

**BILINGUAL EDUCATION (BE)  
ENGLISH AS A SECOND LANGUAGE (ESL)**

**SELF-ASSESSMENT RDA CROSSWALK**

**DIVISION OF SPECIAL POPULATIONS MONITORING  
DEPARTMENT OF SPECIAL POPULATIONS GENERAL SUPERVISION  
AND MONITORING**

**2022-2023**



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## Introduction

The purpose of the BE/ESL self-assessment results driving accountability (RDA) crosswalk is to assist LEA leadership teams in evaluating and improving their bilingual education (BE) and/or English as a second language (ESL) program(s). The self-assessment RDA crosswalk is intended to help the leadership team who has previously completed the BE/ESL 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

ARD – Admission, Review and Dismissal

BE/ESL – Bilingual Education/English as a Second Language

CTE – Career and Technical Education

DLI – Dual Language Immersion

EB Students – Emergent Bilingual Students (LEP/EL)

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

TEA – Texas Education Agency

TEKS – Texas Essential Knowledge and Skills

TELPAS – Texas English Language Proficiency Assessment System

TELPAS ALT – Texas English Language Proficiency Assessment System Alternate

BE/ESL Self-Assessment RDA Indicator Crosswalk Quick Reference Chart

BE/ESL Self-Assessment Strategy	RDA Indicators											
<b>Implementation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<i>1. Alignment of Mission, Policies, and Procedures</i>												
<i>2. Program Models</i>	X	X	X		X		X	X	X	X	X	
<i>3. Equitable Participation</i>	X	X	X		X	X	X	X	X	X		
<i>4. Supports for At-Risk Students</i>	X	X	X		X	X	X	X	X	X	X	
<i>5. Implementation of ELPS</i>	X	X	X	X			X	X	X			
<i>6. Instructional Placement</i>	X	X	X				X	X	X			
<i>7. Instructional Materials</i>												
<i>8. Planning, Monitoring, and Support</i>	X	X	X	X	X		X	X	X	X	X	X
<i>9. Acquisition and Retention of Staff</i>												
<i>10. Staff Development Needs Assessments</i>	X	X	X		X		X	X	X			
<i>11. Language Proficiency Assessment Committee (LPAC)</i>	X	X	X	X	X	X	X	X	X	X	X	X
<i>12. Home Language Survey (HLS)</i>												
<i>13. DLI Program Evaluation</i>	X	X	X		X		X	X	X	X	X	
<i>14. ESL Program Evaluation</i>	X	X	X		X		X	X	X	X	X	
<i>15. Transitional Bilingual Education</i>	X	X	X		X		X	X	X	X	X	
<b>Student Performance</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<i>1. State Assessment Data Analysis</i>	X	X	X	X	X	X	X			X	X	
<i>2. TEKS Mastery</i>	X	X	X	X	X	X	X			X	X	
<b>Family Engagement / Parental Involvement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<i>1. Parental Involvement</i>										X	X	

X = RDA Indicator applies to the identified BE/ESL Self-Assessment Strategy  
 X= Required for 2022-2023; X= Optional for 2022-2023; Required for 2023-2024

## I. Implementation

Strategy	RDA Indicator
<p><b>1. Alignment of Mission, Policies, and Procedures</b></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><b>Data Source:</b></p> <p><b>Technical Assistance:</b></p> <p><b>Target:</b> As determined through the RDA</p> <p><b>19 TAC §89.1201. Policy</b></p>	

## I. Implementation

Strategy	RDA Indicator
<p><b>2. Program Models</b></p> <p>Does the LEA ensure that the program models being implemented provide means for emergent bilingual students to become competent in listening-comprehension, speaking, reading, and writing of the English language?</p> <p><b>Data Source:</b></p> <p><b>Technical Assistance:</b></p> <p><b>Target:</b> As determined through the RDA</p> <p><b>19 TAC §89.1205. Required Bilingual Education and English as a Second Language Programs</b></p>	<p><b>Indicator #1 (i-v) BE STAAR 3-8 Passing Rate (Report Only - No PL Assigned)</b> Measures the percent of students served in a Bilingual Education (BE) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p><b>Indicator #2 (i-v) ESL STAAR 3-8 Passing Rate (Report Only - No PL Assigned)</b> Measures the percent of students served in an 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><b>Indicator #3 (i-v) ALP STAAR 3-8 Passing Rate (Report Only - No PL Assigned)</b> 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><b>Indicator #5 EB Dyslexia STAAR 3-8 Reading Passing Rate (Report Only - No PL Assigned)</b> Measures the percent of emergent bilingual (EB) students identified with dyslexia who met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading assessment.</p> <p><b>Indicator #7 (i-iv) EB STAAR EOC Passing Rate</b> 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><b>Indicator #8 TELPAS Reading Beginning Proficiency Level Rate</b> 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><b>Indicator #9 TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years</b> 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><b>Indicator #10 EB Graduation Rate</b> Measures the percent of emergent bilingual (EB) students who graduated with a high school diploma in four years.</p> <p><b>Indicator #11 EB Annual Dropout Rate (Grades 7-12)</b> Measures the percent of emergent bilingual (EB) students in Grades 7-12 who dropped out in a given school year.</p>

