

EB/ESL Program Data Overview

2026-27 School Year | Data snapshot: October 2, 2026

222

Current EB Students

1

Reclassified

16

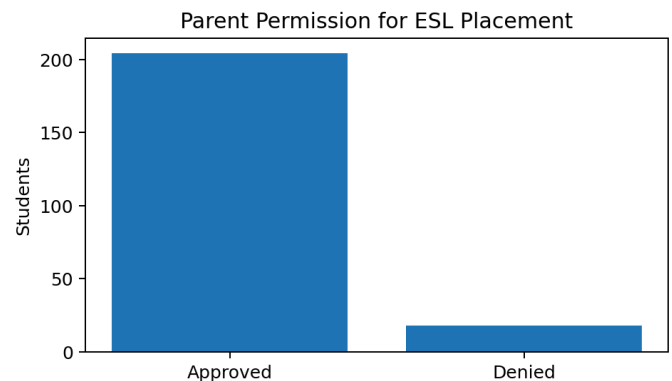
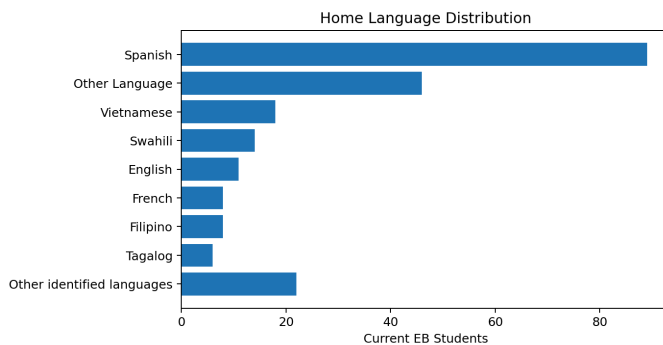
Specifically Identified
Home Languages

22.5%

English Listed as
Student Language

91.9%

Parent Approval for
ESL Placement



Home languages represented: Albanian, Burmese, Cambodian, Chinese, English, Filipino, French, German, Hindi, Italian, Japanese, Spanish, Swahili, Tagalog, Telugu, Vietnamese. An additional 46 students are coded as "Other Language," so the true number of languages represented may be higher than 16.

As of October 2, 2026, Wylie ISD's current identifies 222 students as emergent bilingual (EB). For the remainder of this overview, data are reported for the 222 students currently identified as EB.

EB students are represented across the district from early childhood through grade 12. The largest grade-level groups are PK (29 students), kindergarten (25), grade 1 (24), and grade 4 (24). This distribution reinforces the need for consistent districtwide processes and instructional support across both elementary and secondary settings.

The current EB population includes 16 specifically identified home languages, with an additional 46 students coded in the source data as "Other Language." Spanish is the most frequently reported home language (89 students), followed by the source category "Other Language" (46), Vietnamese (18), and Swahili (14). English is listed as the student language for 50 current EB students, or 22.5% of the EB population. This distinction is important: a student may use English as a primary communication language and still qualify as emergent bilingual based on the state identification process and demonstrated English-language proficiency needs.

