

BILINGUAL EDUCATION

Bilingual education refers to all six state-approved program models. The four bilingual program models are Dual Language Immersion (DLI) One-Way, DLI Two-Way, Transitional Bilingual Education (TBE) Late-Exit, and TBE Early Exit. The two English as a Second Language (ESL) models are ESL Pull-out/Push-In and ESL Content-Based.

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STEP 1: IDENTIFICATION

Home Language Survey (HLS)

- Administered to all students upon enrollment
- Student assessed if survey shows a language other than English in any of the three questions

English Language Assessment

- Administered if HLS contains a language other than English
- Assess Listening and Speaking in grades PK-1
- Assess Listening, Speaking, Reading, Writing in grades 2-12

STEP 2: PLACEMENT

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Language Proficiency Assessment Committee (LPAC): The LPAC is comprised of a Campus Administrator, a Bilingual/ESL Teacher (depending on program model), and a Parent Representative who meet to determine eligibility and identify a student as emergent bilingual (EB). The LPAC then sends written notification to the parents who may accept or deny services.

State-Approved Bilingual Programs

- Dual Language Two-Way
- Dual Language One-Way
- Transitional Late Exit
- Transitional Early Exit

-OR-

State-Approved ESL Programs

- ESL Content-Based
- ESL Pull-Out

*A student with denial of services will still be classified as EB and be annually assessed until reclassification has been met.

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STEP 3: ANNUAL REVIEW/RECLASSIFICATION

Data Review: From multiple sources including:

- Classroom observations, documentation, and screeners completed by the teacher
- Texas English Language Proficiency Assessment System (TELPAS)
- State of Texas Assessments of Academic Readiness (STAAR) or other academic achievement assessments

Student Reclassification: a decision made by the LPAC that indicates that the student can be as successful as his native-English speaking peers. The decisions are based on the [Reclassification Chart](#).

Results: The student may reclassify as English Proficient (EP) or may continue as an emergent bilingual (EB) student. EB students may continue participation for the duration of the DLI program after reclassification.

STEP 4: MONITORING AFTER RECLASSIFICATION

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- Written notification is sent to parents for approval to exit the bilingual education program model that was servicing the student
- Student is placed in general education classroom upon parent approval
- Student is monitored for two years by LPAC with annual written notice of progress sent to parents

Bilingual Programs Serving Emergent Bilingual (EB) Students

What is the purpose of the bilingual program?

Bilingual programs are designed to make grade level academic content accessible to emergent bilingual students through the development of literacy and academic skills in the child's primary/partner and English. The academic, linguistic, and backgrounds of emergent bilingual students are used in a bilingual program as the platform for acquiring grade-level content and develop academic language in the partner language and in English in all content areas.

What are the four state-approved bilingual program models?

In Texas, there are four state-approved bilingual program models:

Program Model Type	Goal	Instruction
Dual Language Two-Way Dual Language One-Way	Emergent bilingual students attain bilingualism and biliteracy to reach high levels of literacy and academic achievement in the partner language and English.	Emergent bilingual students receive instruction in literacy and academic content in the partner language as well as English from teachers certified in bilingual/ESL education. At least 50% of the instruction is delivered in the students' home language for the duration of the program.
Transitional Bilingual Late Exit Transitional Bilingual Early Exit	Emergent bilingual students utilize their home language as a resource while acquiring full proficiency in English to have access to fully participate in school.	Emergent bilingual students receive instruction in literacy and academic content in their home language as well as English from teachers certified in bilingual education. As the child acquires English, the amount of instruction provided in the home language decreases until full proficiency in English is attained.

What are the benefits of bilingual programs?

Academic instruction is provided by teachers who

- are proficient in the home language of your child, as well as English; and provide
- implements linguistically sustaining practices to leverage student's linguistic assets and backgrounds.
- are trained in second language acquisition methods and how to adapt instruction to meet the specific language needs of your child.

Research indicates that children who participate in a bilingual program

- build on a literacy foundation in their home language to acquire stronger cognitive and academic skills in English;
- are more likely to meet graduation requirements with high academic achievement and college, career, and military ready.
- are more likely to become biliterate, and have higher self-esteem; and
- may use their bilingual skills to access competitive job opportunities in a global world.

What instruction will my child receive in a bilingual program?

