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IDENTIFIERS \*Austin Independent School District TX

ABSTRACT

The 1981-82 Local/State Bilingual Program Technical Report addresses the evaluation questions of the Local/State Bilingual Program Evaluation Design. It is organized into six appendixes. Each appendix reports the information collected by a specific measure. Each appendix consists of (1) an instrument description, (2) purpose of the measure, (3) procedures used to collect the data, (4) summary of results, and (5) tables and figures presenting the data. The appendixes describe the following measures: PAL Oral Language Dominance Measure, Iowa Test of Basic Skills, Spanish Reading Test (Prueba de Lectura), Language Assessment Battery, Potential Policy Changes in Limited English Proficiency (LEP) Procedures, and Masterfile of LEP students. (Author/PN)

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1981-82 FINAL TECHNICAL REPORT

June 30, 1982

*Appendixes*



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Publication No. 81.44

## PROGRAM SUMMARY

The following Austin Independent School District staff members are responsible for the implementation of the Local/State Bilingual Project.

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## INTRODUCTION

This volume contains information on the 1981-1982 Local/State Bilingual Program.

The remainder of this report is directed to the evaluation questions of the Local/State Bilingual Program Evaluation Design and is organized to convey the procedures and findings associated with the various data information/measurement sources.

## GLOSSARY

Local/State Bilingual Program - The Transitional Bilingual Education Program (TBE) is a program of basic instruction for LEP (Limited English Proficient) students. The ultimate goal of TBE is to develop the LEP student's English proficiency and literacy skills necessary for full participation in an all English curriculum.

Balanced Bilingual - Category of students who speak both English and Spanish equally well as determined by PAL scores in English and Spanish which are 12 or fewer points apart. This category does not apply to students given the PAL in English only.

English Dominant - Category of students who speak English better than Spanish as determined by an English PAL score at least 13 points higher than a Spanish score.

ESL - English as a second language.

LEP - Category of students who a) have a non-English language in their home, and b) are below acceptable proficiency levels in English skills.

Level of Significance - A statistical term used to express the degree of confidence that differences found among scores are true differences and not chance differences.

OCR - Office for Civil Rights.

ORE - Office of Research and Evaluation.

P - The probability that the event under consideration would have occurred by chance alone. (Usually associated with the report of statistical analyses.)

Project Student - A student who is enrolled in a Local/State Bilingual Program school and who meets the definition of a LEP student.

Spanish Dominant - Category of students who speak Spanish better than English as determined by a Spanish PAL score at least 13 points higher than an English score.

SSL - Spanish as a second language.

TEA - Texas Education Agency.

Local/State Bilingual  
Appendix A  
PAL ORAL LANGUAGE DOMINANCE MEASURE



Instrument Description: PAL Oral Language Dominance Measure

Brief description of the instrument:

The PAL has been used as an instrument for measuring language proficiency and language dominance in both English and Spanish. The PAL is available in two levels for grades K-3 and 4-6. The K-3 version has 28 items in both English and Spanish, while the 4-6 version has 22 items in both English and Spanish. Students respond verbally to all items, and the items are the same for each language. The PAL has been useful as a placement test in bilingual programs.

To whom was the instrument administered?

Every student new to the District with a language other than English in the home background and all elementary LEP pupils in the spring.

How many times was the instrument administered?

Once to all students new to the District with a language other than English in the home background in the fall. All elementary LEP students were tested in April 1982.

When was the instrument administered?

New students were tested in the fall 1981 and all students considered LEP were tested in April 1982.

Where was the instrument administered?

In the school classrooms, library, or counselor's office.

Who administered the instrument?

Trained school personnel and project staff.

What training did the administrators have?

A 3 1/2 hour workshop was held in the spring of 1982 for school personnel and project staff.

Was the instrument administered under standardized conditions?

The tests are supposed to be administered under standardized conditions, however, no attempt has been made to monitor the test administrations.

Were there problems with the instrument or the administration that might affect the validity of the data?

Scoring of the instrument is somewhat subjective. For the fall pretest different scoring methods were probably used by different school personnel administering the test. In the spring scoring was carefully monitored and performed by trained staff.

Who developed the instrument?

The El Paso Public School District (K-3). The Austin Independent School District adapted a version from the El Paso Public Schools for the level used in grades 4-6.

What reliability and validity data are available on the instrument?

Inter-item correlations which were calculated using coefficient alpha are .91 for English and .91 for Spanish. Inter-rater correlations range from .71 to .94 for five raters in previous years. (It is likely that the inter-rater correlations would be lower for 1981-1982.)

Are there norm data available for interpreting the results?

The Local/State Bilingual Technical Reports of past years provides some information that can be used for comparative purposes.

## PAL Oral Language Dominance Measure

### Purpose

The PAL Oral Language Dominance Measure was administered to collect data regarding the English language development of elementary LEP students that address the following decision question, evaluation question, and information needs:

Decision Question D2: What modifications to the present Bilingual Program and services should be considered?

Evaluation Question D2-5: What kind of progress is being made toward English proficiency of LEP pupils?

### Procedure

In the fall of 1981, all elementary students new to AISD who had marked Spanish to at least one response on their Survey of Home Languages were tested with the English and Spanish version of the PAL. Students who had a language other than English or Spanish on at least one item of the survey were administered the English version of the PAL only.

The fall administration of the PAL was conducted by the classroom teachers, aides, bilingual instructional specialists, or other resource personnel.

The spring posttest was administered during the period of April 23 - May 7, 1982. Spanish-dominant pupils were tested in English and Spanish. All other LEP students were tested in English only.

Attachment A-1 is a copy of the memo sent to principals via one of the Elementary Instructional Coordinators to describe the PAL posttest effort.

### Results

Prior to this year, only kindergarten PAL scores were examined. This year, there are a sufficient number of Hispanic LEP children with pre and post scores to obtain meaningful statistics for grades K-6. For the Vietnamese, there is not a sufficient number of students new to the District to calculate meaningful performance estimates at any grade level. However, all but one of the elementary school Vietnamese for whom we have pre-post PAL data had positive gains (average gain = 18.61).

There is a ceiling effect for the English-dominant and bilingual pupils of grades 1-6 (see Figures A-2 through A-7. As a result, the PAL is a poor indicator of language learning for these students. Fortunately, additional information regarding the language learning is available in Appendix B (ITBS).

### Kindergartners

The *Spanish-dominant kindergartner's average gain was higher this year than last (40.5 vs 35.4, Figures A-1 and A-10), and a greater proportion showed positive gain (96% vs 79%, Figure A-8). On the other hand, English-dominant and Bilingual LEP kindergartners had lower gains this year than was true of similar children last year (16.5 vs 21.7 and 21.8 vs 32.5 respectively, Figure A-1).*

This year's kindergarten results are somewhat mixed with respect to last year's performance. However, compared to the PAL score progress in the 1980 school year, (see Report 80.78) this year's scores are all up.

### Grades 1-6

Language learning across the other grades (1-6) is apparent for the Spanish-dominant LEP pupils although the average scores fluctuate moderately according to the grade level (Figure A-10). Appendix B: Iowa Tests of Basic Skills will allow the examination of the language growth of the English-dominant and Bilingual LEP pupils. Ceiling effects preclude a meaningful examination of these students using PAL scores.

SP: SPANISH-DOMINANT LEP PUPILS  
 BIL: BALANCED-BILINGUAL LEP PUPILS  
 ENG: ENGLISH-DOMINANT LEP PUPILS

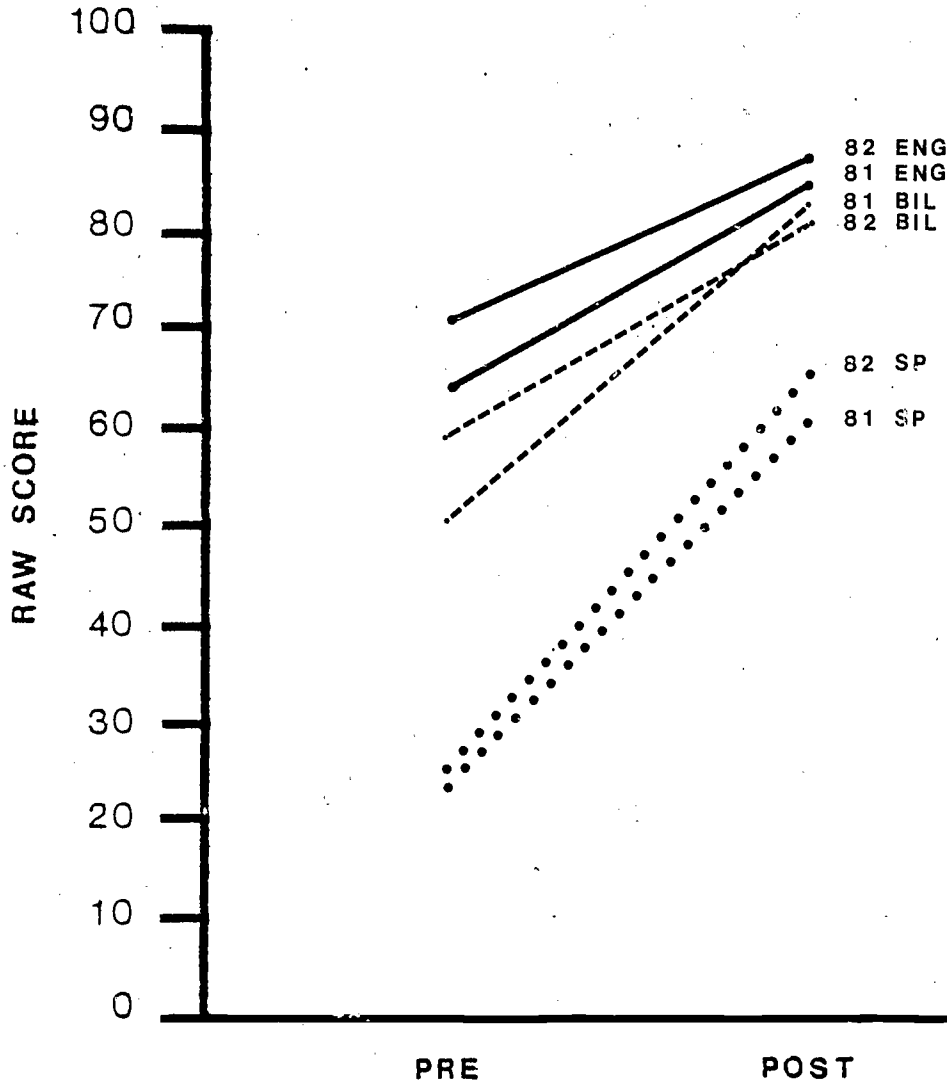


Figure A-1: HISPANIC LEP KINDERGARTEN PERFORMANCE GAINS ON THE PAL, 1981 AND 1982.

(See Figure A-9 for tabled values of 1982 performance and page A-5 of Report 80.78 for the 1981 performance.)

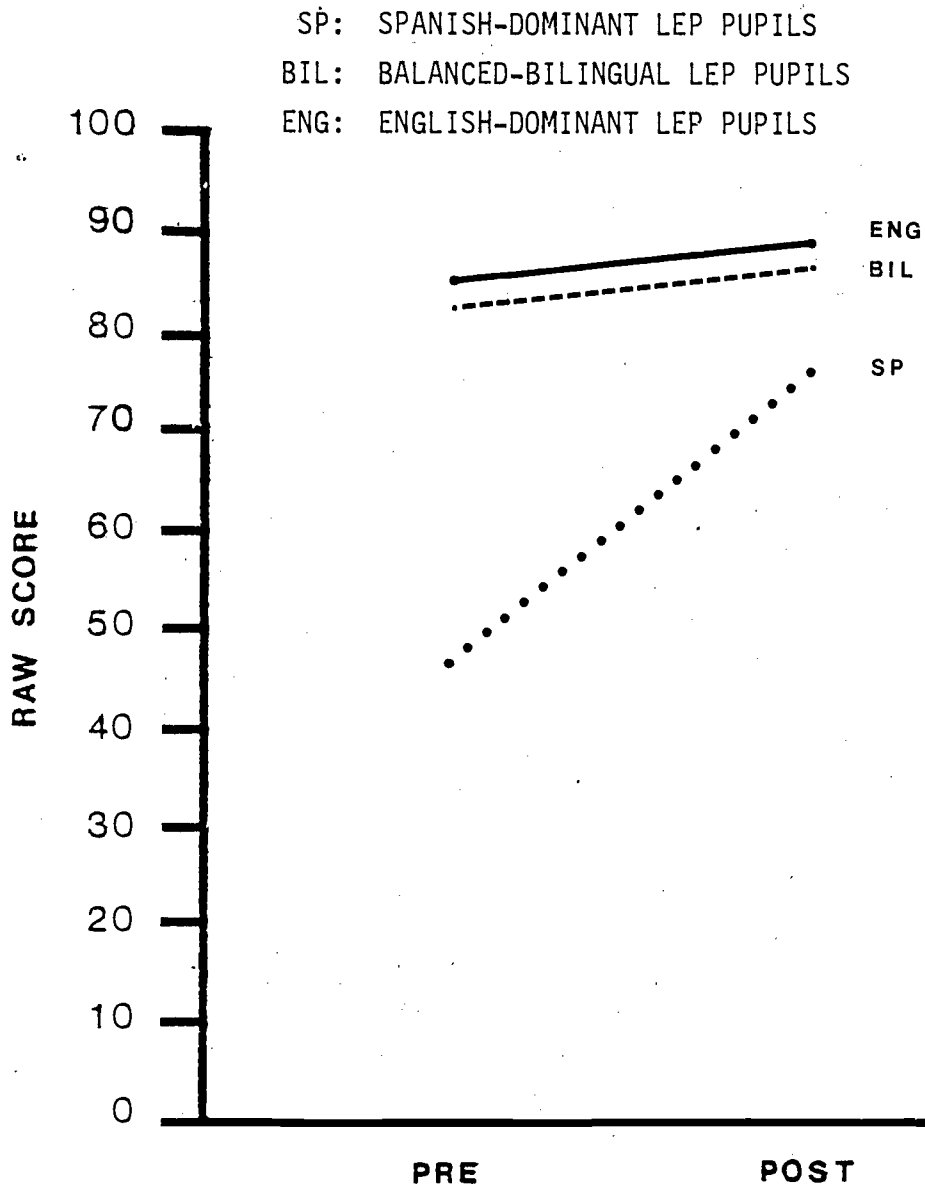


Figure A-2: HISPANIC LEP FIRST GRADE PERFORMANCE GAINS ON THE PAL, 1982.

(See Figure A-9 for tabled values of 1982 performance.)

SP: SPANISH-DOMINANT LEP PUPILS  
BIL: BALANCED-BILINGUAL LEP PUPILS  
ENG: ENGLISH-DOMINANT LEP PUPILS

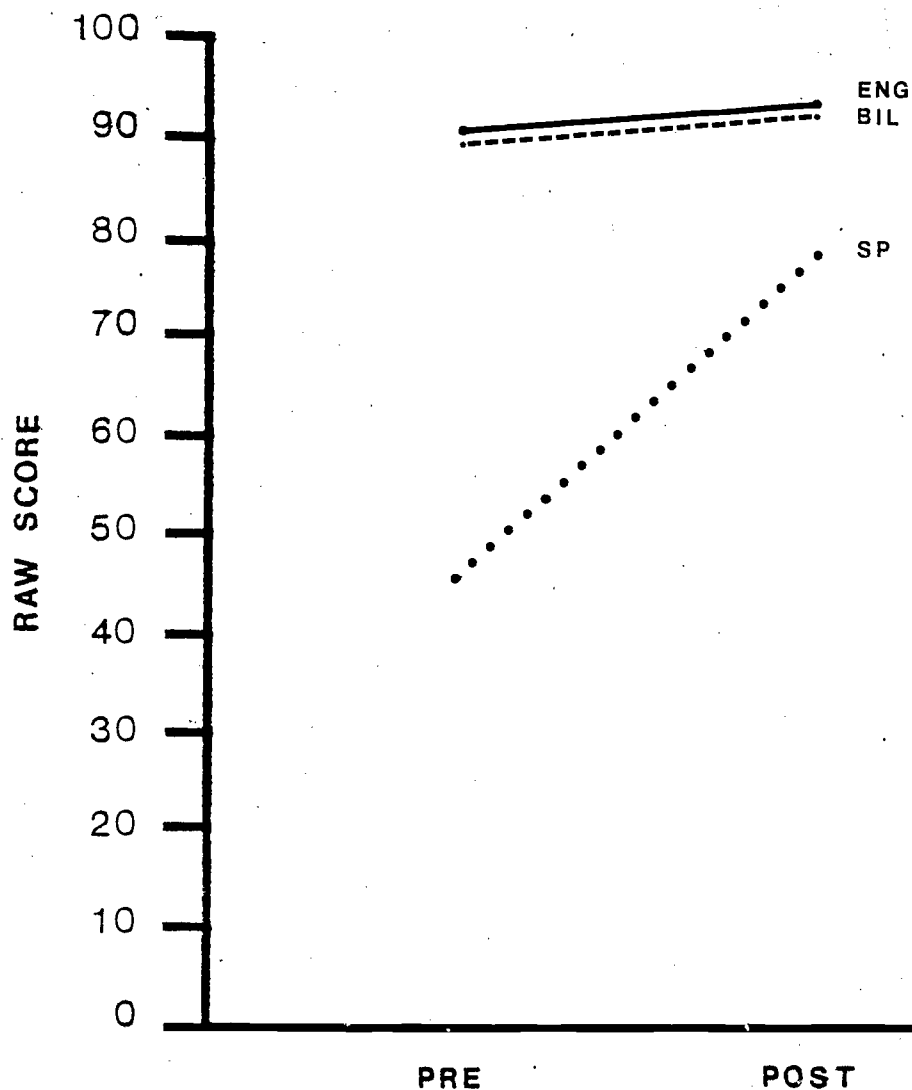


Figure A-3: HISPANIC LEP SECOND GRADE PERFORMANCE GAINS ON THE PAL, 1982.

(See Figure A-9 for tabled values of 1982 performance.)

SP: SPANISH-DOMINANT LEP PUPILS  
 BIL: BALANCED-BILINGUAL LEP PUPILS  
 ENG: ENGLISH-DOMINANT LEP PUPILS

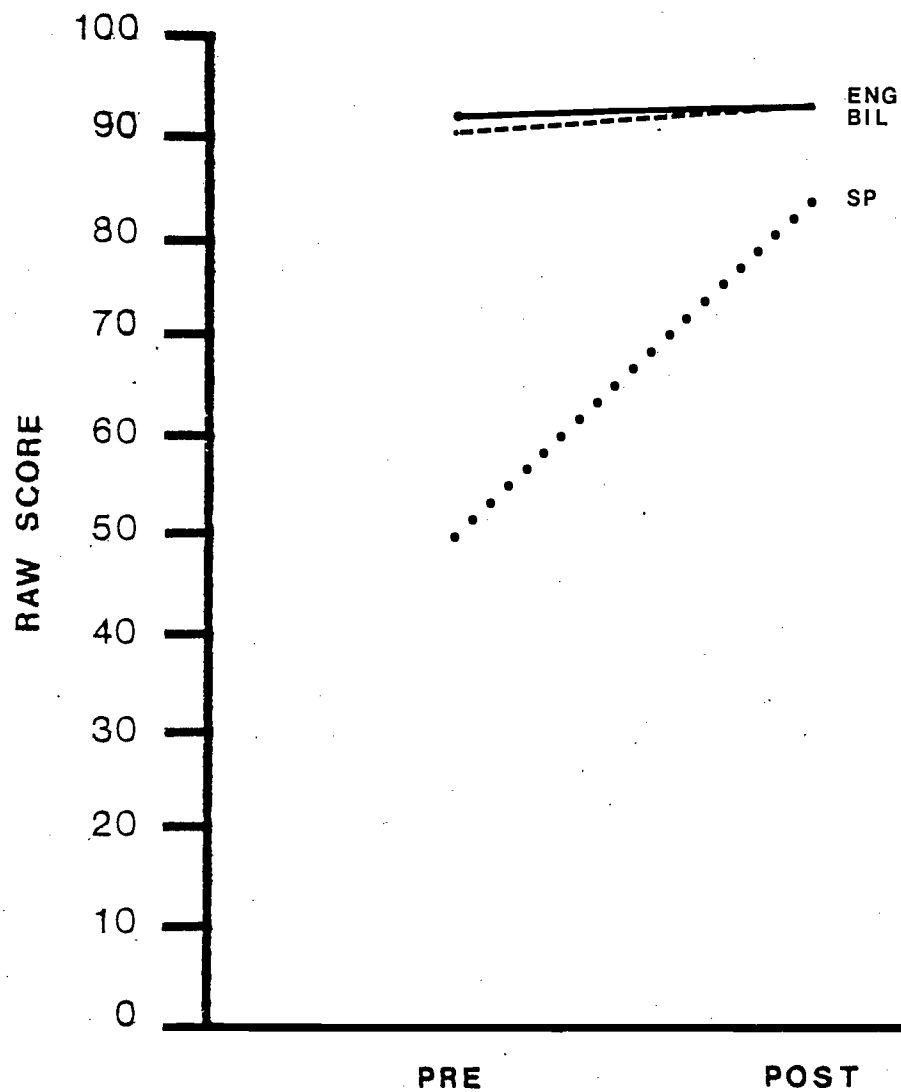


Figure A-4: HISPANIC LEP THIRD GRADE PERFORMANCE GAINS ON THE PAL, 1982.

(See Figure A-9 for tabled values of 1982 performance.)

SP: SPANISH-DOMINANT LEP PUPILS  
 BIL: BALANCED-BILINGUAL LEP PUPILS  
 ENG: ENGLISH-DOMINANT LEP PUPILS

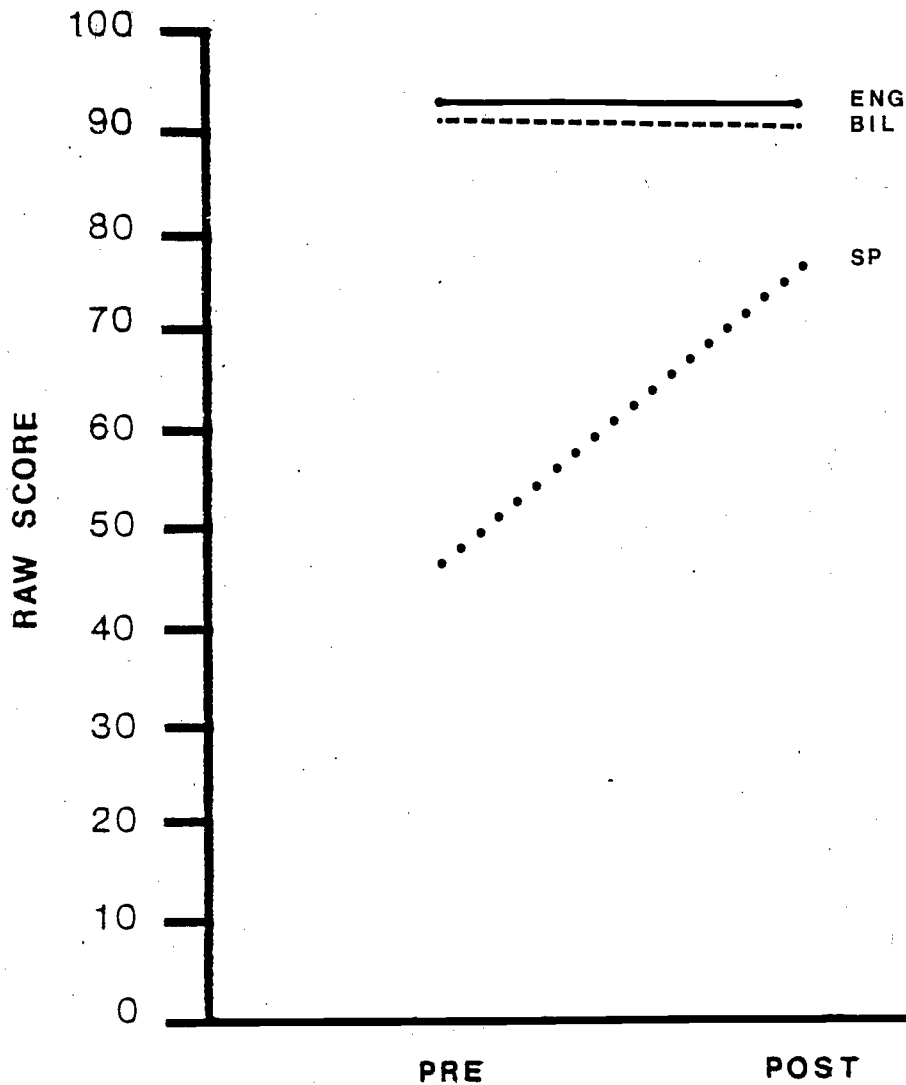


Figure A-5: HISPANIC LEP FOURTH GRADE PERFORMANCE GAINS ON THE PAL, 1982.

(See Figure A-9 for tabled values of 1982 performance.)



