

ANNUAL BILINGUAL & ESL PROGRAM EVALUATION

2025–26 School Year

Required under TEC §29.053 and 19 TAC §89.1265



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Multilingual Services



PURPOSE

Texas school districts operating a bilingual or ESL program must evaluate that program every year and report findings to the board before the state deadline.

Annual Evaluation Required

TEC §29.053 — districts must collect a full range of data each year to determine program effectiveness and ensure academic success for Emergent Bilingual (EB) students.

Board Presentation Deadline

19 TAC §89.1265(a) — the annual evaluation report must be presented to the Board of Trustees before November 1 of each year.

Local Retention

TEC §29.062 — the report must be retained at the school district level.

This presentation reports the four required areas under §89.1265(b), plus the conditional bilingual-exception/ESL-waiver reporting under §89.1265(c).

- Academic progress for EB students
- English language proficiency development
- Reclassification
- Professional development



KISD IS DIVERSITY



SERVING OVER 89 DIFFERENT LANGUAGES
LARGEST LANGUAGE GROUPS REPRESENTED IN KISD

Spanish

Pilipino (Tagalog)

Vietnamese

Korean

French



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.

***2026- 2027 DUAL LANGUAGE IN 3RD**



ENGLISH AS A SECOND LANGUAGE (ESL)

From §89.1210. Program Content and Design

Goal is to attain full proficiency in English to participate equitably in school



- Serves PK - 12th grades across all campuses
- Delivers instruction in English using content-based language instruction methods





