



Bilingual Education
English as a Second Language
Annual Performance Report
2025-2026

Fort Stockton Independent School District

FSISD School Board Meeting September 21, 2026

Bilingual Education/English as a Second Language Annual Performance Evaluation for 2025-2026

Purpose of Report:

Texas Administrative Code §89.1201. (a) 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 emergent bilingual student shall be provided a full opportunity to participate in a bilingual education or English as a second language (ESL) program, as required in Texas Education Code (TEC), Chapter 29, Subchapter B. To ensure equal educational opportunity, as required in TEC, §1.002(a), each school district shall: (1) identify emergent bilingual students based on criteria established by the state; (2) provide bilingual education and ESL programs, as integral parts of the general program as described in TEC, §4.002; (3) seek appropriately certified teaching personnel to ensure that emergent bilingual students are afforded full opportunity to master the essential knowledge and skills required by the state; and (4) assess for academic achievement and linguistic progress in accordance with TEC, Chapter 29, to ensure accountability for emergent bilingual students and the schools that serve them. (b) The goal of bilingual education programs shall be to enable emergent bilingual students to develop primary language literacy and academic skills through the integrated use of content-based language and instructional methods to become proficient in listening, speaking, reading, and writing in the English language. Such programs shall include the mastery of grade level reading and language arts, mathematics, science, and social studies knowledge and skills as integral parts of the academic goals for all students to enable emergent bilingual students to participate equitably in school. (c) The goal of ESL programs shall be to enable emergent bilingual students to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of content-based language instructional methods. The ESL program shall include the mastery of grade level English reading and language arts, mathematics, science, and social studies knowledge and skills as integral parts of the academic goals for all students to enable emergent bilingual students to participate equitably in school. (d) Bilingual education and ESL programs shall be integral parts of the total school program. Such programs shall use instructional approaches designed to meet the specific language needs of emergent bilingual students. The basic curriculum content of the programs shall be based on the Texas Essential Knowledge and Skills and the English language proficiency standards required by the state.

Texas Administrative Code §89.1265. Evaluation:

(a) All school districts required to implement a bilingual education or English as a second language (ESL) program shall conduct an annual evaluation in accordance with Texas Education Code (TEC), §29.053, collecting a full range of 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.

Note: For the 2026-2027 school year, the Texas Education Agency (TEA) has proposed amendments to 19 TAC Chapter 89, Subchapter BB to align with updated state and federal regulations concerning emergent bilingual student identification, instruction, and reclassification practices.

(b) Annual school district reports of educational performance shall reflect: (1) the academic progress in the language(s) of instruction for emergent bilingual students by bilingual education and/or ESL program model; (2) the extent to which emergent bilingual students are developing English proficiency by bilingual education and/or ESL program model, including proficiency in the partner language for students participating in a dual language immersion program model; (3) the number of students who have been reclassified as

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English proficient and their continued academic progress after reclassification; and (4) the number of teachers and aides trained and the frequency, scope, and results of the professional development in approaches and strategies that support second language acquisition.(c) In addition, for those school districts that filed in the previous year and/or will be filing a bilingual education exception and/or ESL waiver in the current year, the annual district report of educational performance shall also reflect:(1) the number of teachers for whom a bilingual education exception or ESL waiver was/is being filed;(2) the number of teachers for whom a bilingual education exception or ESL waiver was filed in the previous year who successfully obtained certification;(3) the frequency and scope of a comprehensive professional development plan, implemented as required under §89.1207 of this title (relating to Bilingual Education Exceptions and English as a Second Language Waivers), and results of such plan if a bilingual education exception and/or ESL waiver was filed in the previous school year; and(4) the number of students under the bilingual education exception or ESL waiver who were/are temporarily served in an alternative language program.(d) School districts shall report to parents the progress of their child in acquiring English as a result of participation in the program offered to emergent bilingual students.(e) In alignment with the district improvement plan, 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.

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Bilingual Education Program

Fort Stockton Independent School District (FSISD) implements the transitional early exit program model. Students identified as Emergent Bilinguals/English learners are served in both English and Spanish. They are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school. 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. The goal of early-exit transitional bilingual education is for program participants to use their primary language as a resource while acquiring full proficiency in English. This model provides instruction in literacy and academic content through the medium of the students' primary language, along with instruction in English that targets second language development through academic content.