81.44

SP: SPANISH-DOMINANT LEP PUPILS  
BIL: BALANCED-BILINGUAL LEP PUPILS  
ENG: ENGLISH-DOMINANT LEP PUPILS

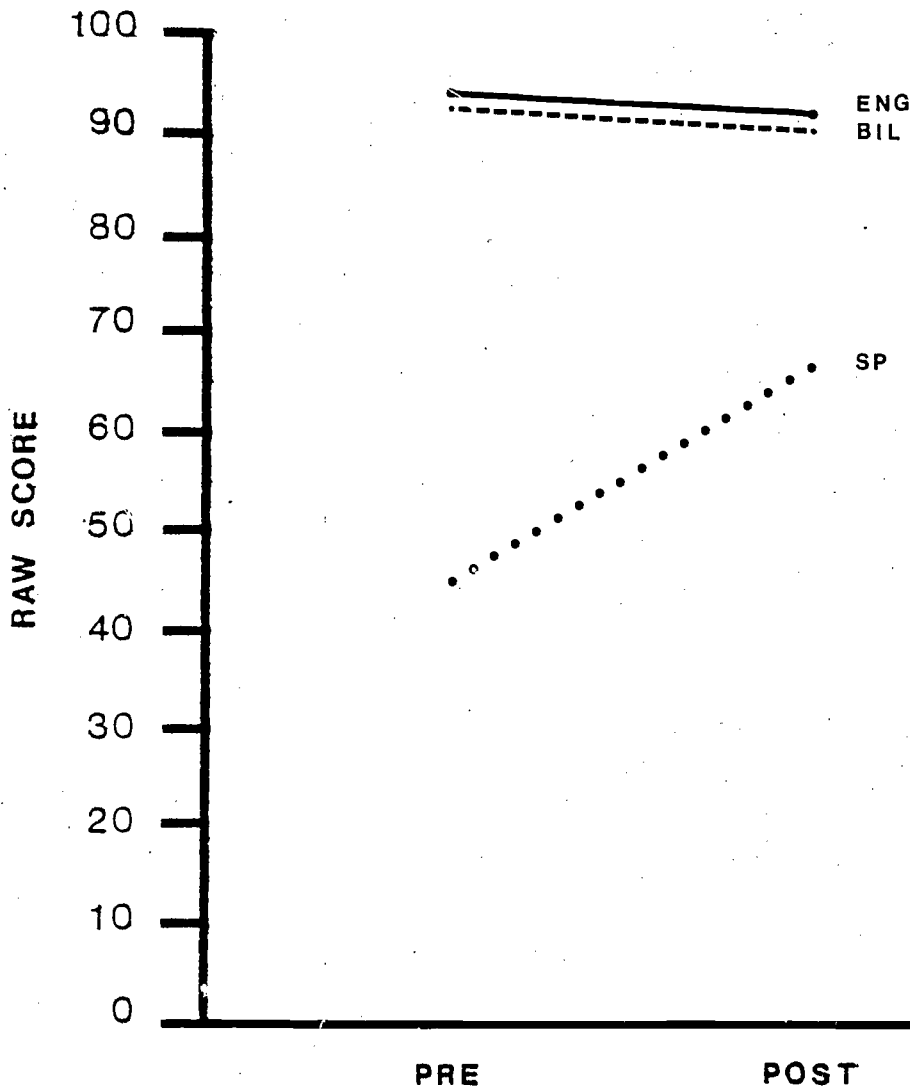


Figure A-6: HISPANIC LEP FIFTH GRADE PERFORMANCE GAINS ON THE PAL, 1982.

(See Figure A-9 for tabled values of 1982 performance.)

SP: SPANISH-DOMINANT LEP PUPILS  
BIL: BALANCED-BILINGUAL LEP PUPILS  
ENG: ENGLISH-DOMINANT LEP PUPILS

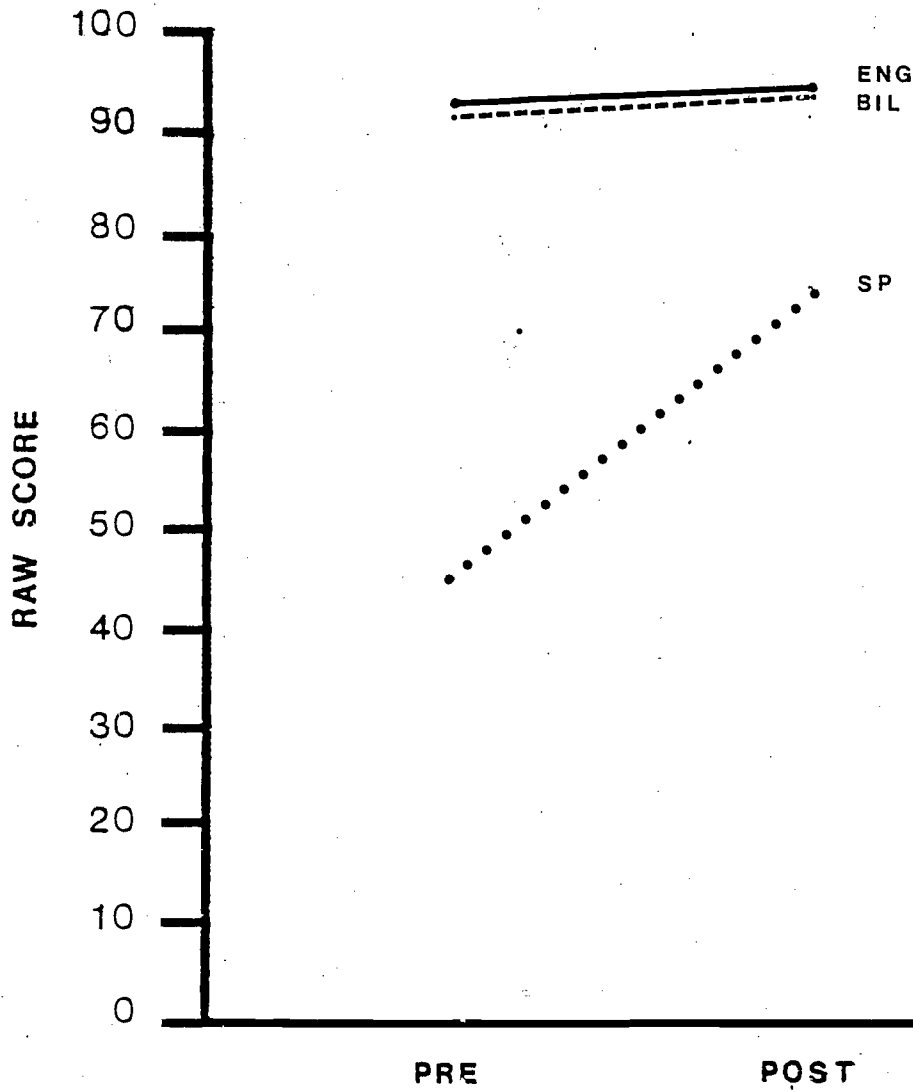


Figure A-7: HISPANIC LEP SIXTH GRADE PERFORMANCE GAINS ON THE PAL, 1982.

(See Figure A-9 for tabled values of 1982 performance.)

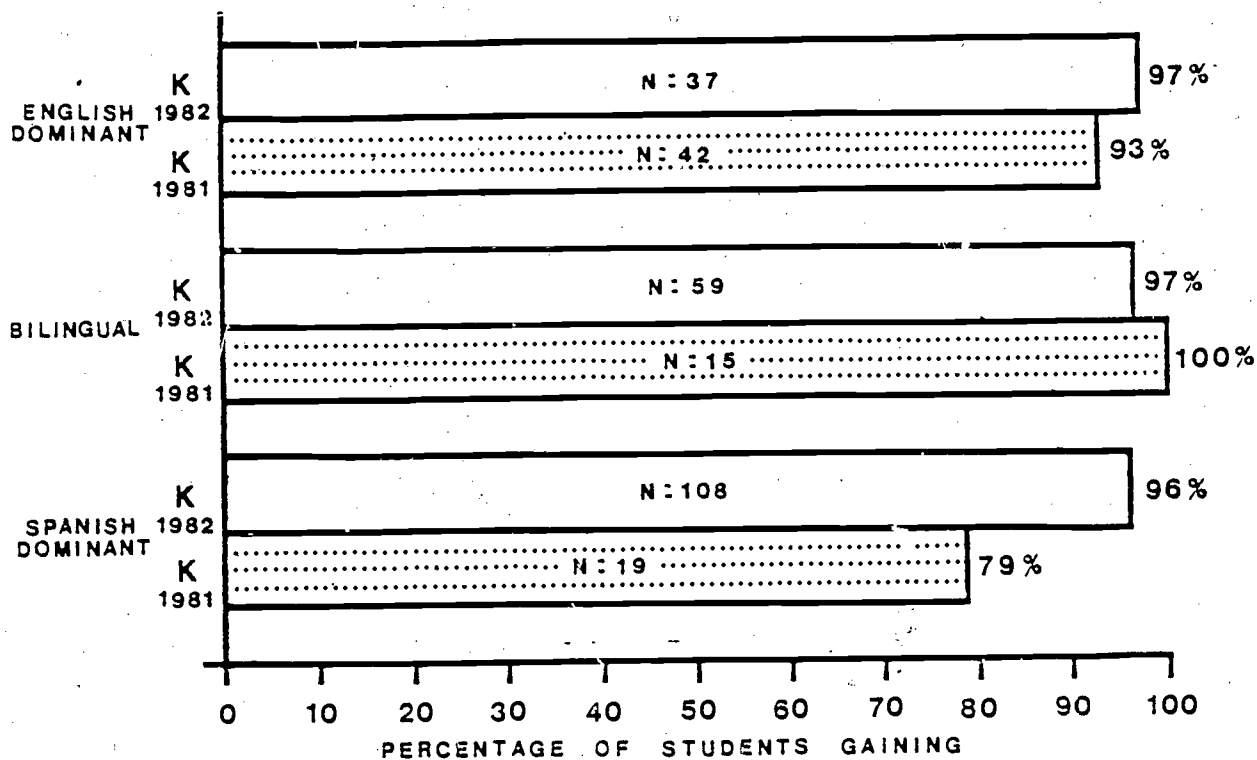


Figure A-8: PAL ENGLISH GAINS FOR ENGLISH-DOMINANT, BILINGUAL, AND SPANISH-DOMINANT LEP KINDERGARTEN PUPILS (1982 VS 1981).

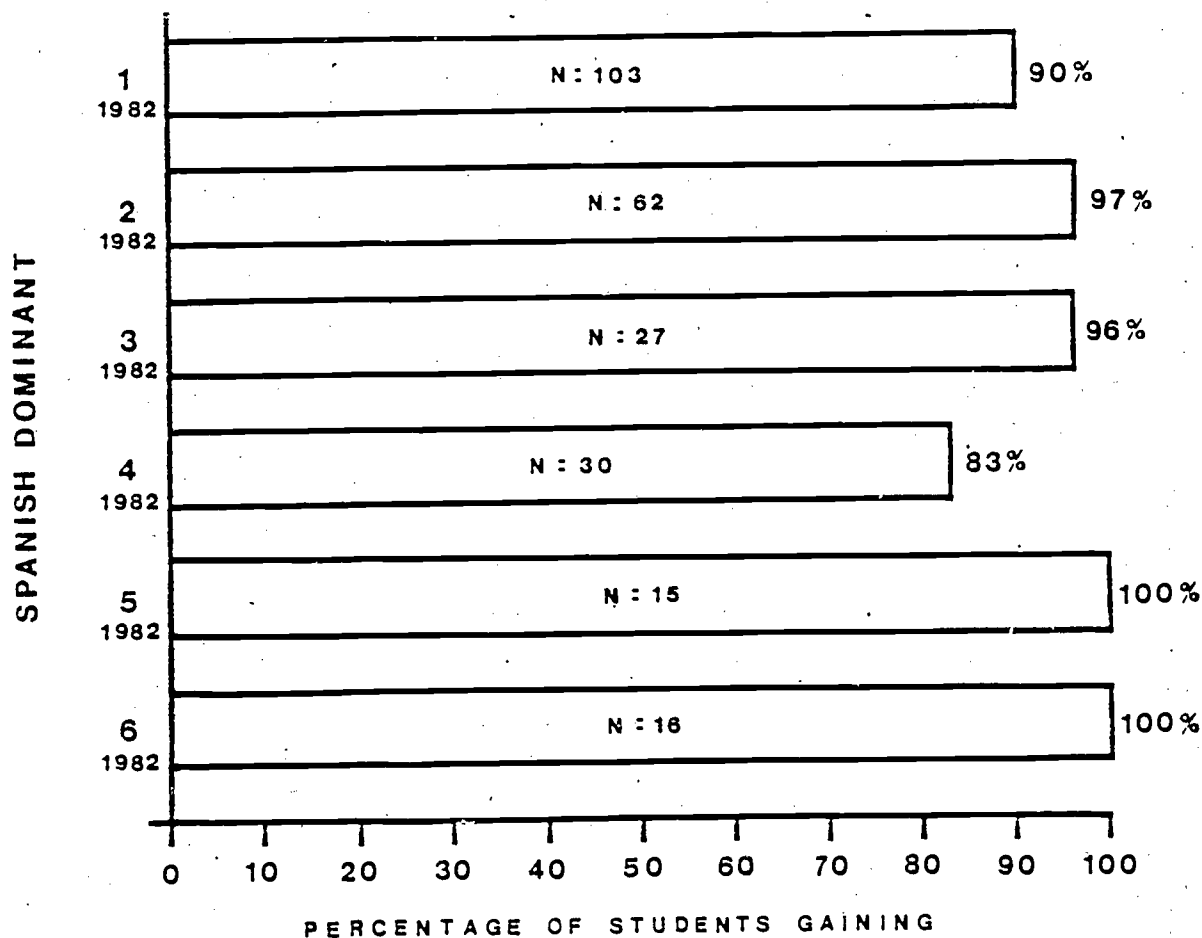


Figure A-9: PAL ENGLISH GAINS FOR SPANISH-DOMINANT LEP PUPILS GRADES ONE TO SIX (1982).

	LANGUAGE DOMINANCE	N	PRETEST		POSTTEST		DIFFERENCE	T
			MEAN	(SD)	MEAN	(SD)		
GRADE K	ENGLISH DOMINANT	37	71.5	11.3	88.0	7.1	16.5	8.9*
	BILINGUAL	59	59.1	20.2	80.8	17.1	21.8	9.9*
	SPANISH DOMINANT	108	25.1	28.4	65.5	25.1	40.5	16.3*
*****								
GRADE 1	ENGLISH DOMINANT	43	86.0	11.1	89.5	7.7	3.5	
	BILINGUAL	69	83.2	14.3	86.8	10.1	3.6	
	SPANISH DOMINANT	103	47.0	30.2	76.4	17.1	29.4	11.2*
*****								
GRADE 2	ENGLISH DOMINANT	31	90.5	7.2	93.8	5.7	3.3	
	BILINGUAL	66	89.8	5.8	92.2	8.1	2.4	
	SPANISH DOMINANT	62	46.8	29.0	79.2	19.3	32.4	11.1*
*****								
GRADE 3	ENGLISH DOMINANT	33	92.8	6.2	94.0	5.5	1.2	
	BILINGUAL	70	91.5	5.7	94.0	3.9	2.5	
	SPANISH DOMINANT	27	50.0	31.2	84.3	12.1	34.3	7.0*
*****								
GRADE 4	ENGLISH DOMINANT	20	94.0	4.5	93.3	4.5	-0.7	
	BILINGUAL	30	90.9	7.1	90.3	5.8	-0.7	
	SPANISH DOMINANT	30	46.4	30.0	76.5	22.1	30.2	5.5*
*****								
GRADE 5	ENGLISH DOMINANT	9	95.3	7.5	93.0	3.5	-2.3	
	BILINGUAL	32	93.5	3.7	91.0	5.8	-2.6	
	SPANISH DOMINANT	15	45.3	31.6	67.4	24.2	22.1	5.3*
*****								
GRADE 6	ENGLISH DOMINANT	13	93.2	5.3	94.5	5.0	1.3	
	BILINGUAL	30	93.1	6.1	93.9	4.9	0.8	
	SPANISH DOMINANT	16	44.9	29.2	73.7	26.8	28.8	6.1*

Figure A-10: ELEMENTARY HISPANIC LEP STUDENT ENGLISH LANGUAGE PERFORMANCE (PAL).

\*Significant at the .001 level.

AUSTIN INDEPENDENT SCHOOL DISTRICT  
Office of Research and Evaluation

March 30, 1982

TO: Paola Zinnecker  
FROM: Jonathan Curtis *JC*  
SUBJECT: LEP Pupil Testing

The State requires for the first time that all LEP pupils be tested (both oral proficiency and achievement) at the end of each school year. (The regular District achievement testing is used to fulfill the achievement requirement.) The following indicates who needs to be tested, how to record the pupil scores, and who to send the information to.

Who must be tested with the English PAL?

All the LEP children at your school who are on the computer printout listing provided.

Who must be tested with the Spanish PAL?

All the A and B dominance category pupils on your computer listing whose language category is Spanish.

How should you record the pupil scores?

Record the PAL scores to the left of the student's identification number using an E to indicate English and an S to indicate Spanish. i.e. *E=76.5 S=87* 1234567 GARCIA JUAN

What do I do if a student has no dominance category (?) indicated? (The incidence of this condition is very low.)

If the student's language indicates Spanish, this pupil must be tested with both the English and Spanish PAL. If the student's language indicates other than Spanish, a parent interview must be conducted to identify the pupils language dominance (be sure to forward dominance information to ORE).

Where do I send the computer listings and associated scores?

Return the computer listings and associated scores to Jonathan Curtis, ORE, prior to May 7, 1982.

Approved: *Paola M. Hillen*  
Director, Research and Evaluation

LEP Pupil Testing  
March 30, 1982

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P.S. There are a few LEP students for whom we have no central record of their survey of home languages (SHL). If a student on your listing has an indication that she/he needs a SHL, please obtain a survey if you do not have one on file. If you do have one on file, just indicate to the right of the students computer printout record what the responses were.

eg. 1234567 CRUZ MARY 02 ESL *SHL = SPAN, ENG, SPAN*

JC:lm

cc: Ruth MacAllister

Local/State Bilingual  
Appendix B  
IOWA TESTS OF BASIC SKILLS

Brief description of the instrument:

The ITBS is a standardized multiple-choice achievement battery. Level 5 was given to kindergarten students to measure skills in the areas of listening (spring only), language (fall and spring), and math (spring only). Levels 7 and 8 were given to grades 1 and 2, respectively, to measure skills in the areas of word analysis, vocabulary, reading comprehension, spelling, math concepts, math problems, and math computation. ITBS levels 9-14 were administered to grades 3-8 with the test level for students in grades 4-6 chosen on the basis of their previous achievement scores (with teacher review). Levels 9-14 include subtests in all the areas mentioned for levels 7 and 8, except for word analysis. In addition, levels 9-14 include subtests measuring capitalization, punctuation, usage, visual materials, and reference materials.

To whom was the instrument administered?

All elementary and junior high students, grades K-8. Special education students were exempted as per Board Policy 5127 and its supporting administrative regulation. Students of limited English proficiency (LEP) were not exempt, but could be excused after one test on which they could not function validly. Scores for students who were monolingual or dominant in a language other than English were not included in the school or District summaries.

How many times was the instrument administered?

Once to each student in grades 1-8, twice to students in kindergarten.

When was the instrument administered?

Kindergarten students were tested the week of September 8-11. The elementary schools administered the test April 20, 21, and 22 to students in grades K-6. The dates for the junior high administration were February 16, 17, and 18. Tests were administered in the morning. Make-ups were administered the week after the regular testing.

Where was the instrument administered?

In each AISD elementary and junior high school, usually in the student's regular classroom.

Who administered the instrument?

Classroom teachers in the elementary schools. In the junior high schools, the counselor or principal administered the test over the public address system using taped directions provided by ORE. Teachers acted as test monitors in their classrooms at these schools.

What training did the administrators have?

Building Test Coordinators participated in planning sessions prior to the testing. Teacher training was the responsibility of the Building Test Coordinator. However teacher inservice training was available from CRE upon request. Teachers and counselors received written instructions from ORE, including a checklist of procedures and a script to follow in test administration.

Were there problems with the instrument or the administration that might affect the validity of the data?

No known problems with the instrument. Problems in the administration are documented in the monitors' reports which are available at ORE.

Who developed the instrument?

The University of Iowa. The ITBS is published by the Riverside Publishing Company (Houghton Mifflin Company).

What reliability and validity data are available on the instrument?

The reliability of the subtests, as summarized by Kuder-Richardson Formula 20 coefficient, ranges from .50 to .98, across subtests and levels. The issues of content and construct validity are addressed in the publisher's preliminary technical summary, pp. 13-15.

Are there norm data available for interpreting the results?

Norm data are available in the Teacher's Guide. The Teacher's Guide provides empirical norms (grade equivalent, percentile, stanine) for the fall and spring. Interpolated norms are available for midyear. National, large city, and school building norms are available.



## Iowa Tests Of Basic Skills

## Purpose

The Iowa Tests of Basic Skills (ITBS) was administered to gather information related to the following decision and evaluation questions and/or information needs:

Decision Question D2: What modifications to the present Bilingual Program and services should be considered?

Evaluation Question D2-1: What were the levels of achievement for pupils in the Bilingual Program compared to the previous year?

Evaluation Question D2-2: What is the progress of Title I vs non-Title I LEP?

Evaluation Question D2-3: How does the progress of LEP pupils in Becker and Allison (low pupil/teacher ratio schools) compare with other LEP pupils?

The ITBS was administered in April to the elementary LEP students as part of the regular districtwide testing program. Junior high school LEP students were tested with the ITBS in February. Every student was tested unless: 1) that student was a special education pupil exempted by the ARD Committee (see Attachment B-1), 2) the student was LEP and dominant in his native language and his/her teacher determined that after attempting the first subtest the child would not be able to validly complete the test, or 3) the student was absent during the regular and make-up sessions of the districtwide testing.

All tests were administered by classroom teachers. All scoring was handled by the Office of Research and Evaluation.

In preparation for this report, a file was created from the LEP Master-file (spring 1982) of students eligible for the Local/State Bilingual Program containing the following information:

- Identification Number
- Name
- School Code
- Grade
- PAL (K-6) or LAB (7-12)
- English score

To this file 1980-81 and 1981-82 ITBS scores from the District's achievement files were added to each student's record.

The district maintains three bilingual programs, two to serve the elementary level (one for Hispanics and one for Vietnamese) and one for Spanish-dominant LEP pupils at the junior high level. The Vietnamese program and junior high program were implemented for the first time in the 1980-1981 school year.

## Results

Academic achievement is the primary focus of educational programs. They are effective or not based primarily on the academic performance of participating students. For Bilingual Education, the limelight must be shared with English language proficiency since this is the key in our society to other learning. Thus, both academic achievement and English proficiency are important goals of the Bilingual Program.

### How Does This Year's Reading, Language Arts, and Math Achievement Compare to Last Year's?

The overall pattern of Hispanic LEP achievement is mixed. *From 1981 to 1982, the general trend in reading is down but the trend in language and math is up* (see Figure B-1). Exceptions to this general rule can be found for the fifth and sixth grade Bilingual pupils who gained in reading and for the third and fifth grade Spanish-dominant and second grade English-dominant students whose language scores decreased. Differences of less than one-half a month occurred for the first grade LEP pupils in math and for third and fourth grade English-dominant pupils in reading. Similar patterns can be noted in the percentile data (Figure B-2). It is likely that the differences noted are due to fluctuations in population characteristics rather than programmatic effects.

### How Does the Performance of LEP Pupils Compare to the National Norm?

It must be understood that children would not be identified as limited English proficient (LEP) if they were doing well academically. Thus, performance below the national norm is a fact associated with the definition of LEP. The fact that they are below the national norm then is not of particular interest. Nevertheless, information about the changing relationship of LEP pupils across the grades to the national norm may provide information of value. *Figures B-3 through B-8 show a general pattern of divergence from the national norm in all areas, reading, language, and math.* That is, the higher the grade level the greater the divergence from the national norm. Such a finding is neither unique to this year's evaluation nor is it unique to the Austin schools. The national research literature references many studies that have noted the widening gap between students from the lower economic strata and those from higher strata.

Since math is the subject matter area requiring the least language skill, it is anticipated that LEP pupils would perform better in this area with respect to the national norm than in reading or language. Figure B-8 confirms this hypothesis. It is of further interest to note, however, that *the math performance of LEP pupils is relatively close to the national norm at the first, second, and third grades but takes a dramatic plunge at the fourth grade level.* A moderate recovery occurs for fifth and sixth graders. Do the ITBS math tests require more language facility from fourth grade on or is some other condition influencing performance? A need for further analysis may be indicated.

### Do LEP Pupils in Lower Pupil-to-Teacher Ratio Schools Perform Better than LEP Pupils in Regular Sized Classes?

*While it is anticipated that LEP pupils would perform better in classes with lower pupil-to-teacher ratios, there is no evidence this year to suggest that*

*is true for Hispanic LEP pupils* (see Figure B-9). The overall pattern, if anything, suggests that the Hispanic LEP pupils in first grade do better in math and second graders do better in reading, language, and math if they are in the regular sized classrooms. For third graders it made no difference to their reading, language, or math scores whether they were in the low pupil-to-teacher classrooms or not. The number of individuals available for comparison purposes at the fourth through sixth grades was too small to form any basis for judgement.

#### Do LEP Pupils Participating in the Title I Program Perform Better Than Those Who Do Not?

From the summary statistics provided in Figure B-10, *it appears that participation in a Title I Program is beneficial to the reading and language skill of LEP students* in second and third grades. At the fourth through sixth grades, the case for Title I is more equivocal. At these grade levels, the statistical tests suggest that students enrolled in Title I do not attain higher levels of performance in reading, language, and math than non-Title I pupils. Since information upon which to adjust for different entry level skills was not available for first graders, the benefit of their participation in the Title I Program was not examined.

#### Are The Special Bilingual Programs Effective?

In addition to its regular TBE Program for elementary Hispanic LEP children, the District has a program for elementary Vietnamese LEP pupils and for Spanish-dominant Hispanic junior high school pupils.

#### Elementary Vietnamese Bilingual Program

Conclusions about the Vietnamese TBE Program must be made very tenuously because the number of children with the necessary performance scores is very small. Due to the small number of scores available only the second grade was analyzed. Even there, appropriate scores on only four TBE children were obtained. Ordinarily, a report on such few children would not be constructed. However, since the information corroborates in part findings from last year, there may be some validity in the findings.

Last year's findings indicated that in the areas of reading and math Vietnamese first grade LEP pupils at Becker (a low pupil-to-teacher ratio school) performed better than their counterparts in the TBE Program at Wooten. *This formed similar second graders at Wooten in reading.* Performance in language and math when adjusted for the previous year's achievement indicated no meaningful difference (see Figures B-12 and B-13).

