

Terrell ISD

Expect More. Achieve More.

2025-2026

ANNUAL PROGRAM EVALUATION

Bilingual and English as a Second Language (ESL)

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OUR TISD MISSION

The mission of Terrell ISD, a diverse community rooted in connection, is to provide an exceptional learning experience in a safe, nurturing environment, empowering our students to achieve excellence and to be responsible and ethical members of an ever-changing society.

Mission of the Bilingual and ESL Programs

The mission of the TISD Bilingual and ESL Programs is to provide equitable services and high-quality, targeted, and supplemental support ensuring students grow in all domains of language acquisition in order to attain academic success in all content areas and meet students social/emotional needs.

I. Introduction

Chapter 89. Adaptations for Special Populations Subchapter BB. Commissioner's Rules Concerning State Plan for Educating Emergent Bilingual Students

89.1201 - State Policy (Updated February 10, 2025)

(a) It is the policy of the state that every student in the state who has a home language other than English and who is identified as an emergent bilingual (EB) student shall be provided a full opportunity to participate in bilingual education, to include bilingual and English as a second language (ESL) programs, 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 EB students based on criteria established by the state;
- (2) provide bilingual education, including bilingual 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 EB 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 Subchapter B, to ensure accountability for EB students and the schools that serve them.

(b) The goal of bilingual program models, including dual-language immersion and transitional bilingual education, shall be to enable EB students to develop home or partner language literacy and academic skills through the integrated use of content-based language 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 knowledge and skills in the home or partner language and in English, along with mathematics, science, and social studies knowledge and skills as integral parts of the academic goals for all students to enable EB students to participate equitably in school.

(c) The goal of ESL program models, including content-based and pull-out, shall be to enable EB 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 in English as integral parts of the academic goals for all students to enable EB students to participate equitably in school.

(d) Bilingual 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 EB students. The 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.

Terrell ISD has been transitioning from the implementation of the Transitional Bilingual Early Exit Program to the Dual Language (DL) One-Way program in grades PK-5. During the 25-26 school year, we served 251 emergent bilingual students enrolled in the DL program in PK3 up to 3rd grade. These EB students will continue leading the DL program implementation up to 5th grade as they advance grade levels. The goal of this program is to develop bilingual, bicultural, and biliterate individuals so that they can successfully navigate the changing society of our globalized world. More details about this program are described in section IV of this document.

Due to the shortage of Bilingual-Spanish certified teachers in our district a Bilingual Exception and an ESL waiver were submitted to TEA in the Fall of 2025. A total of 13 bilingual certified teachers and 21 ESL certified teachers were included in this submission; details of the submission and the correspondent response from TEA is found in section V. The description of the alternative methods implemented in those classrooms is found in section IV of this document.

This report provides information regarding the effectiveness of the Dual Language and ESL programs through the collection of data from the TELPAS and STAAR of 2026.

English Language Proficiency Standards (ELPS) were updated by TEA recently, and it is expected to be implemented in classrooms during this school year 26-27. These subject-specific ELPS give core teachers clear guidance on how to support emergent bilingual students at every English proficiency level. All core teachers must complete training on these new requirements before classroom implementation.

II. Emergent Bilingual Students Count

Number of emergent bilingual students by grade level

Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Number	133	127	107	108	124	116	130	115	136	120	139	115	98	98
1666 students (28.9% of total student population)														

Source: On-DataPoint

Number of Newcomers - three or less years in US schools

Grade	3	4	5	6	7	8	9	10	11	12
Number	1	8	11	8	6	6	3	6	2	1
52 students										

Source: On-DataPoint

Number of EB students by grade level that exited the Bil/ESL program

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Number	2	0	3	2	9	2	2	5	16	14	1	0
56 students												

Source: On-DataPoint

Number of former EB students monitored during Year 1 and Year 2 after exit

Grade	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1	0	1	7	5	26	4	6	7	9	7	0	72
Year 2	0	8	0	2	6	14	7	12	4	13	12	78

Source: On-DataPoint

III. Student Demographic by Language Program

The following tables show details of the TISD student demographic information by language program.

