

## **BILL ANALYSIS**

Senate Research Center  
80R10712 PAM-D

S.B. 1871  
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Education  
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As Filed

### **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.

As proposed, 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**

This bill does not expressly grant any additional rulemaking authority to a state officer, institution, or agency.

### **SECTION BY SECTION ANALYSIS**

SECTION 1. Amends Section 39.027(e), Education Code, to require certain information to be provided in a manner that is disaggregated by the English language instruction method used.

SECTION 2. 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 method of English language instruction used for students of limited English proficiency, as defined by Section 29.052 (Definitions), or former students of limited English proficiency.

SECTION 3. Makes application of this Act prospective to the 2007-2008 school year.

SECTION 4. Effective date: upon passage or September 1, 2007.