#### Junior High Bilingual Program

The number of students in the junior high school TBE Program for whom we have achievement scores for both this year and last is very small and thus any conclusions drawn from the data are tenuous. Performance of the students for whom scores are available is substantially below grade level in reading and language (see Figure B-14). Performance in math, however, is very nearly at grade level for the seventh graders. School TBE Program averages in math

range from 6.34 to 7.87. The national norm is 7.67. Unfortunately, there is no way to demonstrate these classes are more effective than an alternative educational process since all but four Spanish-dominant LEP pupils at the junior high level are participating in the TBE Program. Within the program itself, there is little indication that the program at one school is more effective than the program at another (see Figure B-14).

Figure B-1 ITBS MEAN GRADE EQUIVALENTS FOR SPANISH-DOMINANT, BILINGUAL, AND ENGLISH-DOMINANT LEP PUPILS.

ITBS SCALE	STATISTICS	GRADE 1		GRADE 2		GRADE 3		GRADE 4		GRADE 5		GRADE 6	
		1981	1982	1981	1982	1981	1982	1981	1982	1981	1982	1981	1982
<u>READING</u>													
SPANISH DOMINANT	$\bar{X}$	1.20	.54	1.60	.85	2.27	1.02	2.41	1.86	3.32	2.62	3.92	3.38
	*N*	*97*	*122*	*64*	*67*	*47*	*36*	*41*	*41*	*36*	*39*	*30*	*29*
	(SE)		(.067)		(.106)		(.174)		(.217)		(.271)		(.309)
BILINGUAL	$\bar{X}$	1.43	.98	1.92	1.56	2.74	2.50	2.96	2.83	3.56	3.81	4.28	4.47
	*N*	*69*	*76*	*86*	*119*	*71*	*104*	*50*	*69*	*45*	*43*	*38*	*53*
	(SE)		(.107)		(.079)		(.097)		(.119)		(.153)		(.160)
ENGLISH DOMINANT	$\bar{X}$	1.46	1.26	2.08	1.79	2.57	2.53	2.91	2.88	3.89	3.59	4.21	4.04
	*N*	*165*	*149*	*112*	*107*	*56*	*67*	*34*	*51*	*35*	*48*	*19*	*41*
	(SE)		(.058)		(.080)		(.087)		(.141)		(.172)		(.265)
*****													
<u>LANGUAGE</u>													
SPANISH DOMINANT	$\bar{X}$	.49	.58	.62	1.00	1.14	.92	1.91	2.16	2.74	2.67	2.23	3.31
	*N*	*60*	*122*	*19*	*67*	*24*	*36*	*33*	*41*	*18*	*39*	*32*	*29*
	(SE)		(.081)		(.146)		(.192)		(.288)		(.317)		(.363)
BILINGUAL	$\bar{X}$	.97	1.15	1.70	1.78	2.59	2.99	3.24	3.45	3.72	4.17	4.62	4.92
	*N*	*113*	*76*	*102*	*119*	*76*	*104*	*56*	*69*	*56*	*43*	*46*	*53*
	(SE)		(.133)		(.106)		(.132)		(.157)		(.114)		(.180)
ENGLISH DOMINANT	$\bar{X}$	1.31	1.44	2.14	1.91	2.90	3.13	3.41	3.64	3.66	4.15	4.69	4.76
	*N*	*125*	*149*	*75*	*107*	*47*	*67*	*48*	*51*	*41*	*48*	*23*	*41*
	(SE)		(.080)		(.098)		(.129)		(.179)		(.181)		(.238)
*****													
<u>MATH</u>													
SPANISH DOMINANT	$\bar{X}$	1.44	1.48	2.16	2.56	3.05	3.36	3.41	3.93	4.64	4.96	5.15	6.02
	*N*	*129*	*122*	*73*	*67*	*53*	*36*	*47*	*41*	*37*	*39*	*33*	*29*
	(SE)		(.065)		(.102)		(.183)		(.215)		(.210)		(.190)
BILINGUAL	$\bar{X}$	1.56	1.57	2.27	2.52	3.24	3.58	3.62	4.10	4.31	5.14	5.34	6.02
	*N*	*74*	*76*	*91*	*119*	*72*	*104*	*51*	*69*	*47*	*43*	*38*	*53*
	(SE)		(.092)		(.064)		(.071)		(.105)		(.167)		(.135)
ENGLISH DOMINANT	$\bar{X}$	1.53	1.52	2.29	2.52	3.05	3.42	3.53	3.65	4.67	4.63	4.96	5.60
	*N*	*164*	*149*	*114*	*107*	*58*	*67*	*35*	*51*	*35*	*48*	*20*	*41*
	(SE)		(.060)		(.064)		(.073)		(.126)		(.180)		(.210)

B-7

23

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Figure B-2: ITBS MEAN %ILE FOR SPANISH-DOMINANT, BILINGUAL, AND ENGLISH-DOMINANT LEP PUPILS.

ITBS SCALE	STATISTICS	GRADE 1		GRADE 2		GRADE 3		GRADE 4		GRADE 5		GRADE 6	
		1981	1982	1981	1982	1981	1982	1981	1982	1981	1982	1981	1982
<u>READING</u>													
SPANISH DOMINANT	$\bar{X}$	29.96	12.49	15.02	7.47	15.04	3.25	7.44	6.67	10.61	5.27	8.03	7.90
	*N*	*97*	*118*	*64*	*61*	*47*	*12*	*41*	*31*	*36*	*34*	*30*	*22*
	(SE)		(1.81)		(1.40)		(1.10)		(1.39)		(.91)		(1.84)
BILINGUAL	$\bar{X}$	36.38	24.48	22.52	18.55	24.28	23.44	13.50	13.23	11.20	13.20	12.03	14.50
	*N*	*69*	*98*	*86*	*118*	*71*	*102*	*50*	*71*	*45*	*45*	*38*	*53*
	(SE)		(2.59)		(1.78)		(1.84)		(1.62)		(.47)		(2.08)
ENGLISH DOMINANT	$\bar{X}$	38.08	35.82	28.21	24.44	19.64	24.40	10.74	13.39	14.80	12.90	9.95	12.97
	*N*	*165*	*156*	*112*	*101*	*56*	*71*	*34*	*51*	*35*	*41*	*19*	*45*
	(SE)		(1.85)		(2.10)		(2.11)		(1.93)		(2.05)		(1.78)
*****													
<u>LANGUAGE</u>													
SPANISH DOMINANT	$\bar{X}$	8.71	12.83	12.5	13.54	5.20	3.35	10.68	11.41	9.00	8.41	3.84	6.86
	*N*	*38*	*118*	*13*	*61*	*15*	*34*	*22*	*31*	*10*	*34*	*19*	*22*
	(SE)		(1.93)		(2.69)		(1.06)		(3.19)		(1.87)		(2.76)
BILINGUAL	$\bar{X}$	19.05	25.64	21.78	26.50	22.41	34.88	21.13	26.45	17.87	25.13	21.32	23.66
	*N*	*107*	*98*	*94*	*118*	*70*	*102*	*45*	*71*	*49	*45*	*38*	*53*
	(SE)		(2.81)		(2.21)		(2.69)		(2.55)		(2.85)		(2.54)
ENGLISH DOMINANT	$\bar{X}$	27.35	37.34	33.18	31.41	27.47	39.04	20.14	27.49	19.30	22.46	21.39	21.91
	*N*	*109*	*156*	*75*	*101*	*46*	*71*	*42*	*51*	*43*	*41*	*18*	*45*
	(SE)		(2.29)		(2.35)		(2.82)		(2.57)		(2.61)		(2.17)
*****													
<u>MATH</u>													
SPANISH DOMINANT	$\bar{X}$	30.92	36.68	25.92	42.16	24.59	38.08	13.79	31.83	23.73	31.44	17.27	34.09
	*N*	*129*	*118*	*73*	*61*	*53*	*34*	*47*	*31*	*37*	*34*	*33*	*22*
	(SE)		(2.76)		(3.45)		(5.27)		(4.76)		(4.17)		(4.58)
BILINGUAL	$\bar{X}$	35.93	44.77	28.04	41.00	30.71	45.44	18.98	28.57	14.51	32.95	23.21	34.39
	*N*	*74*	*98*	*91*	*118*	*72*	*102*	*51*	*71*	*47*	*45*	*38*	*53*
	(SE)		(2.99)		(2.37)		(2.85)		(2.57)		(3.96)		(3.28)
ENGLISH DOMINANT	$\bar{X}$	34.82	45.12	28.90	41.09	24.10	38.73	15.51	19.47	22.80	24.41	13.30	27.20
	*N*	*164*	*156*	*114*	*101*	*58*	*71*	*35*	*51*	*35*	*41*	*20*	*45*
	(SE)		(2.43)		(2.72)		(2.93)		(2.56)		(3.43)		(2.85)

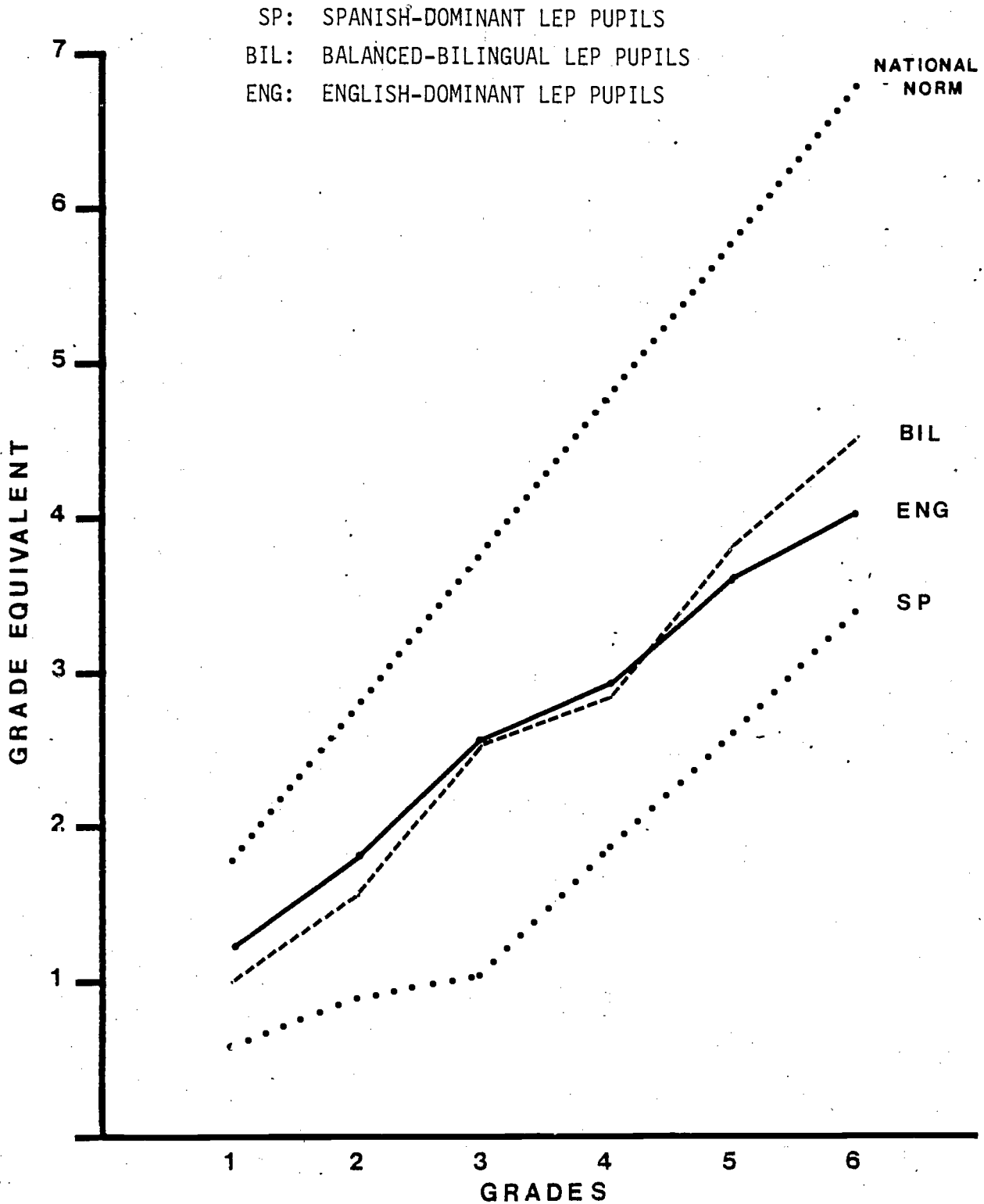


Figure B-3: HISPANIC LEP PUPIL READING ACHIEVEMENT (1982).

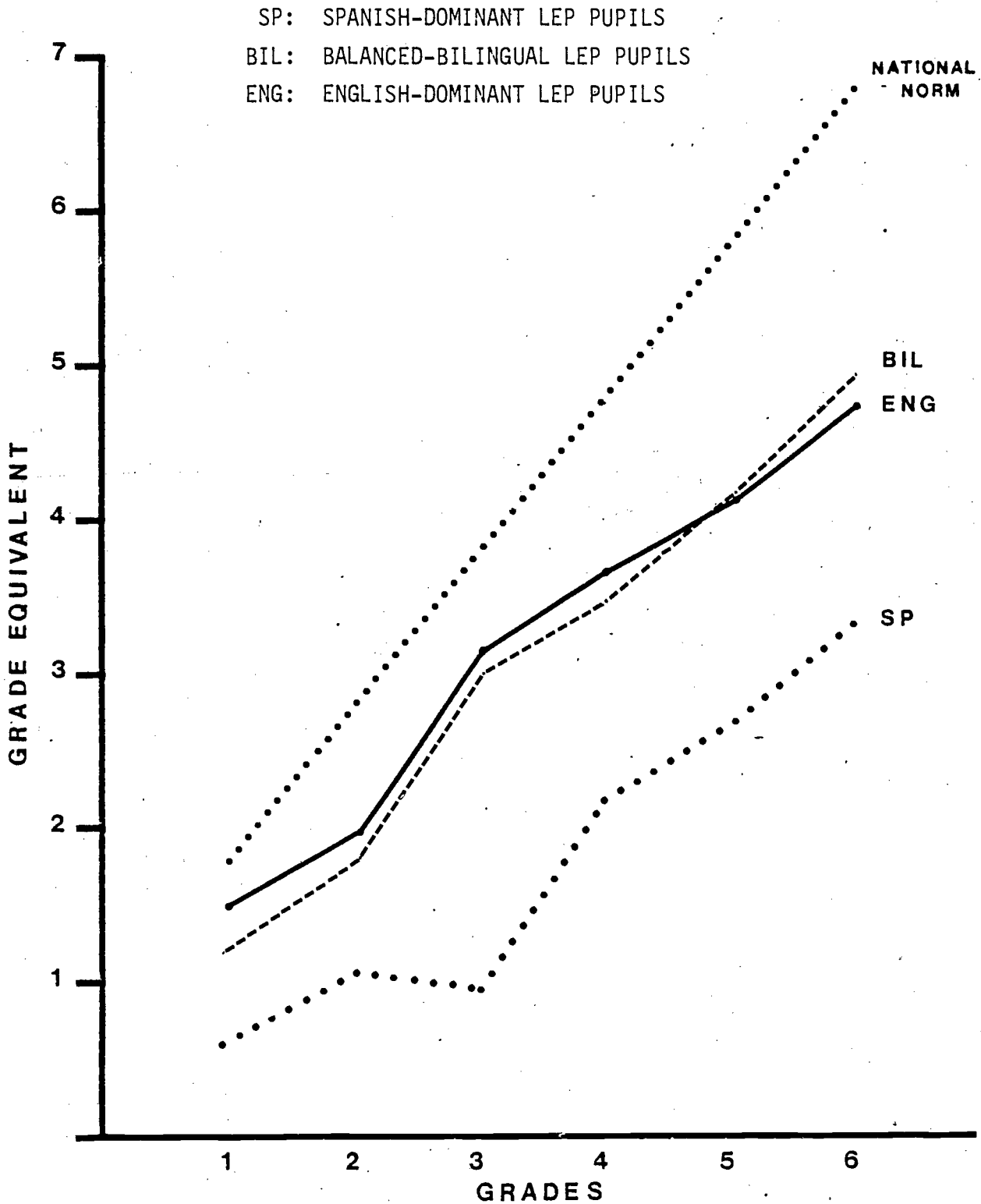


Figure B-4: HISPANIC LEP PUPIL LANGUAGE ACHIEVEMENT (1982).



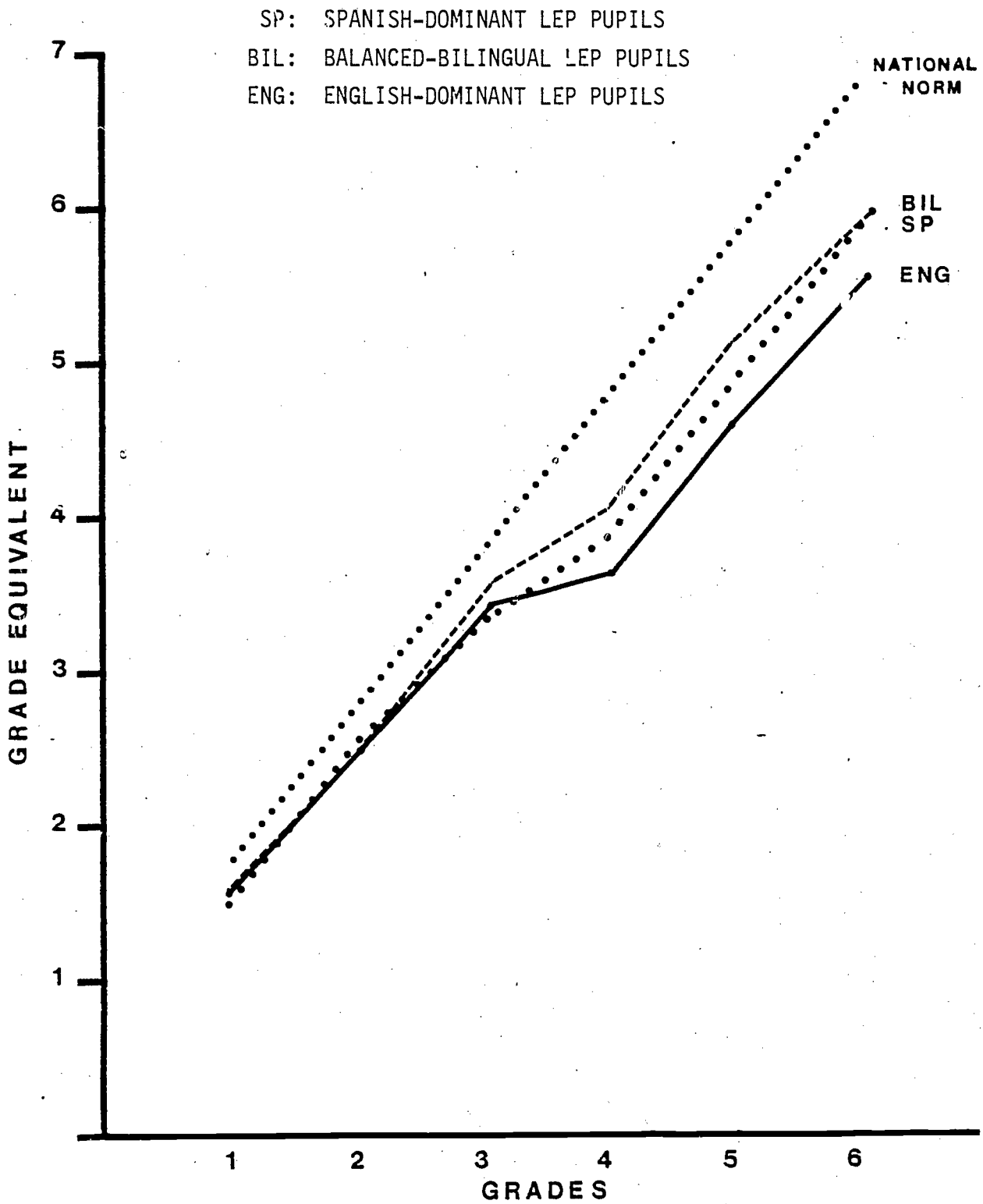


Figure B-5: HISPANIC LEP PUPIL MATH ACHIEVEMENT (1982).

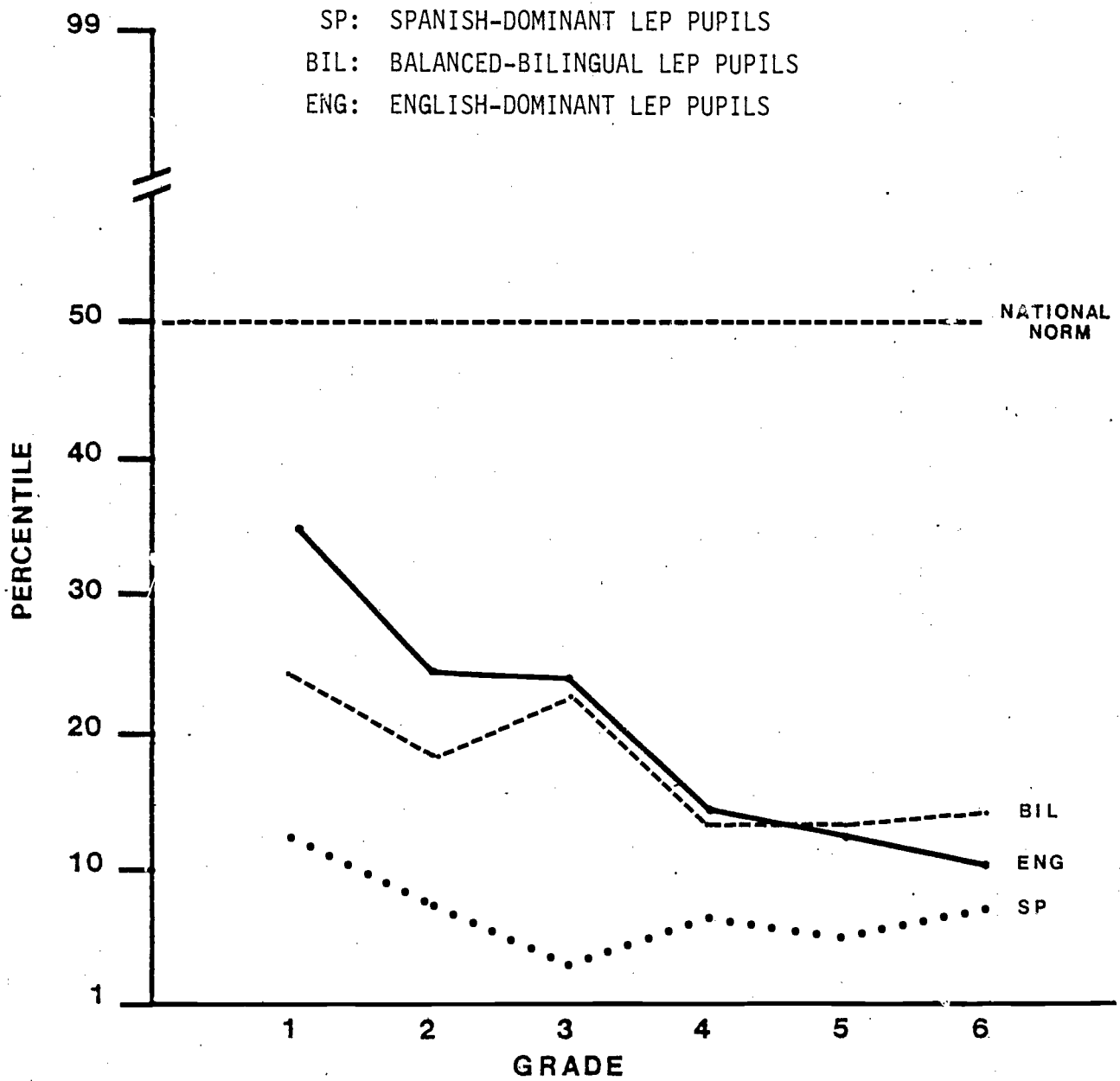


Figure B-6: HISPANIC LEP PUPIL READING ACHIEVEMENT (1982).

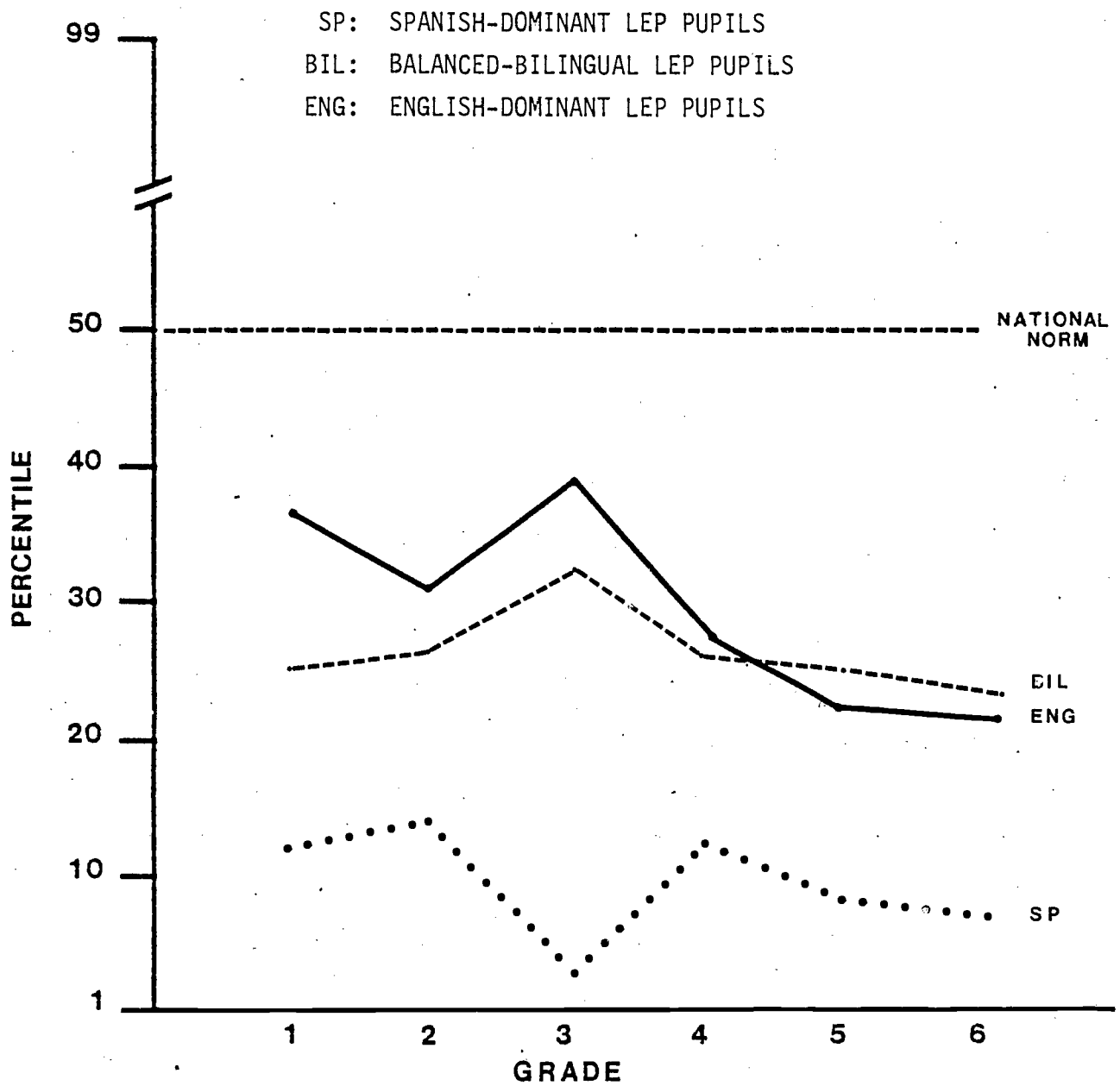


Figure B-7: HISPANIC LEP PUPIL LANGUAGE ACHIEVEMENT (1982).

