

Terrell Independent School District

Executive Summary Report

Date	District Guiding Pillar	
October 20, 2025	Expect staff to deliver and students to engage in rigorous learning for high student achievement.	
Agenda Item: Report on the 2024-2025 Bilingual and ESL Annual Program Evaluation		
Summary: TEA requires a plan for the education of English Learners. Terrell ISD implemented three English language programs to support all emergent bilingual students enrolled in grades PK-12. Dual Language One Way program: TISD has implemented the Dual Language One way program in grades PK3, PK4, Kindergarten, 1st grade, and 2nd grade. Early Exit Bilingual Program: Emergent bilingual students in grades 3-5 for whom a bilingual teacher was not available, an Alternative Bilingual Program was put in place. Emergent Bilingual (EB) students received RLA instruction from an ESL certified teacher, and bilingual support through a bilingual aide. ESL Pull-out Program: For emergent bilingual students in grades 6–12, ESL-certified teachers provide instruction during RLA or English classes. An Alternative ESL Program was established specifically for situations where an appropriately certified teacher was not hired. EB students in grades Pre-K through 12 receive instruction aligned with the TEKS (Texas Essential Knowledge and Skills) and the ELPS (English Language Proficiency Standards). Their teachers provide individualized instructional accommodations and testing support. To ensure appropriate support, content area teachers at all grade levels review, revise, and document these instructional accommodations three times a year—at the beginning, middle, and end of the school year. In addition, teachers determine and implement the necessary linguistic supports to help students on local and state assessments. Emergent bilingual students in TISD show a gap in their academic performance according to the STAAR in all areas. In addition, data shows that EB students are not progressing as expected on their English language acquisition according to TELPAS data. In the efforts to reduce these gaps, Terrell ISD incorporates emergent bilingual students into its comprehensive strategies for accelerated instruction across all student groups. Students receive support to help them acquire English proficiency and academic knowledge through bilingual or ESL certified teachers, and bilingual paraprofessionals. Our core curriculum, which TEA classifies as High Quality Instructional Material, includes embedded support for emergent bilingual students.		
Attachments:		
Bil/ESL Annual Report		
Administrative Recommendation:		
Administration recommends the board accept the report.		
Budget/Funding		
NA		