## I. Implementation

Strategy	RDA Indicator
<p><b>3. Equitable Participation</b></p> <p>Does the LEA ensure that the program models utilized in schools facilitate the equitable participation of emergent bilingual students?</p> <p><b>Data Source:</b></p> <p><b>Technical Assistance:</b></p> <p><b>Target:</b> As determined through the RDA</p> <p><b>19 TAC §89.1205. Required Bilingual Education and English as a Second Language Programs</b></p>	<p><b>Indicator #1 (i-v)</b> BE STAAR 3-8 Passing Rate <b>(Report Only - No PL Assigned)</b> Measures the percent of students served in a Bilingual Education (BE) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p><b>Indicator #2 (i-v)</b> ESL STAAR 3-8 Passing Rate <b>(Report Only - No PL Assigned)</b> Measures the percent of students served in an 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><b>Indicator #3 (i-v)</b> ALP STAAR 3-8 Passing Rate <b>(Report Only - No PL Assigned)</b> 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><b>Indicator #5</b> EB Dyslexia STAAR 3-8 Reading Passing Rate <b>(Report Only - No PL Assigned)</b> Measures the percent of emergent bilingual (EB) students identified with dyslexia who met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading assessment.</p> <p><b>Indicator #6 (i-v)</b> EB Years-After-Reclassification (YsAR) STAAR 3-8 Passing Rate 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><b>Indicator #7 (i-iv)</b> EB STAAR EOC Passing Rate 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><b>Indicator #8</b> TELPAS Reading Beginning Proficiency Level Rate 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><b>Indicator #9</b> TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years 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><b>Indicator #10</b> EB Graduation Rate Measures the percent of emergent bilingual (EB) students who graduated with a high school diploma in four years.</p>



## I. Implementation

Strategy	RDA Indicator
<p><b>4. Supports for At-Risk Students</b></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><b>Indicator #1 (i-v)</b> BE STAAR 3-8 Passing Rate <b>(Report Only - No PL Assigned)</b> Measures the percent of students served in a Bilingual Education (BE) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p><b>Indicator #2 (i-v)</b> ESL STAAR 3-8 Passing Rate <b>(Report Only - No PL Assigned)</b> Measures the percent of students served in an 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><b>Indicator #3 (i-v)</b> ALP STAAR 3-8 Passing Rate <b>(Report Only - No PL Assigned)</b> 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><b>Indicator #5</b> EB Dyslexia STAAR 3-8 Reading Passing Rate <b>(Report Only - No PL Assigned)</b> Measures the percent of emergent bilingual (EB) students identified with dyslexia who met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading assessment.</p> <p><b>Indicator #6 (i-v)</b> EB Years-After-Reclassification (YsAR) STAAR 3-8 Passing Rate 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><b>Indicator #7 (i-iv)</b> EB STAAR EOC Passing Rate 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><b>Indicator #8</b> TELPAS Reading Beginning Proficiency Level Rate 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><b>Indicator #9</b> TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years 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><b>Indicator #10</b> EB Graduation Rate Measures the percent of emergent bilingual (EB) students who graduated with a high school diploma in four years.</p>

<p><b>Data Source:</b></p> <p><b>Technical Assistance:</b></p> <p><b>Target:</b> As determined through the RDA</p> <p><b>19 TAC §89.1210. Program Content and Design</b></p>	<p><b>Indicator #11</b> EB Annual Dropout Rate (Grades 7-12) 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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## I. Implementation