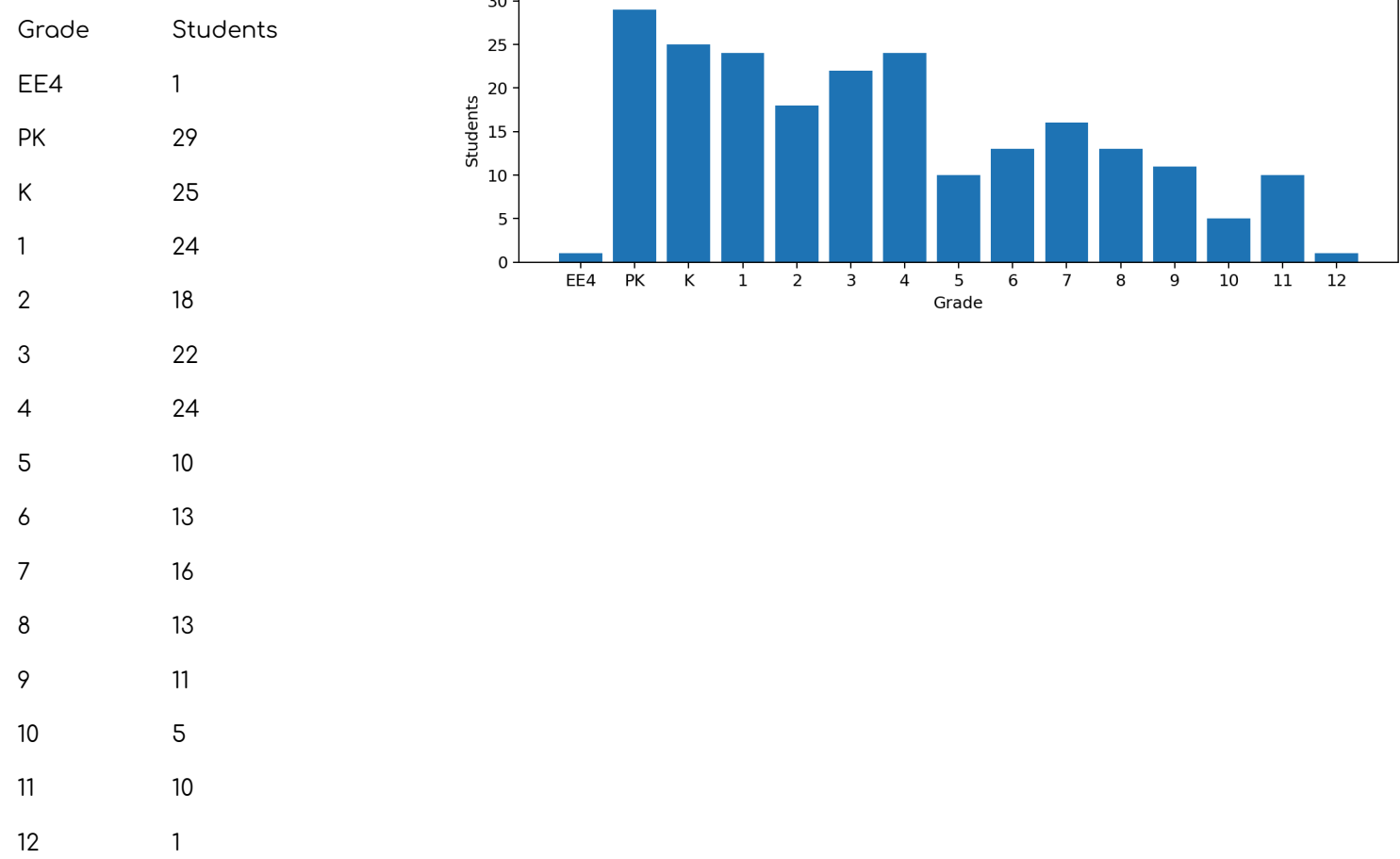
Parent approval for ESL program placement is documented for 204 current EB students (91.9%); 18 students (8.1%) are coded as parent denials. Students whose parents deny ESL program services remain identified as EB and continue to be monitored and assessed in accordance with applicable requirements.

This overview is intended to establish a clearer district-level picture of the EB population and support more consistent program oversight. Additional annual program-evaluation information—including English-language proficiency growth, academic performance, reclassification outcomes, post-exit monitoring, staffing/certification, and professional development—should be incorporated into the full board evaluation as those data are finalized.

Key Data Detail

Measure	Count	Percent / Note
Current EB students	222	Primary reporting population
Reclassified	1	Shown separately
Parent approval	204	91.9%
Parent denial	18	8.1%
English listed as student language	50	22.5%
Specifically identified home languages	16	+ 46 students coded Other Language