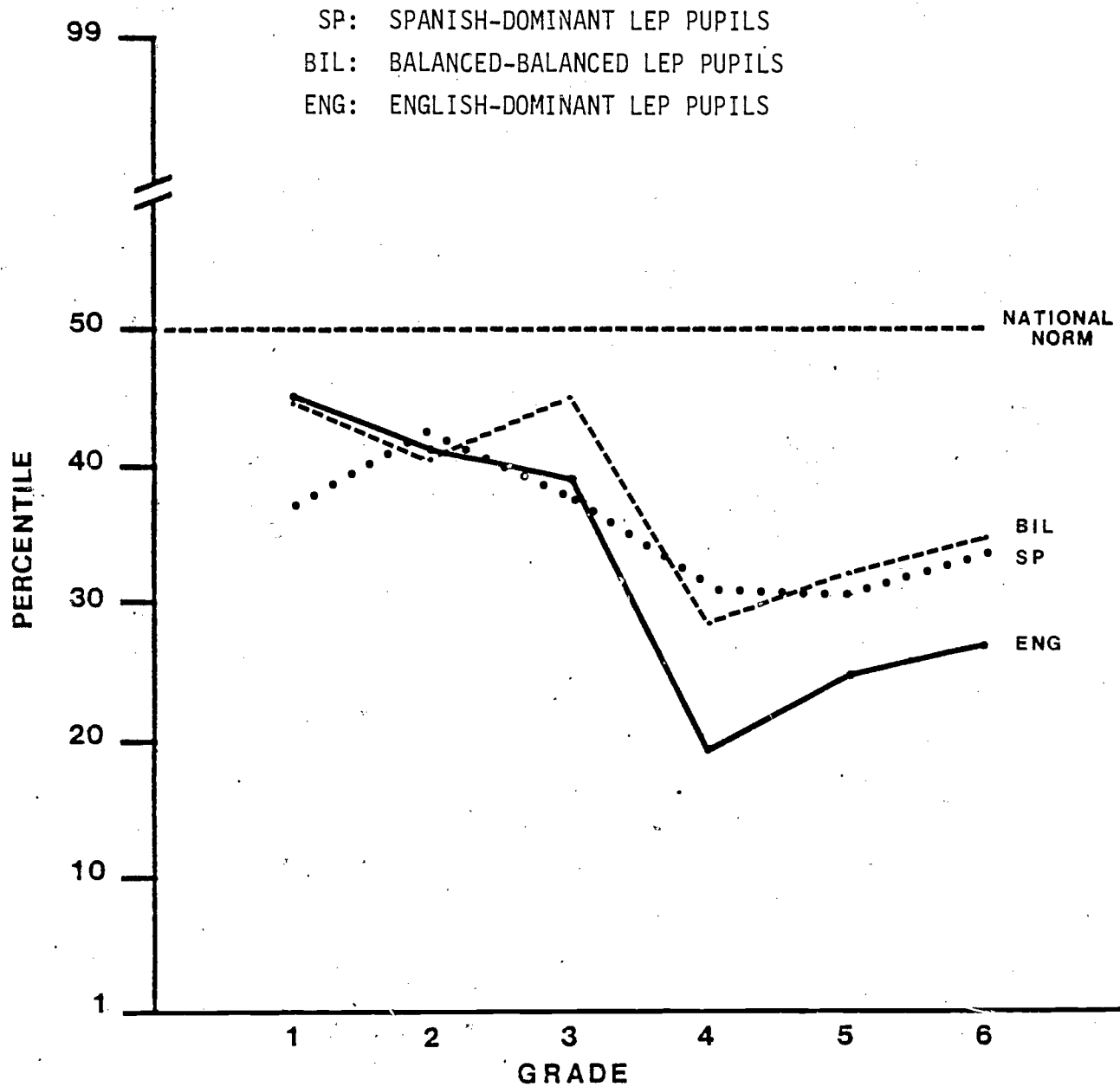


Figure B-8: HISPANIC LEP PUPIL MATH ACHIEVEMENT (1982).

GRADE	1	2	3
<u>READING SIGNIFICANCE</u>	NS	S	NS
LP/TR Schools			
$\bar{X}$	.77	.86	2.43
$\bar{X}$ (adjusted)	*.80*	*1.04*	*2.62*
N	(41)	(21)	(9)
Regular Schools			
$\bar{X}$	.98	1.64	2.38
$\bar{X}$ (adjusted)	*.97*	*1.63*	*2.37*
N	(294)	(222)	(154)
*****			
<u>LANGUAGE SIGNIFICANCE</u>	NS	S	NS
LP/TR Schools			
$\bar{X}$	.95	.74	2.83
$\bar{X}$ (adjusted)	*.98*	*.95*	*2.94*
N	(41)	(21)	(9)
Regular Schools			
$\bar{X}$	1.10	1.84	2.88
$\bar{X}$ (adjusted)	*1.09*	(1.81*	*2.88*
N	(294)	(222)	(154)
*****			
<u>MATH SIGNIFICANCE</u>	S	S	NS
LP/TR Schools			
$\bar{X}$	1.26	2.19	3.59
$\bar{X}$ (adjusted)	*1.27*	*2.22*	*3.59*
N	(41)	(21)	(9)
Regular Schools			
$\bar{X}$	1.57	2.62	3.48
$\bar{X}$ (adjusted)	*1.57*	*2.62*	*3.46*
N	(294)	(222)	(154)

Figure B-9: LEP ACHIEVEMENT IN LOW PUPIL/TEACHER RATIO CLASSES VS REGULAR SIZED CLASSES.

LP/TR Schools: Low pupil/teacher ratio schools (Allison and Becker).

S: Significant at the  $\alpha = .05$  level.

NS: Not significant.

Note: The covariate for first graders was the PAL and the covariate for second and third grades was the previous year's achievement in the same subject area.

GRADE	2	3	4	5	6
<u>READING SIGNIFICANCE</u>	S	S	NS	NS	NS
TITLE I					
$\bar{X}$	1.69	2.64	2.82	3.59	4.11
$\bar{X}$ (adjusted)	*1.81*	*2.64*	*2.91*	*3.54*	*4.14*
N	(79)	(57)	(32)	(30)	(34)
NON-TITLE I					
$\bar{X}$	1.52	2.26	2.86	3.46	4.27
$\bar{X}$ (adjusted)	*1.47*	*2.26*	*2.83*	*3.48*	*4.25*
N	(164)	(111)	(90)	(75)	(63)
*****					
<u>LANGUAGE SIGNIFICANCE</u>					
TITLE I					
$\bar{X}$	1.98	3.27	3.57	4.17	4.85
$\bar{X}$ (adjusted)	*2.03*	*3.26*	*3.63*	*4.08*	*4.86*
N	(79)	(57)	(32)	(30)	(34)
NON-TITLE I					
$\bar{X}$	1.63	2.68	3.43	3.87	4.70
$\bar{X}$ (adjusted)	*1.60*	*2.69*	*3.41*	*3.90*	*4.69*
N	(164)	(111)	(90)	(75)	(63)
*****					
<u>MATH SIGNIFICANCE</u>					
$\bar{X}$	2.70	3.57	3.83	4.77	5.95
$\bar{X}$ (adjusted)	*2.69*	*3.54*	*3.87*	*4.83*	*5.95*
N	(79)	(57)	(32)	(30)	(34)
NON-TITLE I					
$\bar{X}$	2.53	3.42	4.02	4.98	5.87
$\bar{X}$ (adjusted)	*2.53*	*3.43*	*4.00*	*4.96*	*5.87*
N	(164)	(111)	(90)	(75)	(63)

Figure B-10: TITLE I VS NON-TITLE I LEP STUDENTS  
COVARIATE ANALYSIS OF VARIANCE  
GRADE EQUIVALENT SCORES

- S: Significant at the  $\alpha = .05$  level.  
 NS: Not significant  
 \* The covariate was the previous year's achievement in the same subject area.

## COVARIATE ANALYSIS OF VARIANCE

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIFICANCE OF F
COVARIATE: READING '81	.129	1	.129	2.235	.186
PROGRAM EFFECT	.726	1	.726	12.558	.012*
RESIDUAL	.347	6	.058		
TOTAL	1.202	8	.150		
UNADJUSTED MEANS:					
TBE (WOTTEN)	1.60	N=4			
NON-TBE (BECKER)	2.22	N=5			

Figure B-11: VIETNAMESE 2ND GRADE TBE PROGRAM VS NON-PROGRAM  
ITBS READING TOTAL GRADE EQUIVALENTS.

\*Significant

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIFICANCE OF F
COVARIATE: LANGUAGE '81	2.727	1	2.727	2.045	.203
PROGRAM EFFECT	1.356	1	1.356	1.017	.352
RESIDUAL	7.999	6	1.333		
TOTAL	12.082	8	1.510		
UNADJUSTED MEANS:					
TBE (WOTTEN)	2.07	N=4			
NON-TBE (BECKER)	3.10	N=5			

Figure B-12: VIETNAMESE 2ND GRADE TBE PROGRAM VS NON-PROGRAM  
ITBS LANGUAGE TOTAL GRADE EQUIVALENTS.

## COVARIATE ANALYSIS OF VARIANCE

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIFICANCE OF F
COVARIATE: MATH '81	.559	1	.559	3.136	.127
PROGRAM EFFECT	.002	1	.002	.011	.921
RESIDUAL	1.068	6	.178		
TOTAL	1.629	8	.204		
UNADJUSTED MEANS:					
TBE (WOOTEN)	3.52	N=4			
NON-TBE (BECKER)	3.64	N=5			

Figure B-13: VIETNAMESE 2ND GRADE TBE PROGRAM VS NON-PROGRAM ITBS MATH TOTAL GRADE EQUIVALENTS.



GRADE	7	8
<u>READING</u>		
Fulmore		
$\bar{X}$	5.10	4.80
$\bar{X}$ (adjusted)	*5.29*	*4.80*
N	(4)	(3)
Pearce		
$\bar{X}$	5.38	5.56
$\bar{X}$ (adjusted)	*5.30*	*5.54*
N	(5)	(7)
Martin		
$\bar{X}$	4.20	5.06
$\bar{X}$ (adjusted)	*4.12*	*5.08*
N	(6)	(5)
*****		
<u>LANGUAGE</u>		
Fulmore		
$\bar{X}$	4.95	5.07
$\bar{X}$ (adjusted)	*5.17*	*5.15*
N	(4)	(3)
Pearce		
$\bar{X}$	5.18	4.94
$\bar{X}$ (adjusted)	*5.26*	*5.33*
N	(5)	(7)
Martin		
$\bar{X}$	4.62	5.20
$\bar{X}$ (adjusted)	*4.40*	*4.60*
N	(6)	(5)
*****		
<u>MATH</u>		
Fulmore		
$\bar{X}$	7.70	7.37
$\bar{X}$ (adjusted)	*7.38*	*7.31*
N	(4)	(3)
Pearce		
$\bar{X}$	6.34	7.67
$\bar{X}$ (adjusted)	*6.94*	*7.95*
N	(5)	(7)
Martin		
$\bar{X}$	7.87	6.88
$\bar{X}$ (adjusted)	*7.57	*6.54*
N	(6)	(5)

Figure B-14: JUNIOR HIGH SCHOOL BILINGUAL EDUCATION PROGRAM CLASSES  
COVARIATE ANALYSIS OF VARIANCE  
GRADE EQUIVALENT SCORES

S: Significant at the  $\alpha = .05$  level.  
NS: Not significant  
\* The covariate was the previous year's achievement in the same subject area.

81.44

Students Who May Be Exempted from  
Achievement Testing

Exemptions are available only to certain special education students whose ARD Committees have determined that they cannot be validly tested.

If the ARD Committee has not yet met to decide for a student, then that student's teachers and principal may determine inclusion or exclusion from testing in the spring of 1981. The following factors should be considered:

- 1) A special education student who receives the majority of instruction from a regular classroom teacher in an area measured by a standardized test should take the test in that area.
- 2) Most students receiving more than three (3) hours per day of special education services should be exempt from standardized testing.
- 3) A student receiving three (3) hours or less per day of special education services who cannot be tested validly on a standardized test should be exempt.
- 4) A special education student who cannot make a valid score on a standardized test may be tested if inclusion in the testing experience would be of benefit to that student in other ways.

Local/State Bilingual

Appendix C

SPANISH READING TEST (PRUEBA DE LECTURA)

Instrument Description: Prueba de Lectura

Brief description of the instrument:

Level 2, Form B, consists of 110 multiple choice items. Forty items test level of comprehension, thirty test speed of comprehension, and forty items test vocabulary.

To whom was the instrument administered?

Second through sixth grade students who are Spanish-dominant, according to fall 1981 PAL scores.

How many times was the instrument administered?

Once every spring.

When was the instrument administered?

March 1982.

Where was the instrument administered?

In the school cafeteria or other vacant rooms.

Who administered the instrument?

Bilingual evaluation staff and extra testers hired for this purpose.

What training did the administrators have?

Procedures for administration of the test were reviewed by all testers in the Office of Research and Evaluation prior to actual testing.

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

Actual testing conditions may have varied from school to school.

Who developed the instrument? The original test (1950) was developed by the committee on Modern Languages of the American Council on Education and published by Educational Testing Services. The current version is a revision of the original test done by Herschel T. Manual and published by Guidance Testing Associates, San Antonio, Texas.

What reliability and validity data are available on the instrument?

Coefficient alpha is .95 for the vocabulary subtest of Level I Form CES and .96 for comprehension. Coefficient alpha for the total score is .98.

Are there norm data available for interpreting the results?

Scores from the spring 1981 and 1982 testing of Local/State project students are available for comparison.

## Spanish Reading Test - Prueba de Lectura

### Purpose

The Prueba de Lectura (PDL) is designed to measure level and speed of comprehension and vocabulary in Spanish. This test is administered to determine if Spanish-dominant students are making significant gains in Spanish reading as per the following decision and evaluation questions.

Decision Question D2: What modifications to the present Bilingual Program and services should be considered?

Evaluation Question D2-2: What were the levels of achievement for pupils in the Bilingual Program compared to the previous year?

### Procedures

Spanish-dominant LEP students in grades 2-6 were administered the PDL during the last two weeks of March. All Spanish-dominant LEP students in grades 2-6 were administered the PDL (Level 2, Form B) except those absent on the days of test administration. A total of 240 out of 308 (78%) Spanish-dominant students were tested this year.

A copy of the memorandum to principals informing them of the need to schedule a time and place for administering the PDL is provided in Attachment C-1. Information on the amount of Spanish reading instruction was obtained via each school's LEP Coordinator who, in turn, obtained the information from each student's teacher. A copy of the memorandum requesting Spanish reading information is provided in Attachment C-2.

The spring 1982 PDL data is entered on the UT IBM system under the AZAD 767 account with a file name of PRUEBA2 and a file mode of DATA. The data is in a format specified by Attachment C-3.

To establish more reliable local norms, last year's data are combined with this year's. Last year's PDL administration and data format are essentially the same as this year's.

### Results

The results are organized around three questions:

- How much Spanish reading instruction do Spanish-dominant LEP pupils receive?
- How do this year's students compare to last year's?
- How does the performance of children who received Spanish reading instruction compare to those who did not?

In general performance is up from last year. However, the number of Spanish-dominant pupils who receive Spanish reading instruction increased significantly this year.

How much Spanish reading instruction do Spanish-dominant LEP pupils receive?

The amount of Spanish reading instruction received by Spanish-dominant LEP pupils is a function of grade level and school. Most schools that have these pupils enrolled do provide Spanish reading instruction. However, there are a few schools who do not and a few that provide the instruction only at certain grade levels.

Overall, 74% (178/240) of the Spanish-dominant LEP students received some Spanish reading instruction (see Figure C-1). *The number of sample students who received Spanish reading instruction is up considerably from last year's figure of 54% (136/252).* The likelihood of receiving this instruction diminishes constantly across the grades except for fifth graders, where fewer than one-half received instruction.

Figure C-2 shows the average amount of Spanish reading instruction provided by grade for those students who received some Spanish reading instruction. The average amount of instruction was 4.3 hours per week.

GRADE	2	3	4	5	6	TOTAL
N	83	52	47	32	26	240
SPAN RD INSTR	93%	71%	68%	47%	65%	74%
NO SPAN RD INSTR	7%	29%	32%	53%	35%	26%

Figure C-1: PERCENTAGE OF SPANISH-DOMINANT LEP PUPILS WHO RECEIVED SPANISH READING INSTRUCTION (1982).

GRADE	N	MEAN ( $\bar{X}$ )	SD	SE	95% CL.
2	77	4.67	2.68	.31	4.67± .62
3	37	3.91	2.00	.33	3.91± .62
4	32	4.43	3.57	.63	4.43± 1.26
5	15	4.05	2.29	.59	4.05± 1.18
6	17	3.44	2.44	.59	3.44± 1.18

Figure C-2: HOURS PER WEEK OF SPANISH READING INSTRUCTION FOR SPANISH-DOMINANT LEP PUPILS WHO RECEIVED SPANISH READING INSTRUCTION (1982).

### How do This Year's Students Compare to Last Year's

Comparison of this year's Spanish-dominant students with last year's students shows that performance was higher for most groups. The exceptions are fourth and fifth grade students with Spanish reading instruction and second grade students with no Spanish reading instruction. Figure C-3 illustrates the comparison while Figure C-4 contains the numerical results.

INSTRUMENT: PRUEBA DE LECTURA  
LEVEL 2, FORM B

SCALE: TOTAL RAW SCORE

GROUPS: SPANISH READING SPRING 1982 (SR82)  
SPANISH READING SPRING 1981 (SR81)  
NO SPANISH READING SPRING 1981 (NSR82)  
NO SPANISH READING SPRING 1981 (NSR81)

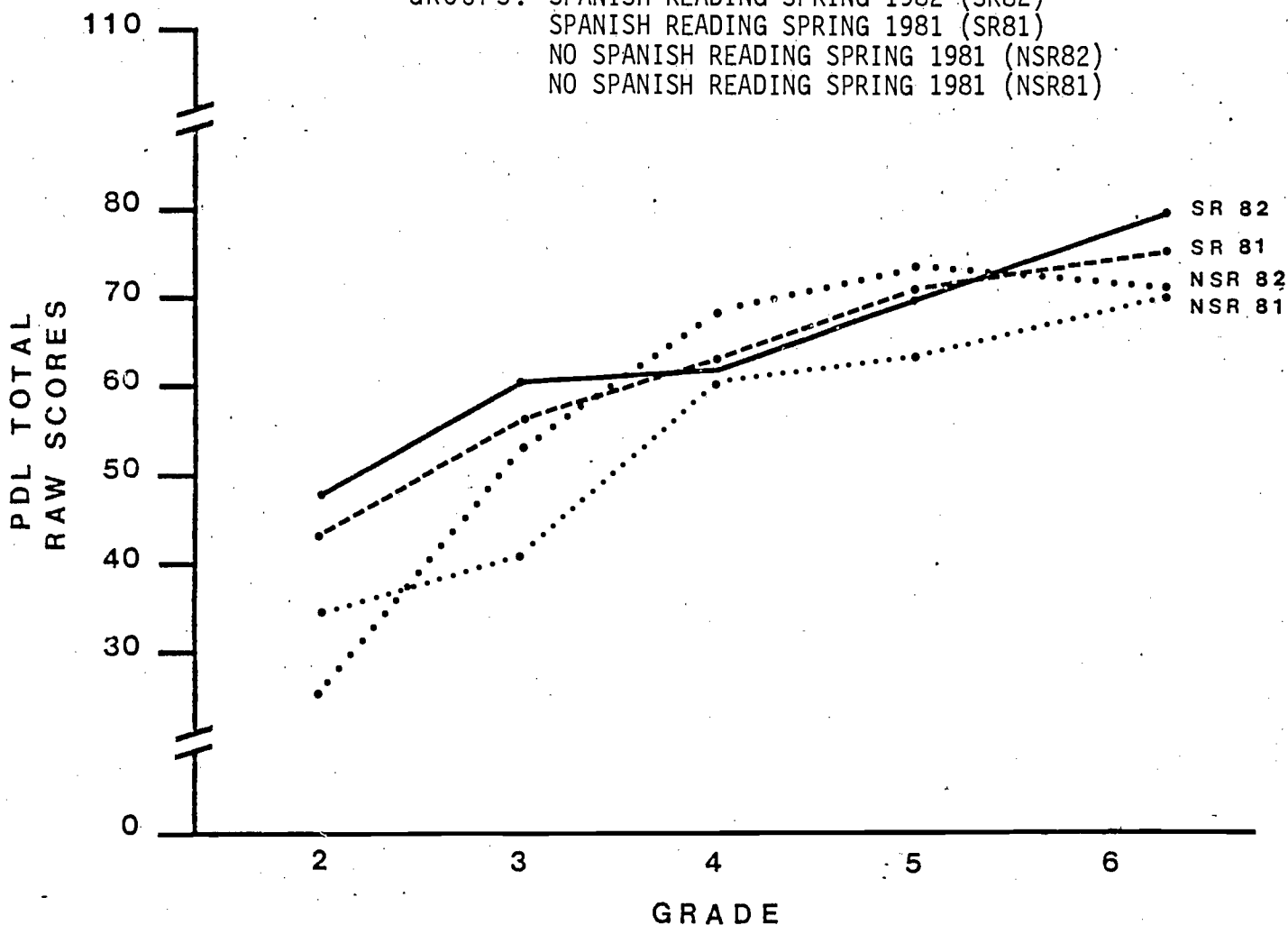


Figure C-3: COMPARISON OF SPANISH-DOMINANT LEP PUPILS WHO RECEIVED SPANISH READING INSTRUCTION AND SIMILAR PUPILS WHO DID NOT, FOR SCHOOL YEARS 1980-1981 AND 1981-1982.

GROUP*	GRADE	MEAN( $\bar{X}$ )	MEDIAN	N	SD	T	P
SR82	2	48.0	50.0	77	14.4	-1.56	.122
SR81	2	43.6	46.0	50	17.2		
NSR82	2	25.8	24.5	6	9.9	1.22	.229
NSR81	2	34.5	31.0	35	16.8		
SR82	3	60.5	65.0	37	17.0	-1.00	.323
SR81	3	56.1	57.0	35	20.0		
NSR82	3	5.27	49.0	15	22.6	-1.61	.122
NSR81	3	42.1	37.0	26	15.3		
SR82	4	61.7	64.0	32	18.1	.30	.769
SR81	4	63.0	67.0	27	17.7		
NSR82	4	68.5	69.0	15	17.1	-1.53	.136
NSR81	4	60.6	67.0	21	13.8		
SR82	5	69.6	73.0	15	19.9	.15	.879
SR81	5	70.9	74.0	9	20.0		
NSR82	5	72.9	76.2	17	18.9	-1.47	.150
NSR81	5	63.7	69.0	22	19.6		
SR82	6	77.3	77.2	17	16.8	-.37	.712
SR81	6	75.4	77.0	14	10.9		
NSR82	6	70.8	80.0	9	26.8	-.02	.988
NSR81	6	70.6	79.0	13	23.4		

Figure C-4: COMPARISON OF GROUP PDL RAW SCORE MEANS BETWEEN 1981 AND 1982.

- \* GROUPS:
- SR82 = Students who received Spanish Reading Instruction and were tested in spring 1982.
  - SR81 = Students who received Spanish Reading Instruction and were tested in spring 1981.
  - NSR82 = Students who did not receive Spanish Reading Instruction and were tested in spring 1982.
  - NSR81 = Students who did not receive Spanish Reading Instruction and were tested spring 1981.



How does the performance of children who received Spanish reading instruction compare to those who did not?

This year, students who did not receive Spanish reading instruction performed at a higher level in fourth and fifth grade, than those students who received instruction. However, the greatest and only significant difference, 22.2 points, favored students at the second grade level who were provided Spanish reading instruction. Figure C-3 illustrates the comparison while Figure C-5 presents the numerical comparisons.

Attachment C-4 provides information of performance on each of the subtests of the Prueba de Lectura for those who received Spanish reading instruction.