Strategy	RDA Indicator
<p><b>5. Implementation of ELPS</b></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><b>Data Source:</b></p> <p><b>Technical Assistance:</b></p> <p><b>Target:</b> As determined through the RDA</p> <p><b>19 TAC §89.1210. Program Content and Design</b>  <b>19 TAC §74.4(b) English Language Proficiency Standards</b></p>	<p><b>Indicator #1 (i-v) BE STAAR 3-8 Passing Rate (Report Only - No PL Assigned)</b>  Measures the percent of students served in a Bilingual Education (BE) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p><b>Indicator #2 (i-v) ESL STAAR 3-8 Passing Rate (Report Only - No PL Assigned)</b>  Measures the percent of students served in an 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><b>Indicator #3 (i-v) ALP STAAR 3-8 Passing Rate (Report Only - No PL Assigned)</b>  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><b>Indicator #4 (i-v) EB (Not Served in BE/ESL) STAAR 3-8 Passing Rate (Report Only - No PL Assigned)</b>  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><b>Indicator #7 (i-iv) EB STAAR EOC Passing Rate</b>  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><b>Indicator #8 TELPAS Reading Beginning Proficiency Level Rate</b>  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><b>Indicator #9 TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years</b>  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>

## I. Implementation

Strategy	RDA Indicator
<p><b>6. Instructional Placement</b></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><b>Data Source:</b></p> <p><b>Technical Assistance:</b></p> <p><b>Target:</b> As determined through the RDA</p>	<p><b>Indicator #1 (i-v) BE STAAR 3-8 Passing Rate (Report Only - No PL Assigned)</b> Measures the percent of students served in a Bilingual Education (BE) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p><b>Indicator #2 (i-v) ESL STAAR 3-8 Passing Rate (Report Only - No PL Assigned)</b> Measures the percent of students served in an 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><b>Indicator #3 (i-v) ALP STAAR 3-8 Passing Rate (Report Only - No PL Assigned)</b> 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><b>Indicator #7 (i-iv) EB STAAR EOC Passing Rate</b> 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><b>Indicator #8 TELPAS Reading Beginning Proficiency Level Rate</b> 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><b>Indicator #9 TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years</b> 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>



## I. Implementation

Strategy	RDA Indicator
<p><b>8. Planning, Monitoring, and Support</b></p> <p>How does the LEA ensure that the support services needed by emergent bilingual students are determined, monitored, and implemented?</p>	<p><b>Indicator #1 (i-v)</b> BE STAAR 3-8 Passing Rate <b>(Report Only - No PL Assigned)</b> Measures the percent of students served in a Bilingual Education (BE) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p><b>Indicator #2 (i-v)</b> ESL STAAR 3-8 Passing Rate <b>(Report Only - No PL Assigned)</b> Measures the percent of students served in an 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><b>Indicator #3 (i-v)</b> ALP STAAR 3-8 Passing Rate <b>(Report Only - No PL Assigned)</b> 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><b>Indicator #4 (i-v)</b> EB (Not Served in BE/ESL) STAAR 3-8 Passing Rate <b>(Report Only - No PL Assigned)</b> 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><b>Indicator #5</b> EB Dyslexia STAAR 3-8 Reading Passing Rate <b>(Report Only - No PL Assigned)</b> Measures the percent of emergent bilingual (EB) students identified with dyslexia who met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading assessment.</p> <p><b>Indicator #6 (i-v)</b> EB Years-After-Reclassification (YsAR) STAAR 3-8 Passing Rate 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><b>Indicator #7 (i-iv)</b> EB STAAR EOC Passing Rate 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><b>Indicator #8</b> TELPAS Reading Beginning Proficiency Level Rate 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><b>Indicator #9</b> TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years 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><b>Data Source:</b></p> <p><b>Technical Assistance:</b></p> <p><b>Target:</b> As determined through the RDA</p>	<p><b>Indicator #10</b> EB Graduation Rate Measures the percent of emergent bilingual (EB) students who graduated with a high school diploma in four years.</p> <p><b>Indicator #11</b> EB Annual Dropout Rate (Grades 7-12) Measures the percent of emergent bilingual (EB) students in Grades 7-12 who dropped out in a given school year.</p> <p><b>Indicator #12</b> EB Dyslexia Representation (Ages 6-21) <b>(Report Only - No PL Assigned)</b> Measures the difference between the rate of emergent bilingual (EB) students identified with dyslexia and the rate of all students identified with dyslexia in the LEA.</p>
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## I. Implementation

