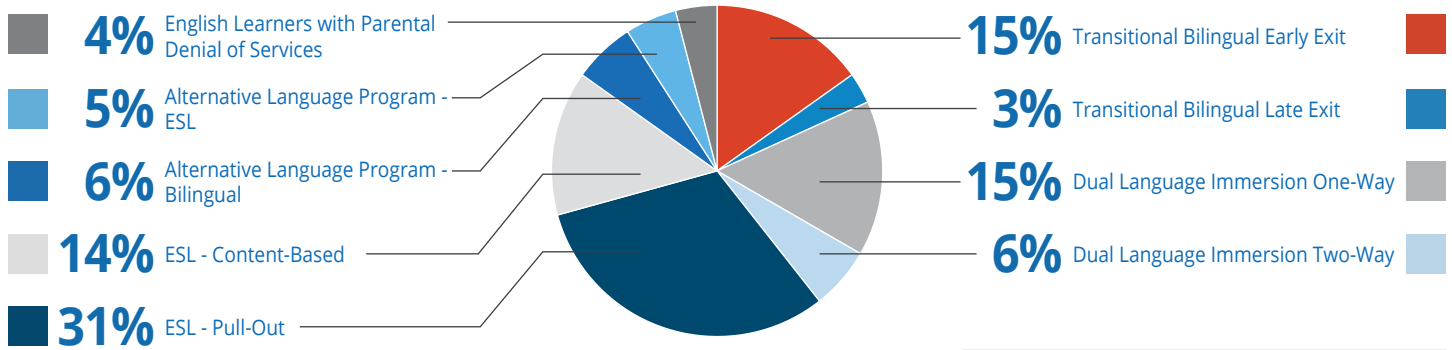




ENGLISH LEARNER PROGRAM MODELS IN TEXAS

FACT SHEET #2

An English learner is a student who is in the process of acquiring English and has another language as the primary language. The terms English language learner (ELL) and English learner (EL) are used interchangeably and are synonymous with limited English Proficient (LEP) student, as used in Texas Education Code 29, Subchapter B.



PROGRAM PARTICIPATION

	# of ELs	% of EL population
Total Bilingual Education Program (Transitional and Dual Language)	439,189	39%
Total English as a Second Language (ESL) Program (Pull-Out and Content-Based)	505,791	45%
Total Alternative Language Program (Bilingual and ESL)	122,759	11%

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 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 English learners only but include participation of former English learners who are continuing after reclassification. Two-way models include English learners as well as participation of English proficient students learning the partner language.



Transitional Bilingual Education (TBE) Program models: English learners 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 through the duration of elementary grades with differences in the rate of transition to English.



English as a Second Language (ESL) Program models: English learners receive linguistically and culturally responsive teaching in order to attain full proficiency in English and to participate equitably 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 English learners by ESL certified teacher(s) in all content areas.



Alternative Language Programs: Alternative Language Programs are implemented when the district is unable to provide the appropriately certified teachers for a bilingual education and/or ESL classroom in a given school year. These programs must ensure that the affective, cognitive, and linguistic needs of English learners are met as the district works to obtain the appropriately certified teachers.



English learners with Parental Denial of Services: This designation refers to English learners 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.