Bilingual Education (BE)
and
English as a Second Language (ESL)
Self-Assessment

Division of Special Populations Monitoring and the Department of Special Populations General Supervision and Monitoring

2024-2025

TEA
Texas Education Agency

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Implementation

The self-assessment is organized within a diagnostic framework that addresses areas of compliance across three domains. Within the Implementation domain, the leadership team will consider practices related to the design and implementation of special population programs that meet the requirements of the identified special population programs. In addressing each item of the self-assessment, the leadership team will consider four guiding questions related to the Implementation domain.

- Are the program procedures compliant with state and federal rules and regulations?

- Are special population supports and services implemented with fidelity?

- Are special populations identified students prepared for the next step in the education experience?

- Do policies and procedures ensure the identification of students displaying a need for special populations programs and services?

1. Alignment of Mission, Policies, and Procedures (19 TAC §89.1201)

Does the LEA have a clearly articulated mission for BE/ESL education that is consistent with the Texas Administrative Code (TAC) and Texas Education Code (TEC) and does a consolidated set of policies and procedures exist for translating the vision into action?

SOURCES OF EVIDENCE
☐ LEA Bilingual Education (BE) or English as a Second Language (ESL) procedures/policies
☐ LEA Program Manual/Guide
☐ Other

DEVELOPING	PROFICIENT	EXEMPLARY
The LEA **has a mission statement** for BE/ESL that is consistent with the state plan. The LEA **has policies and procedures** related to BE/ESL.	The LEA **has a mission statement and aligned policies and procedures specific to BE/ESL.** Staff **members have received professional development** and are aware of the mission, policies, and procedures. The LEA **implements their mission statement** by consistently following established policies and procedures.	Staff receive **regular professional development related to the LEA's mission, policies, and procedures for BE/ESL.** The LEA has a process and plan for monitoring effectiveness of established policies and procedures in implementing the mission, and routinely uses data to inform decision-making for continuous improvement of the LEA's BE/ESL programs.

2. Program Models (19 TAC §89.1205)

PROBING QUESTION

Does the LEA ensure that the program models being implemented provide means for emergent bilingual students to become proficient in listening-comprehension, speaking, reading, and writing in the English language?

SOURCES OF EVIDENCE

☐ Master Schedules
☐ Language allocation plan (dual language program models only)
☐ Other

DEVELOPING	PROFICIENT	EXEMPLARY
The LEA **has selected a program model(s)which best serve the various groups** and needs of emergent bilingual students in the areas of listening-comprehension, speaking, reading, and writing. Using integrated content-based language and instructional methods, emergent bilingual students are provided equitable opportunities to attain full proficiency in all domains of English (listening-comprehension, speaking, reading, and writing), comparable to students who are not identified as emergent bilingual students.	The **program model(s) used** by the LEA to serve emergent bilingual students **enables emergent bilingual students to become proficient** in the listening-comprehension, speaking, reading, and writing in the English language through the development of literacy and academic skills. With the support of certified BE/ESL teachers, emergent bilingual students set and monitor progress of individualized language goals for all language domains as addressed in the ELPS, and according to English proficiency and/or language and literacy backgrounds, emergent bilingual students receive additional English language development support beyond minimum program requirements.	The **program model(s)** used by the LEA to serve emergent bilingual students **reflects a strong success rate** in the development of literacy and academic skills through the integrated use of content-based language and instructional methods which are on or **above state average results** as evident through state assessments. LEA-wide instructional leaders and curriculum specialists are highly trained in the integration of content-based language and instructional methods, into LEA curriculum materials that target language development in all content areas. LEA-wide language proficiency assessment data demonstrates progress of emergent bilingual students.

3. Equitable Participation (19 TAC §89.1205)

PROBING QUESTION

Does the LEA ensure that the program models utilized in schools facilitate the equitable participation of emergent bilingual students?

