

Bilingual Education Program

A bilingual education program is provided by teachers certified in bilingual education and who are trained in effective second language acquisition methods. The goal of bilingual education programs is for English learners to build on their primary language and literacy skills to attain full proficiency in English in order to participate equitably in school. The information below highlights the process of identifying English learners (ELs).



Identification

Home Language Survey

Administered to all students upon enrollment
Student assessed if survey shows a language other than English

Assessment



Grades Pre-K-1

Oral Language Proficiency Test
Considered English learner if score is below fluent level

Grades 2-12

Oral Language Proficiency Test and Norm-referenced test (Reading/Language Arts)
Considered English learner if score is below 40th percentile

Language Proficiency Assessment Committee (LPAC)

Campus Administrator, Bilingual Teacher, Parent Representative

State-Approved Bilingual Education Programs

Dual Language Two-Way
Dual Language One-Way
Transitional Late Exit
Transitional Early Exit



Convenes to determine eligibility and identifies student as English learner
Sends written notification to parents
Parents accept or deny services

State-Approved ESL Programs

(Reference ESL program document)

Placement

Data Review

Data review based on results from:

Texas English Language Proficiency Assessment System (TELPAS)
State of Texas Assessments of Academic Readiness (STAAR) or other academic achievement assessments
Teacher classroom observations and documentation

Student Reclassification

English Learner (EL)

Continue as EL

LPAC reclassification decisions based on the [English Learner Reclassification Criteria Chart](#)

English Proficient (EP)

If classified as EP, student may exit the program with parent approval.

Annual Review/Reclassification

Monitoring after Reclassification

Written notification sent to parents for approval to exit bilingual education program
Student placed in general education classroom upon parent approval
Student monitored for two years by LPAC with annual written notice of progress sent to parents

Monitoring after Reclassification

English Learner Services

What is the purpose of the bilingual education program?

Bilingual education programs are designed to make grade level academic content accessible to English learners through the development of literacy and academic skills in the child's primary language and English. The academic, linguistic, and cultural background of English learners is used in a bilingual education program as the platform for acquiring grade level content material in the primary language and in English.

What are the four state-approved bilingual education program models?

In Texas, there are four state-approved bilingual education program models:

Program Model Type	Goal	Instruction
Dual Language Two-Way	English learners attain full proficiency (including grade-level literacy skills) in their primary language as well as English to participate equitably in school.	English learners receive instruction in literacy and academic content in their primary language as well as English from teachers certified in bilingual/ESL education. At least half of the instruction is delivered in the students' primary language for the duration of the program.
Dual Language One-Way		
Transitional Bilingual Late Exit	English learners utilize their primary language as a resource while acquiring full proficiency in English to participate equitably in school.	English learners receive instruction in literacy and academic content in their primary language as well as English from teachers certified in bilingual education. As the child acquires English, the amount of instruction provided in the primary language decreases until full proficiency in English is attained.
Transitional Bilingual Early Exit		

What are the benefits of bilingual education?

Academic instruction is provided by teachers who

- are proficient in the primary language of your child, as well as English; and
- are trained in second language acquisition methods and how to adapt instruction to meet the specific language needs of your child.

Research indicates that children who participate in a bilingual education program

- build on a literacy foundation in their primary language to acquire stronger cognitive and academic skills in English;
- are more likely to develop a bicultural identity, become biliterate, and have higher self-esteem; and
- may use their bilingual skills to access competitive job opportunities in a global world.

What instruction will my child receive in a bilingual education program?

Your child will develop language and literacy skills in his/her primary language as a resource for acquiring English. He/she will develop reading, writing, listening, and speaking skills in English through the English Language Proficiency Standards (ELPS) in conjunction with grade level academic instruction in the Texas Essential Knowledge and Skills (TEKS) for all content areas, including language arts, math, science, and social studies. Your child's teacher will be proficient in your child's primary language and English and is specially trained to meet your child's language needs. Instruction shall be designed to consider your child's unique learning experiences, instill a positive identity, and honor the culture and experiences of your child.

How can parents support their child who participates in a bilingual education program?

Parents can support their child's acquisition of English by providing opportunities at home to practice their primary language and English. Research shows the benefits of primary language development on second language development and the positive transfer of skills from one language to another.

Some examples of parent activities to support English language acquisition include

- reading and engaging in conversations with your child in your primary language, and English, to support development of your child's oral language and literacy skills in the primary language and in English; and
- encouraging your child to achieve by providing him/her a place to study and showing interest in his/her school work.

Ways to support the bilingual education program include

- participating as a member of the Language Proficiency Assessment Committee (LPAC);
- volunteering at your child's school and supporting your child's teacher in classroom activities; and
- serving on school and district-based decision-making or other advisory committees.

Can a child who is also receiving other services participate in a bilingual education program?

Yes, students who receive services in other programs, such as special education, 504, response to intervention, and gifted/talented or advanced academics, may also participate in the bilingual education program. The LPAC, in conjunction with other student service committees, meets to discuss and coordinate services based on the educational need of your child.