GROUP*	GRADE	MEAN ( $\bar{X}$ )	MEDIAN	N	SD	T	P
SR82	2	48.0	50.0	77	14.4	5.09	.001 $\phi$
NSR82	2	25.8	24.5	6	9.9		
SR82	3	60.5	65.0	37	17.0	1.36	.180
NSR82	3	52.7	49.0	15	22.6		
SR82	4	61.7	64.0	32	18.1	-1.25	.222
NSR82	4	68.5	69.0	15	17.1		
SR82	5	69.6	73.0	15	19.9	-.48	.637
NSR82	5	72.9	76.2	17	18.9		
SR82	6	77.3	77.2	17	16.8	.77	.451
NSR82	6	70.8	80.0	9	26.8		

Figure C-5: COMPARISON OF MEANS BETWEEN STUDENTS THAT RECEIVED SPANISH READING INSTRUCTION AND SIMILAR STUDENTS THAT DID NOT (1982).

\*GROUP: SR82 = Students that received Spanish reading instruction and were tested in spring 1982.

NSR82 = Students that did not receive Spanish reading instruction and were tested in spring 1982.

$\phi$  = Significant at the  $\alpha = .05$  level.

The construction of local norms.

This year, norms were constructed for AISD Spanish-dominant students that were administered the Prueba de Lectura during the last two weeks of March. The norms table is for those students that receive Spanish reading instruction. The data upon which the second grade norms are based were obtained from 77 students tested this year. To obtain more reliable norms for grades three through six, data obtained from last year's PDL administration was combined with this year's data. The chi square analyses of score distributions indicated no significant difference ( $\alpha = .20$ ) between this year and last for grades three through six. Thus, it is appropriate to combine these data. Third grade norms are derived from 72 students, fourth grade from 59 students, fifth grade from 24 students and sixth grade from 31 students. The norms table is reported in Attachment C-5.

81.44

AUSTIN INDEPENDENT SCHOOL DISTRICT  
Office of Research and Evaluation

February 26, 1982

TO: Principals Addressed  
FROM: Jonathan Curtis *JC*  
SUBJECT: Spanish Reading Test

Within a few days, René Tamez, the Evaluation Assistant with the Bilingual Program evaluation staff, will be contacting your school for the purpose of scheduling the Prueba de Lectura (Spanish Reading Test).

The following points summarize this testing effort,

- 1) The test to be administered is the Prueba de Lectura, Level II, Form B. The data collected will allow the comparison of last year's and this year's Spanish reading achievement.
- 2) Students to be tested are the Spanish-dominant pupils in grades 2-6.
- 3) Enclosed is a list of the students at your school who are scheduled for testing.
- 4) We will schedule testing time(s) that are most convenient to you. Testing will be carried out over the span of March 22nd - April 2nd.

Please feel free to call me or René Tamez at 458-1229 if you have any questions about this procedure.

Approved: *Freda McAllister*  
Director, Research and Evaluation

Approved: *Ruth MacAllister*  
Ruth MacAllister, Assistant Superintendent for Elementary

JC:lm

cc: Carmen Gamboa  
María Ramírez

Hermelinda Rodriguez  
Timy Baranoff

81.44

AUSTIN INDEPENDENT SCHOOL DISTRICT  
Office of Research and Evaluation

March 23, 1982

TO: LEP Coordinators  
FROM: René Tamez *RD*  
THROUGH: Jonathan Curtis *jc*  
SUBJECT: Spanish Reading Instruction

We need information on the students who took the Prueba de Lectura in March. Enclosed is the list of those students. Please ask each student's teacher whether the student was involved in Spanish Reading Instruction during this school year. If the student was involved in Spanish Reading Instruction, ask the teacher to estimate how many hours per week of instruction the student received. Please record this information on the list and return it when completed.

I would like to have this information by Friday, April 16. If there are any questions, call me at 458-1229. Please return the list to:

René Tamez, ORE  
Box 79  
Carruth Building

Approved: *Freda M. Hollen*  
Director, Research and Evaluation

Approved: *Ruth MacAllister*  
Ruth MacAllister, Assistant Superintendent for Elementary

RT:lm  
Enclosure

cc: Elementary Principals



81.44

GRADE	MEAN ( $\bar{X}$ )	MEDIAN	N	SD	SE	95% C.L.
2	16.64	17.10	77	5.65	.64	16.64 ± 1.28
3	21.65	22.75	37	6.82	1.12	21.65 ± 2.24
4	22.19	22.50	32	7.86	1.39	22.19 ± 2.78
5	25.13	27.00	15	7.41	1.91	25.13 ± 3.82
6	28.71	29.83	17	6.22	1.51	28.71 ± 3.02

Figure A-C3-1: PERFORMANCE, ON THE PDL LEVEL SUBTEST, OF SPANISH-DOMINANT LEP PUPILS RECEIVING SPANISH READING INSTRUCTION.

GRADE	MEAN ( $\bar{X}$ )	MEDIAN	N	SD	SE	95% C.L.
2	6.91	6.17	77	4.05	.46	6.91 ± .92
3	9.84	9.30	37	3.91	.64	9.84 ± 1.28
4	9.94	8.75	32	5.01	.89	9.94 ± 1.78
5	13.20	12.83	15	6.11	1.58	13.20 ± 3.16
6	14.18	13.00	17	6.82	1.65	14.18 ± 3.30

Figure A-C3-2: PERFORMANCE, ON THE PDL VELOCITY SUBTEST, OF SPANISH-DOMINANT LEP PUPILS RECEIVING SPANISH READING INSTRUCTION.

GRADE	MEAN ( $\bar{X}$ )	MEDIAN	N	SD	SE	95% C.L.
2	24.55	38.92	77	7.57	.86	24.55 ± 1.72
3	28.97	32.00	37	7.50	1.23	28.97 ± 2.46
4	29.53	31.00	32	6.47	1.14	29.53 ± 2.28
5	31.27	33.83	15	8.06	2.08	31.27 ± 4.16
6	34.41	35.90	17	4.49	1.09	34.41 ± 2.18

Figure A-C3-3: PERFORMANCE, ON THE PDL VOCABULARY SUBTEST, OF SPANISH-DOMINANT LEP PUPILS RECEIVING SPANISH READING INSTRUCTION.

81.44

PRUEBA DE LECTURA  
Local AISD Norms Table  
Students With Spanish Reading Instruction  
Percentile Rank To Number - Correct Score

G R A D E						
File Rank	2	3	4	5	6	File Rank
99	81	99	98			99
98	72	93		105	100	98
97	71	92	90			97
96						96
95	70	88	86		99	95
94	69	86		101		94
93						93
92		80	84		97	92
91	68					91
90		79		95		90
89	66				96	89
88	64	78	82			88
87						87
86	63					86
85		77			94	85
84	62	76	81	87		84
83		75				83
82	61				92	82
81		74	80	83		81
80	60					80
79					89	79
78		73				78
77			78	82		77
76	59	72				76
75			77			75
74		71	74		88	74
73	58			81		73
72	57	69	72			72
71						71
70			71	79		70
69	56	68			85	69
68			70			68
67						67
66	55	67			81	66
65			69			65
64						64
63	54	66		77	79	63
62			68			62
61						61
60	53					60
59		65				59
58			67		78	58
57		64				57
56				75		56
55						55
54	52	63				54
53	51		66			53
52				74		52
51						51
50	50	62			77	50

81.44

Percentile Rank To Number - Correct

		G R A D E						
File Rank	2	3	4	5	6	File Rank		
49						49		
48				73		48		
47	49	61	65			47		
46						46		
45	48	60	63			45		
44				72		44		
43			62			43		
42	47	57			76	42		
41						41		
40		56	61	71		40		
39	46					39		
38		53				38		
37					73	37		
36	44		60			36		
35		50		69	70	35		
34	43					34		
33		49	59			33		
32	42					32		
31	39	47			67	31		
30						30		
29		45	55	60		29		
28	38		54			28		
27		44			69	27		
26						26		
25	36		53			25		
24					63	24		
23	35	43	50	54		23		
22						22		
21	34		48			21		
20						20		
19	33		46	53	62	19		
18			42			18		
17	32	41				17		
16			40			16		
15	31			49	61	15		
14	30	39	38			14		
13			36			13		
12	29	38				12		
11	28		35			11		
10	27	37		42	60	10		
9						9		
8		30	34			8		
7	26					7		
6		27	30	35		6		
5	24				57	5		
4			29			4		
3	19	29	24			3		
2		19		28	44	2		
1	17	9	23			1		

Local/State Bilingual  
Appendix D  
LANGUAGE ASSESSMENT BATTERY



## Instrument Description: LANGUAGE ASSESSMENT BATTERY (LAB)

Brief description of the instrument:

The LAB has been used as an instrument for measuring language proficiency and language dominance (English and Spanish). While it was developed to address language assessment needs at all grade levels, Austin uses the measure, Level III, at the secondary level only. The measures assess listening, reading, and writing skills in both English and Spanish. Each respective subtest has 18, 28, and 20 items. The test is group administered and requires about 41 minutes. The answer sheets are in a "mark-sense" format. The LAB is used as a placement test for Bilingual and ESOL programs.

To whom was the instrument administered?

Secondary pupils new to the school district who have a language other than English in their home background in the fall and all secondary LEP pupils in the spring as required by State regulations.

How many times was the instrument administered?

Twice to secondary pupils with a language other than English in their home background who entered AISD for the first time and once to the entire secondary LEP population.

When was the instrument administered?

Testing was conducted in the fall of 1981 and the spring of 1982.

Where was the instrument administered?

In the school classrooms, counselor's office, etc.

Who administered the instrument?

Trained school personnel including counselors, teachers, and supervisors.

What training did the administrators have?

In the early fall one workshop was conducted for ESOL teachers and another for school LEP coordinators.

Was the instrument administered under standardized conditions?

The tests are supposed to be administered under standardized conditions; however, no attempt has been made to monitor the test administrations.

Were there problems with the instrument or the administration that might affect the validity of the data?

None have been noted.

Who developed the instrument?

The LAB was developed by the Office of Educational Evaluation of the Board of Education of the City of New York.

What reliability and validity data are available on the instrument?

Extensive tables are available in the test's Technical Manual. The statistics provided in these tables suggest the test is reliable.

Are there norm data available for interpreting the results?

Yes, percentile ranks and stanines are available.

## Language Assessment Battery

### Purpose

The Language Assessment Battery (LAB) is administered to provide a means of determining the English proficiency of secondary pupils with a language other than English in the home background. The LAB score is used to identify limited English proficient (LEP) students. These data can also be used to examine the English language progress of LEP pupils and address the following decision and evaluation questions delineated below:

Decision Question D2: What modifications to the present Bilingual Program and services should be considered?

Evaluation Question D2-5: What kind of progress is being made regarding movement toward English proficiency of LEP pupils?

### Procedure

In the fall the LAB was administered to assess the English proficiency of all secondary students new to the District with a home language other than English. Hispanic LEP students new to the District were administered the LAB in Spanish (in addition to English) to determine their language dominance. (The instructional program received is based in part on the student's language dominance.)

In the spring, the LAB was administered to all secondary LEP pupils to help determine if a change in type of instruction was appropriate. The Spanish version of the LAB was administered to the Spanish-dominant LEP pupils.

Attachment D-1 is a copy of the memo sent to the secondary principals to indicate the procedures to use in recording and submitting the new scores.

### Results

Prior to this year sufficient pre- and post- data on the LAB were available only for the junior high Transitional Bilingual Education (TBE) classes. This year sufficient data are available to calculate pre- and posttest means for grades 7-12. Figure D-1 illustrates the findings. A pre-post comparison of gain scores by grade (see Figure D-2) indicate that positive gains in English language skills were obtained at all grade levels.

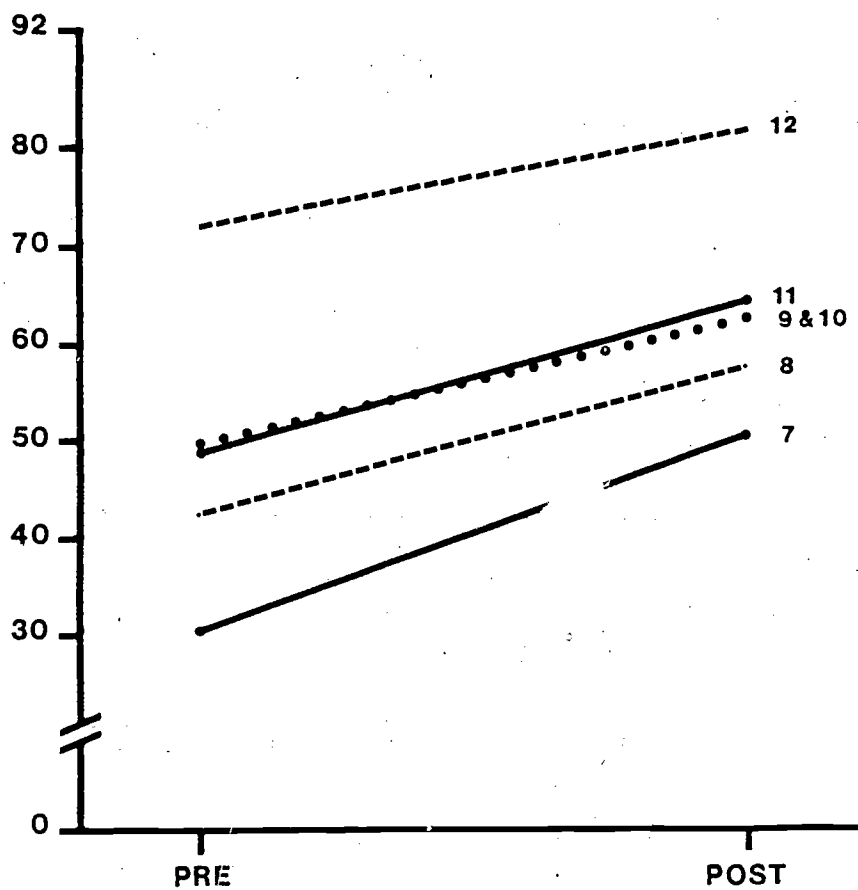


Figure D-1: LAB RAW SCORE PERFORMANCE OF SECONDARY HISPANIC LEP STUDENTS (1981-82).

GRADE	N	$\bar{X}$ PRE	$\bar{X}$ POST	$\bar{X}$ DIF	SE	T	P
7	18	30.22	50.33	20.11	5.08	3.96	.001
8	46	41.98	57.41	15.43	2.10	7.35	<.001
9	38	49.34	62.16	12.82	2.61	4.90	<.001
10	17	49.59	62.29	15.71	3.04	5.17	<.001
11	10	48.70	64.00	15.30	6.11	2.50	.034
12	4	71.50	81.50	10.00	2.52	3.97	.028

Figure D-2: LAB RAW SCORE PERFORMANCE OF SECONDARY HISPANIC LEP STUDENTS.

The District maintains a Transitional Bilingual Education Program for its Spanish-dominant LEP pupils at the junior high school level. The program is conducted in self-contained classrooms with bilingual teachers providing the instruction in all core areas (math, science, reading, language, and social studies). The students take P.E. and elective courses such as art through the regular junior high school program and are thus integrated with the regular students for that period of time.

The remainder of this section examines the performance of the TBE students and compares that to the performance of the other Hispanic LEP students at the same grade levels. Figure D-3 illustrates two basic points, the junior high school TBE students (Spanish-dominant):

- are performing at a lower level than the non-TBE (English-dominant and Balanced-Bilingual) Hispanic LEP students.
- may be closing the gap between themselves and their non-TBE peers.

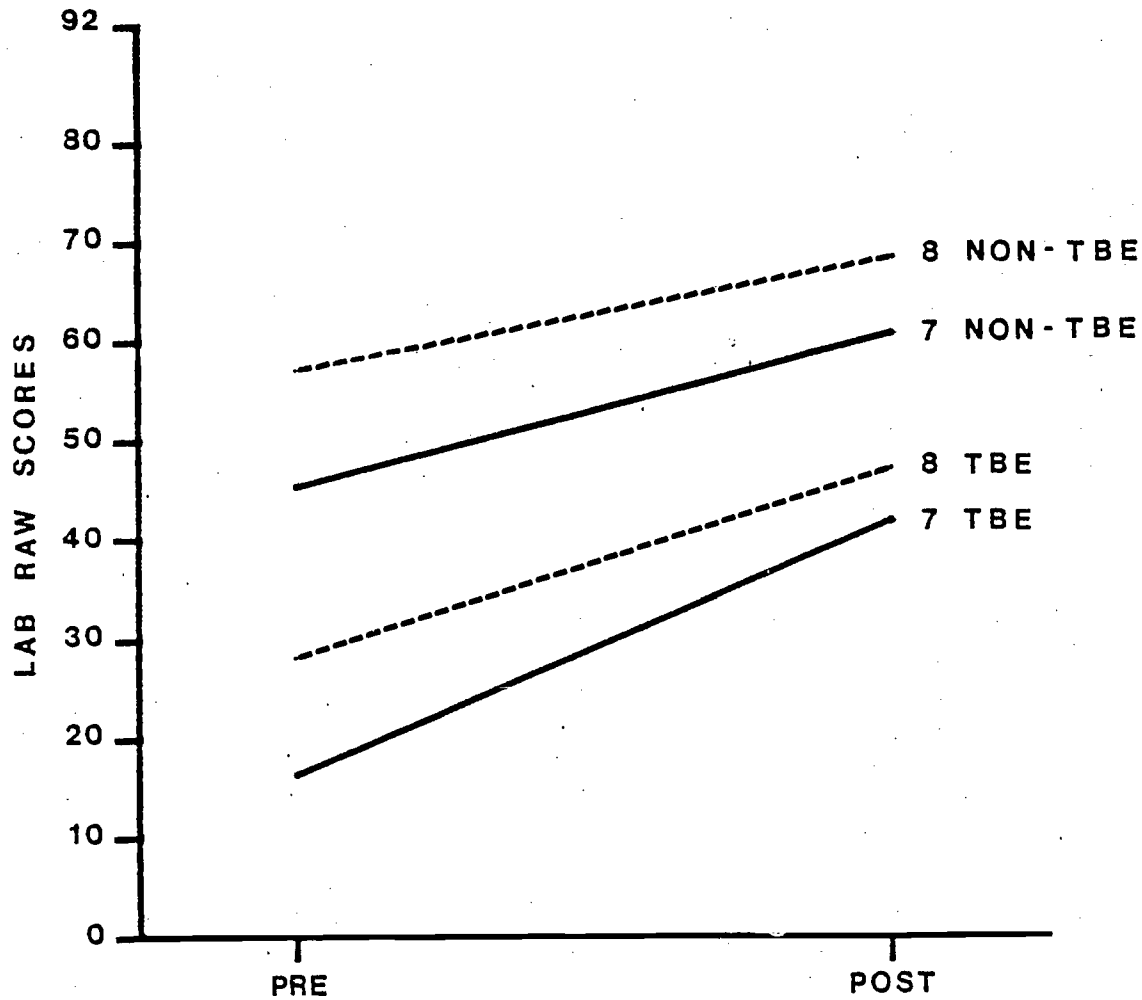
The first point is merely an artifact of the selection process. That is, only Spanish-dominant pupils are provided full-day Transitional Bilingual Education (TBE). Thus, their English language skills would be expected to be below their LEP peers who are either English-dominant or balanced bilingual.

The second point suggests that the TBE Program may be effective since the TBE students outgained their non-TBE counterparts by about ten points and eight points respectively for seventh and eighth grades. Unfortunately the gains cannot be associated unequivocally with the TBE Program since all except four of the Spanish-dominant LEP junior high school pupils participated in the program. Thus, it may be that Spanish-dominant pupils would perform as well without the special classes. Furthermore, their superior gains over non-TBE LEP pupils may be attributed at least in part to regression toward the mean. (The average pretest performance on the LAB in English was much lower for the TBE students than for the non-TBE LEP pupils.)

In summary, secondary LEP students have gained in their English language skills at all grade levels. Furthermore, there is some evidence to suggest that the District's TBE Program facilitates the learning of English language skills.

TBE: TRANSITIONAL BILINGUAL EDUCATION

NON-TBE: NON-TRANSITIONAL BILINGUAL EDUCATION



GRADE	N	$\bar{X}$ PRE	$\bar{X}$ POST	$\bar{X}$ DIF	SE	T	P
<u>TBE</u>							
7	10	16.40	41.70	25.30	8.81	2.87	.018
8	24	27.67	46.92	19.25	3.15	6.12	<.001
<u>NON-TBE</u>							
7	9	45.44	60.56	15.11	2.54	5.96	<.001
8	23	57.13	60.48	11.35	2.41	4.71	<.001

Figure D-3: LAB RAW SCORE PERFORMANCE OF JUNIOR HIGH SCHOOL HISPANIC LEP STUDENTS (1981-82).

AUSTIN INDEPENDENT SCHOOL DISTRICT  
Office of Research and Evaluation

April 8, 1982

TO: Secondary Principals  
FROM: Imelda Rodriguez, Jonathan Curtis *je*  
SUBJECT: LEP Student Testing

The State requires for the first time that all LEP pupils be tested (both oral proficiency and achievement) at the end of each school year. (The regular District achievement testing is used to fulfill the achievement requirement.) The following indicates who needs to be tested, how to record the pupil scores, and who to send the information to.

Who must be tested with the English LAB?

All the LEP students at your school who are on the computer printout listing provided.

Who must be tested with the Spanish LAB?

All the A and B dominance category pupils on computer listing whose language category is Spanish.

How should you record the pupil's scores?

Record the scores on the LAB in the columns provided to the right of each student's language specification.

i.e. 1234567 Garcia Jose etc. Spanish 78 Eng 56 Span LAB

Where do I send the computer listings and associated scores?

Return one computer listing and associated scores to Jonathan Curtis, Box 79, Carruth and the other copy to Imelda Rodriguez, Carruth Annex, prior to May 7, 1982.

You may exempt graduating seniors from LAB testing.

If you have any questions you may contact Jonathan Curtis at 458-1229 or Imelda Rodriguez at 454-5857.

Approved: *Imelda M. Hollen*  
Director, Research and Evaluation

Approved: *[Signature]*  
Assistant Superintendent for Secondary Education

JC:lm

cc: Jerry Richards  
Carmen Gamboa

Local/State Bilingual  
Appendix D  
LANGUAGE ASSESSMENT BATTERY

## Instrument Description: LANGUAGE ASSESSMENT BATTERY (LAB)

Brief description of the instrument:

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To whom was the instrument administered?

Secondary pupils new to the school district who have a language other than English in their home background in the fall and all secondary LEP pupils in the spring as required by State regulations.

How many times was the instrument administered?

Twice to secondary pupils with a language other than English in their home background who entered AISD for the first time and once to the entire secondary LEP population.

When was the instrument administered?

Testing was conducted in the fall of 1981 and the spring of 1982.

Where was the instrument administered?

In the school classrooms, counselor's office, etc.

Who administered the instrument?

Trained school personnel including counselors, teachers, and supervisors.

What training did the administrators have?

In the early fall one workshop was conducted for ESOL teachers and another for school LEP coordinators.

Was the instrument administered under standardized conditions?

The tests are supposed to be administered under standardized conditions; however, no attempt has been made to monitor the test administrations.

Were there problems with the instrument or the administration that might affect the validity of the data?

None have been noted.

Who developed the instrument?

The LAB was developed by the Office of Educational Evaluation of the Board of Education of the City of New York.

What reliability and validity data are available on the instrument?

Extensive tables are available in the test's Technical Manual. The statistics provided in these tables suggest the test is reliable.

Are there norm data available for interpreting the results?

Yes, percentile ranks and stanines are available.



## Language Assessment Battery

### Purpose

The Language Assessment Battery (LAB) is administered to provide a means of determining the English proficiency of secondary pupils with a language other than English in the home background. The LAB score is used to identify limited English proficient (LEP) students. These data can also be used to examine the English language progress of LEP pupils and address the following decision and evaluation questions delineated below:

Decision Question D2: What modifications to the present Bilingual Program and services should be considered?

Evaluation Question D2-5: What kind of progress is being made regarding movement toward English proficiency of LEP pupils?

### Procedure

In the fall the LAB was administered to assess the English proficiency of all secondary students new to the District with a home language other than English. Hispanic LEP students new to the District were administered the LAB in Spanish (in addition to English) to determine their language dominance. (The instructional program received is based in part on the student's language dominance.)

In the spring, the LAB was administered to all secondary LEP pupils to help determine if a change in type of instruction was appropriate. The Spanish version of the LAB was administered to the Spanish-dominant LEP pupils.

Attachment D-1 is a copy of the memo sent to the secondary principals to indicate the procedures to use in recording and submitting the new scores.

### Results

Prior to this year sufficient pre- and post- data on the LAB were available only for the junior high Transitional Bilingual Education (TBE) classes. This year sufficient data are available to calculate pre- and posttest means for grades 7-12. Figure D-1 illustrates the findings. A pre-post comparison of gain scores by grade (see Figure D-2) indicate that positive gains in English language skills were obtained at all grade levels.

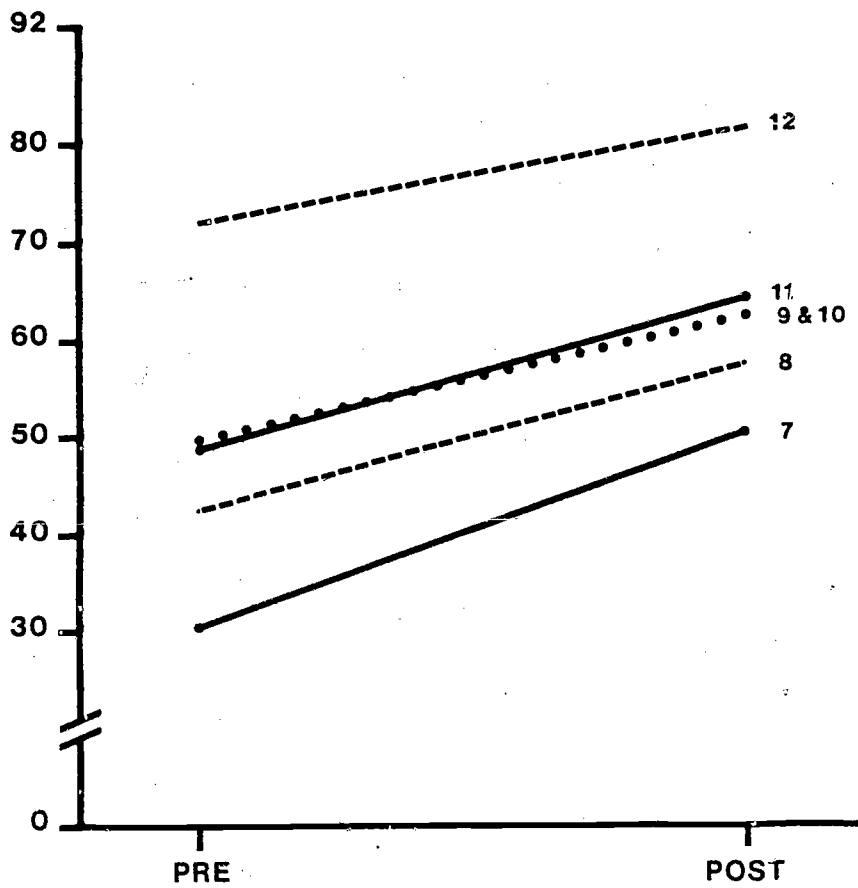


Figure D-1: LAB RAW SCORE PERFORMANCE OF SECONDARY HISPANIC LEP STUDENTS (1981-82).

