



Required Annual Bilingual/ESL Program Update and Waiver Application Vote

Dr. John Kuhn

Director of Multilingual Achievement



MISSION:

Equipping our students to listen, speak, read, write, and learn in cognitively advanced English—built upon the foundation of their primary language literacy, which we will also help them to develop—to ensure complete biliteracy, lifelong success, and productive citizenship.



Meet the Staff

Erika Soto, Bilingual Education Program Officer

Sonia Castillo, Bilingual/ESL Specialist

Charlotte Faircloth, Elementary ESL Academic Coach

Trish Pacheco, Secondary ESL Academic Coach

Shivetta Russell, ESL Academic Coach

Shannon Marshall, former ESL/BE Director

Leslye Roberts, bil campus principal

Albert Kabura, English Language Proficiency Specialist

Bibiane Malongo, English Language Proficiency Specialist

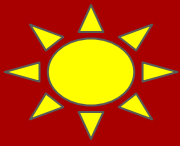
Douglas Gahungu, English Language Proficiency Specialist

Domitien Nibizi, English Language Proficiency Specialist

Marie-Gorette Ngirimana, English Language Proficiency Specialist

Nsengiyumva Leopold (Leo), English Language Proficiency Specialist

Margareth Ardonia, English Language Proficiency Specialist



Enrollment

School Year	Enrollment
2019-2020	920
2020-2021	843
2021-2022	830
2022-2023	931
2023-2024	1039
2024-2025	1258
2025-2026	1333
2026-2027	1307



30+ Languages Represented

Afrikaans

Cambodian (Khmer)

Chaochow (Chinese)

German

Italian

Kirundi

Mandarin (Chinese)

Tagalog

Shona

Turkish

Amharic

Cantonese (Chinese)

Ewe

Gujarati

Japanese

Korean

Nepali

Portuguese

Spanish

Ukrainian

Arabic

Cebuano

French

Haitian-Creole

Kinyarwanda

Lingala

Pashto

Russian

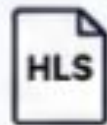
Swahili

Vietnamese



PROGRAM ENTRY

How does a student enter the program?



Home Language
Survey

Language
Testing

LPAC
Review

Program
Placement

Parent
Approval

We make sure each student receives the language support they need to be successful in school.

Please answer the questions to the best of your ability.

1. Which languages are used at home? _____
2. Which languages are used by the child at home? _____
3. If the child had a previous home setting, which languages were used? If there was no previous home setting, answer Not Applicable (N/A). _____

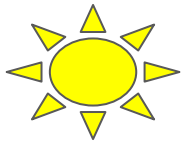
☐ By checking this box, I understand a request to correct an error to this Home Language Survey can only happen if:

- 1) my child has not yet been assessed for English proficiency; and
- 2) corrections are made within two calendar weeks of my child's enrollment date.