TISD General population (5,759 Students)

Students by Language Program	# of Students	%
Dual Language One Way	257	4.46
Alternative Bilingual-Spanish Methodologies	308	5.35
ESL (English as a Second Language)	675	11.72
Alternative ESL Methodologies	407	7.07
Program denied by parents	19	0.33
Total	1,666	28.93

Source: On-DataPoint Summer Cumulative Information

Summer School Program (PK4 and KG)	# of Students
Total attending students	44

Special Education Program	# of Students	%
Total students in the district	1001	17.38
Dual identified emergent bilingual students	258	4.48

Source: On-DataPoint

IV. Program Models and Instructional Design

Terrell ISD implemented three English language programs to support all emergent bilingual students enrolled in grades PK-12. All these programs' basic curriculum content is based on the Texas Essential Knowledge and Skills (TEKS) and all of them are supported by the English Language Proficiency Standards (ELPS).

1. Dual Language One Way program: TISD has implemented the Dual Language One way program in PK3, PK4, Kindergarten, 1st, 2nd, and 3rd grade for a total of 360 emergent bilingual students. The goal of the DL-One Way program is that students become biliterate, bilingual, and bicultural by the end of fifth grade.

The Dual Language Program is based on the Texas Essential Knowledge and Skills for both Spanish and English instruction. The strategies applied are grounded on the Teaching for Biliteracy framework where the "bridge" is used to help students to transfer their new knowledge from Spanish to English language and vice versa. Extended activities include writing and speaking about the learned topics solely in English to reinforce the application of the new content and vocabulary learned to the four language domains.

The language of instruction selected for TISD students is structured to be implemented as it is shown in the following table. However, the language on which EB students receive their STAAR test is based on an analysis of individual data collected by teachers throughout the year from various types of assessments in order to determine the language on which the student is able to demonstrate with more accuracy their academic knowledge.

Grade/ Language of Instruction Allocation	Spanish	English
PK	90%	10%
KG	80%	20%
1	70%	30%
2-5	50%	50%

2. Early Exit Bilingual Program: Temporary alternative methods were implemented for emergent bilingual students in grades 4 and 5 for whom a bilingual teacher was not available. Students were distributed in general education classrooms where they participated in classes with native English speakers at the same grade level. EB students received RLA instruction from an ESL certified teacher, and bilingual support through a bilingual aide. First and second year newcomers had access to a device during their classes to help them to translate and transcribe the academic instruction they were receiving and make it comprehensible for them. Instruction was in alignment with TEKS and supported by the ELPS.

3. English as a second language (ESL)

- a. Content Based: Emergent bilingual students in grades PK-1 for whom parents denied the Dual Language program were distributed in self-contained general education classrooms where they participated with native English speakers at the same grade level. Their instruction was in alignment with TEKS and supported by the ELPS, provided by an ESL certified teacher, however temporary alternative methods were implemented in classrooms where an ESL certified teacher was not available.
- b. Pull-out Program: Emergent bilingual students in grades 2-12 were served during RLA or English instruction by teachers that were ESL certified. Students were distributed in classrooms where they participated with native English speakers at the same grade level. Temporary alternative methods were implemented in classrooms where an ESL certified teacher was not available.

At THS, newcomers were placed in ESOL I and ESOL II classes (equivalent to English I and English II) to receive targeted instruction in the needed curriculum and to support their English language development simultaneously. First and second year newcomers had access to an iPad during their classes to help them to translate and transcribe the academic instruction they were receiving.

At FMS, first and second year newcomers had access to an iPad during their classes to help them to translate and transcribe the academic instruction they were receiving.

General Practices in TISD Bilingual and ESL programs

EB students in PK-12 grades received individualized instructional accommodations and testing support provided by their teachers. All content area teachers in all grade levels reviewed, revised, and documented at the beginning, middle, and end of the year the instructional accommodations that each of their EB students was receiving during their classroom instruction. The goal was to evaluate the need of those supports and to remove them when students need them no more in their path to become English proficient.

All content area teachers in all grade levels provided individualized testing support to EB students during academic evaluations, including unit tests, benchmarks, and State assessments. The objective was to provide linguistic support for students to demonstrate their mastery of the content knowledge despite their English language limitations.

Academic achievement for all EB students was monitored through the analysis of State assessment and local curriculum based assessment data. For students who failed a core subject class on any of the 9 weeks period, the LPAC collaborated with teachers to get their input on the effectiveness of resources, supports, and instructional strategies provided to these students in order to adjust them as needed.

V. Staffing - Bilingual Exception and ESL Waiver

In Fall 2025, Terrell ISD had hired bilingual and ESL certified teachers to serve our EB students, however, due to the shortage in Texas of teachers certified in those areas, there were 706 students in those programs for whom a proper certified teacher was not available, therefore TISD submitted to TEA an application for a Bilingual Exception and for an ESL Waiver in November of 2025.

