
Executive Summary

The 87th legislature approved Senate Bill 560 requiring the development





Bilingual Education in Texas

Texas serves a multitude of diverse multilingual communities, and as a result the children bring linguistic and cultural assets into their classrooms. For the past 10 years, student enrollment in Texas has continued to increase, along with the number of languages represented in our school systems. Currently, Texas serves more than 5.4 million students with 21% identified as emergent bilingual (EB) students. This trend has resulted in an increase in Hispanics, the largest ethnic group, comprising over 52% of the state's population, making Spanish-speakers the largest language group served in schools, at 92%.

Since the Bilingual Education Act of 1968, Texas has made significant strides in its effort to serve the fastest growing emergent bilingual (EB) student population. Texas LEAs currently have access to state and federal funds to serve these students in high quality, state-approved program models. LEAs use these funds in various ways such as equipping teachers with targeted professional development, providing high quality instructional resources, and developing programs to connect families of EB students to parent resources and projects. The Bilingual Education Act of 1968 has been amended several times (1974, 1978, 1984, 1988), allowing Texas educators to grow and develop an understanding of the importance to shift practices for EB students in order to provide quality research supported instructional methods to include a) teaching in the native language, b) with authentic resources that meet students' linguistic and cultural needs, c) in collaborative learning models d) with extensive oral language opportunities. Furthermore, the State has determined and defined six, state-approved [bilingual program models](#): English as a Second Language (ESL) Pull-Out, ESL Content-Based, Transitional Early-Exit, Transitional Late-Exit, Dual Language Immersion (DLI) One-way and Dual Language Immersion (DLI) Two-way. Of these, the ESL and Transitional models provide some native language instruction, when possible, with the goal of English acquisition. Only the DLI models offer additive bilingual education with goals of bilingualism, biliteracy, and sociocultural competence. Research in the field¹ has consistently indicated that EB students enjoy long-term academic success when provided their bilingual education in a DLI program model.

The No Child Left Behind Act of 2001 focused on the importance of improving the quality of primary and secondary schools by refining the accountability of each student, especially in the areas of reading and math. It was at this time that Texas made all 3rd – 5th grade state standardized assessments available in Spanish so EB students could demonstrate content attainment. In 2019, House Bill 3 (HB3), incentivized dual language programs with additional funding allocated for each EB student participating in dual language and also for non-EBs participating in a two-way dual language education program. The bill also had TEA to develop resources to increase, support, and sustain dual language programs PK-12 statewide. As a result, the number of EB students participating in DLI programs has steadily increased. In the 2021-22 Texas Public Schools Report, almost 21% of the nearly 1.2 million EB students are participating in DLI programs

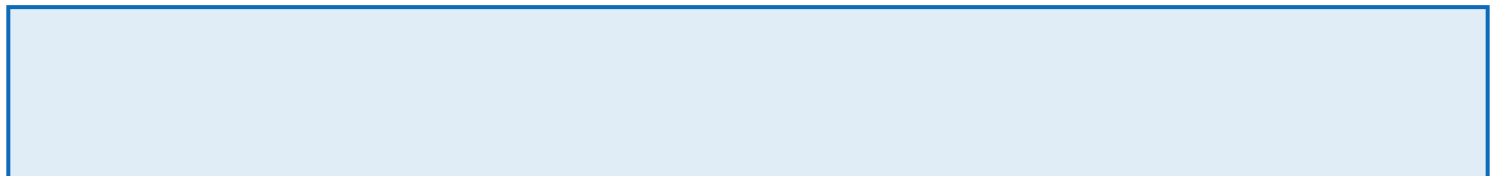
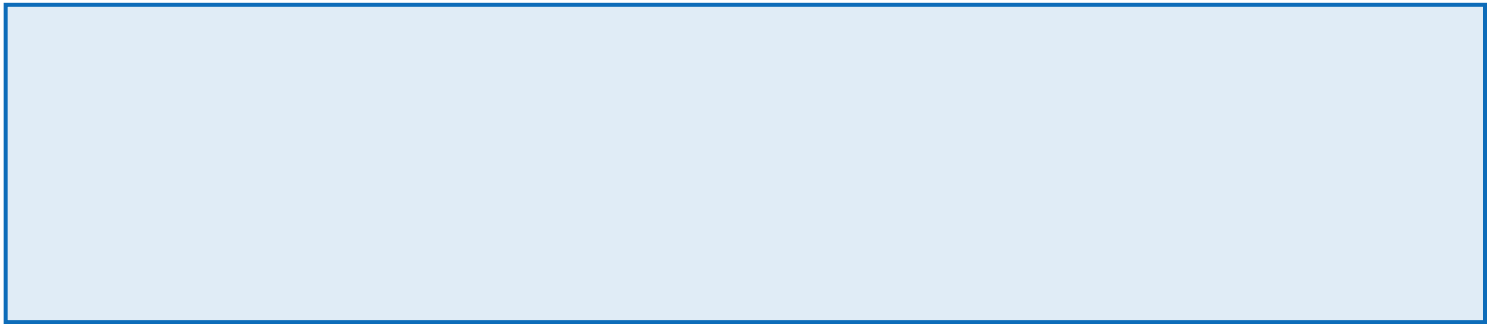


biliteracy in both languages, reach high levels of academic achievement in both languages, and 3) develop biculturalism/multiculturalism with sociocultural competence.

As Texas prepares for the continued increase of EB students, it will be important to ensure that guidance and support from the TEA are aligned with asset-based and evidence-based practices that meet the linguistic needs of each diverse learner and their families and yield positive







- Develop statewide program and progress monitoring approach to consistently track trends and outcomes of bilingualism and biliteracy and further recommend the state review and redesign how linguistic progress is assessed and measured for this population.