<u>Apache Elementary</u>	<u>Grade</u>	<u>Program Type</u>
Certified Bilingual Teachers		
1	PK	Self-contained/1 Under Exception
0	Kindergarten	Self-contained/2 Under Exception
2	First grade	Departmentalized Instruction/0 Under Exception
<u>Alamo Elementary</u>	<u>Grade</u>	
Certified Bilingual Teachers		
1	Second grade	Departmentalized Instruction/1 Under Exception
1	Third grade	Departmentalized Instruction/1 Under Exception
<u>Intermediate School</u>	<u>Grade</u>	
Certified Bilingual Teachers		
1	Fourth grade	Departmentalized Instruction/12 Under Exception
1	Fifth grade	Departmentalized Instruction/13 Under Exception

Due to a bilingual certified teacher shortage in our area, our district was unable to provide the required bilingual certified teachers in thirteen of the bilingual elementary classrooms as listed above. A request was made to TEA for an exception for the bilingual education program and approval to offer an alternative language program due to this shortage.

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The district continues to take all reasonable affirmative steps to secure teachers with teaching certificates appropriate for bilingual education as administrators attend upcoming recruiting opportunities. There is a designated bilingual campus coordinator at each elementary campus.

English as a Second Language (ESL) Program

The ESL program is an ESL Pull-Out Program Model implemented at Fort Stockton Middle School and Fort Stockton High School. This program model is an English acquisition program. Students identified as English learners are served through English instruction provided by an appropriately certified ESL teacher, through English language arts and reading. The goal of the ESL pull-out is for English learners to attain full proficiency in English to participate equitably in school. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading. Instruction that is linguistically and culturally responsive in English language arts and reading.

High School had a full-time ESL certified and highly effective teacher. The High School teacher was also designated as the ESL program coordinator for her campus.

Middle School

Grade

Certified ESL Teachers

2

6, 7, 8

Departmentalized Instruction/6 Under Waiver

High School

Grade

Certified ESL Teachers

1

9-12

Departmentalized Instruction/0 Under Exception

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Staff Development

All bilingual and ESL teachers participated in all regular staff development activities provided by the district. Staff development included:

- Amplify Intervention Progress Monitoring
- Content-based Language Instruction (CBLI) by Educational Service Center - Region 18
- ELAR training for SCR/ECR and TELPAS/Bilingual - ESL/EB by Carlin Liborio
- Flashlight 360
- IXL Virtual Training Session
- Summit K12 Training
- Strong Foundations Planning/Implementation
 - Bluebonnet Learning
 - HQIM - High-quality Instruction Materials
 - RBIS - Research-based Instructional Strategies
- TEKS Resource Systems
- Gifted & Talented Training
 - Educational Service Center - Region 18
 - Responsive Learning

Staff development records are maintained through Region 18 Education Service Center.

Student Data

Our district uses Data Management for Assessment and Curriculum (DMAC). DMAC provides our school district with the tools and services necessary to develop and improve the quality of instruction provided to our emergent bilingual students. The utilization of student data generated through DMAC will continue to be used in planning classroom instruction throughout the school year. Teachers meet throughout the year as departments, in PLCs and as Instructional Leadership Teams to disaggregate student data to target instructional areas of improvement. The data generated from STAAR results provides teachers with individual student information such as items not mastered, scale scores, and other pertinent information to assist teachers in providing immediate interventions as the new school year begins. In addition, students who continue to struggle and not perform well academically are provided with the necessary accelerated instructional strategies and interventions needed through Response to Intervention (RTI), HB 1416 and Targeted Intervention. MAP Growth is an additional data tool utilized since the 2023-2024 school year to monitor student progress. The data collected from MAP Growth, mCLASS and IXL supports the instructional planning process.

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Campus Responsibilities

Fort Stockton ISD complies with Texas Administrative Code, Chapter 89.1265, Evaluation (e) in which each school year, the principal of each campus, with the assistance of the campus level committee, develops, reviews, and revises the campus improvement plan described in the TEC, §11.253, for the purpose of improving student performance for English learners.

Campus principals, with the assistance of their teachers, shall continue to analyze student data to determine the factors of low student STAAR performance. They will develop and maintain the implementation of their instructional strategies and interventions to continue to help students become successful on STAAR exams. Campus Needs Assessments (CNAs) are developed to identify campus and student needs. The campus principals and teachers will continue meeting periodically to plan and implement activities, strategies, and interventions needed to ensure the success of the Bilingual Education/ESL program in regards to student performance and program implementation. Campuses will focus their efforts on meeting and exceeding their mastery and progress in all grades and all subjects.

