



Bilingual Education Funding under the Foundation School Program Texas Commission on Public School Finance

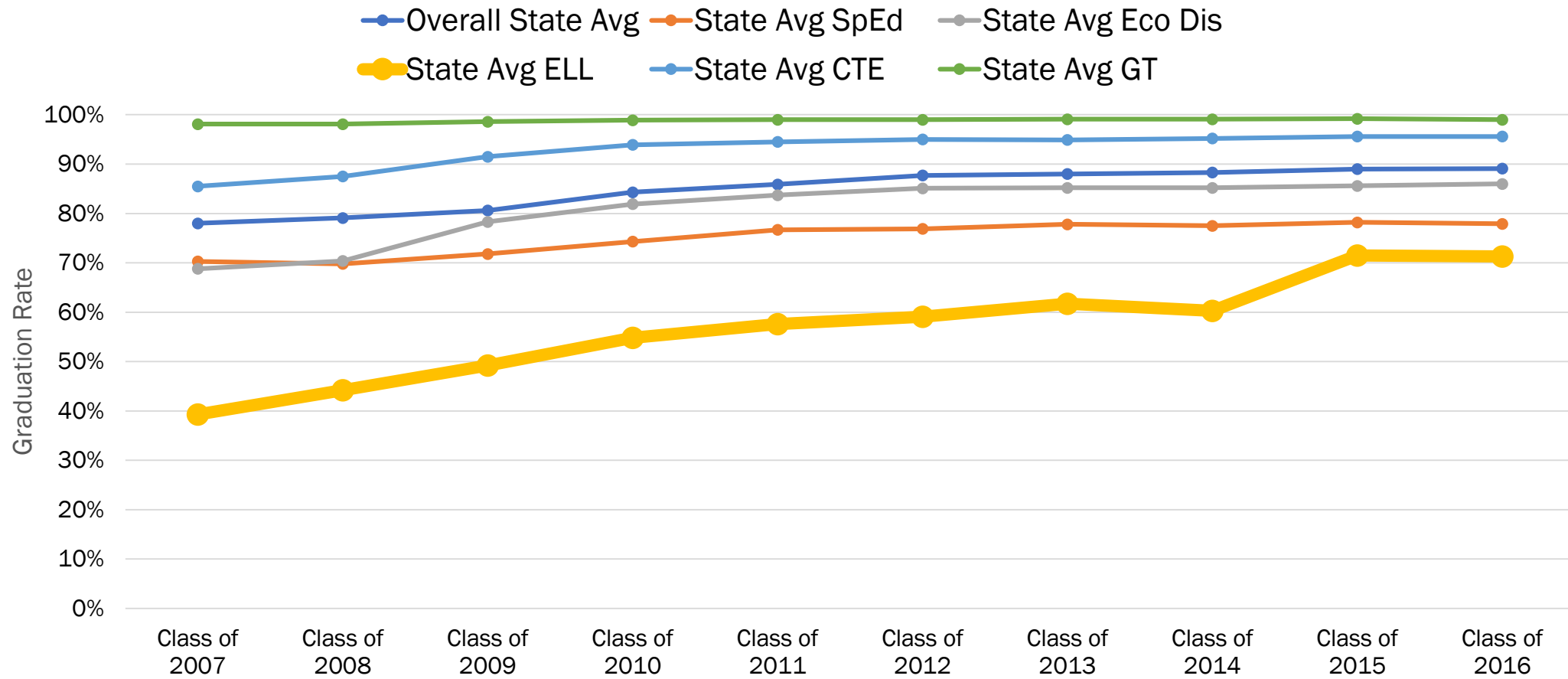
TEXAS EDUCATION AGENCY

JUNE 5, 2018

History of Funding Weights

Special Allotment / Weights	Created	Last Updated	Notes
Special Education	1984	1993	Various Weights
Compensatory Education	1984	1989	Updated for Pregnancy Related Services
Bilingual Education	1984	1984	No change
Career and Technology	1984	2003	Reduced to 1.35
Gifted and Talented	1984	1991	Gradual increase to current weight
Public Education Grant	1995	1995	
High School Allotment	2006	2009	Moved to Tier I but no change to \$275

Graduation Rate Trends by Student Group



Bilingual Education Allotment (TEC §42.153) weight, student demographics, and other information

INSTRUCTIONAL SETTING	FUNDING WEIGHT
Bilingual Education	0.10

- In FY2018, total Bilingual Education allotment is estimated at over \$505 million.
- Bilingual Education has a minimum direct spending requirement of 52%.
- Bilingual Education is funded on an average daily attendance (ADA) basis.