Strategy	RDA Indicator
<p data-bbox="134 365 569 393"><b>9. Acquisition and Retention of Staff</b></p> <p data-bbox="134 440 609 537">How does the LEA ensure that it recruits and retains appropriately certified bilingual and ESL teachers?</p> <p data-bbox="134 938 289 966"><b>Data Source:</b></p> <p data-bbox="134 1011 386 1039"><b>Technical Assistance:</b></p> <p data-bbox="134 1084 600 1112"><b>Target:</b> As determined through the RDA</p> <p data-bbox="134 1157 617 1239"><b>19 TAC §89.1205. Required Bilingual Education and English as a Second Language Programs</b></p> <p data-bbox="134 1284 625 1365"><b>19 TAC §89.1207. Bilingual Education Exceptions and English as a Second Language Waivers</b></p>	



## I. Implementation

Strategy	RDA Indicator
<p><b>10. Staff Development Needs Assessments</b></p> <p>How does the LEA ensure that it conducts needs assessments for professional development activities?</p> <p><b>Data Source:</b></p> <p><b>Technical Assistance:</b></p> <p><b>Target:</b> As determined through the RDA</p> <p><b>19 TAC §89.1205. Required Bilingual Education and English as a Second Language Programs</b></p> <p><b>19 TAC §89.1207. Bilingual Education Exceptions and English as a Second Language Waivers</b></p>	<p><b>Indicator #1 (i-v) BE STAAR 3-8 Passing Rate (Report Only - No PL Assigned)</b> Measures the percent of students served in a Bilingual Education (BE) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p><b>Indicator #2 (i-v) ESL STAAR 3-8 Passing Rate (Report Only - No PL Assigned)</b> Measures the percent of students served in an 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><b>Indicator #3 (i-v) ALP STAAR 3-8 Passing Rate (Report Only - No PL Assigned)</b> 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><b>Indicator #5 EB Dyslexia STAAR 3-8 Reading Passing Rate (Report Only - No PL Assigned)</b> Measures the percent of emergent bilingual (EB) students identified with dyslexia who met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading assessment.</p> <p><b>Indicator #7 (i-iv) EB STAAR EOC Passing Rate</b> 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><b>Indicator #8 TELPAS Reading Beginning Proficiency Level Rate</b> 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><b>Indicator #9 TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years</b> 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>

## I. Implementation

Strategy	RDA Indicator
<p><b>11. Language Proficiency Assessment Committee (LPAC)</b></p> <p>How does the LEA ensure that the Language Proficiency Assessment Committee (LPAC) is active and effective?</p>	<p><b>Indicator #1 (i-v) BE STAAR 3-8 Passing Rate (Report Only - No PL Assigned)</b> Measures the percent of students served in a Bilingual Education (BE) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p><b>Indicator #2 (i-v) ESL STAAR 3-8 Passing Rate (Report Only - No PL Assigned)</b> Measures the percent of students served in an 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><b>Indicator #3 (i-v) ALP STAAR 3-8 Passing Rate (Report Only - No PL Assigned)</b> 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><b>Indicator #4 (i-v) EB (Not Served in BE/ESL) STAAR 3-8 Passing Rate (Report Only - No PL Assigned)</b> 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><b>Indicator #5 EB Dyslexia STAAR 3-8 Reading Passing Rate (Report Only - No PL Assigned)</b> Measures the percent of emergent bilingual (EB) students identified with dyslexia who met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading assessment.</p> <p><b>Indicator #6 (i-v) EB Years-After-Reclassification (YsAR) STAAR 3-8 Passing Rate</b> 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><b>Indicator #7 (i-iv) EB STAAR EOC Passing Rate</b> 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><b>Indicator #8 TELPAS Reading Beginning Proficiency Level Rate</b> 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><b>Data Source:</b></p> <p><b>Technical Assistance:</b></p> <p><b>Target:</b> As determined through the RDA</p> <p><b>19 TAC §89.1220. Language Proficiency Assessment Committee</b></p> <p><b>19 TAC §89.1266 Testing and Classification of Students</b></p>	<p><b>Indicator #9</b> TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years 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><b>Indicator #10</b> EB Graduation Rate Measures the percent of emergent bilingual (EB) students who graduated with a high school diploma in four years.</p> <p><b>Indicator #11</b> EB Annual Dropout Rate (Grades 7-12) Measures the percent of emergent bilingual (EB) students in Grades 7-12 who dropped out in a given school year.</p> <p><b>Indicator #12</b> EB Dyslexia Representation (Ages 6-21) <b>(Report Only - No PL Assigned)</b> Measures the difference between the rate of emergent bilingual (EB) students identified with dyslexia and the rate of all students identified with dyslexia in the LEA.</p>
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## I. Implementation