SOURCES OF EVIDENCE

- ☐ Student participation data
- ☐ Disaggregated student data by subpopulations
- ☐ Other

DEVELOPING	PROFICIENT	EXEMPLARY
The **LEA has selected a program model(s) which best serve the various groups and needs** of emergent bilingual students in the areas of listening-comprehension, speaking, reading, and writing. The LEA ensures a **system** is in place to **coordinate additional services** (G/T, Special Education, RTI, Dyslexia, 504, AP Coursework, CTE programs of study, etc.) in conjunction with the selected program model(s) that the LEA has in place.	**The program model(s)** used by the LEA **emphasizes** the **mastery** of grade-level reading and language arts, mathematics, science, and social studies knowledge and skills, to enable emergent bilingual students to participate equitably in school and achieve the academic goals, in addition to access fine arts and extracurricular activities for all emergent bilingual students. **Instructional materials** are also provided in extracurricular activities in the **students' primary language**.	The **program model(s)** used by the LEA to serve emergent bilingual students **reflect a strong success rate** in the development of literacy and academic skills through the integrated use of content-based language and instructional methods which are on or **above state average results on core content areas as evidenced through state assessments**.

4. Supports for At-Risk Students (19 TAC §89.1210)

How does the LEA ensure that it considers program content as it relates to methods of instruction, academic language development, intensive nature of the program, provision of services and/or support, and targeted audience?

SOURCES OF EVIDENCE

☐ Tutoring
☐ Counseling supports
☐ Other

DEVELOPING	PROFICIENT	EXEMPLARY
The LEA **has identified and prioritized** its emergent bilingual student groups **based on enrollment and academic program needs** (e.g., long-term emergent bilingual students, highly schooled newcomers, reclassified emergent bilingual students, students identified as both emergent bilingual students and migrant, students with interrupted formal education, refugees, emergent bilingual students with disabilities, and struggling readers).	The LEA **implements program content** based on identified at-risk student groups as it relates to methods of instruction, academic language development, intensive nature of the program, provision of services and/or support, and targeted audience (e.g. long- term emergent bilingual students, highly schooled newcomers, reclassified emergent bilingual students, students identified as both emergent bilingual students and migrant, students with interrupted formal education, refugees, emergent bilingual students with disabilities, and struggling readers).	The LEA **demonstrates** that emergent bilingual student groups reflect a **strong success rate as evident through state assessment instruments**.

5. Implementation of ELPS (19 TAC §89.1210 and §74.4(b))

Does the LEA ensure that a system is in place to verify the quality of the LEA's curriculum in all subjects and its consistent use on all campuses?

SOURCES OF EVIDENCE

☐ Lesson planning
☐ Professional Development/Collaboration that includes BE/ESL and general education teachers
☐ Other

DEVELOPING	PROFICIENT	EXEMPLARY
The LEA **implements a system of alignment** between the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS) across the curriculum in all subjects. The LEA provides appropriate professional development to all staff regarding ELPS alignment. The LEA ensures that emergent bilingual students are provided with **linguistically accommodated** content instruction that is **communicated, sequenced, and scaffolded** to ensure mastery of the essential knowledge and skills of the required curriculum.	The LEA **considers** the **extent** to which **the curriculum is aligned** with the Texas Essential Knowledge and Skills (TEKS): • is **the basis of instruction** in all classrooms • is **horizontally and vertically aligned** • is mastered by students across all subject areas; incorporates, integrates, supports, and enhances the implementation of the English Language Proficiency Standards (ELPS) across the curriculum. The LEA **provides models for differentiating instruction** based on student data and best practices and is monitored for effective implementation by administration with written documentation.	The LEA **infuses the English Language Proficiency Standards (ELPS)** in all aspects of the curriculum which is aligned with the Texas Essential Knowledge and Skills (TEKS) and this **infusion becomes automatic** with instructors in their planning, delivery, and differentiation of instruction. **Student success rates** in various academic areas **reflect student growth, understanding, and improved language proficiency** as reflected in **state assessment instruments**.

6. Instructional Placement

How does the LEA confirm that data driven processes are used to ensure each emergent bilingual student is placed in an appropriate instructional setting?