# of Certified Teachers Serving EB Students			# of Teachers Included in the 2025- 2026 Submission		
Bilingual	ESL	EB students	Bilingual Exception	ESL Waiver	EB students
20	112	960	13	21	706

In July 2026, under the provisions of 19 Texas Administrative Code (TAC) §89.1207(a), TEA notified our district that our Bilingual Exception and ESL Waiver have been approved with conditions.

Approved with conditions means the submitted 2025-2026 action plan was approved but TISD did not meet one of the following additional criteria as described in TAC. 89.1207(f)(1)(A-B);

- Meets or exceeds the state average for EB student performance on the required state assessment; or
- Reduces by 25% the number of teachers when compared to the number of teachers from the previous year.

As a result of this approval status and the cross-sectional analysis conducted by TEA, in accordance with Texas Education Code (TEC) §48.105(a-1), TISD was not eligible for a portion of the additional bilingual education allotment funding associated with an approval with conditions. This means that our Dual Language program did not receive the correspondent extra 0.5 weight as in previous years.

However, our district proactively took action since the beginning of the 2025-2026 school year through an initiative that supports teachers to obtain their Bilingual or ESL certification. This initiative provided teachers in the Bilingual or ESL Certification Pathway with an access to the Tutoring 240 online program which consisted of study guides and practice tests to help teachers to be better prepared for their certification tests. Additionally, information about TEA's free resources for the same purpose was shared with these teachers as soon as online preparation courses were available.

Through this Bilingual/ESL Pathway initiative, during the 25-26 school year, one teacher obtained her bilingual certification, and one teacher obtained her ESL certification. Both teachers continued their career with us at TISD serving EB students on 26-27 school year.

VI. Professional Development

Professional development sessions across the district that were related to instruction, assessments, or analyzing data had embedded sections to address emergent bilingual students' needs. The goal was to include in every session a time for teachers to have access to resources that were designed to help them support their language learners. In addition, the following staff development sessions were designed to emphasize resources and strategies that applied mostly only to emergent bilingual students.

Topic	Month	Audience	Delivery Mode
Best Practices for Multilingual Learners	July	Elementary RLA Teachers	In person
Unlocking Acceleration for ALL Learners: Teaching with a Language Lens	August	Elementary RLA and Math Teachers	In person

Additionally, teachers were meeting weekly during their Professional Learning Community (PLC) designated time with the focus of studying strategies and differentiating emergent bilingual students' access to lessons and academic goals.

VII. Texas English Language Proficiency Assessment System - TELPAS Data (Spring 2026 - Composite Scores)

This is the report of emergent bilingual students' proficiency levels according to their 2026 TELPAS scores. TELPAS for EB students in grades KG and 1st is a holistic evaluation provided by their teachers. EB students in grades 2-12 take the TELPAS online where their four language domains are evaluated through two testing sessions, in one session students' listening and speaking domains are evaluated, and in another session the reading and writing domains are measured. The composite score is calculated with an equal weight of the four domains (25% each). Yearly progress on students' language proficiency is measured through the composite score.

Source: On-DataPoint

TELPAS 2025-2026 Yearly Progress - Composite Score					
Grade	EB #	1 Level Progress	2 or more Levels Progress	No Progress	Average Composite Score
1	90	23.3%	3.3%	73.4%	1.9
2	86	20.9%	2.3%	76.8%	2
3	99	38.4%	2%	59.6%	2.3
4	101	15.8%	2%	82.2%	2.2
5	111	27%	1%	72%	2.4
6	90	13.3%	1%	85.7%	2.2
7	112	13.4%	1.8%	84.8%	2.3
8	101	25.7	1%	73.3%	2.5
9	119	31.1%	1%	67.9%	2.6
10	97	22.7%	3.1%	74.2%	2.5
11	86	19.8%	2.3%	77.9%	2.3
12	68	13.2%	5.9%	80.9%	2.1
ALL	1,160	22.5%	7.8%	69.7%	2.3

Description of proficiency levels based on the TELPAS Composite score

Beginning Communication in general is difficult for students in this level	Intermediate Student demonstrates emerging communication skills but still with some difficulty	Advanced Student's communication is clear with occasional hesitation or mistakes	Advanced High Student's communication skills are comparable to an English native speaker.
1 - 1.4	1.5 - 2.4	2.5 - 3.4	3.5 - 4

The following chart compares the progress of third grade EB students' English language proficiency on the different campuses where the Dual Language and ESL programs are implemented.

