

# Dual Language & Sheltered Instruction Program Implementation Initiatives



## General Description:

Over one thousand of the state's school districts and charter schools serve students identified as English learners (ELs) and are required to offer a bilingual and/or English as a second language (ESL) program, selecting from six state-approved program models (see chart).

Of the six models, current research indicates that dual language (DL) and content-based ESL/sheltered instruction (SI) models yield the strongest academic and linguistic outcomes for ELs. This initiative focuses on statewide improvement of EL academic and linguistic outcomes through the provision of research-aligned rubrics and tools to support strong implementation of EL services with an elevated focus on DL and content-based ESL/SI program models.

## Authority:

Texas Education Code (TEC), §29.051, State Policy; TEC §29.053, Establishment of Bilingual Education and Special Language Programs; TEC §29.055, Program Content; Method of Instruction; and TEC §29.066, PEIMS Reporting Requirements.

## Goals and Objectives:

- Deepen understanding of research-based best practices in serving the needs of ELs among program administrators, teachers, and members of the family and community
- Empower program administrators to engage in a robust program model evaluation process using rubrics to increase fidelity to current research and positively impact EL student academic and linguistic outcomes
- Incentivize effective program model implementation
- Increase the footprint and scope of effective program model implementation across the state
- Build capacity in teachers to more effectively meet the needs of ELs and ensure their academic success through adoption of research-aligned instructional strategies
- Equip members of the family and community with the research-aligned knowledge, skills, and tools needed to actively partner with schools and engage in the effective education of ELs
- Provide stakeholders a clearer picture of level of effective program implementation

## Additional Information:

- Two FTEs for this initiative are funded 50% through state bilingual funds and 50% through Title III, Part A, funds
- Implementation rubrics describing best practices at three levels of effective program model implementation to be piloted 2018-2019 and finalized 2019-2020
- A suite of web-based resources and tools provide research-aligned support for increasing EL success

**Resources:** Bilingual/ESL website: <http://tea.texas.gov/bilingual/esl/education/>; Title III, Part A website: <https://tea.texas.gov/TitleIII/PartA/>

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 Special Populations

## Program Impact

### EL Population Growth Over 5 Years

| School Year | Number of ELs identified | % of total population |
|-------------|--------------------------|-----------------------|
| 2012-2013   | 864,682                  | 17%                   |
| 2017-2018   | 1,015,182                | 19%                   |

### ELs Served, 2017-2018 (by Program Model)

| Bilingual Program Models | ELs (n=480,900) | % of total bilingual participants |
|--------------------------|-----------------|-----------------------------------|
| Transitional/Early Exit  | 164,889         | 31.39%                            |
| Transitional/Late Exit   | 60,358          | 11.49%                            |
| DL/One-way               | 198,812         | 37.85%                            |
| DL/Two-way               | 56,841          | 10.82%                            |

| ESL Program Models | ELs (n=489,942) | % of total ESL participants |
|--------------------|-----------------|-----------------------------|
| ESL/pull-out       | 225,642         | 45.99%                      |
| ESL/content-based  | 264,300         | 53.87%                      |