

SELF-ASSESSMENT

Results Driven Accountability (RDA) Crosswalk

Bilingual Education (BE)

(Dual Language Immersion / Transitional Bilingual / English as a Second Language)

The Department of Special Populations Programs,
Reporting, and Student Supports

2025-2026



TABLE OF CONTENTS

Introduction 3

List of Acronyms 3

2025-26 BE/ESL RDA Indicators 4

 Domain I..... 5

 Domain II..... 5

Self-Assessment RDA Indicator Crosswalk Quick Reference Chart 5

Bilingual Education Programs (DLI/TBE/ESL) 7

 Implementation 7

 Student Outcomes 22

 Engagement..... 24

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Introduction

The purpose of the self-assessment results driving accountability (RDA) crosswalk is to assist LEA leadership teams in evaluating and improving their Bilingual Education programs, which include dual language immersion, transitional bilingual and English as a second language. The self-assessment RDA crosswalk is intended to help the LEA who has previously completed the self-assessment to address specific areas of continuous improvement related to RDA indicator(s) performance level(s) and the self-assessment process.

List of Acronyms

- BE/ESL – Bilingual Education / English as a Second Language
- CTE – Career and Technical Education
- CBLI - Content-Based Language Instruction
- DLI – Dual Language Immersion
- EB Students – Emergent Bilingual Students
- ELPS – English Language Proficiency Standards
- ESSA – Every Student Succeeds Act
- L1 – Primary Language
- L2 – Second Language
- LEA – Local Education Agency
- LPAC – Language Proficiency Assessment Committee
- SIFE – Students with Interrupted Formal Education
- SLA – Second Language Acquisition
- STAAR – State of Texas Assessments of Academic Readiness
- STAAR ALT 2 – State of Texas Assessments of Academic Readiness Alternate 2 Assessment

- TEKS – Texas Essential Knowledge and Skills
- TELPAS – Texas English Language Proficiency Assessment System
- TELPAS ALT – Texas English Language Proficiency Assessment System Alternate

2025-2026 BE/ESL RDA Indicators

Domain I

Indicator #1 (i-iv): BE STAAR 3-8 Passing Rate (PL Assignment)

Measures the percent of students served in a standard bilingual education (BE) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.

Indicator #2 (i-iv): ESL STAAR 3-8 Passing Rate (PL Assignment)

Measures the percent of students served in a standard English as a second language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.

Indicator #3 (i-iv): ALP STAAR 3-8 Passing Rate (PL Assignment)

Measures the percent of students served in an alternative language program (ALP) rather than served in a standard bilingual education (BE) or standard English as a second language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.

Indicator #4 (i-iv): EB (Not Served in BE/ESL) STAAR 3-8 Passing Rate (PL Assignment)

Measures the percent of emergent bilingual (EB) students not served in a bilingual education (BE) or English as a second language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.

Indicator #5 (i-iv): EB Years-Afer-Reclassification (YsAR) STAAR 3-8 Passing Rate (PL Assignment)

Measures the percent of certain former emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.

Indicator #6 (i-iv): EB STAAR EOC Passing Rate (PL Assignment)

Measures the percent of emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.

Indicator #7: TELPAS Reading Beginning Proficiency Level Rate (PL Assignment)

Measures the percent of emergent bilingual (EB) students tested over two years who performed at the beginning proficiency level on the TELPAS reading assessment in the current year.

Indicator #8: TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years (PL Assignment)

Measures the percent of emergent bilingual (EB) students in U.S. schools multiple years who received a TELPAS Composite Rating of Beginning or Intermediate.

Domain II

Indicator #9: EB Graduation Rate (PL Assignment)

Measures the percent of emergent bilingual (EB) students who graduated with a high school diploma in four years.

Indicator #10: EB Annual Dropout Rate (Grades 7-12) (PL Assignment)

Measures the percent of emergent bilingual (EB) students in Grades 7-12 who dropped out in a given school year.

