



Home Language Survey and Coding for English Learners

ESC TSDS PEIMS Coordinator Training, Austin, Texas
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TEXAS EDUCATION AGENCY ENGLISH LEARNER SUPPORT DIVISION

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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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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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Alignment of ESSA with State Statute

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)

Alignment of ESSA with Commissioner's Rules

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.

FYI: 18-19 SAAH 6.10 Teacher Certification Requirements page 181 is not updated to reflect July 2018 ruling. Follow 19 TAC 89 instead.

Resources for ESL PEIMS coding can be found at <http://www.elltx.org/assessment.html> under the heading of "New ESL Resources" in a PowerPoint titled "ESL Certification Waiver Scenarios".

ESL Program Waiver Scenarios: Elementary

Classroom Type	ESL Certified Teacher	ESL Waiver Needed	ESL Program Model	Served EL PEIMS Program Code	Served EL PEIMS Parent Permission Code
Self-Contained	Yes	No	Content-Based	2	B or A*
Self-Contained with ESL pull-out teacher for ELAR	No, but the pull-out teacher is ESL certified	No	Pull-Out	3	B or A*
Self-Contained with no ESL pull-out teacher for ELAR	No	Yes	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	J
Departmentalized	Yes, all content area teachers are ESL certified	No	Content-Based	2	B or A*
Departmentalized	Yes, ELAR teacher is ESL certified, but not all other content area teachers	No	Pull-Out	3	B or A*

*Code A is used for students whose parents have denied bilingual services, but accepted ESL services.

ESL Program Waiver Scenarios: Elementary

Classroom Type	ESL Certified Teacher	ESL Waiver Needed	ESL Program Model	Served EL PEIMS Program Code	Served EL PEIMS Parent Permission Code
Departmentalized	Some content area teachers are ESL certified, but not the ELAR teacher	Yes, if no ESL pull-out teacher is provided for ELAR	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	J
		No, if an ESL certified teacher provides pull-out ESL for ELAR	Content-Based if math, science, and social studies teachers are ESL certified in addition to the ESL pull-out teacher for ELAR	2	B or A*
			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	3	B or A*

*Or Code A is used for students whose parents have denied bilingual services, but accepted ESL services.

ESL Program Waiver Scenarios: Secondary

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

*Submitting ESL waivers is based on meeting minimum state requirements. District-level expectations may go beyond minimum state requirements.

Monitor Year (3) and (4) Students

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

State
Monitoring
Requirement

Federal
Monitoring
Requirement

0	Not LEP
1	Identified as limited English proficient (LEP)
F	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
S	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
3	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
4	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

Examples of Changing the LEP Indicator Code

Student Names	ID Number	2018-2019 School Year	2019-2020 School Year	2020-2021 School Year	2021-2022 School Year	2022-2023 School Year
Angel Hernandez	000123	1	F	S	3	4
Frankie Jones	000234	F	S	3	4	0
Angie Gonzales	000345	S	3	4	0	
Wayne Voo *	000456	3	4	0		

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Delayed Release of TELPAS Score Reports

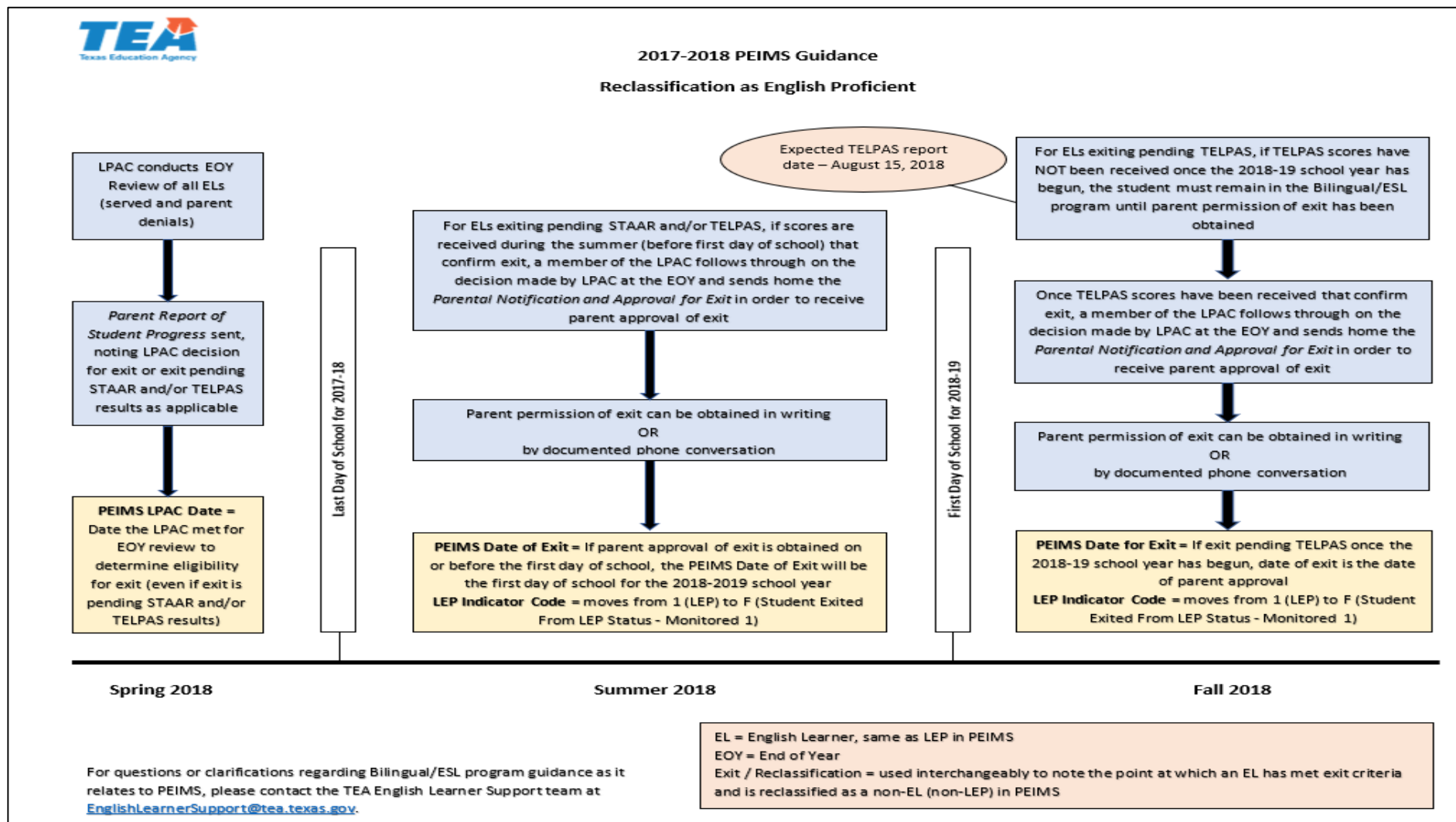
TELPAS Score Reports scheduled for release August 15

- 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



Parent Permission Codes 7 and 8

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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