

# **SELF-ASSESSMENT GUIDE**

## **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**



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## Authority

The Texas Education Agency (TEA) staff have the responsibility under Texas Education Code (TEC) to monitor compliance with requirements applicable to a process or program, and the related use of funds. Monitoring is conducted to ensure compliance with federal law and regulations and financial accountability, including compliance with grant requirements. The relevant statute is TEC §7.021(b)(1), in conjunction with §7.028(a)(1) and §7.028(a)(2). In addition, TEA is authorized by TEC §12.1163 to review the records of an open-enrollment charter school, a charter holder, and a management company. TEA must monitor the activities of federal grant subrecipients to ensure that federal grant awards are used for authorized purposes in compliance with federal statutes, regulations, and the terms and conditions of federal awards.

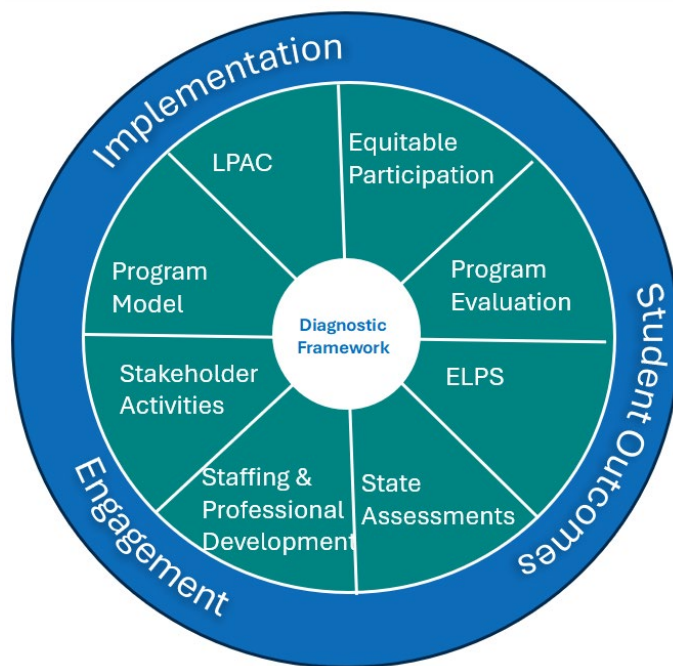
This requirement is given in Title 2 of the Code of Federal Regulations (CFR), §200.331(d) and 34 CFR §76.770.

## Purpose

The purpose of the self-assessment is to assist the LEA in evaluating and improving their BE/ESL programs. The self-assessment is intended to engage the LEA through a proactive approach by addressing compliance and improving student performance. It is recommended that each LEA complete the self-assessment annually as part of their program needs assessment.

## Diagnostic Framework

The Division of Special Populations Monitoring within the TEA Department of Special Populations General Supervision and Monitoring has implemented a Diagnostic Analysis Protocol to analyze and refine the system of general supervision. Through this process, the TEA has developed an overall diagnostic framework for program review. The diagnostic framework emphasizes the connection between monitoring activities and actions that improve student outcomes. The diagnostic framework concentrates on the three domains of Implementation, Student Outcomes, and Engagement as integral to the overall effectiveness of the special populations program(s). The integration of introspective activities and proactive practices promotes development of effective considerations and technical assistance to improve services and outcomes for students who are served through bilingual education programs.



The diagnostic framework supports the TEA and LEAs in reviewing a variety of increasingly complex information about program implementation, student outcomes, and engagement in all aspects of program effectiveness. The protocol connects LEA performance to considerations, professional development, and technical assistance guidance to promote continuous improvement of student outcomes. The self-assessment is one element utilized by the TEA to increase compliance and improve outcomes for all students.

## Team Design

A self-assessment team should be established to support the review of data to identify areas of strength and areas of need. The team is responsible for ensuring data from a broad representation is considered as part of the program evaluation. Members of the team should be representative of the size and demographics of the school system.

### Examples of Members:

- Program Director
- Central Office Staff
- Campus Administrator(s)
- Special Education Teacher(s)
- General Education Teacher(s)
- BE/ESL Teacher(s)
- Dyslexia Specialist
- Parent(s)

Representation is not limited to these individuals, nor does the team always need to include all these individuals. The decision of who to include on the self-assessment team is a local decision.