TELPAS Composite Yearly Progress - 3rd grade

Campus (Language Program)	EB #	1 Level Progress	2 Levels Progress	No Progress
Gilbert Willie (ESL)	27	33.33%	3.7%	62.93%
Dr. Bruce Wood (DL/ESL)	53	32.65%	0%	67.35%
J.W. Long (DL/ESL)	35	51.43%	2.86%	45.71%
Global LA (ESL)	2	50%	0%	50%

Source: On-DataPoint

The following chart shows that our emergent bilingual students are developing faster their listening and reading skills, followed by their speaking and writing skills. Additional strategies are being made to implement activities in the classroom that accelerates their output language proficiency by fostering group interaction on a daily basis.

EB Students' Proficiency by Language Domain (K-12)

	Beginning %	Intermediate %	Advanced %	Advanced High %
Listening	10.61	31.97	35.02	22.16
Speaking	33.33	35.91	25.23	5.38
Writing	35.83	40.3	20.38	3.41
Reading	28.48	32.12	23.03	16.29

Source: Eduphoria-Aware

VII. State of Texas Assessment of Academic Readiness - Data

The following charts represent the amount of students who reached the Meet Expectations score on the 2026 STAAR Reading, STAAR Reading-Spanish, and STAAR Mathematics, however this 25-26 school year is the first time third grade students in the Dual Language take STAAR, and because this assessment was taken by some students in Spanish and by others in English, depending on their language proficiency, it is convenient to present the results of both versions of STAAR for third grade students.

Reading Language Arts (3rd grade)			Spanish Reading Language Arts (3rd grade)
	Non-EB (292)	EB Students (56)	EB Students (59)
% at Meets Level	35%	21%	22%

Source: On-DataPoint

Reading Language Arts (Grades 3-12)			
	All Students (3,074)	EB Students (865)	Difference
% at Meets Level	40%	23%	-17%

Source: On-Data Point

Mathematics (3rd grade)			
	All Students (348)	EB Students (113)	Difference
% at Meets Level	39%	35%	-4%

Source: On-Data Point

Mathematics (grades 3-12)			
	All Students (2,602)	All EB Students (769)	Difference
% at Meets Level	28%	21%	-7%

Source: On-Data Point

Science			
	All Students (1158)	EB Students (344)	Difference
% at Meets Level	38%	26%	-12%

Source: On-Data Point

Social Studies			
	All Students (717)	EB Students (208)	Difference
% at Meets Level	33%	16%	-17%

Source: On-Data Point

VIII. Parents, Family, and Community Engagement

Terrell ISD uses different media to communicate with students' parents, such as the Parent Portal, TISD Website, social media, and the Remind app, all of them with a translation tool embedded for non-English speaking parents.

Parents, Family, and Community Meeting (Title III Part A)		
Date/Place	Agenda	Audience
Dec/2025 at ExCEL	-Skills to support EB students at home (TEA presentation)	Parents and families of EB students
Feb/2026 at FMS	-State Assessments (STAAR and TELPAS) -EB reclassification criteria	Parents of EB students
May 2026 at FMS	Summer activities in the community (swimming classes, sports, library, health, etc.)	Community engagement activities for families of EB students

IX. Summary

Emergent bilingual students in 3rd grade showed though TELPAS a nearly 16% higher growth in their English proficiency than the rest of the EB students in the district, while at the same time their Reading STAAR achievement shows that those that took the Spanish version performed slightly better than those who took the English version. This speaks of a strong Dual Language program implementation, however there are still areas to improve since they still show an academic gap in comparison with non-EB students in the same grade level.

TISD had a need for more bilingual and ESL certified teachers, therefore we will continue implementing the Pathway initiative where the goal is to support teachers to obtain their certification, as well as retaining those who are already certified in order to fully capitalize the Dual Language funds and resources. The main goal is to reduce the lack of bilingual and ESL certified teachers in order to serve our students and help them to develop their language proficiency and achieve their academic goals at higher levels.

Emergent bilingual students show an academic gap in all subject areas, in comparison with the rest of the students, which means that support for teachers and students is needed in all grade levels. For this reason, core subject teachers will be trained on the updated ELPS (English language proficiency standards) for them to be equipped with more effective strategies to support our emergent bilingual students' academic, language, and emotional development.