SOURCES OF EVIDENCE

☐ Crosswalks, Procedures
☐ LPAC training agendas, presentation materials, documentation, and participation rosters
☐ Other

DEVELOPING	PROFICIENT	EXEMPLARY
Training, planning, and dialogue with/among LEA leadership is **evident in establishing procedures** of accessing student data, review of data, and decision making in appropriate placement of emergent bilingual students at elementary, middle school and high school settings.	The LEA/leadership uses **data driven processes** to ensure that each emergent bilingual student is **placed in an appropriate instructional setting**. The LEA has a **defined process** that is used to develop and disseminate student data so that all teachers are fully informed about the needs of their emergent bilingual students. The LEA considers the following **data sources when making instructional** placement decisions: TELPAS, STAAR, benchmarks, personal graduation plans (PGPs), and local assessments. New students are **placed in proper** instructional settings and receive appropriate support services; each ESL student's schedule **reflects careful placement into instructional settings** based on student data, teacher preparation and expertise, and a four-year graduation plan. The LEA monitors emergent bilingual students learning as a basis to guide instructional decisions and support services; and Language Proficiency Assessment Committee (LPAC) data is disseminated to persons serving emergent bilingual students and follows LPAC compliance processes/ requirements.	**Periodic informal audits** by LEA leadership (e.g., program director, curriculum facilitators, counselors, supervisors, etc.) are conducted, and feedback provided to school staff, to **ensure proper use of information (e.g., data) and placement** of students is properly and adequately utilized in ensuring the success of emergent bilingual students. **Written follow-up audit summaries** to principals to allow for corrective action and support by central office in enhancing support for emergent bilingual students.

7. Instructional Materials

How does the LEA ensure that it acquires and allocates instructional materials for BE/ESL programs in a timely manner?

SOURCES OF EVIDENCE

- ☐ Instructional resources budgets and orders
- ☐ Process and/or documents describing the approach for assessing needs for instructional resources
- ☐ Other

DEVELOPING	PROFICIENT	EXEMPLARY
The LEA **utilizes a process** (e.g., District Improvement Plan/ Campus Improvement Plan) which **prioritizes and allocates** LEA, state, and federal funding for instructional materials for BE/ESL programs.	The LEA has a **process** (e.g., District Improvement Plan/Campus Improvement Plan) for the **acquisition and allocation of instructional materials** for the BE/ESL program. The LEA has a **process** to ensure that BE/ESL **materials/textbooks are aligned** with English-only materials/textbooks across campuses. The LEA has a **process** to request, procure, and distribute **materials at the same time as other student populations receive instructional materials.** The LEA has a **process** to **acquire and make available supplemental and enrichment books and materials** that **support English language acquisition** for support of emergent bilingual students **in all content areas.**	The LEA (once having **procured and distributed materials** in a **timely manner**) enhances the use of instructional materials by aligning curriculum learning objectives and materials through **summer curriculum writing** by teachers of emergent bilingual students.

8. Planning, Monitoring, and Support

PROBING QUESTION

How does the LEA ensure that the support services needed by emergent bilingual students are determined, monitored, and implemented?

SOURCES OF EVIDENCE

☐ District and campus improvement plans
☐ Appropriate student data
☐ Other

DEVELOPING	PROFICIENT	EXEMPLARY
The LEA has in place a **process** (e.g., District Improvement Plan and/or Campus Improvement Plan) which is used to **guide the LEA in its implementation and allocation** of human and financial resources in planning monitoring and support of emergent bilingual students.	The LEA **implements** its **process** (e.g., District Improvement Plan and/or Campus Improvement Plan) **which allocates the necessary human and financial resources**. The LEA considers **data sources** utilized in **instructional planning,** including TELPAS, STAAR, benchmarks, personal graduation plans (PGP), Interim State Assessments, and local assessments. The LEA has a **process** for **developing differentiated instructional plans** for elementary, middle, and high school emergent bilingual students. The LEA has methods to monitor implementation of differentiated instructional plans for emergent bilingual students. The LEA has a **process** for utilizing **timely evaluations** of successful student learning to guide instructional planning and student support. The LEA has a **process** to ensure the **successful transitions** from grade to grade and between campuses regarding the coordination of services for emergent bilingual students between and among content area teachers and BE/ESL teachers.	The LEA **continues to examine** its LEA and campus needs and takes the initiative to **expand and/or create unique instructional settings/ programs** which are beyond the State standards for addressing emergent bilingual students and which supports student success in all academic and personal endeavors.

9. Acquisition and Retention of Staff (19 TAC §89.1205 and §89.1207)

PROBING QUESTION

How does the LEA ensure that it recruits and retains appropriately certified bilingual and ESL teachers?

