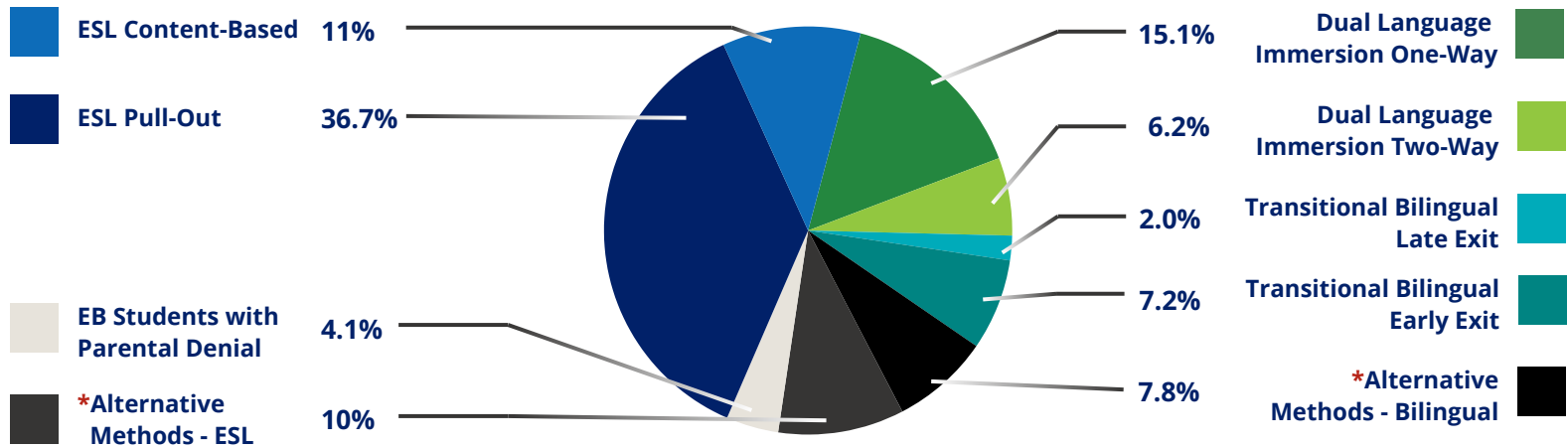




EMERGENT BILINGUAL STUDENTS IN TEXAS

FACT SHEET #2 - BILINGUAL EDUCATION PROGRAMS

1.3+ Million EB Students Coded in PEIMS

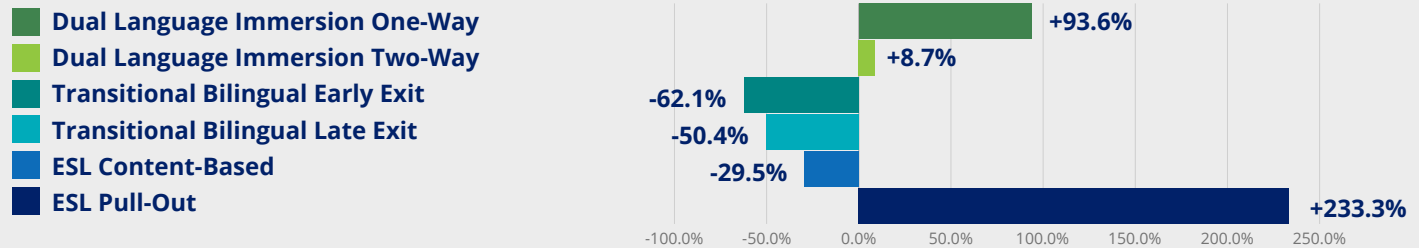


* Students served by a teacher under a BE exception and/or ESL Waiver

Source: [PEIMS Data 2023-2024](#)

Ten Year Change in Bilingual Education Program Models

Over the last 10 years, the number of identified EB students served in bilingual/ ESL programs in Texas has increased. The image below shows EB student participation gradually increasing for DLI one-way and two-way as well as ESL pull-out programs.



Source: [Enrollment Report 2023-2024](#)

Bilingual Education Programs



Dual Language Immersion (DLI) Program models: DLI program participants receive instruction in literacy and academic content in the program's partner language (i.e. Spanish, Vietnamese) as well as English for biliteracy development from appropriately certified teachers. At least half of the instruction is delivered in the partner language for the duration of the program. One-way models serve EB students only but include participation of former EB students who are continuing after reclassification. Two-way models include EB students as well as English proficient students learning the partner language.



Transitional Bilingual Education (TBE) Program models: EB students receive instruction in literacy and academic content in their primary language as well as English from teachers certified in bilingual education. As each child acquires English, the amount of instruction provided in the primary language decreases until full proficiency in English is attained. Early Exit and Late Exit models are both provided for the duration of elementary grades with differences in the rate of transition to English.



English as a Second Language (ESL) Program models: EB students receive linguistically responsive teaching in order to attain full proficiency in English and to effectively participate in school. ESL Pull-Out models provide English Language Arts and Reading instruction by ESL certified teacher(s), while Content-Based models provide instruction for EB students by ESL certified teacher(s) in all content areas.



Alternative Methods: Period for which a district is granted an exception or waiver and use alternative methods to serve EB students. An alternative language program code is implemented when unable to provide the appropriately certified teachers for a bilingual education and/or ESL classroom in a given school year. These codes must ensure that the affective, cognitive, and linguistic needs of EB students are met as the district works to obtain the appropriately certified teachers.



Emergent Bilingual Students with Parental Denial of Services: This designation refers to EB students whose parents or guardians have denied bilingual education and/or ESL program participation. These students' English proficiency levels continue to be measured annually through TELPAS until they reach English proficiency.

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