Self-Assessment RDA Indicator Crosswalk Reference Chart

Self-Assessment Compliance/Strategy	RDA Indicator									
Bilingual Education (DLI/TBE/ESL)	1	2	3	4	5	6	7	8	9	10
1. Alignment of Mission, Policies, and Procedures										
2. Program Models	X	X	X			X	X	X	X	X
3. Effective Participation	X	X	X		X	X	X	X	X	
4. Supports for At-Risk Students	X	X	X		X	X	X	X	X	X
5. Instructional Placement	X	X	X			X	X	X		
6. Instructional Materials										
7. Planning, Monitoring, and Support	X	X	X	X		X	X	X	X	X
8. Acquisition and Retention of Staff										
9. Staff Development Needs Assessments	X	X	X			X	X	X		
10. Language Proficiency Assessment Committee (LPAC)	X	X	X	X	X	X	X	X	X	X
11. Home Language Survey (HLS)										
12. DLI Program Evaluation	X	X	X			X	X	X	X	X
13. ESL Program Evaluation	X	X	X			X	X	X	X	X
14. Transitional Bilingual Education	X	X	X			X	X	X	X	X
1. State Assessment Data Analysis	X	X	X	X	X	X			X	
2. TEKS Mastery	X	X	X	X	X	X			X	
3. Implementation of ELPS	X	X	X	X		X	X	X		
1. Parental Involvement										X

X = 2025-26 RDA Indicator applies to the identified BE/ESL Self-Assessment Compliance/Strategy.

Bilingual Education Programs (DLI/TBE/ESL)

Implementation

Self-Assessment Compliance/Strategy	RDA Indicator
<p>1. Alignment of Mission, Policies, and Procedures</p> <p>Does the LEA have a clearly articulated mission for BE/ESL education that is consistent with the Texas Administrative Code (TAC) and Texas Education Code (TEC) and does a consolidated set of policies and procedures exist for translating the vision into action?</p> <p>Data Source:</p> <p>Technical Assistance:</p> <p>Target: As determined through the RDA</p> <p>19 TAC §89.1201. Policy</p>	

Self-Assessment Compliance/Strategy	RDA Indicator
<p>2. Program Models</p> <p>Does the LEA ensure that the program models being implemented provide means for emergent bilingual students to become proficient in listening-comprehension, speaking, reading, and writing in the English language?</p> <p>Data Source:</p> <p>Technical Assistance:</p> <p>Target: As determined through the RDA</p> <p>19 TAC §89.1205. Required Bilingual Education and English as a Second Language Programs</p>	<p>Indicator #1 (i-iv) BE STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in a standard Bilingual Education (BE) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #2 (i-iv) ESL STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in a standard English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #3 (i-iv) ALP STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in an alternative language program (ALP) rather than served in a standard Bilingual Education (BE) or standard English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #6 (i-iv) EB STAAR EOC Passing Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.</p> <p>Indicator #7 TELPAS Reading Beginning Proficiency Level Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students tested over two years who performed at the beginning proficiency level on the TELPAS reading assessment in the current year.</p> <p>Indicator #8 TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years (PL Assignment) Measures the percent of emergent bilingual (EB) students in U.S. schools multiple years who received a TELPAS Composite Rating of Beginning or Intermediate.</p> <p>Indicator #9 EB Graduation Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students who graduated with a high school diploma in four years.</p> <p>Indicator #10 EB Annual Dropout Rate (Grades 7-12) (PL Assignment) Measures the percent of emergent bilingual (EB) students in Grades 7-12 who dropped out in a given school year.</p>

Self-Assessment Compliance/Strategy	RDA Indicator
<p>3. Effective Participation</p> <p>Does the LEA ensure that the program models utilized in schools facilitate the equitable participation of emergent bilingual students?</p> <p>Data Source:</p> <p>Technical Assistance:</p> <p>Target: As determined through the RDA</p> <p>19 TAC §89.1205. Required Bilingual Education and English as a Second Language Programs</p>	<p>Indicator #1 (i-iv) BE STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in a standard Bilingual Education (BE) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #2 (i-iv) ESL STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in a standard English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #3 (i-iv) ALP STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in an alternative language program (ALP) rather than served in a standard Bilingual Education (BE) or standard English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #5 (i-vi) EB Years-After-Reclassification (YsAR) STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of certain former emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #6 (i-iv) EB STAAR EOC Passing Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.</p> <p>Indicator #7 TELPAS Reading Beginning Proficiency Level Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students tested over two years who performed at the beginning proficiency level on the TELPAS reading assessment in the current year.</p> <p>Indicator #8 TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years (PL Assignment) Measures the percent of emergent bilingual (EB) students in U.S. schools multiple years who received a TELPAS Composite Rating of Beginning or Intermediate.</p> <p>Indicator #9 EB Graduation Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students who graduated with a high school diploma in four years.</p>