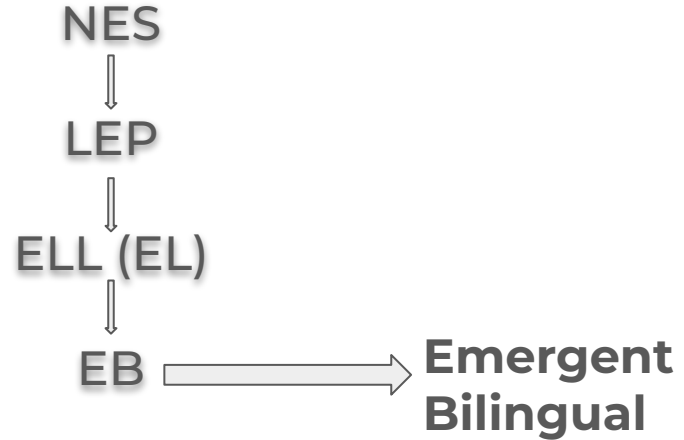
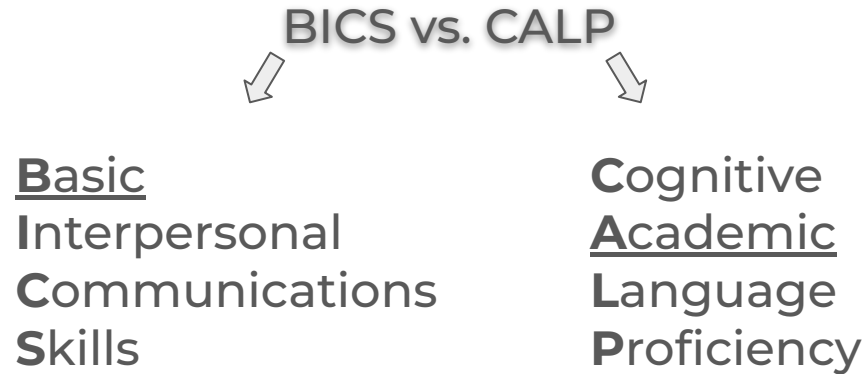


Program Exit

1. Reclassification (no longer EB)
 - a. TELPAS performance target
 - b. STAAR ELA performance target
 - c. Teacher evaluation
 - d. LPAC makes final decision based on these data
2. Exit
 - a. Parent notification
 - b. Possible exit (exceptions for bilingual programs)
 - c. Two years of monitoring (with accountability)



Two Fundamentals of this Field





Emergent Bilinguals (EB) on AISD Campuses

CAMPUS	2026-27 (LEP)	2025-26
AHS	205	204
CHS	127	121
ATEMS	3	4
WECC	6	6
DAEP	7	9

CAMPUS	2026-27	2025-26
Clack	61	78
Craig	104	104
Madison	35	30
Mann	68	76
JJAEP	x	1



CAMPUS	2026-27	2025-26
Austin	28	32
Alcorta	26	17
Bassetti	29	30
Bonham	37	34
Bowie	26	24
Dyess	17	16

CAMPUS	2026-27	2025-26
Long	63	79
Martinez	314	307
Purcell	39	50
Stafford	38	48
Taylor	47	46
Ward	27	32



Policy Requirements

Board Policy Manual

Browse All Policies

Previous Policy

Next Policy

EHBE — Special Programs: Bilingual Education/ESL

Legal Framework

Local Policy

Copy Link

Download Legal Framework: PDF

Table of Contents

Title III Requirements

Alternative Methods

Certified Bilingual Program Teacher

Certified English as a Second Language Teacher

Dual Language Immersion Program

Emergent Bilingual

English as a Second Language Program

English Proficient Student

Exit

A district that receives funds under Title III of the Elementary and Secondary Education Act shall comply with the statutory requirements regarding English learners and immigrant students. 20 U.S.C. §801-7014

A district that receives funds under Title I or Title III to provide a language instruction educational program shall, not later than 30 days after the beginning of the school year, inform the parents of an English learner identified for participation in such a program of the information required by 20 U.S.C. §312(e) (3). 20 U.S.C. §312(e)(3)

"Alternative methods" means a temporary instructional plan that meets the affective, linguistic, and cognitive needs of emergent bilingual (EB) students and equips the teacher under a bilingual exception or an English as a second language (ESL) waiver to align closely to the required bilingual or ESL program through the comprehensive professional development plan.

"Certified bilingual program teacher" means a teacher holding bilingual certification and appropriately certified for the grade level and content area. The term "certified bilingual program teacher" is synonymous with the term "professional bilingual educator" used in Education Code 29.063.

"Certified English as a second language teacher" means a teacher appropriately certified in ESL, as well as for the grade level and content area. The term "certified English as a second language teacher" is synonymous with the term "professional transitional language educator" used in Education Code 29.063.