Your child will develop language and literacy skills in his/her home language as a resource for acquiring English. He/she will develop reading, writing, listening, and speaking skills in English through the English Language Proficiency Standards (ELPS) in conjunction with grade level academic instruction in the Texas Essential Knowledge and Skills (TEKS) for all content areas, including language arts, math, science, and social studies. Your child's teacher will be proficient in your child's home language and English and is specially trained to meet your child's language needs. Instruction shall be designed to consider your child's unique learning experiences, instill a positive identity, and honor the community and experiences of your child.

How can parents support their child who participates in a bilingual program?

Parents can support their child's acquisition of English by providing opportunities at home to practice their home language and English. Research shows the benefits of home language development on second language development and the positive transfer of skills from one language to another.

Some examples of parent activities to support English language acquisition include

- reading and engaging in conversations with your child in your home language, and English, to support development of your child's oral language and literacy skills in the home language and in English; and
- encouraging your child to achieve by providing him/her a place to study and showing interest in his/her school work.

Ways to support the bilingual program include

- participating as a member of the Language Proficiency Assessment Committee (LPAC);
- volunteering at your child's school and supporting your child's teacher in classroom activities; and
- serving on school and district-based decision-making or other advisory committees.

Can a child who is also receiving other services participate in a bilingual program?

Yes, students who receive services in other programs, such as special education, 504, response to intervention, and gifted/talented or advanced academics, may also participate in the bilingual program. The LPAC, in conjunction with other student service committees, meets to discuss and coordinate services based on the educational need of your child.

For more information please visit <https://www.txel.org/programservices/>

ESL Programs Serving Emergent Bilingual (EB) Students

What is the purpose of the English as a Second Language (ESL) program?

An ESL program is designed to make grade level academic content accessible to emergent bilingual students. An ESL program targets English language development, including listening, speaking, reading, and writing skills, through content based language instruction (CBLI) that includes linguistically sustaining practices. This means that the ESL program uses the academic, linguistic, and backgrounds of emergent bilingual students as a platform for acquiring grade level content material in English.

What are the state-approved ESL program models?

In Texas, there are two state-approved ESL program models:

Program Model Type	Goal	Instruction
Content-Based ESL	Emergent bilingual students will attain full proficiency in English in order to have access to fully participate in school.	Emergent bilingual students receive all content area instruction (English language arts and reading, mathematics, science, and social studies) by ESL certified teachers. Delivery of content includes CBLI practices.
Pull-Out ESL		A pull-out model can be implemented within emergent bilingual students' classrooms, or emergent bilingual students may be provided their English language arts and reading instruction by an ESL certified teacher in another classroom setting. These settings will include CBLI practices.

What are the benefits of an ESL program?

Academic instruction is provided by ESL certified teachers who

- are trained in effective second language acquisition methods;
- understand the specific language needs of emergent bilingual students and how to address them;
- recognize the benefits of an emergent bilingual student's academic, linguistic, and community backgrounds; and
- can adapt instruction, pacing, and materials to target an emergent bilingual student's language proficiency level.

Linguistic accommodations on state assessments can be provided as needed.

Meaningful participation in subjects such as art, music, and physical education will be provided alongside grade level peers.

What instruction will my child receive in an ESL program?

Your child will develop reading, writing, listening, and speaking skills in English through the English Language Proficiency Standards (ELPS) in conjunction with their grade level academic instruction in the Texas Essential Knowledge and Skills (TEKS) of all content areas including English language arts and reading, mathematics, science, and social studies. Content Based Language Instruction will be used to help weave together the TEKS and the ELPS by providing an approach to language instruction in which language is developed within the context of content delivery that is linguistically sustaining.

How can parents support their child who participates in an ESL program?

Parents can support their child's acquisition of English through opportunities to practice English as well as opportunities to increase their child's skills in their home language. Research shows the benefits of home language development on second language development and the positive transfer of skills from one language to another.

Some examples of parent activities to support English acquisition include

- reading to your child in English and/or your home language;
- engaging in conversations that promote a wide-range of vocabulary in either language; and
- oral storytelling in your home language and/or English.

Ways to support the ESL program include

- participating as a member of the Language Proficiency Assessment Committee (LPAC);
- volunteering to engage in classroom activities; and
- serving on school and district site-based decision-making or other advisory committees.
- attend family engagement opportunities provided by the school

Can a child who is also receiving other services participate in an ESL program?

Yes, students who receive services in other programs, such as special education, 504, response to intervention, and gifted/talented or advanced academics, may also participate in the ESL program. The LPAC, in conjunction with other student services committees, meets to discuss and coordinate services based on the educational need of your child.