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<p>4. Supports for At-Risk Students</p> <p>How does the LEA ensure that it considers program content as it relates to methods of instruction, academic language development, intensive nature of the program, provision of services and/or support, and targeted audience?</p> <p>Data Source:</p> <p>Technical Assistance:</p> <p>Target: As determined through the RDA</p> <p>19 TAC §89.1210. Program Content and Design</p>	<p>Indicator #1 (i-iv) BE STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in a standard Bilingual Education (BE) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #2 (i-iv) ESL STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in a standard English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #3 (i-iv) ALP STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in an alternative language program (ALP) rather than served in a standard Bilingual Education (BE) or standard English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #5 (i-iv) EB Years-After-Reclassification (YsAR) STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of certain former emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #6 (i-iv) EB STAAR EOC Passing Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.</p> <p>Indicator #7 TELPAS Reading Beginning Proficiency Level Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students tested over two years who performed at the beginning proficiency level on the TELPAS reading assessment in the current year.</p> <p>Indicator #8 TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years (PL Assignment) Measures the percent of emergent bilingual (EB) students in U.S. schools multiple years who received a TELPAS Composite Rating of Beginning or Intermediate.</p> <p>Indicator #9 EB Graduation Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students who graduated with a high school diploma in four years.</p> <p>Indicator #10 EB Annual Dropout Rate (Grades 7-12) (PL Assignment) Measures the percent of emergent bilingual (EB) students in Grades 7-12 who dropped out in a given school year.</p>

Self-Assessment Compliance/Strategy	RDA Indicator
<p>5. Instructional Placement</p> <p>How does the LEA confirm that data driven processes are used to ensure each emergent bilingual student is placed in an appropriate instructional setting?</p> <p>Data Source:</p> <p>Technical Assistance:</p> <p>Target: As determined through the RDA</p>	<p>Indicator #1 (i-iv) BE STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in a standard Bilingual Education (BE) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #2 (i-iv) ESL STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in a standard English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #3 (i-iv) ALP STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in an alternative language program (ALP) rather than served in a standard Bilingual Education (BE) or standard English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #6 (i-iv) EB STAAR EOC Passing Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.</p> <p>Indicator #7 TELPAS Reading Beginning Proficiency Level Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students tested over two years who performed at the beginning proficiency level on the TELPAS reading assessment in the current year.</p> <p>Indicator #8 TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years (PL Assignment) Measures the percent of emergent bilingual (EB) students in U.S. schools multiple years who received a TELPAS Composite Rating of Beginning or Intermediate.</p>

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<p>6. Instructional Materials</p> <p>How does the LEA ensure that it acquires and allocates instructional materials for BE/ESL programs in a timely manner?</p> <p>Data Source:</p> <p>Technical Assistance:</p> <p>Target: As determined through the RDA</p>	

Self-Assessment Compliance/Strategy	RDA Indicator
<p>7. Planning, Monitoring, and Support</p> <p>How does the LEA ensure that the support services needed by emergent bilingual students are determined, monitored, and implemented?</p> <p>Data Source:</p> <p>Technical Assistance:</p> <p>Target: As determined through the RDA</p>	<p>Indicator #1 (i-iv) BE STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in a standard Bilingual Education (BE) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #2 (i-iv) ESL STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in a standard English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #3 (i-iv) ALP STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in an alternative language program (ALP) rather than served in a standard BE or standard ESL program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #4 (i-iv) EB (Not Served in BE/ESL) STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students not served in a BE or ESL program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #5 (i-iv) EB Years-After-Reclassification (YsAR) STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of certain former emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #6 (i-iv) EB STAAR EOC Passing Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.</p> <p>Indicator #7 TELPAS Reading Beginning Proficiency Level Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students tested over two years who performed at the beginning proficiency level on the TELPAS reading assessment in the current year.</p> <p>Indicator #8 TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years (PL Assignment) Measures the percent of emergent bilingual (EB) students in U.S. schools multiple years who received a TELPAS Composite Rating of Beginning or Intermediate.</p> <p>Indicator #9 EB Graduation Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students who graduated with a high school diploma in four years.</p> <p>Indicator #10 EB Annual Dropout Rate (Grades 7-12) (PL Assignment) Measures the percent of emergent bilingual (EB) students in Grades 7-12 who dropped out in a given school year.</p>

