



Terrell ISD

Expect More. Achieve More.

2024 - 2025 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 is transitioning from the implementation of the Transitional Bilingual Early Exit Program to the Dual Language (DL) One-Way program in grades PK-5. This process started 5 years ago with PK4. During the 24-25 school year, we served 266 emergent bilingual students enrolled in the DL program in PK3 up to 2nd 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 for elementary grade levels, a Bilingual Exception was filed at TEA in the Fall of 2024. In the same manner, the deficit of ESL teachers certified to instruct English or ELAR classes in secondary grade levels required us to file an ESL Waiver at TEA. A description of the strategies and programs implemented in TISD are found in section IV of this document.

A plan to support teachers in the pathway to ESL certification was put into place. At the end, one out of the eighteen teachers on this plan acquired their ESL certification during this school year, and this teachers continued teaching in TISD for the 25-26 school year.

II. Emergent Bilingual Students Count

This is the number of students identified and served as emergent bilingual students during the school year 2024-2025. Charts below show different views of this group of students.

Number of emergent bilingual students by grade level

Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Number	129	87	89	108	111	125	125	115	116	134	129	119	75	72
1534 students														

Source: On-DataPoint

Number of Newcomers - three or less years in US schools

Grade	2	3	4	5	6	7	8	9	10	11	12
Number	8	13	17	17	9	8	7	7	12	9	1
108 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	1	0	5	8	23	3	5	7	9	7	0	0
68 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	8	0	2	6	13	9	12	4	13	10	1	78
Year 2	0	1	0	0	0	0	0	1	1	1	2	6

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 (5,283 Students)

Language Program	# of Students	%
Dual Language One Way	266	5.04
Alternative Bilingual-Spanish Methodologies	228	4.32
ESL (English as a Second Language)	795	15.05
Alternative ESL (English as a Second Language) Methodologies	166	3.14
Program denied	79	1.49
Total	1,534	29.04

Source: On-DataPoint

Summer School Program (PK4 and KG)	# of Students
Total students	38

Source: On-DataPoint

Special Education Program	# of Students	%
Total students	781	14.78
Emergent bilingual students	156	2.95

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, Kindergarten, 1st, and 2nd grade for a total of 13 DL classrooms. 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.

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 3-5 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 year newcomers had access to an iPad during their classes to help them to translate and transcribe the academic instruction they were receiving in English language. Instruction was in alignment with TEKS and supported by the ELPS.
3. ESL Content Based: Emergent bilingual students in grades K-1 for whom parents denied the bilingual programs 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.

4. ESL 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. A temporary alternative model was implemented for those EB students who did not have an ESL certified teacher in their English classes, they were receiving instruction from a teacher trained in Shelter Instruction methodologies.

At THS, newcomers are 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 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, a Newcomers Club was created where students met quarterly to share their experiences and support each other. First 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. All students in grades 6-12 were eligible to attend tutorials after school to support them with their assignments and prevent them from failing courses.

V. Staffing - Bilingual Exception and ESL Waiver

In Fall 2024, Terrell ISD applied for the following:

1. A Bilingual Exception
2. An ESL (English as a Second Language) Waiver

These applications were necessary because the district was short:

- 15 certified bilingual teachers
- 8 certified ESL teachers

These teachers were needed to serve 423 Emergent Bilingual (EB) students in the district.

The following chart shows the number of core subject teachers certified in Bilingual-Spanish or ESL teachers who were serving emergent bilingual students.

Total Core Subject Teachers	# of Certified Teachers		Certified Teachers Serving on Bil/ESL Programs	# of Certified Teachers Needed	
	BIL	ESL		BIL	ESL
340	20	112	38.8%	15	8

TISD teachers in their pathway to get their ESL certification received information about resources they could use to reinforce their knowledge about the ESL program, strategies, and tests. This is the amount of teachers identified in the ESL pathway.