GRADE	N	$\bar{X}$ PRE	$\bar{X}$ POST	$\bar{X}$ DIF	SE	T	P
7	18	30.22	50.33	20.11	5.08	3.96	.001
8	46	41.98	57.41	15.43	2.10	7.35	<.001
9	38	49.34	62.16	12.82	2.61	4.90	<.001
10	17	49.59	62.29	15.71	3.04	5.17	<.001
11	10	48.70	64.00	15.30	6.11	2.50	.034
12	4	71.50	81.50	10.00	2.52	3.97	.028

Figure D-2: LAB RAW SCORE PERFORMANCE OF SECONDARY HISPANIC LEP STUDENTS.

The District maintains a Transitional Bilingual Education Program for its Spanish-dominant LEP pupils at the junior high school level. The program is conducted in self-contained classrooms with bilingual teachers providing the instruction in all core areas (math, science, reading, language, and social studies). The students take P.E. and elective courses such as art through the regular junior high school program and are thus integrated with the regular students for that period of time.

The remainder of this section examines the performance of the TBE students and compares that to the performance of the other Hispanic LEP students at the same grade levels. Figure D-3 illustrates two basic points, the junior high school TBE students (Spanish-dominant):

- are performing at a lower level than the non-TBE (English-dominant and Balanced-Bilingual) Hispanic LEP students.
- may be closing the gap between themselves and their non-TBE peers.

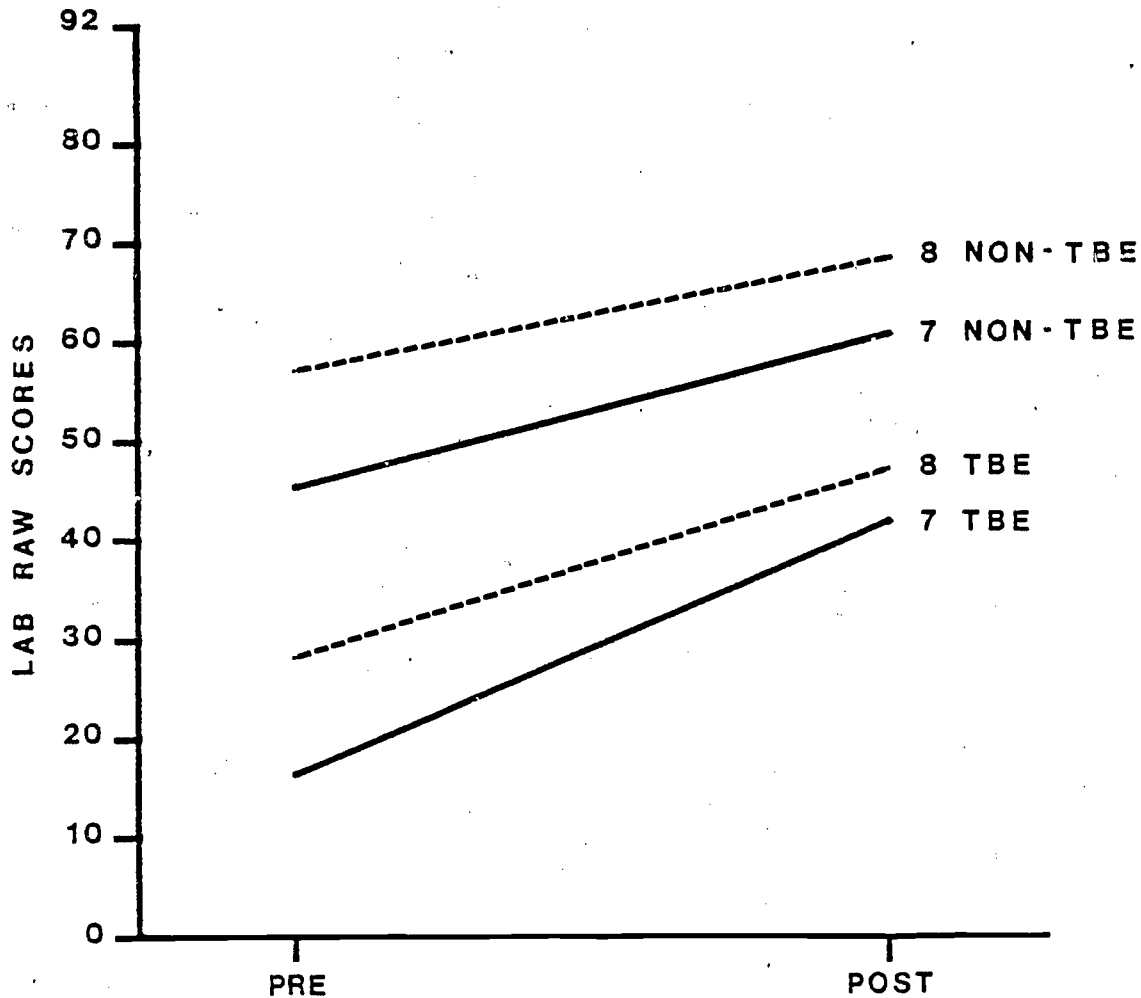
The first point is merely an artifact of the selection process. That is, only Spanish-dominant pupils are provided full-day Transitional Bilingual Education (TBE). Thus, their English language skills would be expected to be below their LEP peers who are either English-dominant or balanced bilingual.

The second point suggests that the TBE Program may be effective since the TBE students outgained their non-TBE counterparts by about ten points and eight points respectively for seventh and eighth grades. Unfortunately the gains cannot be associated unequivocally with the TBE Program since all except four of the Spanish-dominant LEP junior high school pupils participated in the program. Thus, it may be that Spanish-dominant pupils would perform as well without the special classes. Furthermore, their superior gains over non-TBE LEP pupils may be attributed at least in part to regression toward the mean. (The average pretest performance on the LAB in English was much lower for the TBE students than for the non-TBE LEP pupils.)

In summary, secondary LEP students have gained in their English language skills at all grade levels. Furthermore, there is some evidence to suggest that the District's TBE Program facilitates the learning of English language skills.

TBE: TRANSITIONAL BILINGUAL EDUCATION

NON-TBE: NON-TRANSITIONAL BILINGUAL EDUCATION



GRADE	N	$\bar{X}$ PRE	$\bar{X}$ POST	$\bar{X}$ DIF	SE	T	P
<u>TBE</u>							
7	10	16.40	41.70	25.30	8.81	2.87	.018
8	24	27.67	46.92	19.25	3.15	6.12	<.001
<u>NON-TBE</u>							
7	9	45.44	60.56	15.11	2.54	5.96	<.001
8	23	57.13	60.48	11.35	2.41	4.71	<.001

Figure D-3: LAB RAW SCORE PERFORMANCE OF JUNIOR HIGH SCHOOL HISPANIC LEP STUDENTS (1981-82).

AUSTIN INDEPENDENT SCHOOL DISTRICT  
Office of Research and Evaluation

April 8, 1982

TO: Secondary Principals  
FROM: Imelda Rodriguez, Jonathan Curtis *jc*  
SUBJECT: LEP Student Testing

The State requires for the first time that all LEP pupils be tested (both oral proficiency and achievement) at the end of each school year. (The regular District achievement testing is used to fulfill the achievement requirement.) The following indicates who needs to be tested, how to record the pupil scores, and who to send the information to.

Who must be tested with the English LAB?

All the LEP students at your school who are on the computer printout listing provided.

Who must be tested with the Spanish LAB?

All the A and B dominance category pupils on computer listing whose language category is Spanish.

How should you record the pupil's scores?

Record the scores on the LAB in the columns provided to the right of each student's language specification.

i.e. 1234567 Garcia Jose etc. Spanish 78 Eng 56 Span LAB

Where do I send the computer listings and associated scores?

Return one computer listing and associated scores to Jonathan Curtis, Box 79, Carruth and the other copy to Imelda Rodriguez, Carruth Annex, prior to May 7, 1982.

You may exempt graduating seniors from LAB testing.

If you have any questions you may contact Jonathan Curtis at 458-1229 or Imelda Rodriguez at 454-5857.

Approved: *Imelda M. Rodriguez*  
Director, Research and Evaluation

Approved: *Jonathan Curtis*  
Assistant Superintendent for Secondary Education

JC:lm

cc: Jerry Richards  
Carmen Gamboa

Local/State Bilingual  
Appendix E  
POTENTIAL POLICY CHANGES IN LEP PROCEDURES

## Potential Bilingual Program/Procedures/Policy Changes

### Purpose

The purpose of this appendix is to identify potential changes in state or federal law/regulations that would affect the local bilingual program, procedures or policy requirements.

The New (1981) Texas Bilingual Law (SB477§2) and/or regulations (Title 19, Part II, Chapter 77, Subchapter R of the Texas Administrative Code and Statutory Citations) may be modified on the basis of feedback from the schools, previous oversights regarding the compatibility of the law and the associated regulations, or other considerations. It should be noted that, at the present time (May 1982), *The Texas Education Agency* (Education Specialist II) *does not anticipate any changes for the '82-'83 school year*. Nevertheless, there are a number of issues that legislators and/or TEA will have to address in the next few years for various compelling reasons. It is the purpose here to identify as many of these issues as possible so that the District can assess the implications for local procedures/policies. By assessing the impact of potential changes, the District will be in a better position to assist the legislature and TEA to make changes that will enhance the effectiveness and efficiency of the bilingual state law/regulations.

The following decision and evaluation questions are addressed in this appendix:

Decision Question D1: Should changes be made in the LEP procedures/program with regard to changing national, state, and local conditions and constraints?

Evaluation Questions D1-2: What changes is the state instituting in its Bilingual Plan? What implications do these changes have for the District's present program or procedures?

### Procedures

Information for this section was derived from the TEA memorandum of November 23, 1981 (Rules Adopted by the State Board of Education, November 1981-Bilingual Education) from Raymon Bynum, Commissioner of Education, and from local staff concerns regarding the present regulations and procedures. Implications are drawn from anticipated outcomes under the present law/regulations in contrast with the potential changes.

Attachment E-1 is a copy of the November 23 memorandum from Commissioner Bynum.

## Results

This section is a discussion of a number of problems and related implications derived from an analysis of the most recent (November 23) issue of Subchapter R (Bilingual Education) of the Texas Administrative Code and Statutory Citations. The problems considered are:

1. LEP Exiting Criteria
2. Unnecessary Testing
3. Forms to be Written in the Home Language

Figure E-1 outlines each problem, its basis (what makes it a problem), and implications for school districts such as Austin.

### LEP Exiting Criteria

Children in kindergarten and first grade are much more likely to exit LEP (limited English proficient) status than students in the other grades because the exit criteria are much easier to attain. Since children who exit must be reassessed for two subsequent years to assure that exiting was appropriate, *many of these children will reenter LEP status* at the end of second grade, the time when more demanding criteria are applied.

Parents may be somewhat disenchanted to learn that their child who learned enough English to exit LEP status now is once again LEP. "Why is my child losing ground? He seems to know more English now than when the District exited him."

The child may be frustrated to discover that he is once again considered LEP even though his English language skills have steadily improved.

For these reasons, I believe the legislature and TEA will have to consider modifying the LEP exit criteria so that they are at least roughly comparable across the grades.

### Unnecessary Testing

According to the state bilingual regulations, an oral language proficiency test and the reading and language arts subsections of a state approved standardized achievement test must be administered to all LEP pupils at the end of the school year. The testing is used to determine which students are eligible to exit LEP status and its associated Programs.

The achievement test requirement is met through the regular districtwide testing. Results from these tests indicate that more than 60% of the LEP children will remain LEP no matter what score they obtain on the oral language proficiency test. Thus, *60% of the LEP pupils will be tested with the oral language proficiency test unnecessarily*. Not only is student instructional time lost but substantial personnel and other resources must be committed to unnecessary and expensive one-on-one oral language testing.



Forms to be Written in the Home Language

The state law (Subchapter R) requires that the Home Language Survey and The Parent Notification/Approval Form be written in English and the home language. Some of the languages represent a very small number of individuals in the District for whom no interpreter may be found. Since the District has had over 70 different languages represented by its enrollees past and present and since the number of languages grows yearly, it seems *unlikely that the District will ever* be able to completely *comply with this regulation*. The logistics problem of keeping 70 + forms available for unlikely registrants at each school must also be kept in mind.

FIGURE E-1: PROBLEMS THAT MAY LEAD TO MODIFICATION OF THE STATE BILINGUAL EDUCATION LAW/REGULATIONS

<u>PROBLEM</u>	<u>PROBLEM BASIS</u>	<u>IMPLICATIONS</u>
<p>1. <u>K-1 Exit Criteria:</u></p> <p>LEP status exit criteria are much easier to meet for grades K-1 than for the other grades. (Information source: <u>SUBCHAPTER R</u>, November 23, PG. 16, e,1)</p>	<p>The classification criteria for grades K-1 allow children to exit LEP status on the basis of a simple oral language test. Grades 2-6 must meet reading and language arts criteria which are much more difficult to attain. Since there is a requirement to reassess children for two years following exit from LEP status, many K and 1 students will exit LEP status, only to reenter when the more stringent criteria are applied a year or two later.</p>	<ul style="list-style-type: none"> <li>● <i>Inappropriate instructional placement</i> into an all English program when the K-1 child exits LEP status via the easier criteria.</li> <li>● <i>Reentry into the bilingual program</i> after a year or two in an all English program.</li> <li>● <i>Parental concern and frustration</i> at the District's inconsistency in program placement.</li> <li>● <i>Fewer state bilingual funds</i> will be available as a result of ambiguous exits from LEP status.</li> </ul>
<p>2. <u>Inappropriate/unnecessary testing:</u></p> <p>Present law and rules require the testing of some LEP children which serves no purpose. (SUBCHAPTER R, November 23, PG. 16,e)</p>	<p>The state law/regulations require oral language proficiency and achievement testing for all LEP children at the end of each school year for reclassification purposes. (Achievement testing for LEP pupils occurs as part of the regular districtwide achievement testing.)</p>	<ul style="list-style-type: none"> <li>● LEP students who score below the 23rd %ile in reading and language arts cannot exit LEP status no matter what their oral language score is. Since over 60% of the LEP students fall into this category, <i>we must unnecessarily test these students to satisfy the state regulation.</i></li> </ul>

81.44

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PROBLEM

PROBLEM BASIS

IMPLICATIONS

Figure E-1 Cont'd

3. Forms Provided in  
the Name Language:

The Home Language Survey and Parent Notification/Approval Forms must be in English and the home language. (SUBCHAPTER R, November 23; PG. 7, b AND PG. 18,d)

There are 55 different languages associated with children presently enrolled in the District. When past enrollment is considered the number is over 70. Each year the total number increases and there is no predicting what languages will show up. The 70 or so different forms would have to be provided to each of our 80 schools, many to be used once and then never again. Getting translations for forms in some of these languages presents a problem since interpreters may not be available. (eg. Akan, Gujarati, Ibo, etc.)

- About 20-30 minutes of each elementary student's *instructional time are lost* to this extra testing.
- District personnel and other resources must be used to conduct one-on-one testing which serves no purpose other than meeting state regulations.
- It is *unlikely that the District will ever be completely in compliance* with this regulation.

# Texas Education Agency



- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

November 23, 1981

TO THE ADMINISTRATOR ADDRESSED

Subject: Rules Adopted by the State Board of Education, November 1981 -  
Bilingual Education

Attached are amendments to Texas Education Agency rules concerning bilingual education which were adopted by the State Board of Education in November 1981. These rules have only minor changes from the bilingual education rules adopted by the board in July 1981.

Changes from the rules adopted in July included the following:

1. §77.356(e)(4) was amended to provide that alternative bilingual programs or placements designed to strengthen and improve the student's language proficiency shall be considered for students who have not shown significant progress after two years.
2. §77.355 was amended to require that the language proficiency assessment committee must be established by local board policy and must be given suitable orientation by the local district.
3. In §77.356, the Sequential Tests of Educational Progress (STEP III, Circus) were added to the list of achievement tests. The scores on the Language Assessment Battery (LAB) test indicating limited English proficiency have been changed to 18 for kindergarten and 19 for grade one. The scores in the rules adopted in July were based on norms for a reading test, as well as tests for listening and speaking. The new norms are based only on the listening and speaking portions of the test.
4. §77.362 was amended to clarify that funds allotted for operational expenses may be used for supplemental staff expense, including salaries, as approved by the agency.

Districts are encouraged to read the attached rules carefully. Districts required to offer bilingual education or other special language programs should be in compliance with these rules unless approval to offer an alternative has been granted by the commissioner of education, as provided in §77.352(b).

Questions about these rules should be addressed to the Division of Bilingual Education, (512) 475-3651.

Very truly yours,

Raymon L. Bynum  
Commissioner of Education

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SUBCHAPTER R. BILINGUAL EDUCATION AND  
OTHER SPECIAL LANGUAGE PROGRAMS

§77.351 Policy.

Statutory Citation

"State Policy. English is the basic language of the State of Texas. Public schools are responsible for providing full opportunity for all students to become competent in speaking, reading, writing, and comprehending the English language. The legislature finds that there are large numbers of students in the state who come from environments where the primary language is other than English. Experience has shown that public school classes in which instruction is given only in English are often inadequate for the education of these students. The legislature recognizes that the mastery of basic English language skills is a prerequisite for effective participation in the state's educational program. The legislature believes that bilingual education and special language programs can meet the needs of these students and facilitate their integration into the regular school curriculum. Therefore, pursuant to the policy of the state to insure equal educational opportunity to every student, and in recognition of the educational needs of students of limited English proficiency, it is the purpose of this subchapter to provide for the establishment of bilingual education and special language programs in the public schools and to provide supplemental financial assistance to help local school districts meet the extra costs of the program." (Texas Education Code §21.451)

"Bilingual education or special language programs as defined by this act shall be taught in the public schools only for the purpose of assisting the learning ability of limited English proficiency students and to enhance the English language." (S. B. 477 §2, Acts of the 67th Legislature, Regular Session, 1981)

Rule

- (a) It is the policy of the State Board of Education that every student in the state who has a home language other than English and who is identified as limited English proficient shall be provided a full opportunity to participate in a special language program. Each school district shall be responsible for identifying limited English proficient students based on criteria established by the State Board of Education, for providing special language programs, and for actively seeking qualified teaching personnel.
- (b) The goal of bilingual education and other special language programs shall be to enable students of limited English proficiency to become competent in speaking, reading, writing, and comprehending

the English language. Such programs shall emphasize the mastery of basic English language skills in order for students to be able to participate effectively in the regular program as soon as practicable.

- (c) Bilingual education and other special language programs shall be integral parts of the total school program. Such programs shall use instructional methodologies designed to meet the special needs of limited English proficient students. The basic curriculum content of the programs shall be the same as for the regular school program.

§77.352 Required Bilingual Education and Special Language Programs.

Statutory Citation

"Establishment of bilingual education and special language programs.

- (a) The State Board of Education shall adopt rules establishing a procedure for identifying school districts that are required to offer bilingual education and special language programs in accordance with this subchapter.
- (c) Each school district which has an enrollment of 20 or more students of limited English proficiency in any language classification in the same grade level shall offer a bilingual education or special language program.
- (d) Each district that is required to offer bilingual education and special language programs under this section shall offer the following for students of limited English proficiency:
- (1) bilingual education in kindergarten through the elementary grades;
  - (2) bilingual education, instruction in English as a second language, or other transitional language instruction approved by the agency in post-elementary grades through grade eight; and
  - (3) instruction in English as a second language in grades nine-12.
- (e) If a program other than bilingual education must be used in kindergarten through the elementary grades, documentation for the exception must be filed with and approved by the commissioner of education, pursuant to the rules of the State Board of Education.
- (f) An application for an exception may be filed with the commissioner of education when an individual district is unable to hire a sufficient number of endorsed bilingual teachers to staff the required

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program. The exception must be accompanied by:

- (1) documentation showing that the district has taken all reasonable affirmative steps to secure endorsed bilingual teachers and has failed;
  - (2) documentation showing that the district has affirmative hiring policies and procedures consistent with the need to serve limited English proficiency students;
  - (3) documentation showing that, on the basis of district records, no teacher with a bilingual endorsement or emergency credentials has been unjustifiably denied employment by the district within the past 12 months; and
  - (4) a plan detailing specific measures to be used by the district to eliminate the conditions that created the need for an exception.
- (g) An exception shall be granted under subsection (f) of this section on an individual district basis and is valid for only one year. Application for an exception a second or succeeding year must be accompanied by the documentation set forth in subdivisions (1), (2), (3), and (4) of subsection (f) of this section.
- (h) During the period of time for which the school district is granted an exception under subsection (f) of this section, it must use alternative methods approved by the commissioner of education, pursuant to the rules of the State Board of Education, to meet the needs of its students of limited English proficiency such as, but not limited to, the hiring of teaching personnel on a bilingual emergency permit." (Texas Education Code §21.453)

Rule

- (a) Each school district which has an enrollment of 20 or more students of limited English proficiency in any language classification in the same grade level shall offer a bilingual or special language program in accordance with Texas Education Code §21.453.
- (1) Bilingual education, as defined in §77.353 of this title (relating to Program Content; Method of Instruction) shall be offered in kindergarten through those grades designated as "elementary grades" as certified to the Texas Education Agency for the Texas Public School Directory. Such designation shall include at least kindergarten through grade five.
  - (2) Bilingual education or instruction in English as a second language or other transitional language instruction, as defined in §77.353 of this title (relating to Program Content; Method of Instruction), shall be offered in those grades designated

as "post-elementary" in each school district through grade eight.

- (3) Instruction in English as a second language shall be offered in grades nine through 12.
- (b) Districts which are unable to offer bilingual education as required by subsection (a)(1) of this section shall request approval from the commissioner of education to offer an alternative program. Such approval shall be effective for one school year only. The request for approval for an alternative program shall be submitted by August 15 of each year and shall include the following:
- (1) a statement of the reasons why the district is unable to offer bilingual education, with supporting documentation;
  - (2) a description of the proposed alternative program to meet the needs of the district's students of limited English proficiency; and
  - (3) a description of the actions the district will take to ensure that the program required under subsection (a) of this section will be provided the subsequent year.
- (c) The commissioner of education may authorize the establishment of a bilingual education program in districts not required to provide such a program under subsection (a) of this section. Districts wishing to establish such a program shall request authorization from the commissioner of education.
- (d) School districts not required to provide a bilingual education or other special language program under Texas Education Code §21.453, shall provide an English as a second language program to all students of limited English proficiency in grades kindergarten through 12. Such English as a second language programs shall be provided in accordance with the requirements in this subchapter.

§77.353 Program Content; Method of Instruction.

Statutory Citation

- "(a) The bilingual education program established by a school district shall be a full-time program of dual-language instruction that provides for learning basic skills in the primary language of the students of limited English proficiency who are enrolled in the program and that provides for carefully structured and sequenced mastery of English language skills. The program shall be designed to consider the students' learning experiences and shall incorporate the cultural aspects of the students' backgrounds.
- (b) The program of instruction in English as a second language established by a school district shall be a program of intensive instruction in English from teachers trained in recognizing and



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dealing with language differences. The program shall be designed to consider the students' learning experiences and shall incorporate the cultural aspects of the students' backgrounds.

- (c) In subjects such as art, music, and physical education, students of limited English proficiency shall participate fully with English-speaking students in regular classes provided in the subjects.
- (d) Elective courses included in the curriculum may be taught in a language other than English.
- (e) Each school district shall insure to students enrolled in the program a meaningful opportunity to participate fully with other students in all extracurricular activities." (Texas Education Code §21.454)

Rule

- (a) Bilingual education is a methodology of dual language instruction. Bilingual education programs provided under this subchapter shall include the following six components:
  - (1) Basic concepts starting the student in the school environment shall be taught in the student's primary language.
  - (2) Basic skills of comprehending, speaking, reading, and writing shall be developed in the student's primary language.
  - (3) Basic skills of comprehending, speaking, reading, and writing shall be developed in the English language.
  - (4) Subject matter and concepts shall be taught in the student's primary language.
  - (5) Subject matter and concepts shall be taught in the English language.
  - (6) Attention shall be given to instilling in the student confidence, self-assurance, and a positive identity with his or her cultural heritage.
- (b) The degree of emphasis in each component shall depend on the language proficiency, social, emotional, and achievement levels of the student. Such determinations regarding the instructional program shall be made by school district personnel based on all available information about the students in the program.
  - (1) The amount of time and treatment accorded to the two languages shall be based on the student's proficiency in each. The program shall provide for a carefully structured and sequenced mastery of English language skills.