Performance Results

TELPAS and STAAR/EOC

All academic areas of the Bilingual Education and the ESL programs will be continuously addressed and closely monitored to ensure student success. Each campus will continue to target weak areas with the ongoing implementation of sheltered instructional strategies, initiatives, and activities to improve areas of student academic deficiencies. FSISD will continue to maintain documentation related to continuous improvement planning efforts. Campus Needs Assessments will continue to identify campus and student needs to best help emergent bilingual students.

FSISD continues to provide an enriched learning environment to increase academic achievement for emergent bilingual students.

TELPAS Assessment Yearly Achievement Summary 3 Year Review

Data Does Not Include Virtual Campuses

Tested Year Spring 2026	# Tested	Advanced High Rating	
LEP Years		#	%
K,1,2,3,4,5,6+	243	31	13% ↑
1-4	122	12	10% ↑
5-6+	121	19	16% ↑

Tested Year Spring 2025	# Tested	Advanced High Rating	
LEP Years		#	%
K,1,2,3,4,5,6+	248	22	9%
1-4	97	4	4% ↓
5-6+	147	18	12% ↑

Tested Year Spring 2024	# Tested	Advanced High Rating	
LEP Years		#	%
K,1,2,3,4,5,6+	265	24	9% ↑
1-4	114	7	6%
5-6+	151	17	11% ↑

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Data Including Virtual Campuses

Tested Year Spring 2026	# Tested	Advanced High Rating	
LEP Years		#	%
K,1,2,3,4,5,6+	986	65	7% ↑
1-4	299	20	7% ↑
5-6+	687	45	7% ↑

Tested Year Spring 2025	# Tested	Advanced High Rating	
LEP Years		#	%
K,1,2,3,4,5,6+	1283	70	5%
1-4	320	14	4%
5-6+	963	56	6%

Tested Year Spring 2024	# Tested	Advanced High Rating	
LEP Years		#	%
K,1,2,3,4,5,6+	757	53	7% ↑
1-4	225	14	6%
5-6+	532	39	7% ↑

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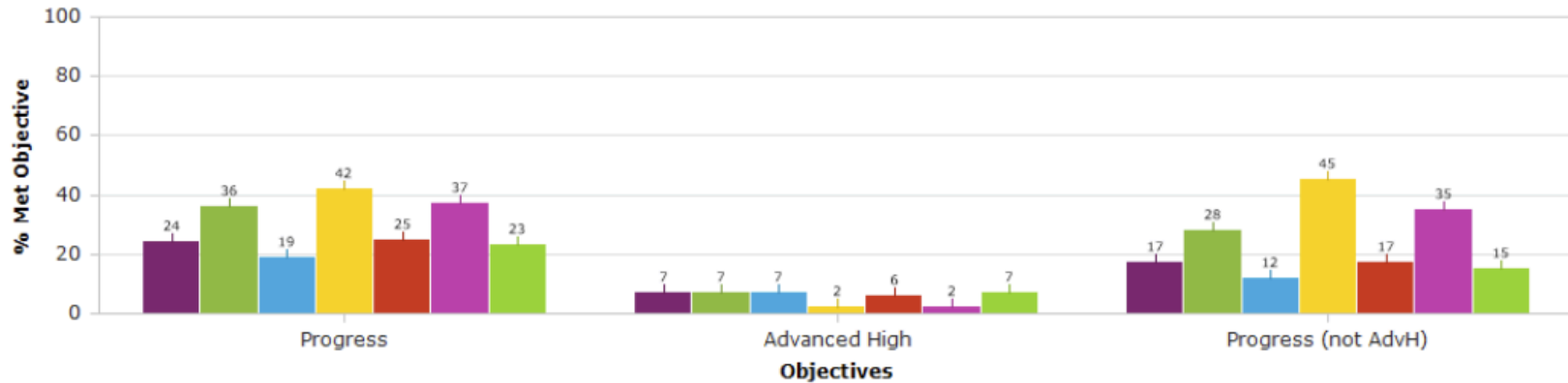


TELPAS Yearly Achievement Summary for FORT STOCKTON ISD

Grade: All Administration: 2026 Source: Admin

Years in U.S. Schools	# Tested	# of Matched Students	Progress $\geq$ 1 Level		Advanced High Rating		Progress $\geq$ 1 (not AdvH)	
			#	%	#	%	#	%
K,F,S,1,2,3,4,5,6+	986	786	191	24%	65	7%	130	17%
1-4	299	239	85	36%	20	7%	66	28%
5-6+	687	547	106	19%	45	7%	64	12%
Unknown	53	12	5	42%	1	2%	5	45%
All	1039	798	196	25%	66	6%	135	17%
All - Grade K thru 2	145	83	31	37%	3	2%	29	35%
All - Grade 3 thru 12	894	715	165	23%	63	7%	106	15%

* A student is matched if the current year record can be matched to a previous year record.



