Today’s Agenda

**Topics**

1. Home Language Survey
2. Every Student Succeeds Act (ESSA) State Plan and English Learners
3. Additional Reminders
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1. Home Language Survey
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Home Language Survey (HLS) –

- The first step in the process to identify an English learner
- To be administered **only one time** in a child’s Texas public school career, at point of first enrollment in a Texas public school (including charter schools and DOIs)
- Is to be maintained in the child’s permanent record
- May be uploaded to the TREx system
- Is currently applicable to children in PK through grade 12
  - At this time, the HLS is not applicable for children served only through EE programs
  - See SAAH, page 172, **Important** “Students with a grade level of EE (early education) cannot generate bilingual/ESL eligible days present.”

**FOR PEIMS PURPOSES:**
STILL GIVE EE STUDENTS A HOME LANGUAGE SURVEY. WE NEED TO COLLECT HOME-LANGUAGE-CODE AND STUDENT-LANGUAGE-CODE WHEN STUDENT ENROLLS IN PK, GIVE ANOTHER HOME LANGUAGE SURVEY. KEEP THE EE HOME LANGUAGE SURVEY AND DOCUMENT THAT IT WAS FOR WHEN THE STUDENT WAS IN EE.
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English Learner Identification Timeline

- ESSA requires assurances that students are identified as English learners (or English proficient, as appropriate) within **30 days** of enrollment.
- **Up until this school year,** Texas held school districts accountable for identifying students as English learners within **20 school days** of enrollment.
- TEC 29.053(b) requires that school districts determine the number of English learners on each campus and classify them according to the language in which the student possesses primary proficiency within **four weeks** of enrollment.
- Beginning in the **2018-2019** school year, Texas school districts will be required to identify English learners within **four weeks** of enrollment (calendar weeks).
- See SAAH, 6.3.1 (page 174) and SAAH, 6.11.1 (page 181)
English Learner Program Model Descriptions

- Descriptions of the four state-approved bilingual education program models and the two state-approved ESL program models are revised in Commissioner’s Rule to be more closely aligned with statute.
- In SAAH 6.10 (page 181), the Teacher Certification Requirements at grades 6-8 and 9-12 are impacted for the 2018-2019 school year.
- Thus, coding for PEIMS data standards (C175 Bilingual Program Type Code, and C176 ESL Program Type Code) are also impacted for the 2018-2019 school year.
- In 2019-2020, there will be full alignment between Chapter 89, the PEIMS data standards, and the SAAH.

Resources for ESL PEIMS coding can be found at [http://www.elltx.org/assessment.html](http://www.elltx.org/assessment.html) under the heading of “New ESL Resources” in a PowerPoint titled “ESL Certification Waiver Scenarios”.

F.Y.I: 18-19 SAAH 6.10 Teacher Certification Requirements page 181 is not updated to reflect July 2018 ruling. Follow 19 TAC 89 instead.
## ESL Program Waiver Scenarios: Elementary

<table>
<thead>
<tr>
<th>Classroom Type</th>
<th>ESL Certified Teacher</th>
<th>ESL Waiver Needed</th>
<th>ESL Program Model</th>
<th>Served EL PEIMS Program Code</th>
<th>Served EL PEIMS Parent Permission Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Contained</td>
<td>Yes</td>
<td>No</td>
<td>Content-Based</td>
<td>2</td>
<td>B or A*</td>
</tr>
<tr>
<td>Self-Contained with ESL pull-out teacher for ELAR</td>
<td>No, but the pull-out teacher is ESL certified</td>
<td>No</td>
<td>Pull-Out</td>
<td>3</td>
<td>B or A*</td>
</tr>
<tr>
<td>Self-Contained with <strong>no</strong> ESL pull-out teacher for ELAR</td>
<td>No</td>
<td>Yes</td>
<td>An alternative plan would need to be implemented that may include, but is not limited to, sheltered instruction training.</td>
<td>3 based on ESL waiver submission due to inability to meet minimum pull-out program requirements</td>
<td>J</td>
</tr>
<tr>
<td>Departmentalized</td>
<td>Yes, all content area teachers are ESL certified</td>
<td>No</td>
<td>Content-Based</td>
<td>2</td>
<td>B or A*</td>
</tr>
<tr>
<td>Departmentalized</td>
<td>Yes, ELAR teacher is ESL certified, but not all other content area teachers</td>
<td>No</td>
<td>Pull-Out</td>
<td>3</td>
<td>B or A*</td>
</tr>
</tbody>
</table>

*Code A is used for students whose parents have denied bilingual services, but accepted ESL services.*
## ESL Program Waiver Scenarios: Elementary