"Dual language immersion (DLI) program" means a state-approved bilingual program in accordance with Education Code 29.066 that uses English and a partner language. The two state-approved DLI program models are one-way DLI and two-way DLI.

"Emergent bilingual (EB)" means a student whose primary language is other than English and whose English language skills are such that the student has difficulty performing ordinary classroom in English. "Emergent bilingual" also means a student identified by the Language Proficiency Assessment Committee (LPAC) who is in the process of acquiring English and has another language as the student's home language. This term is interchangeable with English learner as used in federal regulations and replaces the term "limited English proficient student."

"English as a second language (ESL) program" means a special language program in accordance with Education Code, Chapter 29, Subchapter B, to include both content-based and pull-out program models. Another related term for an ESL program is "English as an additional language program."

"English proficient student" means a former EB student who has met reclassification as English proficient by the LPAC.

"Exit" refers to the point when an EB student is reclassified as English proficient and ends bilingual or ESL program participation with LPAC recommendation and parental approval. The term "exit" is synonymous with the description in Education Code, Chapter 29, Subchapter B, of a student having been "transferred out" of bilingual or special language programming. For the purpose of meeting the goals of a DLI program, the LPAC

TEA Contact TEA Sign Up for TEA Updates

Select Language

Powered by

Supporting Emergent Bilingual Students in Texas

Educators

Parents & Families

Join the TXEL Community

www.txel.org



[AISD Multilingual ESL Hub .xism - Google Sheets](#)



ABILENE ISD

Resources, tools, and support for emergent bilingual students, educators, and families

Multilingual Achievement Department Mission Statement

Equipping our students to listen, speak, read, write, and learn in cognitively advanced English—built upon the foundation of their primary language literacy, which we will also help them to develop—to ensure complete biliteracy, lifelong success, and productive citizenship.

Multilingual Programs - At-a-Glance

RESOURCE / TOPIC	DESCRIPTION	LINK
AISD Multilingual Programs Road Map	A family-friendly, at-a-glance guide to Bilingual and ESL programs, TELPAS, program entry and exit, reclassification, and how to access student learning resources from school or home.	English - Road Map
		Spanish - Road Map

Information & Support

RESOURCE / TOPIC	DESCRIPTION	LINK
BICS & CALP	Understanding Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency.	Infographic

English Language Proficiency Standards (ELPS)	What the ELPS are, how they impact teaching, where to find them (www.teksguide.org), and how to use them.	Video
	TEKS Guide	How to Guide
	ELPS Formal "Statute" Document	Grades K-3
		Grades 4-12
ESL SUPPORT & SERVICES		
RESOURCE / TOPIC	DESCRIPTION	LINK
ELP Specialists / Interpreters	View where our interpreters are assigned and their campus schedules.	Schedule
Meet the ELP Specialists Team	Get to know our interpreters—the languages they speak, their journeys to the United States, their cultures and backgrounds, and what inspires them to serve AISD students and families.	Meet the Team
ESL Instructional Coaches	Meet Your ESL Instructional Coaches: Learn how our team supports Emergent Bilingual students, teachers, and campuses through instruction, assessment, resources, professional learning, and ongoing ESL support.	ESL Coaches
Multilingual Achievement Office	Department services, schedule, location, and contact information.	Meet the Team - English
		Meet the Team - Spanish
INSTRUCTIONAL RESOURCES		
RESOURCE / TOPIC	DESCRIPTION	LINK
How to Access Resources from Home - Spanish	A student- and family-friendly guide showing Spanish-speaking families how to access ClassLink and AISD learning resources from school or home, with	Spanish How-to



English Language Development Programs in Abilene ISD



Dual Language Program (One Way): Students from one language group learn in two languages. (Spanish)

