

## **BILL ANALYSIS**

Senate Research Center  
80R14613 PAM-D

C.S.S.B. 1871  
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Education  
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Committee Report (Substituted)

### **AUTHOR'S / SPONSOR'S STATEMENT OF INTENT**

Texas school districts, with an enrollment of 20 or more students of limited English proficiency in any language classification in the same grade level, have the discretion to choose from a number of different instruction models to educate English language learners. These models include Early-exit Transitional, English as a Second Language Pull-out, One-way Dual Language Immersion, Two-way Dual Language Immersion, and Late-exit Transitional Bilingual Education. There is currently no system in place, however, that links bilingual education and special language program instruction models with student outcome data. As a result, districts and schools do not have the critical information they need to determine which models are working most effectively and to make the best decisions for their English language learners.

C.S.S.B. 1871 evaluates the effectiveness of different bilingual education and special language program models by improving data collection and analysis. The bill directs the Texas Education Agency to collect and report linguistic English language, reading, mathematics, and science achievement data, and drop-out and graduation data disaggregated according to the instruction model for each current and former English language learner served in the state bilingual or English as a Second Language program.

### **RULEMAKING AUTHORITY**

Rulemaking authority is expressly granted to the commissioner of education in SECTION 1 (Section 29.066, Education Code) of this bill.

### **SECTION BY SECTION ANALYSIS**

SECTION 1. Amends Subchapter B, Chapter 29, Education Code, by adding Section 29.066, as follows:

Sec. 29.066. PEIMS REPORTING REQUIREMENTS. (a) Requires a school district that offers bilingual education or special language programs to include certain information in the district's Public Education Information Management System report.

(b) Requires the commissioner of education, for purposes of this section, to adopt rules to classify programs under this section in a certain manner.

SECTION 2. Amends Section 39.027(e), Education Code, to require certain information to be provided in a manner that is disaggregated by the bilingual education or special language program, if any, in which the student is enrolled.

SECTION 3. Amends Section 39.051, Education Code, by adding Subsection (b-1), as follows:

(b-1) Requires performance on the indicators described by Subsections (b)(1) (relating to assessment instrument results), (b)(2) (relating to dropout rates), (b)(3) (relating to graduation rates), (b)(8) (relating to the percentage of students provided with accelerated instruction), (b)(9) (relating to the progress rate of students who have performed poorly on certain assessment instruments), (b)(11) (relating to the percentage of students of limited English proficiency exempt from certain assessment instruments), and (b)(14) (relating to certain measures of progress toward dual language proficiency) to be based on information that is disaggregated by the bilingual education or special language

program, if any, in which students of limited English proficiency, as defined by Section 29.052 (Definitions), are or former students of limited English proficiency were enrolled.

SECTION 4. Amends Section 39.182, Education Code, by amending Subsections (a) and (b) and adding Subsection (b-1), as follows:

(a) Requires the Texas Education Agency (TEA) to deliver an annual report to certain individuals and public officials that includes among the required contents a summary compilation of overall student performance under the assessment system developed to evaluate academic progress as required by Section 39.027(e), disaggregated by bilingual education or special language program instructional model.

(b) Authorizes TEA, in reporting the information required by Subsection (a)(3) or (4), to separately aggregate the performance data of students enrolled in a special education program under Subchapter A, Chapter, rather than data of students enrolled in that program or a bilingual education or special language program under Subchapter B, Chapter 29.

(b-1) Requires TEA, in reporting information required by Subsections (a)(3), (5), and (7), to separately aggregate the performance data of students enrolled in a bilingual education or special language program under Subchapter B, Chapter 29, disaggregated by bilingual education or special language program instructional model.

SECTION 5. Amends Section 42.006(c), Education Code, to make a conforming change.

SECTION 6. Makes application of this Act prospective to the 2008-2009 school year.

SECTION 7. Effective date: upon passage or September 1, 2007.