SOURCES OF EVIDENCE

- ☐ Verification of staff certifications and/or targeted recruiting plan
- ☐ LEA policy related to how it determines experience
- ☐ Other

DEVELOPING	PROFICIENT	EXEMPLARY
The LEA **implements** a process (e.g., District Improvement Plan) to identify its personnel needs and has **established budget allocations** to support its efforts in the acquisition and retention of staff. If, within the past year, the LEA has been **granted bilingual exception(s)/ESL waiver(s)** due to an insufficient number of certified teachers, a plan is in place to ensure **the LEA is meeting the needs of emergent bilingual students.** The LEA has a plan that **ensures acquisition of required staff.**	The LEA has a **process** (e.g., District Improvement Plan) in place for **acquiring and retaining** appropriately **certified instructional staff.** The LEA has a system for supporting teachers new to the LEA and to the profession. The LEA has a **process** for **assisting** teachers in **acquiring Bilingual and ESL** supplemental **certificates.** The LEA **provides content-based language and instructional methods training** to staff members serving emergent bilingual students. The LEA has **staff development opportunities** that are **available**, meet the **needs** of staff and are **timely**, and of a quality that meets the needs of teachers who work with emergent bilingual students.	The LEA continues to **advance** its **recruitment and retention efforts** of teachers by promoting/ supporting **incentives** (e.g., stipends, training, recruiting bonuses, etc.) in order to acquire and retain teachers. The LEA **provides content-based language and instructional methods training** to staff members serving emergent bilingual students at least twice a year.

10. Staff Development Needs Assessments (19 TAC §89.1245)

PROBING QUESTION

How does the LEA ensure that it conducts needs assessments for professional development activities?

SOURCES OF EVIDENCE

☐ Needs assessment documentation
☐ Documentation of ongoing staff development targeting the development of the skills needed to effectively serve emergent bilingual students
☐ Other

DEVELOPING	PROFICIENT	EXEMPLARY
The LEA has in place a **plan of action** to identify staff development needs of teachers, paraprofessionals, counselors, and administrators who work directly with emergent bilingual students. The LEA has **an established process** for addressing identified needs by providing **targeted professional development** to educators of emergent bilingual students.	The LEA **implements its process** for conducting a needs assessment for professional development activities which include utilization of data sources, analysis of student growth, and teacher input. Inclusive in the process are campus administrators who share their concerns and recommendations for effective and specific staff development activities.	The LEA **allocates funding** allowing principals, teachers, counselors, and other personnel that work directly with emergent bilingual students to attend **training(s)** and/or present at state or national conferences. The LEA allows principals, teachers, counselors, and other personnel that work directly with emergent bilingual students to share new learning with peers through turn-around training and monitoring the impact on instructional practices (through classroom observations), and impact on student achievement (outcome data analysis). These LEA efforts assist in assessing current **evidenced-based and effective programs** for emergent bilingual students from various backgrounds which could be replicated at the LEA level.

11. Language Proficiency Assessment Committee (LPAC) (19 TAC §89.1220 and §89.1226)

PROBING QUESTION
How does the LEA ensure that the Language Proficiency Assessment Committee (LPAC) is active and effective?

SOURCES OF EVIDENCE
☐ LPAC training ☐ LPAC parent participation ☐ Other

DEVELOPING	PROFICIENT	EXEMPLARY
The LEA **understands the state requirements** relative to the LPAC, its function, and the various roles/positions that must be represented. The LEA follows **the state plan** and conducts LPAC training for the LEA's committee members as required by law as well as conducting LPAC meetings regarding the review, placement, and success of students.	The LEA puts in place **systems** which capture: • student data relative to student success, passing rates, state assessment standards, and promotion rates • identification, placement, program services (including assessment decisions), coordination with other special programs, reclassification, and exit In conducting the LPAC, the LEA **maintains records** of students exited/reclassified, years in the program, and current performance levels on state assessments. **LPAC/ARD** meetings are held for dually identified students.	In LPAC meetings, the LEA includes **all parties as required** by law: • extends invitations to others who may assist with content-based language and instructional methods recommendations • invites all parents of children being reviewed for program placement and support services The LPAC **provides additional reports and resources** to parents based on LPAC recommendations. The **parent of the child** is given the opportunity to be briefed on the process of the LPAC. The parent agrees and understands their role and the primary requirements regarding their student, the student's placement, and success. The LEA has **systems** in place for ARD/LPAC communication not only at annual ARDs but periodically throughout the year as the student's progress is monitored.