## Self-Assessment Components

While completing the self-assessment, the LEA will consider probing questions and sources of evidence before indicating the quality level for each self-assessment component. Each component requires written justification that details the decision-making process.

**Probing Questions:** Probing questions are meant to help the LEA consider their practices related to each compliance/strategy item. These questions, when discussed in conjunction with the descriptions of each performance category, will help the self-assessment team determine the quality level for the performance category, and eventually the overall score of the compliance/strategy item. It is not expected for the team to provide an explicit answer to any of the probing questions. Instead, these are designed to assist the team in having robust conversations about each section of the self-assessment and should lead to strong justification statements.

**Sources of Evidence:** Throughout the self-assessment, the LEA will conduct a holistic review of current and future improvement efforts. It is encouraged to collect, synthesize, and analyze data to identify the quality of implementation for each area within the self-assessment. To do this, a variety of sources of evidence may be used.

**Examples:**

- Policy
- Written procedures
- Technical assistance or guidance documents
- Forms, checklists, surveys
- Interviews or focus groups
- Training artifacts
- Internal monitoring results
- Observations
- Student information system data
- Informal publications (newsletters, websites, blogs, etc.),
- Assessment results (formative, summative, benchmark, screening, interim, etc.)
- Staff qualifications (experience, industry certification, credentials, training, etc.)

The assignment for the team is to synthesize, analyze, and act on sources of evidence in order to assess the impact of improvement efforts on outcomes for identified emergent bilingual (EB) students.

**Quality Levels:** The quality levels are comprised of Developing, Proficient, and Exemplary. For each performance category, school systems will select the quality of implementation level that best describes the current practices. If in doubt or if the performance falls between two levels, choose the quality level where the team can justify all the elements of the description based on sources of evidence.

**Written Justification:** A justification statement should explain the strengths and needs considered in selecting the final quality level for each compliance/strategy item. The written justification should also clearly identify alignment to the qualify level descriptor.

## Domains

**Implementation:** The LEA will consider practices related to the design and implementation of bilingual education programs that meet the compliance requirements of the associated federal and state programs.

**Student Outcomes:** The LEA will consider practices related to student achievement that support improved outcomes for all students.

**Engagement:** The LEA will consider practices related to involving parents/guardians and other family members in the education of students.

## Compliance/Strategy Items

### Implementation

1. The LEA has a clearly articulated mission for Bilingual Education (BE) and/or English as a Second Language (ESL) education that is consistent with the Texas Administrative Code (TAC) and Texas Education Code (TEC) and a consolidated set of policies and procedures exist for translating the vision into action.
2. The LEA ensures 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.
3. The LEA ensures that the program models utilized in schools facilitate the effective participation of emergent bilingual students.
4. The LEA ensures that it considers program content as it relates to methods of instruction, academic language development, intensive nature of the program, provision of services and supports, and targeted audience.
5. The LEA confirms that data driven processes are used to ensure each emergent bilingual student is placed in an appropriate instructional setting.
6. The LEA ensures that it acquires and allocates instructional materials for BE/ESL programs in a timely manner.
7. The LEA ensures that the support services needed by emergent bilingual students are determined, implemented, and monitored.
8. The LEA ensures that it recruits and retains appropriately certified BE and ESL teachers.
9. The LEA ensures that it conducts needs assessments for professional development activities.
10. The LEA ensures that the Language Proficiency Assessment Committee (LPAC) is active and effective.
11. The LEA ensures that Home Language Survey (HLS) procedures are in place in the district and are effectively maintained.
12. The LEA ensures that it evaluates its dual language immersion (DLI) program at least annually.
13. The LEA ensures that it evaluates its English as Second Language (ESL) program at least annually.
14. The LEA ensure that it offers an early exit, late exit, or transitional bilingual program model in which students identified as emergent bilingual students are served in both English and another language.

## Student Outcomes

1. The LEA ensures that it reviews identified emergent bilingual student performance in comparison to general education peers and uses that data to modify or adjust curriculum, instruction, and assessment.
2. The LEA ensures that it has a system in place to assess mastery of the Texas Essential Knowledge and Skills (TEKS) each grading period; and the LEA ensures that this information is used by teachers in instructional decision making.
3. The LEA ensures that a system is in place to ensure the quality of the LEA's curriculum and its consistent use on all campuses.

## Engagement

1. The LEA ensures open communication and involvement with parents/guardians and families of emergent bilingual students.