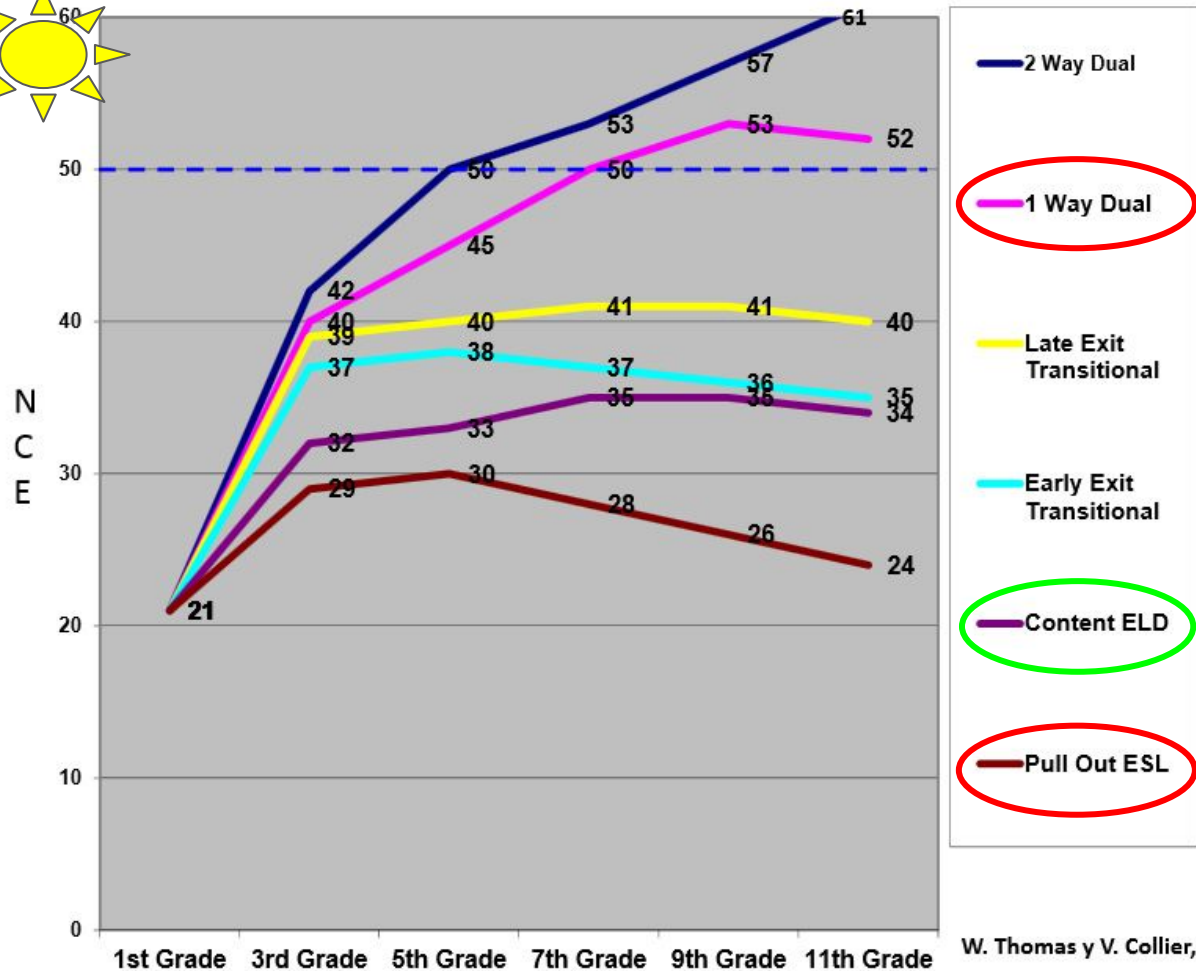
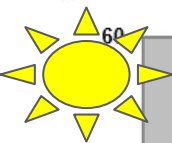
- Long ECC - Pre-Kindergarten
- Martinez Elementary - Kindergarten through 5th
- Instruction alternating between Spanish and English according to Language Allocation Plan
- Summit K-12 participation at least twice a week (TELPAS practice: listening, speaking, reading, writing)
- Goal: Academic-level proficiency ("CALP" not "BICS") in **BOTH** languages



ESL Pullout Program: This program serves our EBs at all levels who are not involved in the One-Way Dual Language (Bilingual) or Newcomer Programs.