12. Home Language Survey (HLS) (19 TAC §89.1215)

PROBING QUESTION

How does the LEA ensure that Home Language Survey (HLS) procedures are in place in the LEA and effectively maintained?

SOURCES OF EVIDENCE

☐ Home language surveys
☐ Audits of student records
☐ Other

DEVELOPING	PROFICIENT	EXEMPLARY
The LEA **examines methods** of ensuring all campuses meet state mandates by **keeping accurate student records.** The LEA **ensures training** is provided for all personnel currently in the LEA, as well as new hires regarding HLS.	The LEA **accounts for student records** with regard to the HLS, on-going training, audits conducted, and follows up on a timely basis with the assessing of the student's language as required by law for appropriate placement.	The LEA **captures student data** (HLS, proficiency levels, student placement, etc.) and **utilizes this data** in determining staff training needs, selection of appropriate instructional materials, program adjustment and enhancements, and teacher certification, etc.

13. DLI Program Evaluation (19 TAC §89.1265, §89.1227, and §89.1228)

PROBING QUESTION

Does the LEA ensure that it evaluates its dual language immersion (DLI) program at least annually by collecting a full range of data to determine program effectiveness to ensure student academic success and report findings as required by TEC §29.062?

SOURCES OF EVIDENCE

☐ Completed the TxEDLIF Self-Review Score Card and DLI Rubric
☐ Other

DEVELOPING	PROFICIENT	EXEMPLARY
For DLI classroom teachers not appropriately certified (TEC §29.061) and for whom an emergency permit (TAC §89.1245a) cannot be obtained, the LEA files for a bilingual education exception (TAC §89.1207a) on or before November 1. The LEA fulfills all assurances of the exception submission [TAC §89.1207(a) (1)]. The LEA maintains required documentation related to the bilingual education exception [TAC §89.1207(a) (2)].	All **DLI teachers** of identified emergent bilingual students are appropriately certified as per TEC §29.061 (TAC §89.1210 (c)(3) & (c)(4)) and in cases where a bilingual-certified teacher delivering instruction in the partner language is paired with a teacher instructing in English, that partner teacher must be bilingual certified or ESL certified, as per TEC §29.061 (b-1) (b-2). LEAs providing a **two-way dual language** model select participants and obtain written parent approval for the duration of the program TAC §89.1228. The program's language **allocation plan**: • clearly outlines which content areas are taught in each language at each grade level • indicates a minimum of 50% of instructional time is provided in the partner language for the duration of the program, as per TAC §89.1227(d) A **program language allocation plan** is implemented at the elementary grades (PK- 5/6) §TAC 89.1205(a) and beyond when DLI expands to secondary level TAC §89.1227(e)(3).	In addition to meeting **established implementation requirements**, teachers of enrichment classes (art, PE, music) and electives are ESL certified and understand and routinely apply Content-Based Language Instruction (CBLI) methodologies during instruction in partner language and English. **DLI program leaders** devote a minimum of one year to the DLI program planning process to ensure that the language allocation plan meets the needs of the immediate context and community. The language allocation plan and school master schedule allot time for DLI teachers to engage in collaborative planning with DLI and non-DLI teaching colleagues to ensure access to high quality Tier 1 instruction in partner language and English. **Fidelity of implementation** to the program model design and language allocation plan is systematically monitored at the classroom, campus, and LEA level. A DLI **program allocation plan** is implemented beyond the elementary grades TAC §89.1205(g), TAC §89.1227 (e)(3).

Program participants receive **literacy and academic instruction** in both English the partner language, per TEC §28.0051 (a) and TAC §89.1210 (c)(3) and (c)(4).

Oral language and literacy instruction are allotted equal time in both languages (50/50 model) or are provided initially in the partner language (90/10, 80/20 model) and then allotted equal time once the program reaches a 50/50 division of instruction in both languages.

A **strategic use of** languages is upheld.