Increase the number of bilingual and multilingual graduates

To improve graduation rates, participants strongly agreed that addressing the first four charges of SB 560, which include; focused attention to increasing bilingual certified teacher capacity, improving dual language immersion programs, increasing awareness through training efforts, and





The same administrators were also asked to rate their level of confidence in explaining the benefits of dual language education and its impact on the academic outcomes for emergent bilingual students, 0 being not at all confident to 5 being very confident, the average was 3.61.

Analysis of the Administrator survey results indicates that while they are somewhat confident in their understanding of dual language education's impact on student achievement, they strongly believe additional training related to emergent bilingual students is needed for administrators.

Finally, online family surveys were available in Spanish and English, and were completed by 972 family stakeholders. Survey items were broad centered on communication as to take an initial view of what families might



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Tools and Resources to Support Effective Program Implementation

Texas Effective Dual Language Immersion Framework (TxEDLIF)

With the passage of [House Bill 3](#) in the 86th legislative session, TEA was tasked with providing guidance for and monitoring of the implementation of dual language immersion (DLI) one-way and two-way programs and school systems were incentivized for implementing DLI programs. Jointly, HB 3 and SB 560 signal legislative support for the widespread implementation of high quality, additive bilingual education programs for emergent bilingual students and their English-speaking classmates. In response to HB 3, the [TxEDLIF](#) was developed by the agency, in partnership with the Dual Language Guidance Committee.

The TxEDLIF, aligned to the [Effective Schools Framework](#) (ESF), is a manageable instructional framework for school systems, grounded in evidence-based dual language pedagogy to increase the effective implementation and sustainability of dual language immersion programs and

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TEA for the purposes of this document but also surfaced as barriers to implementation surfaced by LEAs related to current TEA OER materials.

While targeted at the teacher-level, curriculum mapping for HQIM in DLI classrooms will also meet the charge of SB 560, as they will directly focus on biliteracy development and content attainment which are pillars of dual language immersion and this critical need is a systematic strategy for monitoring of bilingual learning, a specific request from the statute.



Training and Professional Development

It is crucial for educators to have access to targeted, intentional, and ongoing professional development opportunities that both increase awareness about the benefits of bilingual education as well as support strong implementation for all program models. Professional development created by TEA will be structured around asset-based practices related to second language acquisition and bilingual learning. Educators of all levels will have the opportunity to engage in statewide professional development highlighting effective teaching and learning practices.

Dual Language Immersion Academies

As an additional layer of support for high-quality dual language immersion program implementation, the EB Support Division is currently developing a multi-day training of trainers with the intended audience of a district team comprised of district and campus leaders, teachers, and support staff to ensure all levels of the school ecosystem are supported with the relevant tools and resources.

Dual Language Immersion Academies will have strands for every level of educator (systems to the classroom) related to second language acquisition, understanding, and implementing culturally and linguistically sustaining practices, instructional best practices that support increased cognitive development, cross-linguistic connections, and student achievement. The development and implementation of the DLI Academies specifically meets the charge of SB 560 related to increasing the number of DLI programs in the state by providing high quality, research-based training for practitioners at no cost to the school. The statewide scaling of the DLI Academies will be led by TEA with support from our ESC partners.

Administrator Training Series



Legislature associated with dual language program participation. Additionally, there are frequently valid reasons for a student to wish to have documentation for having participated in dual language programming.

Reconsider criteria for the State Performance Acknowledgement for Bilingualism and Biliteracy

Statutory Consideration: Enact legislation directing the State Board of Education to engage with stakeholders and examine existing rules regarding the criteria for the performance acknowledgement for bilingualism and biliteracy and potentially make changes to those criteria reflective of similar acknowledgements in other states.

Enact legislation directing the Texas Higher Education Coordinating Board and the Texas Workforce Commission to collect and publish data related to the post-secondary performance of recipients of the acknowledgement mentioned above.

Revise House Bill 3 Allocation

Statutory Consideration: Revise House Bill HB3 (2019), TEC 48.105 (a)(1)(2) (0.05) allocation for EB students that meet reclassification criteria and continue participating as non-EB students in a one-way DLI program.

The goal to increase dual language programs in Texas began with the passage of historic funding allocations from House Bill 3 in 2019. House Bill 3 acknowledged the need for DLI programs to provide an additional (0.05) for all EB students in one-way and two-way programs and non-EB students participating in two-way DLI programs. However, to entice more school systems to also implement DLI one-way programs the legislature could revise the (0.05) allocation for EB students that meet reclassification criteria and continue participating as non-EB students in a one-way DLI program as is the case for those participating in a two-way DLI program. Currently, in this instance, an emergent bilingual student in a one-way dual language program who meets reclassification criteria and is classified as English-proficient no longer generates the additional (0.05) funding. This may lead to a discontinuation of program sustainability over time. The primary focus of these bilingual education programs should always continue to be EB students having positive long-term academic outcomes as they prolong the development of bilingualism and biliteracy throughout their educational experience.

Required Emergent Bilingual training for educators

Statutory Consideration: Require training for all educators, including administrators and decision makers in LEAs related to second language acquisition and effective implementation of program models designed to meet the needs of



Direct TEA to develop a deeper and more robust monitoring system

Statutory Consideration: Direct and fund TEA to develop a more robust monitoring system that is designed to review EB program requirements to identify deficient programs to more immediately engage in technical assistance supports impacting practices in LEAs to improve outcomes for students identified as Emergent Bilingual.

The current monitoring system focuses largely on compliance with state and federal law and does little to provide LEAs with actionable feedback on the implementation of the required bilingual or ESL programs. With an increased focus on program review and technical assistance support, the TEA could increase direct engagement with LEAs.