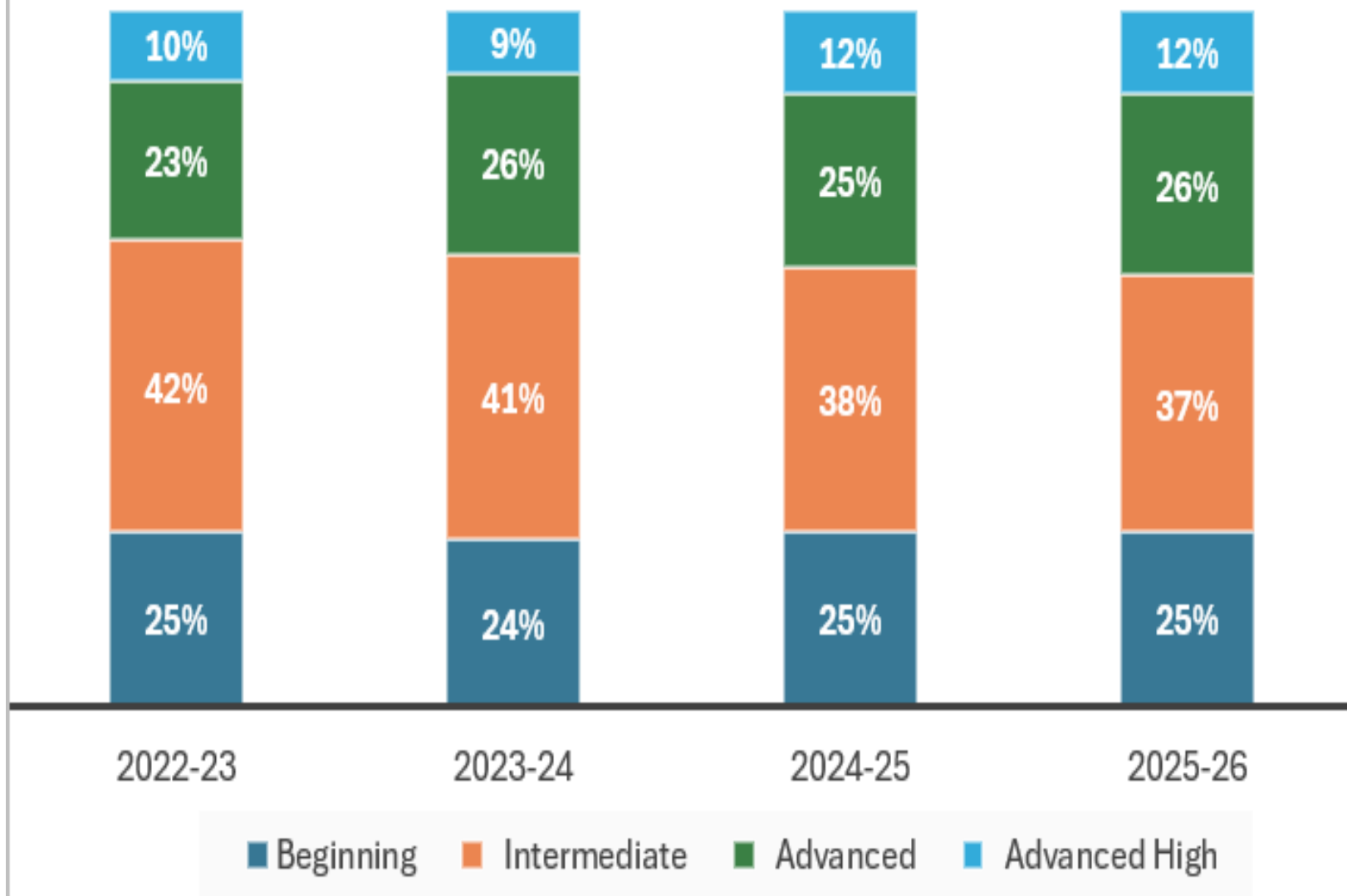
Students in Bilingual and ESL Programs

	2022-2023	2023-2024	2024-2025	2025-2026
Bilingual	1,186	1,329	1,291	1,347
ESL	3,473	2,927	3,191	3,312
Total Emergent Bilingual (EB)	5,028	5,567	5,564	5,266

District TELPAS Composite Rating

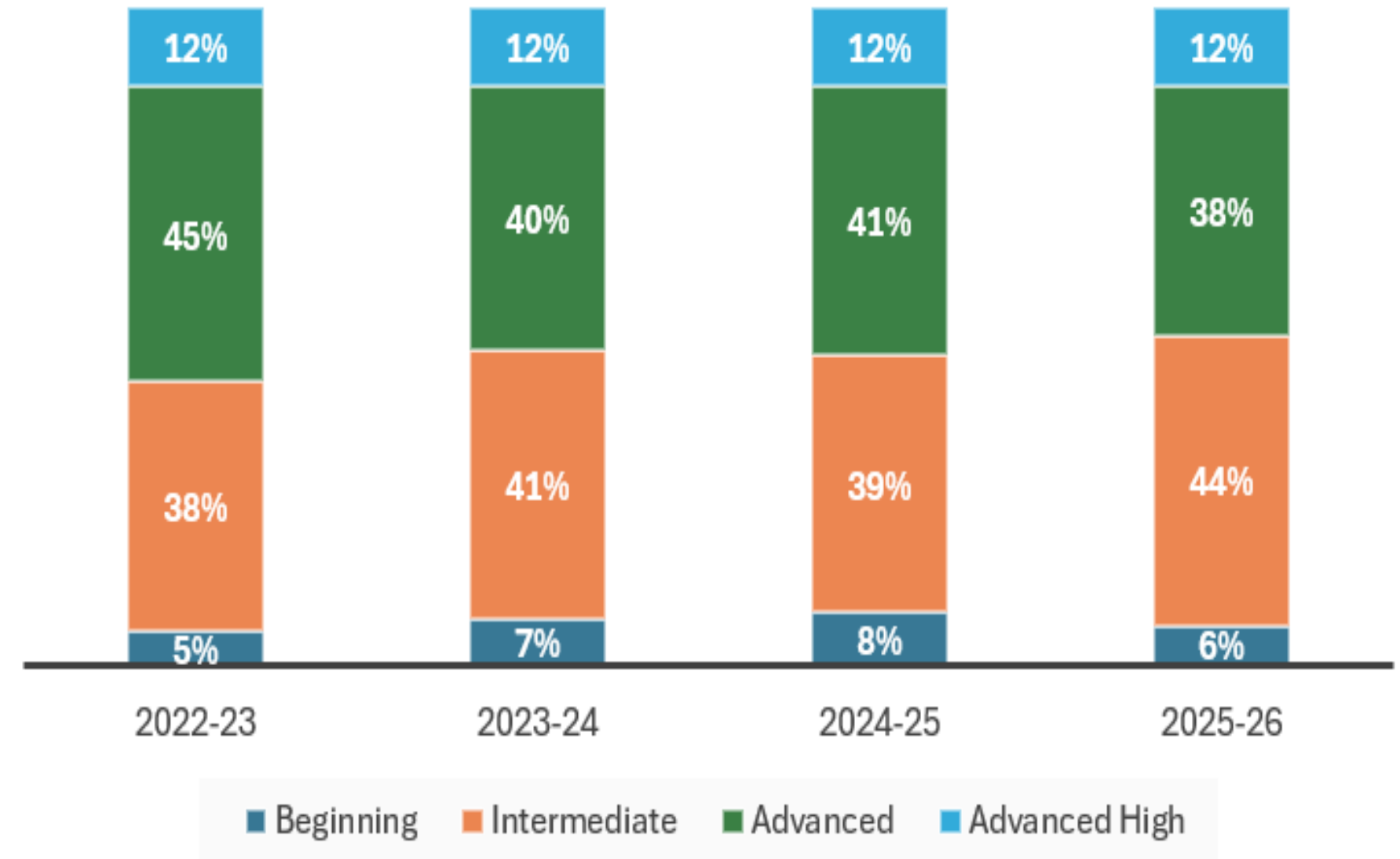
Texas English Language Proficiency Assessment System