Emergent bilingual students are provided with content-based language instruction in partner language and English in all content areas that is communicated, sequenced, and scaffolded to ensure mastery of the essential knowledge and skills of the required curriculum (based on the TEKS and ELPS), per TAC §89.1201.

Emergent bilingual students are encouraged to continue to participate for the entire **duration of the program**, even after reclassification as English proficient TAC §89.1227(e).

Program participants develop **bilingualism, biliteracy**, **with sociocultural competence** as demonstrated on curriculum assessments, and instruction conducted in both languages.

With campus- and LEA-based leadership support and in conjunction with **bilingual/ESL staff** support as available, all DLI teachers continuously and strategically plan, deliver, reflect upon, and receive feedback on highly effective curriculum-based lessons that incorporate content area instruction in partner language and English.

DLI participants at the campus level perform as well as, or outperform, like peers on content biliteracy assessments administered in English and/or the partner language.

Culturally linguistic sustaining practices are routinely spotlighted at the school level, through the elevation of the partner language through its use during public announcements, assemblies, staff meetings, and community gatherings.

14. ESL Program Evaluation (TAC §89.1265 and §89.1210 (d))

PROBING QUESTION

Does the LEA ensure that it evaluates its English as Second Language (ESL) program at least annually by collecting a full range of data to determine program effectiveness to ensure student academic success and report findings as required by TEC §29.062?

SOURCES OF EVIDENCE

☐ Completed ESL Program Model Implementation Rubric and Scoring Tool
☐ Other

DEVELOPING	PROFICIENT	EXEMPLARY
For ESL program teachers not appropriately certified (TEC §29.061) and for whom an emergency permit (TAC §89.1245a) cannot be obtained, the LEA files for an ESL waiver (TAC §89.1207b) on or before November 1. The LEA fulfills all assurances of the ESL waiver submission [TAC §89.1207(b)(1)]. The LEA maintains the teacher's name(s) under the ESL waiver with estimated ESL certification completion date by end of that school year [TAC §89.1207(b)(2)].	All emergent bilingual students with parental approval for **ESL program** participation receive English Language Arts and Reading (ELAR) instruction by teachers who are certified in ESL, along with ELAR for the appropriate grade level(s), meeting minimum requirements for ESL Pull-Out [TAC §89.1210 (d)(2)]. Using **integrated content-based language instruction** methods, emergent bilingual students are provided equitable opportunities to attain full proficiency in all domains of English (listening, speaking, reading, and writing), comparable to students who are not identified as emergent bilingual students [TAC §89.1210 (d)(1-2); TAC §89.1201(c); TEC §74.4 (a)(2)]. In addition to **mastery** of English language skills, emergent bilingual students are provided with linguistically accommodated content-based language instruction that is communicated, sequenced, and scaffolded to ensure mastery of the essential knowledge and skills of the required curriculum [TAC §89.1210 (d)(1-2); TAC §89.1201 (c-d); TEC §74.4 (a)(3); TEC §74.4 (b)(2)].	All emergent bilingual students with parental approval for ESL program participation receive all **content area instruction** (ELAR, mathematics, science, and social studies) by teachers who are certified in ESL, along with the appropriate subject area and grade level(s), meeting minimum requirements for ESL Content-Based [TAC §89.1210 (d)(1)]. With the **support** of ESL teachers: • emergent bilingual students set and monitor progress of individualized language goals for all language domains as addressed in the ELPS • according to English proficiency and/or language and literacy backgrounds, emergent bilingual students receive additional English language development (ELD) support beyond minimum program requirements With **campus- and LEA-based leadership** support (and ESL specialist support as available) all content-area teachers of emergent bilingual students (in ELAR, mathematics, science, and social studies) continuously and

In ELAR, English language acquisition is targeted through academic **content-based instruction** that is linguistically and culturally responsive, meeting minimum requirements for ESL Pull-Out §89.1210 (d)(2)].

For **emergent bilingual students** in grades 3 and higher who are at a beginning to intermediate level, intensive and ongoing second language acquisition instruction is focused, targeted, and systematic [§74.4 (b)(4)].

strategically plan, deliver, and receive feedback on curriculum-based lessons that incorporate culturally and linguistically sustaining practices accommodated content instruction.