Current EB Students by Grade



Campus EB Profile

October 2026

229

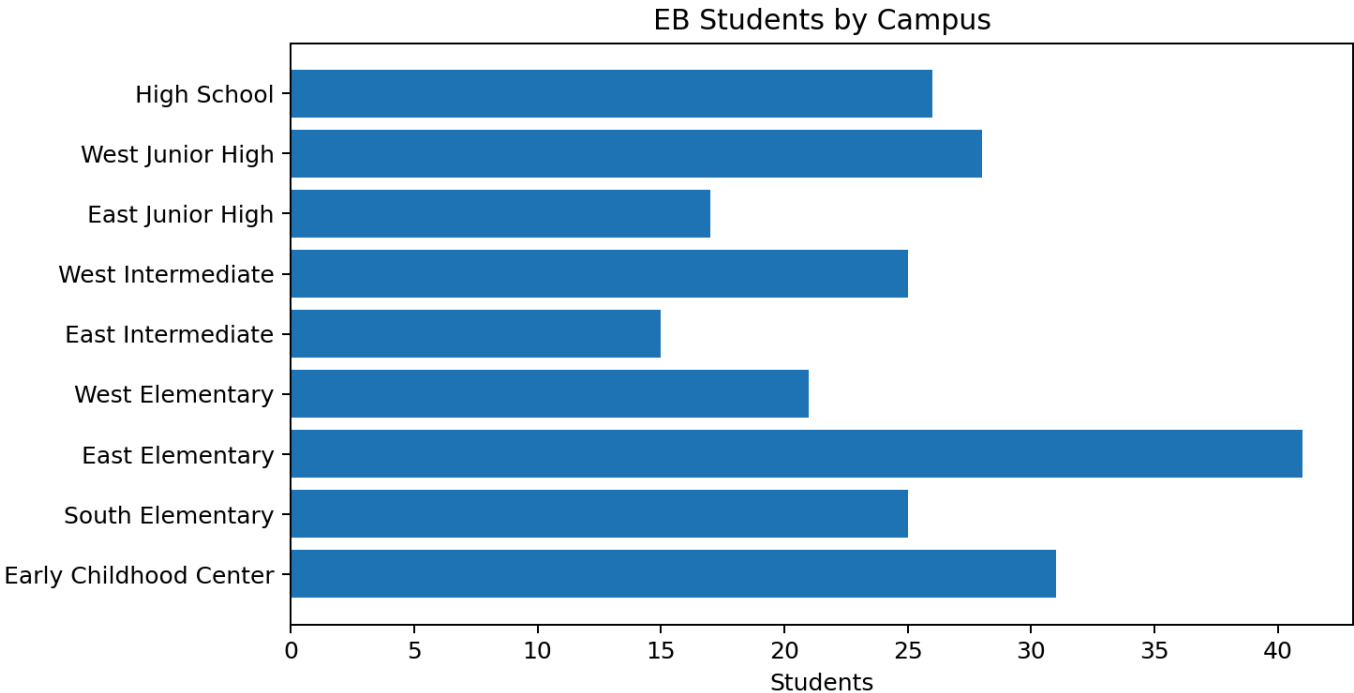
EB Students
Across Campuses

9

Campuses
Reported

PK-12

Grade Span
Represented



Note: Student counts may vary across district reports based on the date of data collection and changes in enrollment or student coding.

Overview. This campus profile provides a districtwide view of where emergent bilingual students are currently enrolled and the range of home languages represented on each campus. The information is intended to support district planning, campus-level services, staffing decisions, and communication with the Board regarding the scope and distribution of the EB population.

Campus-Level EB Enrollment and Home Languages

Campus	Total EB Students	Home Language	Students
Wylie High School	26	Spanish Navajo Other Language Vietnamese Swahili German Italian	14 1 2 4 3 1 1

