During 2025-26 the elementary bilingual program was moved from Ortiz, which closed, to Martinez. An external evaluation conducted at the end of 2025-2026 by Mercuri Consultants found strong commitment but insufficiently explicit program architecture; staff needed a shared model, language-allocation plan, instructional nonnegotiables, and monitoring expectations.

2. Are our language programs in compliance with state and federal rules and regulations? What are the results/findings of our Program Evaluation?

The available evidence supports core program provision, but the evaluation identified implementation/coherence risks rather than concluding that every compliance element was uniformly operationalized. Priority needs include a formal handbook, clearly defined model and schedules, aligned curricula/assessment, staffing clarity, consistent ELD, and monitoring systems. Compliance-specific items such as LPAC records, certification exceptions/waivers, and local documentation should be verified internally.

3. What are the strengths of our language programs?

Strengths include strong staff commitment, positive teacher-student relationships, safe/supportive classroom climates, established routines, family appreciation for bilingual opportunities, bilingual texts/resources in some classrooms, and a district willingness to centralize and improve the program. The evaluation also found some collaboration, modeling, sheltered supports, and a strong foundation for improvement.

4. Are our language programs meeting the needs of our students?

Needs are only partially met consistently. Spring 2026 TELPAS patterns showed listening generally stronger than speaking/writing, with writing the most constrained domain. The evaluation found uneven linguistically responsive pedagogy, structured academic discourse, differentiation, translanguaging/cross-linguistic connections, and no clearly established protected ELD system in the observed sample.

5. Which grade levels need more help?

Middle school grades are an area needing particular attention: reading improves across elementary grades but remains below desired trajectories, productive-language performance remains variable, and many upper-grade students have multiple years in U.S. schools. Grade 3 showed the strongest composite TELPAS pattern in the reviewed bilingual-campus data. EB performance at the high school level is notably strong in math and science, with 85% of EB students meeting the minimum passing rate. English 1 and 2 STAAR performance for EBs is low.

6. Which content areas need improvement?

Writing/productive language is the clearest language-development need. Academic/oral language, structured discourse, reading-to-writing connections, and explicit language objectives need strengthening across content. Available STAAR/benchmark evidence also raised academic-performance concerns, but the external evaluation cautioned that the evidence set was not sufficient to isolate causal factors by content area.

7. How are we monitoring that the English Language Proficiency Standards (ELPS) are being implemented as an integral part of each subject in the required curriculum?

The evaluation found that language objectives and extended academic talk were not consistently visible in observations, and sheltered/differentiated language supports varied. AISD should monitor ELPS implementation through common walkthrough look-fors, lesson-plan expectations, collaborative planning, coaching cycles, and data reviews tied to language proficiency. Monitoring should emphasize purposeful speaking/writing opportunities, academic vocabulary, scaffolds, and differentiation by proficiency level. In the fall of the 2025-2026 school year, AISD has begun creation of an ESL/Bilingual "Hub" accessible to all staff that includes ample explanatory materials and supports regarding ELPS.

8. What is our plan for EBs who are transitioning to a new campus in our district (e.g., 5th grade EBs going to middle school campus for 6th grade) a. How
are EBs prepared for their new campus(es)? (Bell schedule, course offerings, building orientation, graduation plan/endorsement choices, bus options, etc.) b. How are LPAC
records transferred to a new campus?

AISD plans to adopt a districtwide EB transition protocol. Before campus transitions, receiving/sending teams will review LPAC records (we have purchased an application called ELlevation to make this more feasible), proficiency history, accommodations, newcomer status, course and graduation-plan needs, transportation/orientation information, and family communication needs. LPAC records currently transfer through the district's official student-

record process with a documented handoff and receiving-campus review. Once functionality is obtained with ELLvation, real-time access to EB student records will be available to authorized users all over the district.

9. What changes do we want to make to our language programs in order to make them more effective?

Priority changes: (1) publish a Bilingual Education Program Handbook; (2) define the one-way dual-language model and language allocation by grade/content; (3) build aligned Spanish, English, and biliteracy scope/sequence and assessments; (4) strengthen oracy, academic language, literacy/biliteracy, targeted ELD, and planned cross-linguistic connections; (5) provide sustained job-embedded coaching and vertical/horizontal planning; (6) align assessment to language of instruction; (7) implement a multi-year strategic plan with clear responsibilities, milestones, and progress measures; and (8) ensure consistent implementation of Preview-View-Review across all bilingual program grade levels in 2025-2026 in order to make content in both languages accessible to all program participants and to expand vocabulary at an expedited pace.

	Primary source	Public corroborating source
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Sandra Mercuri, PhD, Program Evaluation Preliminary Report (2026)	https://www.abileneisd.org/documents/departments/curriculum-and-instruction/emergent-bilingual/24051035
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Sandra Mercuri, PhD, Program Evaluation
Preliminary Report (2026)

<https://www.abileneisd.org/documents/departments/curriculum-and-instruction/emergent-bilingual/24051035>

RDA (Results Driven Accountability Results
A-F Accountability Reports
State Assessment Results
Individual Student Folders
Benchmark Data
Other Data Sources: Sandra Mercuri Program t

Identified Adjustments//

Data Reviewed
2024-25 public RDA available; 2025-26 public RDA not located/released as of 8/28/2026.
2026 A-F Accountability reports/data downloads reviewed.
Spring 2026 STAAR public/accountability sources reviewed; EB-by-grade district detail requires TARP/CAF.
Internal source — not available in public data; reviewed locally.
External evaluation references benchmark evidence; campus/district benchmark files reviewed locally.

Evaluation (attached)

Amendments to the DIP and/or CIP: Recommend incorporation of ELPS tr

<https://tea.texas.gov/data-reports/school-performance/results-driven-accountability-data-and-reports>

https://rptsvr1.tea.texas.gov/perfreport/account/acct_download?year=2026

<https://tea.texas.gov/student-assessment/student-assessment-results/staar-aggregate-data>

AISD internal

AISD internal

raining for all teachers in the district.

Who participated in this BE/ESL Program Evaluation?		
Name	Role/Position	Signature
Dr. John Kuhn	Director of Multilingual Achievement	
Sandra Mercuri, PhD	External Program Evaluator / Sandra Mercuri Educational Consultants	External evaluator
Erika Soto	Program Officer, BE/ESL	
Sonia Castillo	ESL Specialist	
Charlotte Faircloth	ESL Academic Coach	
Trish Pacheco	ESL Academic Coach	
Shivetta Russell	ESL Academic Coach	
Marie-Gorette Ngirimana	English Language Proficiency Specialist	
Shannon Marshall	Director of Federal Programs	
When was the BE/ESL Program Evaluation completed?		14-Sep-26
When did Abilene ISD present the BE/ESL Program Evaluation to the school board?		5-Oct-26

****Must be presented to the Board before November 1st of each year.****