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

TEXAS EDUCATION AGENCY
JUNE 5, 2018
## History of Funding Weights

<table>
<thead>
<tr>
<th>Special Allotment / Weights</th>
<th>Created</th>
<th>Last Updated</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>1984</td>
<td>1993</td>
<td>Various Weights</td>
</tr>
<tr>
<td>Compensatory Education</td>
<td>1984</td>
<td>1989</td>
<td>Updated for Pregnancy Related Services</td>
</tr>
<tr>
<td>Bilingual Education</td>
<td>1984</td>
<td>1984</td>
<td>No change</td>
</tr>
<tr>
<td>Career and Technology</td>
<td>1984</td>
<td>2003</td>
<td>Reduced to 1.35</td>
</tr>
<tr>
<td>Gifted and Talented</td>
<td>1984</td>
<td>1991</td>
<td>Gradual increase to current weight</td>
</tr>
<tr>
<td>Public Education Grant</td>
<td>1995</td>
<td>1995</td>
<td></td>
</tr>
<tr>
<td>High School Allotment</td>
<td>2006</td>
<td>2009</td>
<td>Moved to Tier I but no change to $275</td>
</tr>
</tbody>
</table>
Graduation Rate Trends by Student Group

[Graph showing graduation rate trends by student group with data points for each year from Class of 2007 to Class of 2016.]
Bilingual Education Allotment (TEC §42.153)

**weight, student demographics, and other information**

<table>
<thead>
<tr>
<th>INSTRUCTIONAL SETTING</th>
<th>FUNDING WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual Education</td>
<td>0.10</td>
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</table>

- 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.

*Other: includes American Indian, Pacific Islander, and Two or More Races*
Bilingual Education Allotment (TEC §42.153)

Revenues vs. Expenditures since FY2007

Bilingual Education Revenue
Bilingual Education Expenditures

Direct Spending Requirement:

Decreases in bilingual program expenditures over time are mainly attributable to improvements in managerial accounting practices after spending requirements were revisited and changed in FY2010.

Source: TEA Statewide Summary of Finances and PEIMS Financial Data
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

<table>
<thead>
<tr>
<th>Six State-Recognized English Learner Program Models</th>
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<tbody>
<tr>
<td>English as a Second Language (ESL)</td>
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<tr>
<td>• ESL Pull Out</td>
</tr>
<tr>
<td></td>
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<tr>
<td>• Content-based ESL</td>
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</tbody>
</table>

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 Equivalents 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