English (Language) Learner Demographics

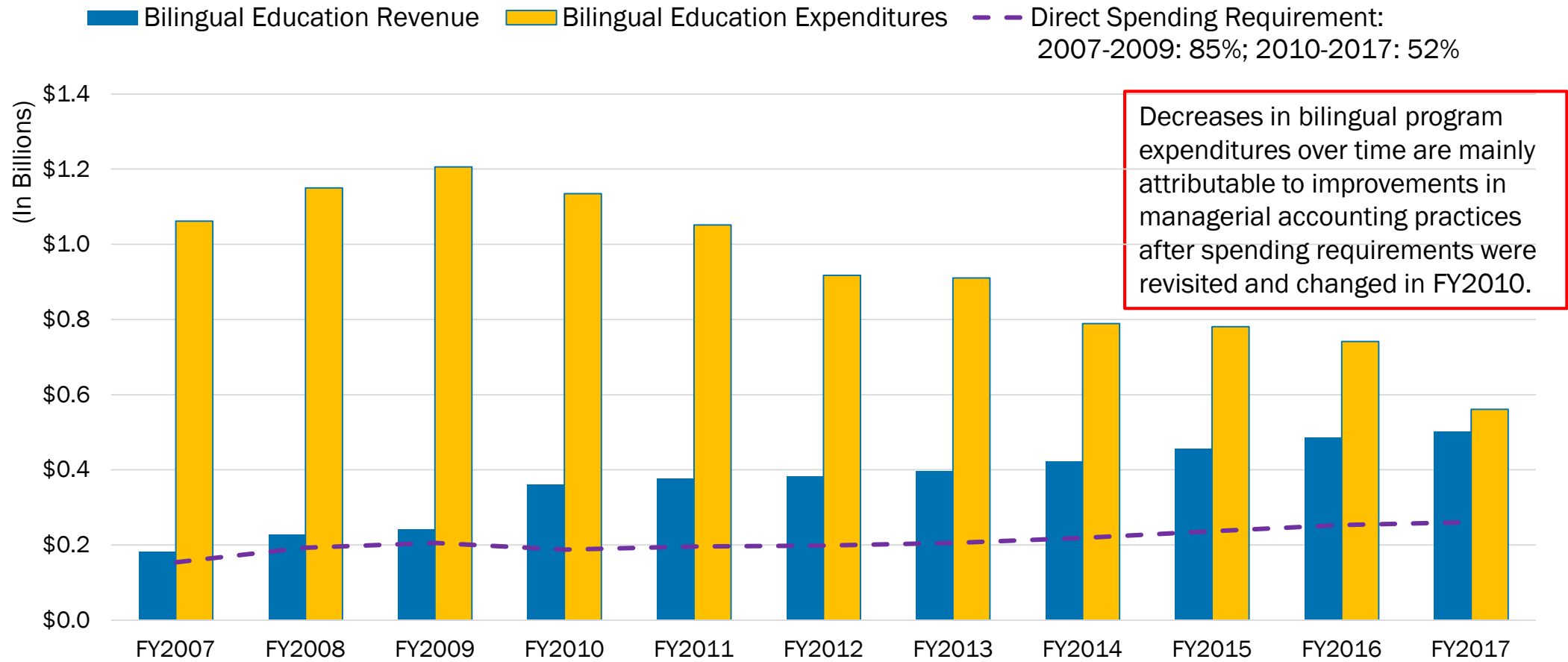


- Hispanic
- White
- African American
- Asian
- Other*

*Other: includes American Indian, Pacific Islander, and Two or More Races

Bilingual Education Allotment (TEC §42.153)

Revenues vs. Expenditures since FY2007



Bilingual Education Allotment – Allowable Uses of Funds for Direct Expenditures

Examples of allowable direct expenditures include:

1. Bilingual thesauruses and dictionaries.
2. Salary supplements for certified bilingual and ESL teachers such as Stipends, and one time hiring bonuses, extra duty pay that are approved in employment contracts and local policy.