- All AISD campuses
- Students are taught by certified ESL teachers if available
- Students participate in Summit K-12 instruction at least 2 times per week
- Parents have the right to decline bilingual program participation

English Learners' Long-Term Achievement by Program Model



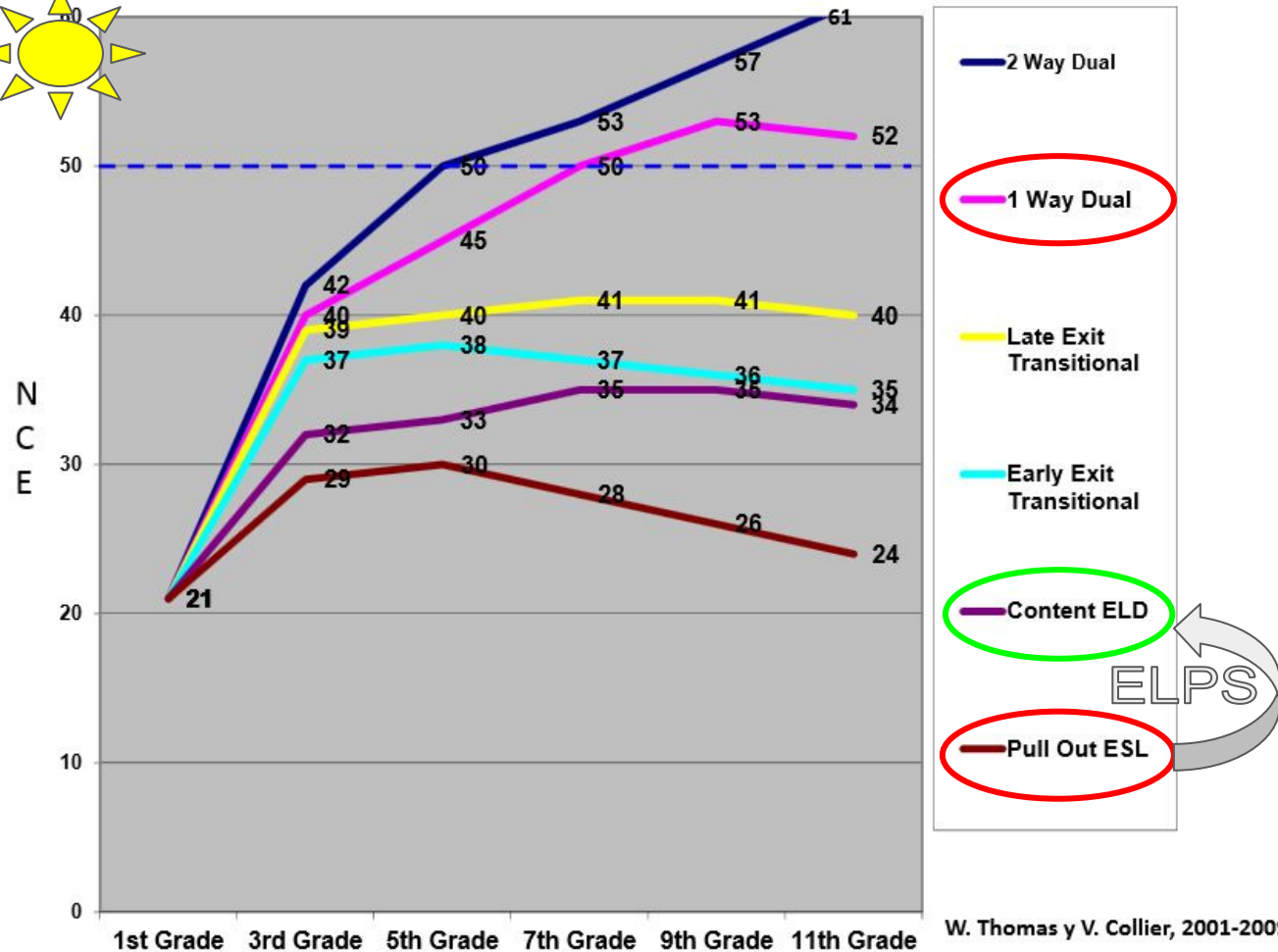
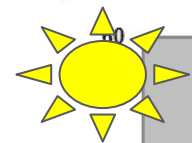
W. Thomas y V. Collier, 2001-2009