Self-Assessment Compliance/Strategy	RDA Indicator
<p>8. Acquisition and Retention of Staff</p> <p>How does the LEA ensure that it recruits and retains appropriately certified bilingual and ESL teachers?</p> <p>Data Source:</p> <p>Technical Assistance:</p> <p>Target: As determined through the RDA</p> <p>19 TAC §89.1205. Required Bilingual Education and English as a Second Language Programs</p> <p>19 TAC §89.1207. Bilingual Education Exceptions and English as a Second Language Waivers</p>	

Self-Assessment Compliance/Strategy	RDA Indicator
<p>9. Staff Development Needs Assessments</p> <p>How does the LEA ensure that it conducts needs assessments for professional development activities?</p> <p>Data Source:</p> <p>Technical Assistance:</p> <p>Target: As determined through the RDA</p> <p>19 TAC §89.1205. Required Bilingual Education and English as a Second Language Programs</p> <p>19 TAC §89.1207. Bilingual Education Exceptions and English as a Second Language Waivers</p>	<p>Indicator #1 (i-iv) BE STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in a standard Bilingual Education (BE) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #2 (i-iv) ESL STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in a standard English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #3 (i-iv) ALP STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in an alternative language program (ALP) rather than served in a standard Bilingual Education (BE) or standard English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #6 (i-iv) EB STAAR EOC Passing Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.</p> <p>Indicator #7 TELPAS Reading Beginning Proficiency Level Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students tested over two years who performed at the beginning proficiency level on the TELPAS reading assessment in the current year.</p> <p>Indicator #8 TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years (PL Assignment) Measures the percent of emergent bilingual (EB) students in U.S. schools multiple years who received a TELPAS Composite Rating of Beginning or Intermediate.</p>

Self-Assessment Compliance/Strategy	RDA Indicator
<p>10. Language Proficiency Assessment Committee (LPAC)</p> <p>How does the LEA ensure that the Language Proficiency Assessment Committee (LPAC) is active and effective?</p> <p>Data Source:</p> <p>Technical Assistance:</p> <p>Target: As determined through the RDA</p> <p>19 TAC §89.1220. Language Proficiency Assessment Committee</p> <p>19 TAC §89.1226 Testing and Classification of Students</p>	<p>Indicator #1 (i-iv) BE STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in a standard Bilingual Education (BE) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #2 (i-iv) ESL STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in a standard English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #3 (i-iv) ALP STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in an alternative language program (ALP) rather than served in a standard BE or standard ESL program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #4 (i-iv) EB (Not Served in BE/ESL) STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students not served in a BE or ESL program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #5 (i-iv) EB Years-After-Reclassification (YsAR) STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of certain former emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #6 (i-iv) EB STAAR EOC Passing Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.</p> <p>Indicator #7 TELPAS Reading Beginning Proficiency Level Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students tested over two years who performed at the beginning proficiency level on the TELPAS reading assessment in the current year.</p> <p>Indicator #8 TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years (PL Assignment) Measures the percent of emergent bilingual (EB) students in U.S. schools multiple years who received a TELPAS Composite Rating of Beginning or Intermediate.</p> <p>Indicator #9 EB Graduation Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students who graduated with a high school diploma in four years.</p> <p>Indicator #10 EB Annual Dropout Rate (Grades 7-12) (PL Assignment) Measures the percent of emergent bilingual (EB) students in Grades 7-12 who dropped out in a given school year.</p>

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<p>11. Home Language Survey (HLS)</p> <p>How does the LEA ensure that Home Language Survey (HLS) procedures are in place in the LEA and effectively maintained?</p> <p>Data Source:</p> <p>Technical Assistance:</p> <p>Target: As determined through the RDA</p> <p>19 TAC §89.1215. Home Language Survey</p>	