Teachers in the ESL Pathway at the beginning of 24-25 SY	Teachers ESL certified by the end of 24-25 SY	Teachers ESL certified continuing with TISD on 25-26 SY
18	1	1

VI. Professional Development

As a way to use teachers' time more efficiently, most of the training sessions were available as in-person training or on recorded videos. Campus Principals could select the delivery mode of their choice according to their campus and teachers' needs. The following staff development sessions were designed with the focus on providing linguistic support to emergent bilingual students during instruction and assessments.

Topic	Month	Audience	Delivery Mode
TISD DL Program	August	K-2 DL Teachers	In person
Lesson Internalization Series	September, October, November, March	Core teachers	In person
LPAC Collaboration in ARD meetings	September	LPAC teachers	Video
Updating Instructional Accommodations	October	Core teachers	Video
TELPAS Practice for Teachers	November - December	Core teachers	In-person and video
Designated Supports Decision Making	February	Core teachers	In-person and video
DL Brain Activator	February	K-2 DL Teachers	In person

VII. Texas English Language Proficiency Assessment System - TELPAS Data (Spring 2025 - Composite Scores)

This is the report of emergent bilingual students' current composite proficiency levels according to their 2025 TELPAS scores. TELPAS online assessment begins in 2nd grade and it measures the four language domains through two testing sessions, in one session the test groups the listening and speaking domains, and in another session the reading and writing domains are grouped. The composite score is calculated with an equal weight of the four domains (25% each).

Percent of students at each rating based on the TELPAS Composite score

Grade	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.
1st- 12th	11%	46.8%	35%	7.2%

Source: On-DataPoint

EB Students' Proficiency by Language Domain

	Beginning %	Intermediate %	Advanced %	Advanced High %
Listening	9.09	23.38	42.86	24.68
Speaking	32.47	23.38	33.77	10.39
Writing	28.57	23.38	41.56	6.49
Reading	12.99	45.45	28.57	12.99

Source: Eduphoria-Aware

Yearly Progress in English Language Proficiency

TELPAS Growth	# of EB Students	%
Progressed 1 Level	274	24.1%
Progressed 2 or More Levels	26	2.3%
No Progress	835	73.6%

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 2024 reading and mathematics STAAR.

Reading Language Arts			
	All Students	EB Students	Difference
% at Meets Level	38%	26%	-12%

Source: 2025 STAAR Performance Report

Mathematics / Algebra I			
	All Students	EB Students	Difference
% at Meets Level	26%	22%	-4%

Source: 2025 STAAR Performance Report

Science			
	All Students	EB Students	Difference
% at Meets Level	29%	18%	-11%

Source: 2025 STAAR Performance Report

Social Studies			
	All Students	EB Students	Difference
% at Meets Level	36%	22%	-14%

Source: 2025 STAAR Performance Report

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.

TISD held the yearly meeting for parents of newcomers where they were introduced to the systems in Texas for grades, attendance, graduation, assessments, free/reduced meals, support for their emergent bilingual students, and local regulations. Parents of EB students in general were invited to this meeting.

Parents of EB students were invited to attend a meeting where the topics were about support found in the community for families, such as English classes for adults, tutoring classes for adults on their way to obtain their GED or U.S. Citizenship, free monthly food, reduced cost health services, etc.

At the end of the year, in collaboration with diverse entities in the community, a meeting for parents of EB students took place to inform them about the variety of activities that were offered in the community during Summer, such as swimming lessons, reading clubs at the local library, different sports for youth and children, art classes for young children, English classes for adults, etc. Parents were able to register their children to the activities of their choice during the same meeting given that all the entities collaborated by having a Spanish speaking staff available.

IX. Summary

Emergent bilingual students in TISD show a gap in their academic performance according to the STAAR results. In addition, data shows that EB students are not progressing as expected on their English language acquisition, which leads them to be classified as Long Term English Learners. In the efforts to reduce these gaps, EB students are part of the strategies and plans that Terrell ISD has in place to provide accelerated instruction to all students. They receive support to help them acquire English proficiency and academic knowledge through bilingual or ESL certified teachers, and bilingual paraprofessionals.

All these initiatives are focused on addressing the needs of our TISD emergent bilingual students.