TELPAS K-2nd



33% of Students progressed at least One Proficiency Level

TELPAS 3rd-12th



27% of Students progressed at least One Proficiency Level

District STAAR Reading

Academic progress of Bilingual and ESL students in Reading STAAR 2026 (Meets)

	Bilingual English	Bilingual Spanish	Bilingual Totals	ESL Students	District Average
3rd	40% (167 tested)	16% (19 tested)	56%	44%	49%
4th	35% (144 tested)	44% (16 tested)	79%	33%	47%
5th	41% (150 tested)	36% (28 tested)	77%	48%	58%
6th				19%	45%
7th				20%	43%
8th				29%	49%
English I				33%	52%
English II				30%	57%

Students Reclassified

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

	Total
2022-2023	43
2023-2024	332
2024-2025	411
2025-2026	415

A district may reclassify an emergent bilingual as English proficient if the student meets **all** 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

2025-2026 School Year	
ESL Waivers submitted	141

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

24 teachers capitalized on KISD Study Sessions in 25-26 SY

44 teachers capitalized on KISD Reimbursement process in 25-26 SY

PROFESSIONAL DEVELOPMENT

CATEGORIES:

- Language Objectives for all Content Areas
- Content Integration for Biliteracy
- TELPAS Strategies
- Dual Language Components
- Summit K12
- Compliance: LPAC and Documentation
- Content Supports for Bilingual Classrooms
- Content Based Language Instruction (CBLI) Strategies
- Bilingual Leadership Trainings
- Parent, Family Community Engagement Sessions
- Bilingual and ESL PLCs
- Newcomer Supports
- Campus Model Lessons & Co-Teaching
- ESL Certification training



Opportunities provided by Multilingual Services to support the academic and linguistic growth of our EB Students during the 25-26 school year fall within these categories.

Celebrating Emergent Bilingual Achievement



Industry-based certifications earned by EB students, 2025–26.

117

Total industry certifications
earned by EB students

82

EB students who earned
at least one certification

19

EB students who earned
2 or more certifications

Career & Technical Education Pathways

Automotive

Welding

**Agriculture, Food &
Natural Resources**



Celebrating EB Achievement — Advanced Academics

EB student participation and recognition in advanced coursework in 2025–26

307

EB students enrolled in AP
or dual credit courses

College Board Recognition

AP Scholar

AP Scholar with Honor

College Board Recognition