In all **content areas** (ELAR, mathematics, science, and social studies), English language and literacy development is targeted through academic content-based language instruction that is, culturally and linguistically sustaining meeting minimum requirements for ESL Content-Based TAC §89.1210 (d)(1)].

All teachers of emergent bilingual students:

- are highly trained in second language acquisition stages of development
- content-based language instruction methods
- provide targeted in- class and supplemental support for emergent bilingual students at various English language proficiency levels
- consider the students' backgrounds (e.g., beginning level newcomers vs. beginning level long- term emergent bilingual students; SIFE emergent bilingual students)

15. Transitional Bilingual Education (TAC §89.1210 and §89.1201)

PROBING QUESTION

Does the LEA ensure that it offers an early exit, late exit, or transitional bilingual program model in which students identified as emergent bilingual students are served in both English and another language and are prepared to meet reclassification criteria to be successful as required by 19 TAC §89.1210(c)(1)?

SOURCES OF EVIDENCE

☐ Completed Transitional Bilingual Education Model Implementation Rubric and Scoring Tool
☐ Other

DEVELOPING	PROFICIENT	EXEMPLARY
For TBE classroom teachers not appropriately certified (TEC §29.061) and for whom an emergency permit (TAC §89.1245a) cannot be obtained, the LEA files for a bilingual education exception (TAC §89.1207a) on or before November 1. The LEA fulfills all assurances of the exception submission [TAC §89.1207(a)(1)]. The LEA maintains required documentation related to the bilingual education exception [TAC §89.1207(a)(2)].	All emergent bilingual students participating in a **Transitional Bilingual Education** (TBE) program receive all content area instruction (ELAR, SLAR, mathematics, science, and social studies) in their primary language and English by teachers certified in bilingual education as per [TEC §29.061 and TAC §89.1210 (c)(1) & (c)(2)]. A **transitional early-exit model** is offered in all elementary grades (PK-5 and 6 when clustered with elementary) TAC §89.1205 (a). Identified emergent bilingual students are served in both English and the primary language and are prepared to meet reclassification criteria not earlier than two or later than five years after the student enrolls in school [TAC §89.1210(c)(1)]. The LEA district has established a plan that: • outlines the transition of instruction from the primary language to English • shows when each language is utilized by time or content area for each grade • models the hallmark of an **early exit model**, the rapid (early) exit of Spanish instruction and increase of English instructional minutes • includes considerations for making grade level content accessible to all	In addition to meeting **established implementation** requirements, one or more teachers of enrichment classes (art, PE, music) and electives at each bilingual campus are bilingual or ESL certified and routinely apply content-based language instruction methodologies during instruction. A transitional **late-exit model** is offered in all elementary grades (PK-5 and 6 when clustered with elementary) TAC §89.1205(a). Identified emergent bilingual students are served in both English and the primary language and are prepared to meet reclassification criteria not earlier than six or later than seven years after the student enrolls in school [TAC §89.1210(c)(2)]. The LEA has **established a plan that**: • outlines the transition of instruction from the primary language to English • shows when each language is utilized by time or content area for each grade aligns with **late exit model theory,** which includes extended development of the

program participants regardless of level of language development, including additional primary language support

- includes an annual process of review

Students in the **primary grades** (PK-2) are provided literacy instruction in the primary language to facilitate transition to English literacy; however, primary language literacy support is available throughout the entire program [TAC §89.1210 (c)(1) & (2)].

Instruction in **academic content** delivered in the student's primary language and English targets second language development through academic content [TAC §89.1210 (c)(1-2)].

In order to **ensure mastery** of the essential knowledge and skills of the required curriculum (based on the TEKS and ELPS), per [TAC §89.1201 (d)], TBE students are provided linguistically accommodated content area instruction in the primary language and English according to the language transition plan.

Linguistically accommodated content instruction is communicated, sequenced, and scaffolded to ensure mastery.

primary language through a gradual increase in English over the course of the program

- includes considerations for making grade level content accessible to all program participants regardless of level of language development, including additional primary language support
- includes an annual process of review

Language and literacy instruction in both languages focuses on academic and social language development, and TBE teachers utilize coordinated and explicit strategies for making cross-language connections.