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- (2) The amount of subject matter and the concepts to be taught in each language shall be planned based on the student's relative proficiency in the two languages. The content and objectives in mathematics, science, and social studies shall be the same regardless of the language of instruction.
- (3) The cultural component shall be an integral part of the total curriculum and not a separate subject area. It shall address the history and culture associated with the primary language of the student and the history and culture of the United States.
- (c) In subjects such as art, music, and physical education, the students shall participate fully with their English-speaking peers in regular classes provided in the subjects. The district shall ensure that students enrolled in the program have a meaningful opportunity to participate fully with other students in all extracurricular activities.
- (d) The board of trustees of a district may designate courses, in addition to those required to be taught bilingually under law, to be taught in a language other than English.
- (e) English as a second language shall be an intensive program of instruction with the purpose of developing competence in English. The district shall offer a developmental sequence of English instruction in the four language skills--listening, speaking, reading, and writing. The cultural aspects of the student's background and his or her previous learning experiences shall be an integral part of the program. Pertinent cultural patterns of the United States shall be included. The district shall ensure that planning and communication occur between the English as a second language teacher and those who may have the student for other subject areas.
- (f) The time allotted to each student for English as a second language instruction shall be based on the English language competency of the student. Such instruction may vary from a minimum of one class period per day to total immersion for the entire day. At the elementary level, the district shall implement an English language development program structure that best addresses the needs of the students. It may be taught in a regular classroom, a resource room, or a tutorial arrangement. It may be a part of the 260 clock hours in English which are required in grades seven and eight. A maximum of two of the three units in English required for high school graduation may be in English as a second language (or English for speakers of other languages).
- (g) Any district that desires to implement a transitional language instructional program other than bilingual education or English as a second language for grades post-elementary through eight shall

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submit a description to the agency. The commissioner shall approve or disapprove such a proposal based on its educational appropriateness.

§77.354 Home Language Survey.

Statutory Citation

"(a) (1) Results of a home language survey conducted within four weeks of each student's enrollment in order to determine the language normally used in the home and the language normally used by the student, conducted in English and the home language, signed by the student's parents if in kindergarten through grade eight or by the student if in grades nine through 12, and kept in the student's permanent folder by the language proficiency assessment committee." (Texas Education Code §21.455)

Rule

- (a) Districts shall conduct a home language survey for each student who enrolls in a Texas public school for the first time. Districts shall require that the survey be signed by the student's parent or guardian for grades kindergarten through eight or the student for grades nine through 12. The survey shall be kept with each student's permanent record.
- (b) The survey shall be printed in English and the home language of the student and shall contain the following questions:
- (1) "What language is spoken in your home most of the time?"
  - (2) "What language does your child (do you) speak most of the time?"
- (c) The commissioner of education shall distribute to each district a survey form setting out the minimum information required. Additional information may be collected by the district and recorded on the document. If the survey is not completed and returned within 10 days of the student's registration, the district must contact the parent or guardian in order to complete the document. The survey shall be completed within four weeks of the student's enrollment.
- (d) The survey will be used to identify and classify students who normally use a language other than English. The answer of a language other than English to either or both of the required questions identifies the student for language proficiency assessment.

§77.355 Language Proficiency Assessment Committee.

Statutory Citation

- "(a) The State Board of Education by rule shall require districts that are required to offer bilingual education and special language programs to establish a language proficiency assessment committee.
- (b) Each committee shall be composed of members including but not limited to a professional bilingual educator, professional transitional language educator, a parent of a limited English proficiency student, and a campus administrator.
- (c) The language proficiency assessment committee shall:
- (1) review all pertinent information on limited English proficiency students, including the home language survey, the language proficiency tests in English and the primary language, each student's achievement in content areas, and each student's emotional and social attainment;
  - (2) make recommendations concerning the most appropriate placement for the educational advancement of the limited English proficiency student after the elementary grades;
  - (3) review each limited English proficiency student's progress at the end of the school year in order to determine future appropriate placement;
  - (4) monitor the progress of students formerly classified as limited English proficiency who have exited from the bilingual education or special language program and, based on the information, designate the most appropriate placement for the student; and
  - (5) determine the appropriateness of an extended program (beyond the regular school) depending on the needs of each limited English proficiency student.
- (d) The State Board of Education by rule may prescribe additional duties for language proficiency assessment committees." (Texas Education Code §21.462)

Rule

- (a) The purpose of the language proficiency assessment committee shall be to allow professional education personnel and parents to be responsible for recommendations regarding the identification, instructional placement, and reclassification of limited English proficient students.

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- (b) Districts required to establish a bilingual education or special language program under this subchapter shall by local board policy establish and operate a language proficiency assessment committee. Districts not required to establish a bilingual education program under this subchapter shall designate one or more professional personnel to carry out the duties assigned to the committees under this subchapter.
- (c) The language proficiency assessment committee shall consist of the following:
- (1) a campus administrator;
  - (2) one appropriately certified teacher assigned to the bilingual education program;
  - (3) one appropriately certified teacher assigned to an English as a second language program; and
  - (4) the parent of a limited English proficient student.
- (d) All members of the language proficiency assessment committee, including parents, shall be acting for the school district and shall observe all laws and rules governing confidentiality of information concerning individual students.
- (e) If the district does not have an individual in one or more of the school job classifications listed in subsection (c) of this section, the district may select another staff member to serve on the language proficiency assessment committee if desired. The district shall have discretion to add members to the committee.
- (f) A language proficiency assessment committee may be established for each campus of the district or one committee may serve multiple campuses. The district shall be responsible for orientation of all members of the committee.
- (g) For each student who normally uses a language other than English and who has been administered appropriate language proficiency tests, the committee shall make determination whether the student is to be classified as limited English proficient based upon the criteria in §77.356 of this title (relating to Testing and Classification of Students). It shall recommend appropriate placement of each limited English proficient student in bilingual education, English as a second language or other special program. The committee may also recommend participation in a summer, extended day or extended week program which may be provided by the school district.
- (h) For each participant in a bilingual education or special language program, the committee shall annually determine whether the student

is English proficient using the criteria in §77.356 of this title (relating to Testing and Classification of Students). It shall recommend reclassification and placement into an all-English curriculum of those students who are determined to be English proficient.

- (i) For each student exited from the bilingual program, the committee shall conduct follow-up studies for two years. It shall review achievement and criterion referenced test scores, grades in all subjects or courses, written and oral teachers' evaluations, parental opinion, and other information as appropriate. For those students who are not performing as desired in the all-English curriculum, the committee may prescribe participation in compensatory, bilingual education, English as a second language, or other program that addresses the needs of the student.
- (j) The actual placement of a student into a program as defined in §77.353 of this title (relating to Program Content; Method of Instruction) shall be done in accordance with §77.360 of this title (relating to Parental Authority and Responsibility) and Texas Education Code §§21.074 and 21.075.

§77.356 Testing and Classification of Students.

Statutory Citation

- "(a) The State Board of Education by rule shall adopt standardized criteria for the identification, assessment, and classification of students of limited English proficiency eligible for entry into the program or exit from the program. The parent must be notified of a student's entry into the program, exit from the program, or placement within the program. A student's entry into the program or placement within the program must be approved by the student's parents. The local school district may appeal the decision under §21.463 of this code. The criteria may include, but are not limited to, the following:
- (1) results of a home language survey conducted within four weeks of each student's enrollment in order to determine the language normally used in the home and the language normally used by the student, conducted in English and the home language, signed by the student's parents if in kindergarten through grade eight or by the student if in grades nine through 12, and kept in the student's permanent folder by the language proficiency assessment committee;
  - (2) the results of an agency-approved English language proficiency test administered to all students identified through the home survey as normally speaking a language other than English to determine the level of English language proficiency, with students in kindergarten or grade one being administered an

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oral English proficiency test and students in grades two through 12 being administered an oral and written English proficiency test; and

- (3) the results of an agency-approved proficiency test in the primary language administered to all students identified under subdivision (2) of this subsection as being of limited English proficiency to determine the level of primary language proficiency, with students in kindergarten or grade one being administered an oral primary language proficiency test and students in grades two through 12 being administered an oral and written primary language proficiency test.
- (b) Tests under subsection (a) of this section should be administered by professionals or paraprofessionals with the appropriate English and primary language skills and the training required by the test publisher.
- (c) The language proficiency assessment committee may classify a student as limited English proficiency if one or more of the following criteria are met:
- (1) the student's ability in English is so limited or the student is so handicapped that assessment procedures cannot be administered;
  - (2) the student's score or relative degree of achievement on the agency-approved English proficiency test is below the levels established by the agency as indicative of reasonable proficiency;
  - (3) the student's primary language proficiency score as measured by an agency-approved test is greater than his proficiency in English; or
  - (4) the language proficiency assessment committee determines, based on other information such as (but not limited to) teacher evaluation, parental viewpoint, or student interview, that the student's primary language proficiency is greater than his proficiency in English or that the student is not reasonably proficient in English.
- (e) All records obtained under this section may be retained by the language proficiency assessment committee for documentation purposes.
- (h) A school district may transfer a student of limited English proficiency out of a bilingual education or special language program if the student is able to participate equally in a regular all-English instructional program as determined by:
- (1) tests administered at the end of each school year to determine

the extent to which the student has developed oral and written language proficiency and specific language skills in both the student's primary language and English;

- (2) an achievement score at or above the 40th percentile in the reading and language arts sections of an English standardized test approved by the agency; and
  - (3) other indications of a student's overall progress as determined by, but not limited to, criterion-referenced test scores, subjective teacher evaluation, and parental evaluation.
- (i) If later evidence suggests that a student who has been transferred out of a bilingual education or special language program has inadequate English proficiency and achievement, the language proficiency assessment committee may reenroll the student in the program. Classification of students for reenrollment must be based on the criteria required by this section." (Texas Education Code §21.455)

"(3) 'Students of limited English proficiency' means students whose primary language is other than English and whose English language skills are such that the students have difficulty performing ordinary classwork in English." (Texas Education Code §21.452)

- "(b) Within the first four weeks following the first day of school, the language proficiency assessment committee established under section 21.462 shall determine and report to the governing board of the school district the number of students of limited English proficiency on each campus and shall classify them according to the language in which they possess primary proficiency. The governing board shall report that information to the agency before the first day of November each year." (Texas Education Code §21.453)

#### Rule

- (a) Districts shall administer an English oral language proficiency test to each student in grades kindergarten through 12 who has a language other than English as identified on the home language survey. Districts shall select one or more of the tests adopted by the State Board of Education. For students whose home language is Spanish, the Spanish section of the oral language proficiency tests selected by a district shall also be administered. An English-speaking professional or paraprofessional trained in language proficiency testing shall administer the English portion of the test. A Spanish-speaking professional or paraprofessional trained in language proficiency testing shall administer the Spanish portion of the test. For languages other than Spanish, informal oral assessment measures in the home language shall be used. The tests, grade levels, and the scores on each which shall identify a student as limited English proficient are as follows:



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<u>Test</u>	<u>Grade Levels</u>	<u>Score on English Por- tion of Test Indicating LEP</u>
Primary Acquisition of Language (PAL): Oral Language Dominance Measure (OLDM)	K 1-3	Below 4.5 Below 5
Primary Acquisition of Language (PAL): Oral Language Profi- ciency Measure (OLPM)	4-6	Below 5
Bilingual Syntax Measure (BSM) Level I Level II	K-2 3-12	Below 4 Below 5
Basic Inventory of Natural Language (BINL)	K-2 3-8 9-12	Below 50 Below 75 Below 100
Language Assessment Scales (LAS) Level I Level II	K-5 6-12	Below 75 Below 82
Shutt Primary Language Indi- cator Test (SPLIT)--Listening and Verbal Fluency	K 1 2-3 4 5-6	Listening      Verbal Comprehension Fluency Either Below 10 or 6 14 or 7 15 or 9 16 or 9 17 or 9
Language Assessment Battery (LAB) Level I  Level II  Level III	K 1 2 3 4 5 6 7 8 9-10 11 12	18 19 36 56 67 77 79 67 72 77 79 80
ETA Oral Language	E-20 K-1	Below level C

(b) Districts shall administer the English reading and English language arts sections of a standardized achievement test to each student in grades two through 12 who has a home language other than English as identified on the home language survey. Districts shall use one or more of the tests adopted by the State Board of Education as follows:

- (1) California Achievement Test (CAT), 1977 - CTB/McGraw Hill;
- (2) Comprehensive Test of Basic Skills, (CTBS), 1973 - CTB/McGraw Hill;
- (3) Comprehensive Test of Basic Skills, (CTBS), 1981 - CTB/McGraw Hill;
- (4) Iowa Test of Basic Skills (ITBS) and Test of Achievement and Proficiency (TAP), 1978 - Riverside Publishing Company;
- (5) Iowa Test of Basic Skills (ITBS), 1971 - Riverside Publishing Company;
- (6) Metropolitan Achievement Tests, Survey Battery (MAT), 1978 - The Psychological Corporation;
- (7) Metropolitan Achievement Test (MAT), 1970 - The Psychological Corporation;
- (8) The Metropolitan Instructional Series, reading tests, 1978 - The Psychological Corporation;
- (9) The Metropolitan Instructional Series, language tests, 1978 - The Psychological Corporation;
- (10) Science Research Associates (SRA), 1978 - Science Research Associates;
- (11) Science Research Associates (SRA)/Iowa Test of Educational Development (ITED), 1971 - Science Research Associates;
- (12) Scott Foresman Achievement Series, 1980 - Scott Foresman;
- (13) The Stanford Achievement Test (SAT) and Test of Academic Skills (TASK), 1972-73 - The Psychological Corporation;
- (14) Stanford Diagnostic Reading Test (SDRT), 1976 - The Psychological Corporation;
- (15) Sequential Tests of Educational Progress (STEP III, Circus), 1979 - Addison - Wesley Publishing Company.

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- (c) All oral and written proficiency testing of students who enroll within five class days of the first day of school shall be completed no later than four weeks after the first day of school.
- (d) Districts shall use the criteria below for classification of students for program entry purposes.
- (1) A student shall be identified as limited English proficient if one or more of the following criteria are met:
- (A) Ability in English is so limited that the English proficiency tests cannot be administered.
  - (B) The score on the English oral language proficiency test for a student in grades kindergarten through 12 is below the level designated for indicating limited English proficiency in subsection (a) of this section.
  - (C) The score on the reading and English language arts sections of the standardized achievement test for a student in grades two through 12 is below the 23rd percentile.
- (2) If the oral English language proficiency test score of a student in grades two through 12 is above the levels designated for indicating limited English proficiency in subsection (a) of this section and he or she scores between the 23rd and the 40th percentile on the written standardized test, the language proficiency assessment committee shall determine whether or not the student is limited English proficient based on other factors which may include:
- (A) written recommendation and observation by current and previous teachers;
  - (B) grades from the current or previous years;
  - (C) written or oral recommendation of the parent concerning program placement;
  - (D) data regarding emotional and maturational levels;
  - (E) criterion referenced test results and progress on continuum of skills or informal assessment measures;
  - (F) student interview; and
  - (G) other student information.
- (3) A student in grades two through 12 shall not be classified as limited English proficient if he or she scores at or above the 40th percentile on the reading and English language arts sections of the standardized achievement test.

- (e) Annually, districts shall administer an English oral language proficiency test selected from the list in subsection (a) of this section to each limited English proficient student in grades kindergarten through 12. Districts shall also administer the reading and English language arts sections of a standardized achievement test selected from the list in subsection (b) of this section to each limited English proficient student in grades two through 12. The criteria in paragraphs (1)-(4) of this subsection shall be used for reclassification of students for program exit purposes.
- (1) The student in grades kindergarten through one shall be classified as English proficient if his or her score on the oral English proficiency test is above the levels designated for indicating limited English proficiency in subsection (a) of this section.
  - (2) The student in grades two through 12 shall be classified as English proficient if his or her score on the oral English proficiency test is above the levels designated for indicating limited English proficiency in subsection (a) of this section; and the score on the reading and English language arts sections of the standardized achievement tests is between the 23rd and the 40th percentile; and the language proficiency assessment committee determines the student has sufficient English proficiency based on other factors listed in paragraph (2) of subsection (d) of this section.
  - (3) The student in grades two through 12 shall be classified as English proficient if he or she scores at or above the 40th percentile on the reading and English language arts sections of the standardized achievement test.
  - (4) For the student in grades two through 12 who has been enrolled in a bilingual education program for at least two years and has not achieved the 23rd percentile and has shown no significant improvement in relative English proficiency (relative to the primary language), the language proficiency assessment committee shall consider alternative bilingual programs or placements designed to strengthen and improve the student's language proficiency. Such an alternative program or placement may be in addition to the student's placement or a new placement.
- (f) Students who have been transferred out of the program who are later determined to have inadequate English proficiency may be reenrolled in the program in accordance with Texas Education Code §21.455(i) and this subchapter.
- (g) All records pertaining to identification and assessment of students for program participation purposes shall be maintained for documentation. The language proficiency assessment committee shall be responsible for such records.

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§77.357 Eligible Handicapped Students.

Statutory Citation

"(f) The school district may not refuse instruction in a language other than English to a student solely because the student has a handicapping condition." (Texas Education Code §21.455)

Rule

- (a) Districts shall identify and serve students eligible for programs provided under this subchapter in accordance with Texas Education Code §21.455(f).
- (b) Districts shall ensure adequate coordination between bilingual or other special language personnel and special education personnel.

§77.358 Participation of Non-Limited English Proficiency Students.

Statutory Citation

"(g) With the approval of the school district and a student's parents, a student who does not have limited English proficiency may also participate in a bilingual education program. The number of participating students who do not have limited English proficiency may not exceed 40 percent of the students enrolled in the program." (Texas Education Code §21.455)

Rule

Districts may enroll students who do not have limited English proficiency in programs offered under this subchapter in accordance with Texas Education Code §21.455(g).

§77.359 Facilities; Classes.

Statutory Citation

- "(a) Bilingual education and special language programs shall be located in the regular public schools of the district rather than in separate facilities.
- (b) Students enrolled in bilingual education or a special language program shall be placed in classes with other students of approximately the same age and level of educational attainment. The school district shall insure that the instruction given each student is appropriate to his or her level of educational attainment, and the district shall keep adequate records of the educational level and progress of each student enrolled in the program.

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- (c) The maximum student-teacher ratio shall be set by the agency and shall reflect the special educational needs of students enrolled in the programs." (Texas Education Code §21.456)

Rule

- (a) Bilingual education and special language programs shall be located in the regular public schools of the district rather than in separate facilities in accordance with Texas Education Code §21.456.
- (b) Students shall be placed in classes in accordance with Texas Education Code §21.456 and given instruction appropriate to their grade level.
- (c) Districts shall ensure that the student-teacher ratio in bilingual education and special language programs reflects the special needs of the students enrolled in the program. The student-teacher ratio shall not exceed those limits set in Texas Education Code §16.102 (k) with those limits applicable to grades two through three being expanded to apply to all elementary grades two and above.

§77.360 Parental Authority and Responsibility.

Statutory Citation

"(4) 'Parent' means the parent(s) or legal guardian(s) of the student." (Texas Education Code §21.452)

"(a) The State Board of Education by rule shall adopt standardized criteria for the identification, assessment, and classification of students of limited English proficiency eligible for entry into the program or exit from the program. The parent must be notified of a student's entry into the program, exit from the program, or placement within the program. A student's entry into the program or placement within the program must be approved by the student's parents. The local school district may appeal the decision under §21.463 of this code. The criteria may include, but are not limited to, the following:

- (1) Results of a home language survey conducted within four weeks of each student's enrollment in order to determine the language normally used in the home and the language normally used by the student, conducted in English and the home language, signed by the student's parents if in kindergarten through grade eight or by the student if in grades nine through 12, and kept in the student's permanent folder by the language proficiency assessment committee.

(d) Within 10 days after the student's classification as limited English proficiency, the language proficiency assessment committee shall give written notice of the classification to the student's

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parent. The notice must be in English and the primary language. The parents of students eligible to participate in the required bilingual education program shall be informed of the benefits of the bilingual education or special language program and that it is an integral part of the school program." (Texas Education Code §21.455(a), (d))

"Appeals. A parent of a student enrolled in a district offering bilingual education or special language programs may appeal to the commissioner of education under §11.13 of this code if the district fails to comply with the requirements of law or the rules of the State Board of Education. If the parent disagrees with the placement of the student in the program, he or she may appeal that decision to the local board of trustees. Appeals shall be in accordance with procedures adopted by the State Board of Education consistent with the appeal of contested cases under the Administrative Procedure and Texas Register Act, as amended (Article 6252-13a, Vernon's Texas Civil Statutes)." (Texas Education Code §21.463)

Rule

- (a) The home language survey conducted in accordance with §77.354 of this title (relating to Home Language Survey) must be signed by the parent of students in kindergarten through grade eight.
- (b) The language proficiency assessment committee shall consider the opinion of a student's parent in determining the student's primary language proficiency and English language proficiency.
- (c) Within 10 days after a student's classification as limited English proficiency, the language proficiency assessment committee shall give written notice to the student's parent advising that the student has been so classified and requesting approval to place the student in a bilingual education or special language program. In accordance with Texas Education Code §21.455(d), the notice shall include information about the benefits of the bilingual education or special language program and that it is an integral part of the school program. A student's entry into or placement within a bilingual education or special language program must be approved by the student's parent.
- (d) In accordance with Texas Education Code §21.455(h), a school district shall obtain the parent's evaluation of a student's progress and shall consider that evaluation in determining whether a student should be transferred out of a bilingual education or special language program.
- (e) Parental approval shall be obtained before a student is reenrolled in a bilingual education or special language program.

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- (f) The parent of a limited English proficient student shall be appointed to the language proficiency assessment committee.
- (g) Parental approval shall be obtained before a student who does not have limited English proficiency is enrolled in a bilingual education program.
- (h) The parent of a student enrolled in a district which is required to offer bilingual education or special language programs may appeal to the commissioner of education if the district fails to comply with the law or the rules of the State Board of Education. Appeals shall be filed in accordance with Chapter 157 of this title (relating to Hearings and Appeals).
- (i) A parent who disagrees with the placement of a student in a bilingual education or special language program may appeal the decision to the local board of trustees as provided in Texas Education Code §21.463.

§77.361 Staffing and Staff Development.

Statutory Citation

- (a) The State Board of Education shall promulgate rules and regulations governing the issuance of teaching certificates with bilingual education endorsements to teachers who possess a speaking, reading, and writing ability in a language other than English in which bilingual education programs are offered and who meet the general requirements set out in Chapter 13 of this code. The State Board of Education shall also promulgate rules and regulations governing the issuance of teaching certificates with an endorsement for teaching English as a second language. The agency may issue emergency endorsements in bilingual education and in teaching English as a second language.
- (b) A teacher assigned to a bilingual education program must be appropriately certified by the agency for bilingual education.
- (c) A teacher assigned to an English as a second language or other special language program must be appropriately certified by the agency for English as a second language.
- (d) The minimum monthly base pay and increments for teaching experience for a bilingual education teacher or a special language program teacher are the same as for a classroom teacher with an equivalent degree under the Texas State Public Education Compensation Plan. The minimum annual salary for a bilingual education teacher or a special language program teacher is the monthly base salary, plus increments, multiplied by 10, 11, or 12, as applicable.



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- (e) The district may compensate out of funds appropriated in subsection (a) of §21.460 of this subchapter a bilingual education or special language teacher for participating in a continuing education program which is in addition to the teacher's regular contract. The continuing education program must be designed to gain advanced bilingual education or special language program endorsement or skills.
- (f) The agency shall be authorized to conduct or contract for teacher training for persons in the acquisition of endorsements in English as a second language. The agency shall determine the amount required for the implementation of this subsection.
- (g) The State Board of Education, through the Commission on Standards for the Teaching Profession, and the Coordinating Board, Texas College and University System, shall develop a comprehensive plan for meeting the teacher supply needs created by the programs outlined in this subchapter. The board shall submit a plan, which includes legislative recommendations, to the 68th Legislature in January 1983." (Texas Education Code §21.459)

Rule

- (a) School districts shall take all reasonable affirmative steps to secure fully certified bilingual education teachers. The phrase "endorsed bilingual teachers," as used in Texas Education Code §21.453(f) shall be interpreted to mean certified teachers with bilingual specialization or endorsement.
- (b) Districts which are unable to secure fully certified bilingual education teachers shall request emergency teaching permits or special assignment permits, as appropriate, in accordance with Subchapter N of Chapter 141 of this title (relating to Emergency Teaching Permits, Special Assignment Permits, and Temporary Classroom Assignment Permits).
- (c) Teachers assigned to an English as a second language program or other special language program must meet the requirements for assignment as set out in §97.117 (226.37.15.370) of this title (relating to Requirements for Assignment of Teachers).
- (d) Districts may compensate bilingual education and special language program teachers for participation in continuing education programs designed to increase their skills or to lead to bilingual or special language certification in accordance with Texas Education Code §21.459(f).
- (e) The commissioner of education shall coordinate the development of a comprehensive plan for meeting teacher supply needs in accordance with Texas Education Code §21.459(g). The plan shall include provision for the development and phase-in of certification programs and requirements for teachers of English as a second language.

§77.362 Allotments for Operational Expenses.