Federal Programmatic Guidelines for ELs

Title III, Part A of the Elementary and Secondary Education Act (ESEA), as reauthorized under the Every Student Succeeds Act (ESSA):

- Aims to ensure that ELs and immigrant students attain English proficiency and develop high levels of academic achievement in English.
- Assists all ELs to meet the same challenging State academic standards that all children are expected to meet.

State Programmatic Guidelines for English Learners (EL)

- TEC 29.051 provides for the establishment of bilingual education and special language programs
- TEC 29.053 requires children be identified as English learners within four weeks of enrollment and served through bilingual education (BE) or special language programs (English as a Second Language - ESL)

Bilingual Education: EL Identification and Program Entry

- Upon initial enrollment of a child, parent/guardian completes a Home Language Survey (HLS)
- If a language other than English is indicated on the HLS, school district personnel administer an English language proficiency assessment to determine if the child shall be identified as an English learner and thus be eligible to receive special language program services

Bilingual Education: EL Identification and Program Entry

- School district personnel notify the parent/guardian that the child has been identified as an EL; parents approve or deny services for the child
- Child enters into special language programming and is monitored for academic progress and attainment of English on an annual basis, until the student attains full English proficiency

Bilingual Education: EL Program Exit

TEC 29.056 (g) describes the State's standardized criteria to determine that an EL has attained full English proficiency and is eligible to exit from special language program services:

- At the end of each school year, assessment and teacher evaluation data are reviewed to determine EL readiness for exit
- Academic progress is monitored for two years after program exit, and if necessary, the child may re-enter EL program services

Bilingual Education: EL Program Exit

The Texas ESSA State Plan, Approved by USDE in March 2018, assures that Texas will utilize:

- A single, standardized, statewide assessment for English learner identification, program entry, and program exit
- A standardized Student Exit Rubric for the subjective teacher evaluation component of the exit criteria

EL Program Models in Texas

Six State-Recognized English Learner Program Models	
<u>English as a Second Language (ESL)</u>	<u>Bilingual Education (BE)</u>
<ul style="list-style-type: none"> • ESL Pull Out 	<ul style="list-style-type: none"> • Transitional – Early Exit • Transitional – Late Exit
<ul style="list-style-type: none"> • Content-based ESL 	<ul style="list-style-type: none"> • Dual Language – One Way • Dual Language – Two Way

ESL program models provide grade-level content instruction in English (allowing for minimal support in the child’s primary language)

- ESL Pull-out: Students receive instruction from an ESL-certified teacher with a focus on language arts/reading
- ESL Content-based: Students receive instruction from an ESL-certified teacher in the four core content areas (Language arts/reading, math, science, social studies)

BE program models provide children who share a common primary language (in Texas, for the most part Spanish) instruction in their primary language (language and literacy), and in English

Transitional BE Program Models

Two models: Early Exit and Late Exit

- Differ in program length and instructional time devoted to primary language development

Goal: Program participants use their primary language as a resource while acquiring full proficiency in English

- Initial literacy instruction in the primary language, with the transfer of skills to English over time
- Accessibility to grade-level core content curriculum in primary language, as needed, so that students stay on grade level while acquiring English
- Decrease in time devoted to primary language instruction over time, as children transition to increasing amounts of instruction provided in English, ultimately culminating in English-only instruction

Results: Students develop low to medium levels of bilingualism and biliteracy, dependent on model specifics

Dual Language Program Models

Two models: One-way and Two-way

- Differ in students served, with one-way serving exclusively ELs sharing the same primary language, and two-way integrating students proficient in English and students identified as ELs

Goal: Program participants continue to develop grade-level language and literacy skills in the primary language while acquiring English