Campus level instructional leadership regularly supports TBE teachers in strategically planning, delivering, reflecting upon, and receiving feedback on curriculum-based lessons that incorporate linguistically accommodated content instruction.

Student Outcomes

The self-assessment is organized within a diagnostic framework that addresses seven areas of compliance across three domains. Within the **Student Outcomes** domain, the leadership team will consider practices related to student achievement that support improved outcomes for students in special populations.

1. State Assessment Data Analysis (19 TAC §89.1226)

PROBING QUESTION
How are identified emergent bilingual students performing in comparison to their general education peers?

SOURCES OF EVIDENCE

☐ Disaggregated data, including emergent bilingual students
☐ Professional development regarding data analysis specific to emergent bilingual students
☐ Other

DEVELOPING	PROFICIENT	EXEMPLARY
The LEA **accesses** state and LEA achievement **data** that are disaggregated by race/ethnicity, gender, and identification as emergent bilingual students.	The LEA **analyzes and utilizes** results of state and LEA achievement data that are available to campuses so they can respond with timely and effective improvements. Data for emergent bilingual students is used by both general education teachers and teachers of emergent bilingual students.	The LEA **examines and analyzes** state and LEA achievement data to identify discrepancies. LPACs utilize data in order to have a full understanding of its role and importance in the LPAC process. The LEA utilizes data to modify or adjust curriculum, instruction, and assessment. The LEA provides professional development to assist campus teachers and leadership to make instructional improvements resulting in **improved student outcomes for emergent bilingual students as evident in state assessments results**.

2. TEKS Mastery

PROBING QUESTION

How does the LEA ensure that it has a system in place to assess mastery of the TEKS each grading period and the LEA ensures that this information is used by teachers in instructional decision making specific to emergent bilingual students?

SOURCES OF EVIDENCE

☐ Reporting systems that include emergent bilingual students
☐ Curriculum alignment for emergent bilingual students
☐ Other

DEVELOPING	PROFICIENT	EXEMPLARY
The LEA has **designed/implemented** reporting **systems** which allow the LEA to examine **mastery of skills** by various sub-groups (i.e., emergent bilingual students, dual identified SPED students, migrant, etc.).	The LEA reporting systems include **alignment of curriculum** with evaluation tools; student performance evaluation measured by benchmarks, embedded testing, released STAAR assessments, and content-based assessment. The LEA reporting systems include successful **instructional strategies** that improve academic vocabulary, reading comprehension, and achievement as shown through student performance evaluations.	The LEA reporting systems related to student mastery is **continuously evaluated and aligned** with curriculum learning objectives through summer teacher curriculum writing activities and instructional enhancements as evidenced through emergent bilingual students **improved mastery of skills by state assessment results**.

Family Engagement/Parental Involvement

The self-assessment is organized within a diagnostic framework that addresses seven areas of compliance across three domains. Within the **Family Engagement/Parental Involvement** domain, the leadership team will consider practices related to involving parents/guardians and other family members in the education of students with disabilities. In addressing each item of the self-assessment, the leadership team will consider two guiding questions related to the Family Engagement domain.

1. Parental Involvement

PROBING QUESTIONS

How does the LEA ensure open communication and involvement with parents/guardians/families of emergent bilingual students?

SOURCES OF EVIDENCE

☐ Flyers for open houses, parent surveys, and/or newsletters
☐ Advisory committee membership roster, meeting agendas, minutes
☐ Other

DEVELOPING	PROFICIENT	EXEMPLARY
The LEAs District Improvement Plan **establishes a mission and goals** that allocates the necessary resources to ensure communication and involvement with parents/ guardians/families of emergent bilingual students.	The LEA routinely **communicates with parents/guardians/families** of emergent bilingual students regarding the BE/ESL program and LPAC process in students' home language(s) at **least annually**. The LEA **provides opportunities** for **parental input** and provides opportunities to increase parental understanding of the LEAs educational programs and services, and of the BE/ESL program. The LEA **encourages** parents/ guardians/families of emergent bilingual students to **participate** in school- sponsored activities, including ways to support their student within the educational process and the student's success.	The LEA **establishes a parental involvement committee** specific to emergent bilingual students and is inclusive of LPAC members. This parent advisory committee provides input, leadership, and guidance to LEA leaders.