<table>
<thead>
<tr>
<th>Classroom Type</th>
<th>ESL Certified Teacher</th>
<th>ESL Waiver Needed</th>
<th>ESL Program Model</th>
<th>Served EL PEIMS Program Code</th>
<th>Served EL PEIMS Parent Permission Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmentalized</td>
<td>Some content area teachers are ESL certified, but not the ELAR teacher</td>
<td>Yes, if <strong>no</strong> ESL pull-out teacher is provided for ELAR</td>
<td>An alternative plan would need to be implemented that may include, but is not limited to, sheltered instruction training.</td>
<td>3 based on ESL waiver submission due to inability to meet minimum pull-out program requirements</td>
<td>J</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No, if an ESL certified teacher provides pull-out ESL for ELAR</td>
<td>Content-Based if math, science, and social studies teachers are ESL certified in addition to the ESL pull-out teacher for ELAR</td>
<td>2</td>
<td>B or A*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pull-Out if some, but not all of the teachers of math, science, and social studies are ESL certified in addition to the ESL pull-out teacher for ELAR</td>
<td>3</td>
<td>B or A*</td>
</tr>
</tbody>
</table>

*Or Code A is used for students whose parents have denied bilingual services, but accepted ESL services.*
# ESL Program Waiver Scenarios: Secondary

<table>
<thead>
<tr>
<th>ESL Support in ELAR</th>
<th>Other Content Areas (Math, Science, Social Studies)</th>
<th>ESL Waiver Needed</th>
<th>ESL Program Model</th>
<th>Served EL PEIMS Program Code</th>
<th>Served EL PEIMS Parent Permission Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusion (ESL certified ELAR teacher/s)</td>
<td>All other content area teachers of ELs are ESL certified</td>
<td>No</td>
<td>Content-Based</td>
<td>2</td>
<td>F for grades 9-12 B for grades 8 and below</td>
</tr>
<tr>
<td>Inclusion (ESL certified ELAR teacher/s)</td>
<td>Not all other content area teachers of ELs are ESL certified</td>
<td>No</td>
<td>Pull-Out</td>
<td>3</td>
<td>F for grades 9-12 B for grades 8 and below</td>
</tr>
<tr>
<td>Co-teaching (ESL certified teacher co-teaches with ELAR teacher)</td>
<td>All other content area teachers of ELs are ESL certified</td>
<td>No</td>
<td>Content-Based</td>
<td>2</td>
<td>F for grades 9-12 B for grades 8 and below</td>
</tr>
<tr>
<td>Co-teaching (ESL certified teacher co-teaches with ELAR teacher)</td>
<td>Not all other content area teachers of ELs are ESL certified</td>
<td>No</td>
<td>Pull-Out</td>
<td>3</td>
<td>F for grades 9-12 B for grades 8 and below</td>
</tr>
<tr>
<td>Pull-Out (ELs have an additional ESL course with ESL certified teacher for ELAR)</td>
<td>All other content area teachers of ELs are ESL certified</td>
<td>No</td>
<td>Content-Based</td>
<td>2</td>
<td>F for grades 9-12 B for grades 8 and below</td>
</tr>
<tr>
<td>Pull-Out (ELs have an additional ESL course with ESL certified teacher for ELAR)</td>
<td>Not all other content area teachers of ELs are ESL certified</td>
<td>No</td>
<td>Pull-Out</td>
<td>3</td>
<td>F for grades 9-12 B for grades 8 and below</td>
</tr>
</tbody>
</table>

**ELs do not** have ELAR instruction by an ESL certified teacher through inclusion, co-teaching, or pull-out

None, some, or all of the other content area teachers of ELs are ESL certified

Yes, a waiver would be submitted for the ELAR teacher(s) only*

An alternative plan would need to be implemented that may include, but is not limited to, sheltered instruction training.

3 based on ESL waiver submission due to inability to meet minimum pull-out program requirements