Strategy	RDA Indicator
<p><b>13. DLI Program Evaluation</b></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><b>Data Source:</b></p> <p><b>Technical Assistance:</b></p> <p><b>Target:</b> <i>As determined through the RDA</i></p> <p><b>19 TAC §89.1265 – Evaluation</b></p> <p><b>19 TAC §89.1227 - Minimum Requirements for Dual Language Immersion Program Model</b></p> <p><b>19 TAC §89.1228 - Two-Way Dual Language Immersion Program Model Implementation</b></p>	<p><b>Indicator #1 (i-v) BE STAAR 3-8 Passing Rate (Report Only - No PL Assigned)</b> Measures the percent of students served in a Bilingual Education (BE) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p><b>Indicator #2 (i-v) ESL STAAR 3-8 Passing Rate (Report Only - No PL Assigned)</b> Measures the percent of students served in an 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><b>Indicator #3 (i-v) ALP STAAR 3-8 Passing Rate (Report Only - No PL Assigned)</b> 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><b>Indicator #5 EB Dyslexia STAAR 3-8 Reading Passing Rate (Report Only - No PL Assigned)</b> Measures the percent of emergent bilingual (EB) students identified with dyslexia who met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading assessment.</p> <p><b>Indicator #7 (i-iv) EB STAAR EOC Passing Rate</b> 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><b>Indicator #8 TELPAS Reading Beginning Proficiency Level Rate</b> 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><b>Indicator #9 TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years</b> 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><b>Indicator #10 EB Graduation Rate</b> Measures the percent of emergent bilingual (EB) students who graduated with a high school diploma in four years.</p> <p><b>Indicator #11 EB Annual Dropout Rate (Grades 7-12)</b> Measures the percent of emergent bilingual (EB) students in Grades 7-12 who dropped out in a given school year.</p>

## I. Implementation

Strategy	RDA Indicator
<p><b>14. ESL Program Evaluation</b></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><b>Data Source:</b></p> <p><b>Technical Assistance:</b></p> <p><b>Target:</b> <i>As determined through the RDA</i></p> <p><b>19 TAC §89.1265 – Evaluation</b></p> <p><b>19 TAC §89.1210 (d) - Program Content and Design.</b></p>	<p><b>Indicator #1 (i-v)</b> BE STAAR 3-8 Passing Rate <b>(Report Only - No PL Assigned)</b> Measures the percent of students served in a Bilingual Education (BE) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p><b>Indicator #2 (i-v)</b> ESL STAAR 3-8 Passing Rate <b>(Report Only - No PL Assigned)</b> Measures the percent of students served in an 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><b>Indicator #3 (i-v)</b> ALP STAAR 3-8 Passing Rate <b>(Report Only - No PL Assigned)</b> 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><b>Indicator #5</b> EB Dyslexia STAAR 3-8 Reading Passing Rate <b>(Report Only - No PL Assigned)</b> Measures the percent of emergent bilingual (EB) students identified with dyslexia who met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading assessment.</p> <p><b>Indicator #7 (i-iv)</b> EB STAAR EOC Passing Rate 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><b>Indicator #8</b> TELPAS Reading Beginning Proficiency Level Rate 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><b>Indicator #9</b> TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years 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><b>Indicator #10</b> EB Graduation Rate Measures the percent of emergent bilingual (EB) students who graduated with a high school diploma in four years.</p> <p><b>Indicator #11</b> EB Annual Dropout Rate (Grades 7-12) Measures the percent of emergent bilingual (EB) students in Grades 7-12 who dropped out in a given school year.</p>

## I. Implementation

Strategy	RDA Indicator
<p><b>15. Transitional Bilingual Education</b></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><b>Data Source:</b></p> <p><b>Technical Assistance:</b></p> <p><b>Target:</b> <i>As determined through the RDA</i></p> <p><b>19 TAC §89.1210 - Program Content and Design</b></p> <p><b>19 TAC §89.1201 – Policy</b></p>	<p><b>Indicator #1 (i-v)</b> BE STAAR 3-8 Passing Rate <b>(Report Only - No PL Assigned)</b> Measures the percent of students served in a Bilingual Education (BE) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p><b>Indicator #2 (i-v)</b> ESL STAAR 3-8 Passing Rate <b>(Report Only - No PL Assigned)</b> Measures the percent of students served in an 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><b>Indicator #3 (i-v)</b> ALP STAAR 3-8 Passing Rate <b>(Report Only - No PL Assigned)</b> 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><b>Indicator #5</b> EB Dyslexia STAAR 3-8 Reading Passing Rate <b>(Report Only - No PL Assigned)</b> Measures the percent of emergent bilingual (EB) students identified with dyslexia who met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading assessment.</p> <p><b>Indicator #7 (i-iv)</b> EB STAAR EOC Passing Rate 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><b>Indicator #8</b> TELPAS Reading Beginning Proficiency Level Rate 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><b>Indicator #9</b> TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years 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><b>Indicator #10</b> EB Graduation Rate Measures the percent of emergent bilingual (EB) students who graduated with a high school diploma in four years.</p> <p><b>Indicator #11</b> EB Annual Dropout Rate (Grades 7-12) Measures the percent of emergent bilingual (EB) students in Grades 7-12 who dropped out in a given school year.</p>