Self-Assessment Compliance/Strategy	RDA Indicator
<p>12. DLI Program Evaluation</p> <p>Does the LEA ensure that it evaluates its dual language immersion (DLI) program at least annually by collecting a full range of data to determine program effectiveness to ensure student academic success and report findings as required by TEC §29.062?</p> <p>Data Source:</p> <p>Technical Assistance:</p> <p>Target: As determined through the RDA</p> <p>19 TAC §89.1265 – Program Evaluation</p> <p>19 TAC §89.1227 - Minimum Requirements for Dual Language Immersion Program Model</p> <p>19 TAC §89.1228 - Two-Way Dual Language Immersion Program Model Implementation</p>	<p>Indicator #1 (i-iv) BE STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in a standard Bilingual Education (BE) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #2 (i-iv) ESL STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in a standard English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #3 (i-iv) ALP STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in an alternative language program (ALP) rather than served in a standard Bilingual Education (BE) or standard English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #6 (i-iv) EB STAAR EOC Passing Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.</p> <p>Indicator #7 TELPAS Reading Beginning Proficiency Level Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students tested over two years who performed at the beginning proficiency level on the TELPAS reading assessment in the current year.</p> <p>Indicator #8 TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years (PL Assignment) Measures the percent of emergent bilingual (EB) students in U.S. schools multiple years who received a TELPAS Composite Rating of Beginning or Intermediate.</p> <p>Indicator #9 EB Graduation Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students who graduated with a high school diploma in four years.</p> <p>Indicator #10 EB Annual Dropout Rate (Grades 7-12) (PL Assignment) Measures the percent of emergent bilingual (EB) students in Grades 7-12 who dropped out in a given school year.</p>

Self-Assessment Compliance/Strategy	RDA Indicator
<p>13. ESL Program Evaluation</p> <p>Does the LEA ensure that it evaluates its English as Second Language (ESL) program at least annually by collecting a full range of data to determine program effectiveness to ensure student academic success and report findings as required by TEC §29.062?</p> <p>Data Source:</p> <p>Technical Assistance:</p> <p>Target: As determined through the RDA</p> <p>19 TAC §89.1265 – Program Evaluation</p> <p>19 TAC §89.1210 (d) - Program Content and Design.</p>	<p>Indicator #1 (i-iv) BE STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in a standard Bilingual Education (BE) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #2 (i-iv) ESL STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in a standard English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #3 (i-iv) ALP STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in an alternative language program (ALP) rather than served in a standard Bilingual Education (BE) or standard English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #6 (i-iv) EB STAAR EOC Passing Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.</p> <p>Indicator #7 TELPAS Reading Beginning Proficiency Level Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students tested over two years who performed at the beginning proficiency level on the TELPAS reading assessment in the current year.</p> <p>Indicator #8 TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years (PL Assignment) Measures the percent of emergent bilingual (EB) students in U.S. schools multiple years who received a TELPAS Composite Rating of Beginning or Intermediate.</p> <p>Indicator #9 EB Graduation Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students who graduated with a high school diploma in four years.</p> <p>Indicator #10 EB Annual Dropout Rate (Grades 7-12) (PL Assignment) Measures the percent of emergent bilingual (EB) students in Grades 7-12 who dropped out in a given school year.</p>

Self-Assessment Compliance/Strategy	RDA Indicator
<p>14. Transitional Bilingual Education</p> <p>Does the LEA ensure that it offers an early exit, late exit, or transitional bilingual program model in which identified emergent bilingual students are served in both English and another language and are prepared to meet reclassification criteria to be successful as required by 19 TAC §89.1210(c)(1)?</p> <p>Data Source:</p> <p>Technical Assistance:</p> <p>Target: As determined through the RDA</p> <p>19 TAC §89.1210 - Program Content and Design</p> <p>19 TAC §89.1201 – Policy</p>	<p>Indicator #1 (i-iv) BE STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in a standard Bilingual Education (BE) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #2 (i-iv) ESL STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in a standard English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #3 (i-iv) ALP STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in an alternative language program (ALP) rather than served in a standard Bilingual Education (BE) or standard English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #6 (i-iv) EB STAAR EOC Passing Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.</p> <p>Indicator #7 TELPAS Reading Beginning Proficiency Level Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students tested over two years who performed at the beginning proficiency level on the TELPAS reading assessment in the current year.</p> <p>Indicator #8 TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years (PL Assignment) Measures the percent of emergent bilingual (EB) students in U.S. schools multiple years who received a TELPAS Composite Rating of Beginning or Intermediate.</p> <p>Indicator #9 EB Graduation Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students who graduated with a high school diploma in four years.</p> <p>Indicator #10 EB Annual Dropout Rate (Grades 7-12) (PL Assignment) Measures the percent of emergent bilingual (EB) students in Grades 7-12 who dropped out in a given school year.</p>