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STAAR/EOC 3 Year Review



STAAR Demographic Longitudinal - All Subjects for FORT STOCKTON ISD

Source: Admin Year: 2026

Test Version(s): STAAR, STAAR-Alt2 Language(s): English, Spanish Retests: Second Administration included if available

Calculation Option: Approaches Gr Lvl Std

ELA	E1			E2																	
	2024	2025	2026	2024	2025	2026															
All Students	59%	52%	50%	67%	57%	52%															
EB/EL	46%	31%	32%	53%	35%	40%															
Mathematics	03			04			05			06			07			08			A1		
	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026
All Students	41%	39%	42%	33%	29%	36%	42%	37%	38%	42%	44%	46%	29%	26%	23%	33%	28%	37%	50%	37%	44%
EB/EL	34%	47%	39%	32%	41%	44%	38%	26%	44%	37%	40%	38%	20%	15%	17%	24%	22%	27%	50%	33%	42%
Reading/ELA	03			04			05			06			07			08					
	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026
All Students	57%	64%	63%	67%	66%	63%	64%	59%	64%	66%	67%	58%	62%	65%	64%	67%	68%	72%			
EB/EL	51%	55%	59%	47%	58%	61%	54%	39%	52%	58%	48%	29%	47%	43%	52%	52%	49%	60%			
Science	05			08			08			BI											
	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026
All Students	30%	31%	39%	38%	39%	44%	84%	82%	90%												
EB/EL	17%	16%	37%	25%	26%	31%	75%	76%	91%												
Social Studies	08			US																	
	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026
All Students	26%	22%	28%	94%	89%	89%															
EB/EL	12%	13%	18%	87%	79%	81%															

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Fort Stockton Independent School District

NUMBER OF:	PK	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH
LEP Students	8	20	23	22	28	17	22	18	17	23	12	20	21	17
Students in Bilingual Program	7/1	19	23	22	28	17	22							
Students in ESL Program								18	16	23	12	18	19	14*
Parent Denial Students	0	1	0	0	0	0	0	0	1	0	0	2	2	3
Served in Special Education	0	2	4	4	7	4	3	5	3	2	1	4	2	1
Gifted/Talented	0	0	1	0	2	0	1	1	1	2	2	1	2	1
Year 1 Monitored						1	0	2	0	3	0	2	6	3
Year 2 Monitored						0	3	2	3	5	0	0	2	2
Retained	0	0	0	0	0	0	0	0	0	1	0	0	0	0
1 st Year Immigrants	0	0	0	0	0	0	0	1	2	1	0	0	0	0
2 nd Year Immigrants		0	0	0	0	0	2	2	0	3	0	1	0	2
3 rd Year Immigrants			0	0	0	0	2	1	1	1	0	0	1	1
Exited Students (Reclassified)					5	1	5	1	0	3	4	3	6	1

2025-2026 Bilingual/ESL Program End of Year Report

12th grade ESL students graduated.

Total LEP students identified: 251

Total LEP students served: 245

Summary

During the 2025-2026 school year, our struggling Emergent Bilinguals continued to be the emphasis for our planning and interventions. Our Bilingual/ESL program continues to show improvement in the implementation of the program itself, especially with the sustained support of our school board, administration, campus principals, and teachers. Emphasis will continue being placed on early interventions. Struggling students will be monitored throughout the year to ensure academic success and improved student performance in all academic areas.

FSISD's Bilingual/ESL programs will continue to be a priority with the continuation of campus and district-wide activities that will continue to focus on building consistency throughout the district. Training for all teachers on intervention strategies and activities and implementation of Bluebonnet Learning, Carnegie, SAVVAS and TCMPC will continue as the lessons provide increased rigor and complexity for grades K-12 in all foundational academic subject areas (English Language Arts and Reading, Mathematics, Science, and Social Studies). FSISD will continue to engage students in active learning by providing innovative and creative curriculum and instruction that is designed to prepare the students for college or entry into a career.

Professional development will continue to be provided to teachers for ongoing instruction preparation. Response to Intervention will also continue to be implemented at all campuses to identify and assist any student who may be struggling. FSISD continues with a focused goal of providing an enriched learning environment to increase academic achievement and having all students become academically successful. The mission of the Fort Stockton Independent School District is to remain totally committed to the development of students as life-long learners and productive, self-sustaining contributors to society.