## II. Student Performance

Strategy	RDA Indicator
<p><b>1. State Assessment Data Analysis</b></p> <p>How are identified emergent bilingual students performing in comparison to their general education peers?</p> <p><b>Data Source:</b></p> <p><b>Technical Assistance:</b></p> <p><b>Target:</b> <i>As determined through the RDA</i></p> <p><b>19 TAC §89.1226. Testing and Classification of Students, Beginning with School Year 2019-2020</b></p>	<p><b>Indicator #1 (i-v)</b> BE STAAR 3-8 Passing Rate <b>(Report Only - No PL Assigned)</b> Measures the percent of students served in a Bilingual Education (BE) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p><b>Indicator #2 (i-v)</b> ESL STAAR 3-8 Passing Rate <b>(Report Only - No PL Assigned)</b> Measures the percent of students served in an 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><b>Indicator #3 (i-v)</b> ALP STAAR 3-8 Passing Rate <b>(Report Only - No PL Assigned)</b> 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><b>Indicator #4 (i-v)</b> EB (Not Served in BE/ESL) STAAR 3-8 Passing Rate <b>(Report Only - No PL Assigned)</b> 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><b>Indicator #5</b> EB Dyslexia STAAR 3-8 Reading Passing Rate <b>(Report Only - No PL Assigned)</b> Measures the percent of emergent bilingual (EB) students identified with dyslexia who met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading assessment.</p> <p><b>Indicator #6 (i-v)</b> EB Years-After-Reclassification (YsAR) STAAR 3-8 Passing Rate 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><b>Indicator #7 (i-iv)</b> EB STAAR EOC Passing Rate 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><b>Indicator #10</b> EB Graduation Rate Measures the percent of emergent bilingual (EB) students who graduated with a high school diploma in four years.</p> <p><b>Indicator #11</b> EB Annual Dropout Rate (Grades 7-12) Measures the percent of emergent bilingual (EB) students in Grades 7-12 who dropped out in a given school year.</p>



## II. Student Performance

Strategy	RDA Indicator
<p><b>2. TEKS Mastery</b></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><b>Data Source:</b></p> <p><b>Technical Assistance:</b></p> <p><b>Target:</b> <i>As determined through the RDA</i></p>	<p><b>Indicator #1 (i-v)</b> BE STAAR 3-8 Passing Rate <b>(Report Only - No PL Assigned)</b> Measures the percent of students served in a Bilingual Education (BE) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p><b>Indicator #2 (i-v)</b> ESL STAAR 3-8 Passing Rate <b>(Report Only - No PL Assigned)</b> Measures the percent of students served in an 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><b>Indicator #3 (i-v)</b> ALP STAAR 3-8 Passing Rate <b>(Report Only - No PL Assigned)</b> 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><b>Indicator #4 (i-v)</b> EB (Not Served in BE/ESL) STAAR 3-8 Passing Rate <b>(Report Only - No PL Assigned)</b> 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><b>Indicator #5</b> EB Dyslexia STAAR 3-8 Reading Passing Rate <b>(Report Only - No PL Assigned)</b> Measures the percent of emergent bilingual (EB) students identified with dyslexia who met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading assessment.</p> <p><b>Indicator #6 (i-v)</b> EB Years-After-Reclassification (YsAR) STAAR 3-8 Passing Rate 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><b>Indicator #7 (i-iv)</b> EB STAAR EOC Passing Rate 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><b>Indicator #10</b> EB Graduation Rate Measures the percent of emergent bilingual (EB) students who graduated with a high school diploma in four years.</p> <p><b>Indicator #11</b> EB Annual Dropout Rate (Grades 7-12) Measures the percent of emergent bilingual (EB) students in Grades 7-12 who dropped out in a given school year.</p>