*Submitting ESL waivers is based on meeting minimum state requirements. District-level expectations may go beyond minimum state requirements.
LPAC will continue to coordinate with PEIMS for the additional 2 years required by federal statute. Students who complete their second (S) monitored year, required by state, will then have their LEP Indicator Code changed to a (3) and then a (4) the following academic year.
## LEP Indicator Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Not LEP</td>
</tr>
<tr>
<td>1</td>
<td>Identified as limited English proficient (LEP)</td>
</tr>
<tr>
<td>F</td>
<td>Student exited from LEP status – Monitored 1 (M1) – student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, is in his or her first year of monitoring as required by 19 TAC §89.1220(l), and is not eligible for funding due to the fact that they are not LEP</td>
</tr>
<tr>
<td>S</td>
<td>Student exited from LEP status – Monitored 2 (M2) – student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, is in his or her second year of monitoring as required by 19 TAC §89.1220(l), and is not eligible for funding due to the fact that they are not LEP</td>
</tr>
<tr>
<td>3</td>
<td>Student exited from LEP status – Monitored 3 (M3) – student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, is in his or her third year of monitoring as required by ESEA Section 3121(a)(5) that LEAs report on the number and percentage of ELs meeting the challenging State academic standards for four years after such students are no longer receiving Title III services</td>
</tr>
<tr>
<td>4</td>
<td>Student exited from LEP status – Monitored 4 (M4) – student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, and is in his or her fourth year of monitoring as required by ESEA Section 3121(a)(5) that LEAs report on the number and percentage of ELs meeting the challenging State academic standards for four years after such students are no longer receiving Title III services</td>
</tr>
</tbody>
</table>
# Examples of Changing the LEP Indicator Code

<table>
<thead>
<tr>
<th>Student Names</th>
<th>ID Number</th>
<th>2018-2019 School Year</th>
<th>2019-2020 School Year</th>
<th>2020-2021 School Year</th>
<th>2021-2022 School Year</th>
<th>2022-2023 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angel Hernandez</td>
<td>000123</td>
<td>1</td>
<td>F</td>
<td>S</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Frankie Jones</td>
<td>000234</td>
<td>F</td>
<td>S</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Angie Gonzales</td>
<td>000345</td>
<td>S</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Wayne Voo *</td>
<td>000456</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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TELPAS Score Reports scheduled for release August 15

- Exit decisions were made by the LPAC at the end of the 2017-2018 school year
- Coding of exit will take place upon receipt of written parent approval of exit (sent out upon receipt of official TELPAS score reports)
  - If parent approval is obtained on or before the first day of school, the date of exit is the first day of school
  - If parent approval is obtained after the first day of school, the date of exit is the date that parent approval is obtained
- A non-fatal warning will appear (for this year only, no “fatal error” will appear)

Business Rule was changed from a Fatal to Special Warning for 2018-2019

42401-0005 - For a particular TX-UNIQUE-STUDENT-ID, CAMPUS-ID-OF-ENROLLMENT, INSTRUCTIONAL-TRACK-INDICATOR-CODE, and REPORTING-PERIOD-INDICATOR-CODE, if TOTAL-ELIG-BILINGUAL/ESL-DAYS-PRESENT is greater than 0, then LEP-INDICATOR-CODE should be "1".
PEIMS Reclassification Guidance for 2017-2018

2017-2018 PEIMS Guidance
Reclassification as English Proficient

For ELs exiting pending STAAR and/or TELPAS, if scores are received during the summer (before first day of school) that confirm exit, a member of the LPAC follows through on the decision made by LPAC at the EOY and sends home the Parental Notification and Approval for Exit in order to receive parent approval of exit.

Parent permission of exit can be obtained in writing OR by documented phone conversation.

For ELs exiting pending TELPAS, if TELPAS scores have NOT been received once the 2018-19 school year has begun, the student must remain in the Bilingual/ESL program until parent permission of exit has been obtained.

Expected TELPAS report date – August 15, 2018.

Parent Report of Student Progress sent, noting LPAC decision for exit or exit pending STAAR and/or TELPAS results as applicable.

PEIMS LPAC Date = Date the LPAC met for EOY review to determine eligibility for exit (even if exit is pending STAAR and/or TELPAS results).

PEIMS Date of Exit = If parent approval of exit is obtained on or before the first day of school, the PEIMS Date of Exit will be the first day of school for the 2018-2019 school year.

LEP Indicator Code = moves from 1 (LEP) to F (Student Exited From LEP Status - Monitored 1).

EL = English Learner, same as LEP in PEIMS
EOY = End of Year
Exit / Reclassification is used interchangeably to note the point at which an EL has met exit criteria and is recategorized as a non-EL (non-LEP) in PEIMS.

Spring 2018

Summer 2018

Fall 2018

For questions or clarifications regarding Bilingual/ESL program guidance as it relates to PEIMS, please contact the TEA English Learner Support team at EnglishLearnerSupport@tea.texas.gov.
When using the codes below, use caution:

- **Code 7: Parent or Guardian Did Not Respond**
  - Further action is needed to obtain a parent response.

- **Code 8: Parent or Guardian Was Not Contacted**
  - It is a statutory requirement that parents are contacted.
  - Further action is needed to ensure that ongoing attempts are made to contact parent.
Thank you!

- Please contact us with any questions you have at EnglishLearnerSupport@tea.texas.gov!
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