Wylie West Junior High	28	Filipino Burmese English Chinese French Other Language Spanish Swahili Tagalog Vietnamese	1 1 2 2 2 2 11 2 1 4
Wylie East Junior High	17	Spanish French English Telugu Vietnamese Other Language Filipino Chinese Swahili	7 1 1 1 1 2 2 1 1
Wylie West Intermediate	25	Spanish Hindi Afrikaans Yoruba Japanese Turkish Burmese Vietnamese French	15 1 2 1 1 1 1 2 1
Wylie East Intermediate	15	French Japanese Spanish Hindi Swahili Kirundi Afrikaans Cambodian Vietnamese	1 1 7 1 1 1 1 1 1
Wylie West Elementary	21	Tagalog Spanish Swahili Vietnamese Chinese Afrikaans Hindi	2 11 1 2 2 2 1
Wylie East Elementary	41	Hindi Cambodian Chinese English Other Language Spanish Swahili Vietnamese	2 1 2 1 13 16 5 1
Wylie South Elementary	25	Spanish French Tagalog Filipino Vietnamese Haitian Creole Swahili Turkish Urdu Kinyarwanda Kirundi	5 3 3 2 4 1 2 1 1 2 1

Wylie Early Childhood Center	31	Spanish French Malayalam Portuguese Twi Akan Albanian Bengali Filipino Ga Hindi Ilonggo Japanese Kinyarwanda Kirundi Swahili Tagalog Telugu Urdu Vietnamese Yoruba	9 3 2 2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
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Wylie ISD ESL Program Model & Teacher Certification Report

2026-27 School Year

Wylie ISD ESL Program Models

Wylie ISD serves emergent bilingual students through two state-approved ESL program models. The certification requirement depends on the program model and the instructional assignment.

Program Model	Wylie Grade Levels	How Students Are Served	ESL Certification Requirement
Content-Based ESL	PK-1	English-language development is integrated into reading/ELA, mathematics, science, and social studies using content-based language instruction.	Teachers providing instruction in reading/ELA, mathematics, science, and social studies must be appropriately ESL-certified.
Pull-Out ESL	Grades 2-12	English-language development is provided through reading/ELA using content-based language instruction. Delivery may occur in a pull-out or inclusionary setting.	The teacher providing reading/ELA instruction to EB students must be appropriately ESL-certified.

Legal basis: 19 TAC §89.1210(d) and Wylie ISD EHBE(LEGAL) define the two ESL program models and the corresponding appropriately certified ESL teacher requirements.

ESL Teacher Certification Snapshot

125ESL-certified teachers
districtwide**70**Teachers with EB students
in RLA/ELA**55**RLA/ELA teachers serving
EB students
who are ESL-certified**15**RLA/ELA teachers
requiring
2026-27 ESL waiver

Of the 70 RLA/ELA teachers currently serving EB students, **55 (78.6%)** are ESL-certified and **15 (21.4%)** are not currently ESL-certified. Wylie ISD will apply for an ESL waiver for those 15 teachers for the 2026-27 school year.

3. Why a Waiver Is Needed Even Though Wylie Has 125 ESL-Certified Teachers

ESL certification compliance is based on the teacher's actual instructional assignment—not simply the total number of ESL-certified teachers employed by the district. Wylie ISD employs 125 ESL-certified teachers across multiple grade levels and content areas; however, an EB student must be assigned to an appropriately ESL-certified teacher in the instructional setting required by the district's program model.

- In PK-1, Wylie operates a content-based model; therefore, ESL certification must align with instruction in the four core content areas.
- In grades 2-12, Wylie operates a pull-out model; therefore, the RLA/ELA teacher serving the EB student must be appropriately ESL-certified.
- The current staffing review identified 15 RLA/ELA teachers serving EB students who do not hold ESL certification. These teachers are included in the district's ESL waiver application.

District Response

The ESL waiver is a one-year provisional measure that allows the district to continue serving affected EB students while addressing the certification gap. During the waiver year, Wylie ISD will provide temporary alternative methods aligned as closely as possible to the required ESL program and will implement an action plan focused on certification support, recruitment, retention, and targeted professional learning.

- Support teachers under the waiver in working toward ESL certification, including access to TEA certification resources and preparation supports.
- Continue recruitment efforts aimed at increasing the number of appropriately ESL-certified applicants for applicable positions.
- Provide targeted professional learning to strengthen instruction for emergent bilingual students while teachers are under the waiver.
- Monitor certification progress and district staffing needs throughout the school year with the goal of reducing the need for future waivers.
- Provide funding for the teacher to obtain their certification including professional development, testing fees, and other fees associated with adding the certification