Collier and Thomas, 2001

The “Gold Standard” of 2nd language acquisition research

English Learners' Long-Term Achievement by Program Model



W. Thomas y V. Collier, 2001-2009



Collier and Thomas, 2001



What are the ELPS?

The State Mandate

ELPS are the required standards for English language proficiency in the Texas curriculum. They outline the instruction school districts must provide to help Emergent Bilinguals (EBs) gain language skills.

Academic Language Goal

The primary goal is for students to achieve academic proficiency in English, allowing them to succeed across all core subject areas while mastering the TEKS content.



What are the ELPS?

BICS vs. CALP

Jim Cummins, 1979

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www.teksguide.org

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What are the ELPS?



The structure of the new PLDs is the same for both grade bands: kindergarten–grade 3 and grades 4–12.

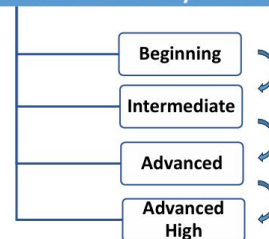
- The Proficiency level descriptors (PLDs) describe behaviors emergent bilingual (EB) students exhibit and the progression of those behaviors as students acquire more English.
- The PLDs are also grouped by the four domains of language—
listening, speaking, reading, and writing
- Each domain is divided into five sections:
 - General PLDs
 - English language arts and reading (ELAR) PLDs
 - Mathematics PLDs
 - Science PLDs
 - Social studies PLDs

Proficiency Level Descriptors			
Listening	Speaking	Reading	Writing
General	General	General	General
ELAR	ELAR	ELAR	ELAR
Mathematics	Mathematics	Mathematics	Mathematics
Science	Science	Science	Science
Social Studies	Social Studies	Social Studies	Social Studies



New Proficiency Levels

Current Proficiency Levels



New Proficiency Levels



- The new ELPS would expand the proficiency levels from four to five.



Newcomer Program:

This program serves our **first-** and **second-year** EB students.

- Elementary - students are served on home campus
- Secondary - students served Clack, Craig, Abilene High and Cooper
- Students are assigned to **general education classrooms**
- Students receive instruction and support in the newcomer classroom approximately **2 hours a day**
- SummitK12 is used as part of the curriculum
- Other resources include Lexia and Burlington English



Academic Progress:

Graduation of EB Students			
	AHS	CHS	ATEMS
2022-2023	28	9	0
2023-2024	27	11	0
2024-2025	27	14	0
2025-2026	36	23	2