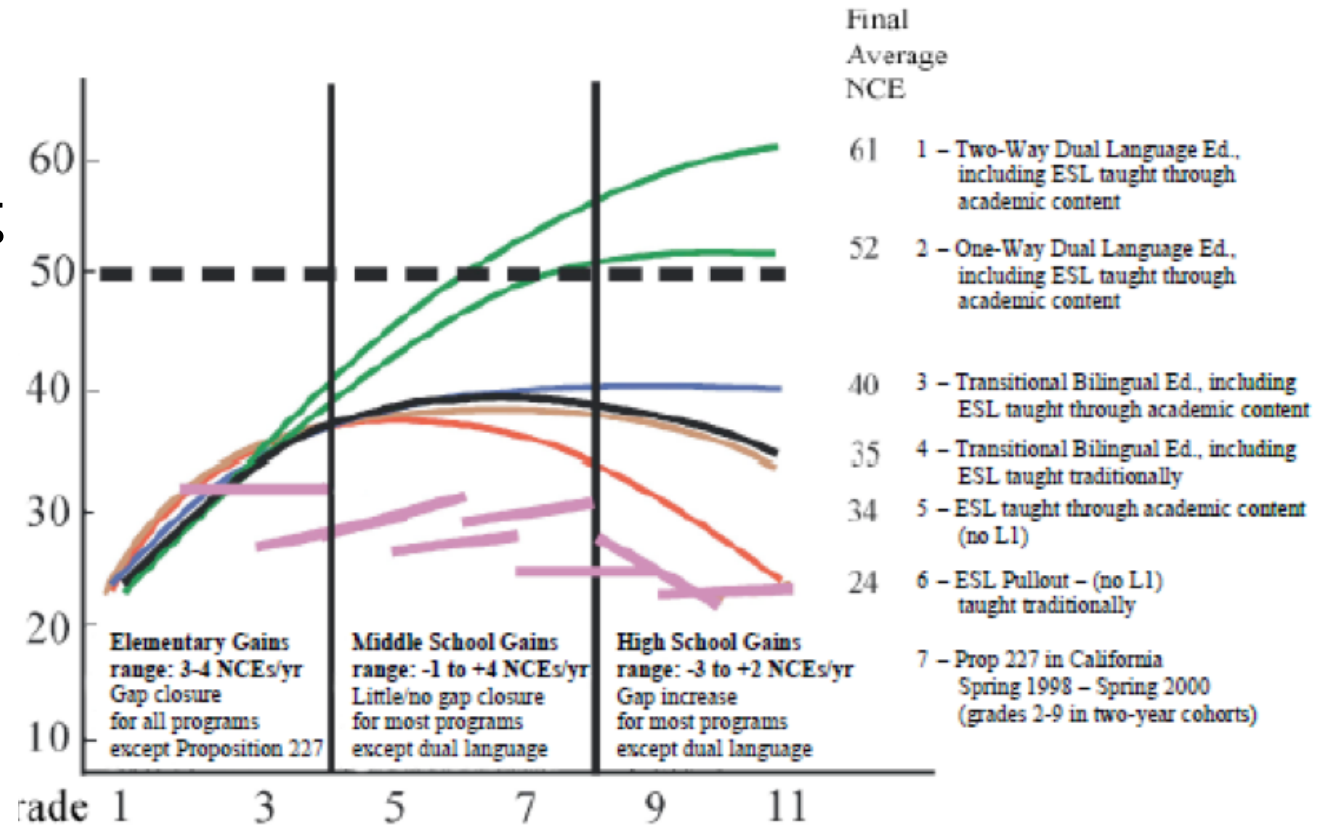
- Provision of instruction in academic content in the EL's primary language as well as in English, with transfer of skills taking place in both directions and for the duration of the program
- Access to grade-level core content curriculum in primary language, so that students develop high levels of academic vocabulary and language skills in both English and another language
- At least half of the grade-level instruction delivered in the EL's primary language for the duration of the program, with no full transition to English-only instruction

Results: Students develop high levels of bilingualism and biliteracy, and high levels of academic achievement in the long term

ELs Long-Term K-12 Achievement

Normal Curve Equivalent on standardized tests in English Reading

- Two Way Dual Language Ed
- One Way Dual Language Ed
- Transitional Bilingual Ed (Academic content)
- Transitional Bilingual Ed (Taught Traditionally)
- ESL taught with academic content
- ESL pullout from mainstream
- Proposition 227 in California



Thomas, W.P., & Collier, V.P. (2012). *Dual language education for a transformed world*. Fuente Press: Albuquerque, NM.