

Amend CSHB 2 (senate committee report) by adding the following appropriately numbered SECTIONS to ARTICLE 7 of the bill and renumbering subsequent SECTIONS of that ARTICLE accordingly:

SECTION \_\_\_\_\_. Subchapter J, Chapter 21, Education Code, is amended by adding Section 21.4572 to read as follows:

Sec. 21.4572. TRAINING FOR SCHOOL ADMINISTRATORS: BILINGUAL EDUCATION AND DUAL LANGUAGE IMMERSION. The commissioner, in collaboration with relevant stakeholders, shall develop and make available training materials and other training resources to increase school administrators' understanding of and improve student outcomes for:

(1) bilingual education programs offered under Section 29.053; and

(2) dual language immersion programs described by Section 28.0051.

SECTION \_\_\_\_\_. Section 29.066(a), Education Code, is amended to read as follows:

(a) A school district that is required to offer bilingual education or special language programs shall include the following information in the district's Public Education Information Management System (PEIMS) report:

(1) demographic information, as determined by the commissioner, on students enrolled in district bilingual education or special language programs;

(2) the number and percentage of students enrolled in each instructional model of a bilingual education or special language program offered by the district; ~~and~~

(3) the number and percentage of students identified as emergent bilingual students who do not receive specialized instruction; and

(4) any other information required by the agency under Section 29.068(b).

SECTION \_\_\_\_\_. Subchapter B, Chapter 29, Education Code, is amended by adding Section 29.068 to read as follows:

Sec. 29.068. AGENCY MONITORING. (a) The agency shall adopt rules providing for robust monitoring of bilingual education and special language programs. The rules must require the agency to:

(1) review bilingual education and special language program requirements to ensure those requirements prioritize meeting student needs and closing learning gaps for emergent bilingual students; and

(2) engage directly with school districts offering bilingual education or special language programs to improve outcomes for emergent bilingual students, including by identifying districts offering programs with deficiencies and providing technical assistance to those districts.

(b) Rules adopted under Subsection (a) may include requiring school districts that offer bilingual education or special language programs to provide additional information relevant to the programs through the Public Education Information Management System (PEIMS) under Section 29.066.