Reclassification	
2022-2023	38
2023-2024	38
2024-2025	65
2025-2026	68



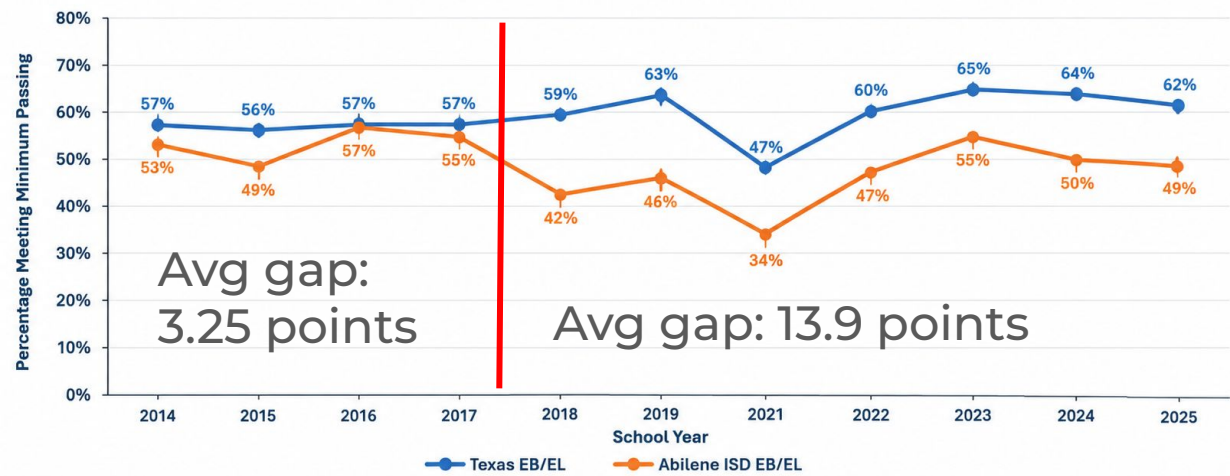
Academic Progress (TELPAS):

YEAR	# STUDENTS	TELPAS COMPOSITE RATING			
		BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
2026	1244	269 - 21.62%	554 - 44.53%	315 - 25.32%	104 - 8.36%
2025	1249	325 - 25%	485 - 38%	334 - 28%	96 - 8%
2024	1088	295 - 27%	402 - 37%	307 - 28%	76 - 7%
2023	904	203 - 22%	325 - 36%	292 - 32%	84 - 9%



Academic Progress (STAAR):

STAAR EB/EL Minimum Passing Rates
Abilene ISD vs. Texas (All Grades, All Subjects)



	2014	2015	2016	2017	2018	2019	2021	2022	2023	2024	2025
Texas EB/EL	57%	56%	57%	57%	59%	63%	47%	60%	65%	64%	62%
Abilene ISD EB/EL	53%	49%	57%	55%	42%	46%	34%	47%	55%	50%	49%

Texas outperformed Abilene ISD in every year except 2016, when both were the same (57%).

Why?

Theories I considered:

- Statewide factors (harder test?)
- Local factors
 - Leadership changes? No.
 - Program changes? No.
 - Coincides with AISD's broader academic struggles (cause or effect? or both are comorbidities?)
 - Staffing?
 - 2019 - 0.6%
 - 2019 tx - 6.4%
 - Coding tho?
- International factors
 - 4% of all TX refugee resettlement in ABI by 2015 (# of languages; interrupted schooling)
 - Failure to react sufficiently to complex challenge by increasing capacity (staffing and training)**





Future Plans



- Continue to increase the number of Bilingual and ESL certified teachers in the district.
- Professional Development in ELPS for all staff
- Continual Growth in Dual Language Program
- Grow the Bilingual/ESL Hub
- Build family engagement across the district (Multicultural Celebration Committee; ParentSquare; improved website presence)
- My free advice: with over 1300 kids in this program, a full-time Director of Multilingual Achievement needs to be a permanent fixture



ESL/Bilingual Certification

The district is required to ensure that our English Language Learners are taught by an English Language Arts teacher that has an ESL or Bilingual certification. If not, a waiver/exception must be requested from TEA.

Waiver/Exception Requested	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
ESL <u>Waivers</u>	19	25	15	11	38	37	31	27
Bilingual <u>Exceptions</u>	0	1	0	2	4	7	7	4



Board Vote



- Consider and take action to approve the submission of the 2026-2027 Bilingual Education Exception and/or English as a Second Language (ESL) Waiver application to the Texas Education Agency.