Student Outcomes

Self-Assessment Compliance/Strategy	RDA Indicator
<p>1. State Assessment Data Analysis</p> <p>How are identified emergent bilingual students performing in comparison to their general education peers?</p> <p>Data Source:</p> <p>Technical Assistance:</p> <p>Target: As determined through the RDA</p> <p>19 TAC §89.1226 Testing and Classification of Students</p>	<p>Indicator #1 (i-iv) BE STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in a standard Bilingual Education (BE) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #2 (i-iv) ESL STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in a standard English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #3 (i-iv) ALP STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in an alternative language program (ALP) rather than served in a standard Bilingual Education (BE) or standard English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #4 (i-iv) EB (Not Served in BE/ESL) STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students not served in a Bilingual Education (BE) or English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #5 (i-iv) EB Years-After-Reclassification (YsAR) STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of certain former emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #6 (i-iv) EB STAAR EOC Passing Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.</p> <p>Indicator #9 EB Graduation Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students who graduated with a high school diploma in four years.</p> <p>Indicator #10 EB Annual Dropout Rate (Grades 7-12) (PL Assignment) Measures the percent of emergent bilingual (EB) students in Grades 7-12 who dropped out in a given school year.</p>

Self-Assessment Compliance/Strategy	RDA Indicator
<p>2. TEKS Mastery</p> <p>How does the LEA ensure that it has a system in place to assess mastery of the TEKS each grading period and the LEA ensures that this information is used by teachers in instructional decision making specific to emergent bilingual students?</p> <p>Data Source:</p> <p>Technical Assistance:</p> <p>Target: As determined through the RDA</p>	<p>Indicator #1 (i-iv) BE STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in a standard Bilingual Education (BE) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #2 (i-iv) ESL STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in a standard English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #3 (i-iv) ALP STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in an alternative language program (ALP) rather than served in a standard Bilingual Education (BE) or standard English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #4 (i-iv) EB (Not Served in BE/ESL) STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students not served in a Bilingual Education (BE) or English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #5 (i-iv) EB Years-After-Reclassification (YsAR) STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of certain former emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #6 (i-iv) EB STAAR EOC Passing Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.</p> <p>Indicator #9 EB Graduation Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students who graduated with a high school diploma in four years.</p> <p>Indicator #10 EB Annual Dropout Rate (Grades 7-12) (PL Assignment) Measures the percent of emergent bilingual (EB) students in Grades 7-12 who dropped out in a given school year.</p>

Self-Assessment Compliance/Strategy	RDA Indicator
<p>3. Implementation of ELPS</p> <p>Does the LEA ensure that a system is in place to verify the quality of the LEA’s curriculum in all subjects and its consistent use on all campuses?</p> <p>Data Source:</p> <p>Technical Assistance:</p> <p>Target: As determined through the RDA</p> <p>19 TAC §89.1210. Program Content and Design 19 TAC §74.4(b) English Language Proficiency Standards</p>	<p>Indicator #1 (i-iv) BE STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in a standard Bilingual Education (BE) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #2 (i-iv) ESL STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in a standard English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #3 (i-iv) ALP STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of students served in an alternative language program (ALP) rather than served in a standard Bilingual Education (BE) or standard English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #4 (i-iv) EB (Not Served in BE/ESL) STAAR 3-8 Passing Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students not served in a Bilingual Education (BE) or English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #6 (i-iv) EB STAAR EOC Passing Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.</p> <p>Indicator #7 TELPAS Reading Beginning Proficiency Level Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students tested over two years who performed at the beginning proficiency level on the TELPAS reading assessment in the current year.</p> <p>Indicator #8 TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years (PL Assignment) Measures the percent of emergent bilingual (EB) students in U.S. schools multiple years who received a TELPAS Composite Rating of Beginning or Intermediate.</p>

Engagement

Self-Assessment Compliance/Strategy	RDA Indicator
<p>1. Parental Involvement</p> <p>How does the LEA ensure open communication and involvement with parents/guardians/families of emergent bilingual students?</p> <p>Data Source:</p> <p>Technical Assistance:</p> <p>Target: As determined through the RDA</p>	<p>Indicator #9 EB Graduation Rate (PL Assignment) Measures the percent of emergent bilingual (EB) students who graduated with a high school diploma in four years.</p> <p>Indicator #10 EB Annual Dropout Rate (Grades 7-12) (PL Assignment) Measures the percent of emergent bilingual (EB) students in Grades 7-12 who dropped out in a given school year.</p>