Statutory Citation

- (a) Under the rules of the State Board of Education, each school district operating an approved bilingual education or special language program shall be allotted a special allowance equal to:
- (1) the number of limited English proficiency students enrolled in the bilingual education program multiplied by \$50, or a greater amount as provided by the General Appropriations Act, and
  - (2) the number of limited English proficiency students enrolled in the ESL or special language program multiplied by 25 percent of the bilingual education per pupil allocation. A district's bilingual education or special language allocation may be used for program and pupil evaluation and equipment, instructional materials and equipment, staff development, supplemental staff expenses, and other supplies required for quality instruction." (Texas Education Code §21.460)

Rule

- (a) School districts approved by the Texas Education Agency shall receive funds in the amount provided by law for each limited English proficient student enrolled in a bilingual education program and in an English as a second language or other special language program. To be eligible to receive funds, school districts shall submit an application for operational expenses allocation and be approved annually by the Texas Education Agency.
- (b) After distribution of funds to districts required to operate bilingual education, English as a second language, or other special language programs pursuant to Texas Education Code §21.453, the commissioner of education may distribute available funds to districts not required to offer bilingual education. Districts operating such programs shall submit an application for operational expenses allocation. The priority order for distributing funds under this subsection shall be as follows:
- (1) bilingual education programs in kindergarten through elementary, or English as a second language programs in grades kindergarten through 12; and
  - (2) bilingual education programs at grades post elementary through 12.
- (c) Operational expenses allocated for an approved bilingual education, English as a second language, or other special language program

may be used for the following:

- (1) Program and pupil evaluation, and equipment necessary to administer required tests to students.
  - (A) Allowable expenditures for pupil assessment include the cost of purchasing and scoring tests for identifying limited English proficient students, determining primary language proficiency or for prescribing instruction.
  - (B) Allowable expenditures for program evaluation include the cost of planning and designing program evaluations; purchasing standardized achievement tests for basic skills; collection, analysis and interpretation of data; and preparation of reports.
- (2) Instructional materials and equipment as well as other supplies required for quality instruction.
  - (A) Allowable expenditures include the cost of any apparatus, including three-dimensional manipulative materials and equipment, which conveys information to the student or otherwise contributes to the learning process, such as cassette players, language masters, listening stations, and pupil workbooks, or other consumable materials that are special materials for the instructional program.
  - (B) The following items will not be considered as allowable expenditures from the per pupil allotments: room furnishings including desks, tables, chairs, filing cabinets, or any other item which is usually attributed to capital outlay.
- (3) Supplemental staff expenses, including salaries, as approved by the Texas Education Agency.
- (4) A minimum of 25 percent of the total amount for which each district is eligible shall be used for staff development and supplemental staff expense as follows:
  - (A) Teacher certification. First priority activities shall include formal preparation programs designed to meet bilingual or English as a second language certification requirements for professional and paraprofessional instructional staff.
    - (i) tuition and fees;
    - (ii) textbooks for college and university course work;
    - (iii) travel and per diem for trainees receiving tuition and fees;

- (iv) stipends for receiving training after working hours such as evenings and weekends; and
  - (v) extended 10, 11, or 12 month contracts for persons participating in continuing education.
- (B) Other staff development. Other staff development may include planned activity designed to improve performance of staff assigned to serve limited English proficient students. Such activity must address specific training objectives and include procedures for evaluating outcomes in terms of skill or competency gains. Staff development plans including qualifications of trainers shall be subject to approval by the agency.
- (C) Expenditures not allowable. Training expenditures which are not allowable are the following:
- (i) training costs for personnel not assigned to the program;
  - (ii) costs for formal preparation programs at colleges or universities for professional instructional staff who have certificates and endorsements for bilingual education and English as a second language.
- (D) Statewide personnel training plan. The commissioner of education shall develop and implement a plan for training of personnel statewide. Such plan shall provide school district personnel with reasonable opportunities to be properly certified for their assignment. School district staff development requests must be consistent with this plan to be approved. The commissioner of education may authorize a district to use less than 25 percent for staff development and supplemental staff expense if the training and certification needs of the personnel assigned to the program do not require such a level of expenditure.
- (5) The special allowance for the operation of an approved program must supplement, not replace, local funds normally budgeted for the total instructional program.
- (6) Since unused funds will be applied against the operational expenses allocation for the ensuing school year, the school district shall maintain records that specifically identify or otherwise account for itemized expenditures from the operational expenses allocation and shall retain documents as necessary for audit purposes.

§77.363 Preschool, Summer School, and Extended Time Programs.

Statutory Citation

"A school district may establish on a full- or part-time basis preschool, summer school, extended day, or extended week bilingual education or special language programs for students of limited English proficiency and may join with other districts in establishing the programs. The preschool or summer programs shall not be a substitute for programs required to be provided during the regular school year." (Texas Education Code §21.458)

Rule

- (a) A district may operate a preschool, summer school, and extended time program for limited English proficient students for the purpose of improving the students' proficiency in English. Districts have the option to provide bilingual education, English as a second language, and other types of program at any grade level. Such programs shall not substitute for bilingual education or English as a second language programs required to be provided during the regular school year.
- (b) Preschool programs may be operated during the regular school year or during the summer on a part-time or full-time basis. Such programs shall be for children who will be eligible for kindergarten the following school year.
- (c) Summer programs may be provided for students at any grade levels selected by the district. The number of days and hours per day the program operates shall be determined by the district.
- (d) Extended day or week programs may be provided before or after the regular school day or on Saturday.
- (e) Districts may use funds allocated under §77.362 of this title (relating to Allotments for Operational Expenses) for operation of the program. Additional bilingual education funds will not be available to provide for such programs and students participating in such programs shall not be counted in determining the district's allocation. Funds may be used to provide salaries of instructional personnel, materials, transportation, or other instructional related costs. Such funds may not be used to provide recreational or other non-instructional activities. Districts that intend to use state funds to operate preschool, summer school, extended day or week programs shall complete the appropriate description and budget sections of the application for bilingual education funds submitted to the Texas Education Agency.
- (f) Districts may join with other districts to provide programs or may

contract with regional education service centers to serve as management agents to assist in providing cooperative programs among several districts.

§77.364 Pilot Programs.

Statutory Citation

- "(f) The State Board of Education shall establish a limited number of pilot programs for the purpose of examining alternative methods of instruction in bilingual education and special language programs.
- (g) Districts approved to establish pilot programs as required by subsection (f) of this section shall be allocated an amount per student which is equal to the amount per student allocated to districts with approved bilingual education programs as outlined in this subchapter." (Texas Education Code §21.454)

Rule

- (a) The commissioner of education shall establish from a minimum of 10 to a maximum of 20 structured pilot programs which operate and evaluate alternative types of special language programs. The purpose of these pilot programs shall be to identify approaches that are the most effective for developing English proficiency for limited English proficient students. The programs may be authorized for one, two, or more years based on the program to be piloted.
- (b) The commissioner shall develop and disseminate information which sets out the specific approaches to be tested. The approaches may include, but need not be limited to, the following:
- (1) concentrated English as a second language in varying time allotments and organizational structures;
  - (2) variations and refinements of language use in dual language programs at varying grade levels;
  - (3) English as a second language or bilingual education programs within regular classrooms;
  - (4) varying English as a second language structures for the elementary and secondary levels;
  - (5) tutoring in English; and
  - (6) parental participation in learning English.

- (c) Programs approved shall include districts with varying characteristics such as the following:
- (1) small, medium, and large concentrations of limited English proficient students;
  - (2) location in the various regions of the state; and
  - (3) districts that have difficulty employing sufficient numbers of bilingual education teachers.
- (d) Each pilot program shall have a comprehensive evaluation design. Information to be gathered shall include the following:
- (1) the degree of student progress in attaining English proficiency;
  - (2) achievement in English reading and English language arts and other academic subjects;
  - (3) indicators of social integration in the total school community; and
  - (4) others.
- (e) A district applying for a pilot program shall submit an application on forms developed by the agency containing a description of the program, a budget, and an evaluation design. The budget may request funds based on the number of students in the program times the amount provided by law. Such funds may be expended on salaries for instructional personnel, materials or equipment, and related costs.
- (f) Based on the results of the evaluation of pilot programs, the commissioner shall submit a report to the State Board of Education identifying the most successful approaches that are appropriate to be implemented in other school districts.

§77.365 Monitoring of Programs and Enforcing Law and State Board of Education Rules.

Statutory Citation

- "(a) The legislature recognizes that compliance with this subchapter is an imperative public necessity. Therefore, pursuant to the policy of the state, the agency shall monitor school district compliance with state rules by inspecting each district on site at least every three years.
- (b) The areas to be monitored include:
- (1) program content and design; E-34

- (2) program coverage;
  - (3) identification procedures;
  - (4) classification procedures;
  - (5) staffing;
  - (6) learning materials;
  - (7) testing materials;
  - (8) reclassification of students for either entry into regular classes conducted exclusively in English or for reentry into a bilingual education or special language program; and
  - (9) activities of the language proficiency assessment committee.
- (c) Not later than the 30th day after the date of an on-site monitoring inspection, the agency shall report its findings to the school district and to the Division of Accreditation.
- (d) The agency shall notify a school district found to be in noncompliance in writing not later than the 30th day after the date of the on-site monitoring. The district shall take immediate corrective action.
- (e) If a school district fails to or refuses to comply after proper notification, the agency shall apply sanctions, which may include removal of accreditation, loss of foundation school funds, or both." (Texas Education Code §21.461)

#### Rule

- (a) Texas Education Agency staff who are trained in assessing bilingual education, English as a second language, and other special language programs shall monitor on-site each school district in the state every three years. The commissioner of education shall develop a schedule annually which identifies the districts to be monitored. The commissioner may modify the schedule as necessary.
- (b) A standard monitoring instrument shall be used as basis for each on-site visit. The instrument shall identify each requirement of law and State Board of Education rules. Indicators, such as required documentation or conditions to be observed, shall be specified as a basis for determining whether the district is fulfilling each requirement.
- (c) The Texas Education Agency shall determine through on-site monitoring whether the bilingual education, English as a second language or other special language program operates according to law



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and State Board of Education policy.

- (1) The staff shall conduct campus and classroom visits to determine if the programs are being implemented in the grade levels required.
- (2) The staff shall review the identification procedures used to establish if the district has:
  - (A) determined the home language of all students enrolled;
  - (B) determined the level of oral English proficiency of students in kindergarten through grade 12 and level of achievement in English on standardized tests for students in grades two through 12 who have a primary language other than English;
  - (C) determined the level of oral primary language proficiency for students kindergarten through grade 12; and
  - (D) maintained adequate records for subparagraphs (A) - (C) of this paragraph.
- (3) The staff shall determine by examination of records if the district has appropriately classified students of limited English proficiency according to comparative language abilities in English and the primary language. Districts shall maintain records of the classification of each student of limited English proficiency.
- (4) The staff shall determine the adequacy of staffing assignments and ensure that the teacher-pupil ratios in the programs are comparable to that of the regular school program.
  - (A) The staff shall determine through on-site monitoring if personnel assigned to the program are properly certified for the assignment.
  - (B) The staff shall determine the adequacy of the district's efforts to employ and assign appropriately certified personnel to implement the program.
- (5) The staff shall determine whether learning materials provided each limited English proficient student are appropriate to the student's level of educational attainment. The materials used in the bilingual education programs shall allow the student to learn basic skills in his primary language and also provide for carefully structured and sequenced mastery of English language skills. The materials used in the English as a second language programs shall demonstrate a sequenced approach to listening, speaking, reading, and writing the English language.

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- (6) The staff shall determine the appropriateness and accuracy of the districts's use of tests and other assessment procedures.
- (7) The staff shall determine if the procedures used for reclassification of students as English proficient and procedures used for reassessment of students exited from the program to identify students who may need to re-enter bilingual and special language programs are consistent with State Board of Education rules.
- (8) The staff shall determine, through examination of records and interviews with members of the language proficiency assessment committee, the qualifications and training provided members of the committee. The district shall have on file policy and procedures for the selection, appointment, and training of members of the campus language proficiency assessment committee.
- (d) The preliminary monitoring report shall identify each discrepancy noted between the requirements of law and State Board of Education rules and the program operation. For each discrepancy, a recommended corrective action and date for completion shall be described. Reports shall be mailed from the agency within 30 calendar days following the last day of the monitoring visit. Districts shall be instructed to prepare specific corrective action responses and negotiate any problem areas directly with personnel of the Division of Bilingual Education. A copy of the report shall be filed with the Division of School Accreditation.
- (e) Districts shall be instructed to respond describing the corrective actions that will be taken within 30 calendar days of the date the report is mailed by the agency. If the district has evidence that is contrary to any of the preliminary findings reported by the monitoring team, such information shall be submitted within the 30 days provided. Should the preponderance of the evidence indicate that the identified discrepancy is invalid, the report shall be revised accordingly. At the end of the 30-calendar-day period, the report shall become final.
- (f) If a school district has been cited as being in noncompliance, and has failed to proceed to remove variations or discrepancies within the time period specified, the commissioner of education may initiate steps to modify that district's accreditation status on a temporary basis until procedures for modifying the district's status can be applied. Such actions taken by the commissioner shall be reported to the State Board of Education at the earliest subsequent meeting. The process outlined in §97.74 of this title (relating to Establishment and Modification of a District's Accreditation Status) shall be effected in not more than 120 calendar days. If no acceptable solution has been reached by this time, the commissioner shall make a recommendation to the State Board of

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Education regarding the accreditation status of the district. All actions shall be in compliance with Subchapter D of Chapter 97 of this title (relating to Principles, Standards, and Procedures for Accreditation of School Districts).

Adopted by the State Board of Education, November 1981.

Local/State Bilingual  
Appendix F  
MASTERFILE OF LEP STUDENTS

## Instrument-Description: LEP Masterfile

Brief description of the data file: This file contains records of students coming from a home in which a language other than English is spoken as identified by the Home Language Survey. The information on this file is gathered for the purpose of identifying and classifying students of Limited English Proficiency (LEP). This file contains detailed LEP related information (e.g., language, LEP status, oral proficiency and achievement test scores, dates, dominance, and an indication of any special language instruction program, if any, required by the State or OCR.

Which students or other individuals are included on the file? Students included on this file are those identified by the Home Language Survey as having a language other than English in the home background.

- What is the language most often spoken by your family at home?
- What is the language most often spoken by this child?
- What was the first language this child learned to speak?

How often is information on the file added, deleted, or updated? Information on this file is updated continuously. Most additions occur at the beginning of the year. For all LEP pupils on the file there is also an update process that occurs each summer.

Who is responsible for changing or adding information to the file? The Evaluation Assistant is responsible for changing or adding information to the file. Although many times the Evaluator, Secretary, or programmer assist with this function.

How was the information contained on the file gathered?

Information is gathered by school personnel at each individual school.

Are there problems with the information on the file that may affect the validity of the data?

NONE

What data are available concerning the accuracy and reliability of the information on the file?

Files are corrected periodically using input from the schools. Information used before the end of November may be inaccurate or incomplete. If you plan to use this file, see the Evaluator first.

Are there normative or historical data available for interpreting the results?

NONE

Brief description of the file layout: All student records are arranged by student identification number. Each record contains individual student information including name, birthdate, school, and grade. Next follows information for identification and classification of LEP students. Beginning with the results of the Home Language Survey and LEP status. Next are scores to oral proficiency tests and achievement tests, along with the dates when taken. Also included are language dominance and which, special language instruction program is required.

### Purpose

The LEP Masterfile was used to provide basic information on LEP children of the District and to provide data addressing the following decision and evaluation questions:

Decision Question D1: Should changes be made in the LEP procedures/program with regard to changing national, state, and local conditions and constraints?

Evaluation Question D1-1: How many LEP pupils is the District mandated to serve?

### Procedures

The LEP Masterfile is a district computer file maintained to provide up-to-date information on all students who have a language other than English in their home background. Of interest in particular are those students of limited English proficiency (LEP). Federal, state and local guidelines require that these students be provided special language instruction until such time as their language related achievement and English proficiency improves to criterion levels. Identification, update, and exit information is recorded on the Masterfile as a basis for monitoring and facilitating the District's responsibilities for LEP pupils. A number of District departments request a wide variety of information from these files on an as-needed-basis. Thus, quick and accurate responses are essential.

#### Identification

At the beginning of school each year, the schools are instructed a) to identify all students new to the District, b) to obtain home language surveys from their parents, and c) to follow-up on students whose survey indicates a language other than English is/was used in the home. The same procedure is also followed for students who enter school during the year rather than at the beginning. The follow-up entails the administration of an English language test to determine the student's proficiency in English. Students who fail to establish proficiency are classified as limited English proficient (LEP) and must be provided special instruction. The type of special instruction required is based on the student's English language proficiency and proficiency in the native language. Dominance is established for Hispanic pupils by comparing Spanish and English scores obtained from tests designed to assess dominance (PAL, elementary; LAB, secondary). Non-Hispanic LEP pupils are assessed for dominance via a parent interview. Attachment F-1 lists the LEP classification criteria.

#### Update

After districtwide achievement testing and oral language testing for LEP pupils in the spring, each LEP student's file is reviewed and updated.

Review of a student's record will result in being categorized in one of the following ways:

- No longer LEP, academic and English language proficiency criteria have been met.
- Still LEP, special education status.
- Still LEP, no spring achievement score is available.
- Still LEP, achievement criteria not met.
- Still LEP, language proficiency criteria not met.
- Still LEP, achievement and language proficiency met but principal, teacher, and parents feel the child still needs special language instruction.

Attachment F-2 includes the memos used in the Masterfile update process.

### Exit

A student exits LEP status via the update process. To exit, a student must meet the criteria for achievement and/or language proficiency as indicated by Attachment F-3.

### Results

The results section is organized around the following topics:

- What are the Implications of the New LEP Exit Criteria?
- What is the Incidence of LEP Pupils by Grade and Language?
- Can the District Provide Bilingually Certified Teachers to all children for whom it is required?

#### What are the Implications of the New LEP Exit Criteria?

Perhaps the most dramatic change in the Local/State Bilingual Program during the past year was the change in criteria that made exiting LEP status substantially easier for all elementary children especially those at the kindergarten and first grade levels. As a result of the new criteria, *nearly five times the number of children were identified as either eligible or potentially eligible to exit LEP status than was true the year before.* Figure F-1 illustrates the situation.

Under these conditions, the number of children identified as LEP will decrease sharply to a core of about 1,800. This number of children will be augmented at the end of the next couple of years by about 200 previously LEP kindergarten and first grade children reentering the program.

*The continuing process of entering, exiting, and then reentering LEP status for a substantial number of children will undoubtedly be a source of frustration for the children, their parents, and the District. Action at the state level to make exit criteria more comparable across the grades will have to occur.*

GRADES	K	1-6	7-8	9-12
<u>YEAR 1981-82</u>				
READY TO EXIT	131	354	8	18
NEED LPAC DECISION	<u>NA</u>	<u>346</u>	<u>23</u>	<u>23</u>
TOTAL	131	700	31	41
*****				
<u>YEAR 1980-81</u>				
READY TO EXIT	0	83	3	7
NEEDING ORAL LANGUAGE TEST	<u>0</u>	<u>88</u>	<u>0</u>	<u>3</u>
TOTAL	0	171	3	10

Figure F-1: COUNT OF PUPILS READY OR POTENTIALLY READY TO EXIT LEP STATUS.

The basis of the reentry problem lies in the criteria that are applied (see Attachment F-3) where kindergarten and first grade students may exit LEP status by passing a simple English oral language test while their counterparts in the higher grades must also meet achievement criteria. Since it is much easier to meet the oral language test criterion than the achievement criterion, a disproportionate number of kindergarten and first grade students are identified as meeting the LEP exit criteria. By state law all children who exit LEP status must be reassessed for the subsequent two years so that inappropriate exits may be reentered. Many of the "easy exit" children will reenter LEP status when the more demanding criteria of the higher grades are applied.

#### What is the Incidence of LEP Pupils by Grade and Language?

Figure F-2 indicates the incidence of LEP students by grade and language as of June 1, 1982. It is estimated that about 400 to 500 additional exits will occur between now and September 30 mostly at the elementary level. Comparison of Figures F-2 and F-3 indicates the incidence of LEP is already down from last year and will continue to decrease as more of the LEP exits are processed. *A base of about 1,800 LEP students is expected for next year.*

Examination of Figures 4,5, and 6 indicates an almost equal distribution of Spanish-Dominant, Bilingual, and English-Dominant Hispanic LEP pupils. Students from other language backgrounds tend to be dominant in the home language. Among Hispanic LEP pupils, 8.4% (164) are classified as special education students. In the other language groups, no LEP special education children have been identified.



	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SPANISH	232	360	305	209	181	145	140	112	72	93	47	38	10	1944
VIETNAMESE	10	24	16	10	12	11	10	11	5	19	17	8	9	162
CHINESE	4	3	1	0	2	0	0	3	2	0	1	4	5	25
LAOTIAN	2	2	3	2	4	1	1	1	1	2	1	2	0	22
CAMBODIAN	1	3	0	2	0	2	1	5	0	5	1	0	0	20
ALL OTHER LANGUAGES	20	18	10	6	11	9	2	7	2	8	4	4	9	110
TOTAL	269	410	335	229	210	168	154	139	82	127	71	56	33	2283

Figure F-2: SPRING 1982 LEP STUDENT COUNT BY GRADE AND LANGUAGE.

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SPANISH	381	467	324	216	162	131	103	81	67	82	30	11	5	2060
VIETNAMESE	18	25	14	12	13	11	12	8	6	22	11	15	3	170
CHINESE	3	0	3	0	0	0	1	2	1	1	10	4	1	26
ALL OTHER LANGUAGES	23	33	14	14	6	8	12	6	13	5	3	3	3	143
TOTAL	425	525	355	242	181	150	128	97	87	110	54	33	12	2399

Figure F-3: SPRING 1981 LEP STUDENT COUNT BY GRADE AND LANGUAGE.

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SPANISH DOMINANT	97	123	71	36	33	37	23	35	28	34	18	16	3	554
BILINGUAL	53	84	114	102	72	46	55	38	11	13	6	3	3	600
ENGLISH DOMINANT	81	147	109	63	51	44	42	22	20	25	8	1	1	614
UNKNOWN	-	1	-	-	3	1	4	-	-	1	1	1	-	12
SPECIAL EDUCATION	1	5	11	8	22	17	15	17	13	20	14	17	3	164
TOTAL	232	360	305	209	181	145	140	112	72	93	47	38	10	1944

Figure F-4: DISTRICTWIDE COUNT OF LEP STUDENTS: LANGUAGE DOMINANCE CATEGORIES SPANISH

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
VIETNAMESE DOMINANT	8	16	13	7	11	8	8	10	5	18	17	8	8	137
BILINGUAL	1	3	2	2	-	1	1	1	-	1	-	-	1	13
ENGLISH DOMINANT	1	5	1	1	1	2	1	-	-	-	-	-	-	12
UNKNOWN	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SPECIAL EDUCATION	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	10	24	16	10	12	11	10	11	5	19	17	8	9	162

Figure F-5: DISTRICTWIDE COUNT OF LEP STUDENTS: LANGUAGE DOMINANCE CATEGORIES VIETNAMESE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
OTHER DOMINANT	18	20	8	7	16	10	2	15	3	13	4	8	12	136
BILINGUAL	2	2	1	-	-	2	-	1	-	1	1	-	1	11
ENGLISH DOMINANT	7	4	4	2	1	-	1	-	1	-	1	-	-	10
UNKNOWN	-	-	1	1	-	-	1	-	1	1	1	2	1	9
SPECIAL EDUCATION	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	27	26	14	10	17	12	4	16	5	15	7	10	14	177

Languages with fewer than 20 LEP representatives have not been identified in the various figures of this section. For those interested, a listing of the languages presently associated with District enrollees is provided in Attachment F-4. A listing of languages with one or more LEP pupil representatives is provided in Attachment F-5.

**Can the District Provide Bilingually Certified Teachers to All Children for Whom Bilingual Instruction is Required?**

*No, the District cannot provide bilingually certified teachers to all children for whom bilingual instruction is required.*

The District maintains two bilingual programs at the elementary level, one for Hispanic LEP students and one for the LEP Vietnamese. The District has been unable to find any Vietnamese bilingually certified teachers and maintains that program with teachers of Vietnamese origin who are not bilingually certified.

There are a sufficient number of bilingually certified teachers to provide bilingual instruction to all elementary Hispanic LEP children only if both teachers and students are optimally placed. Presently the District has 193 bilingually certified teachers at the elementary level (see Attachments F-6 and F-7). These teachers must serve approximately 1,700 Hispanic LEP students. That is about nine LEP pupils per teacher. While the situation seems well in hand, there are a few problems with "making it all happen." Schools must have the right number of certified teachers at the right grade level. With 193 certified teachers and 61 elementary schools, there are about three certified teachers available on the average per school. To cover all grade levels at all schools with at least one teacher would require 280 certified teachers. The number of Hispanic LEP children varies considerably per campus (nine schools have more than 75 and 16 schools have five or fewer). Among the schools with a low incidence of LEP pupils it is very difficult to predict when the next LEP child will enroll and at what grade level. To meet its requirements for serving Hispanic LEP children with the teachers it presently has available, the District must be prepared to:

- transfer students to schools where they can be provided bilingually certified teachers.
- move certified teachers to schools as the need arises.
- move certified teachers within schools so that the appropriate grade levels are covered.

It may be possible to do all of these so that the District can meet the educational requirements of its LEP students. However, the resulting "musical chairs" will not be without repercussions:

- Morale among bilingual teachers may plummet since they may be transferred at a moment's notice.
- Principals will balk at the Central Office interference in their assignment of teaching personnel to instructional grade levels and to breaking up their assignment plans through transfers of teachers.
- LEP students and their parents may not wish to transfer their children to another school.

## Summary

The District will be faced with a number of challenges in the coming year as it attempts to meet its obligation for serving LEP pupils.

- Exit criteria are likely to create an entry-exit-reentry problem.
- The incidence of LEP children will decrease rather sharply.
- The logistics of stretching certified bilingual teacher resources to meet the need will undoubtedly cause a few strains in the system.

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- (c) All oral and written proficiency testing of students who enroll within five class days of the first day of school shall be completed no later than four weeks after the first day of school.
- (d) Districts shall use the criteria below for classification of students for program entry purposes.
- (1) A student shall be identified as limited English proficient if one or more of the following criteria are met:
- (A) Ability in English is so limited that the English proficiency tests cannot be administered.
  - (B) The score on the English oral language proficiency test for a student in grades kindergarten through 12 is below the level designated for indicating limited English proficiency in subsection (a) of this section.
  - (C) The score on the reading and English language arts sections of the standardized achievement test for a student in grades two through 12 is below the 23rd percentile.
- (2) If the oral English language proficiency test score of a student in grades two through 12 is above the levels designated for indicating limited English proficiency in subsection (a) of this section and he or she scores between the 23rd and the 40th percentile on the written standardized test, the language proficiency assessment committee shall determine whether or not the student is limited English proficient based on other factors which may include:
- (A) written recommendation and observation by current and previous teachers;
  - (B) grades from the current or previous years;
  - (C) written or oral recommendation of the parent concerning program placement;
  - (D) data regarding emotional and maturational levels;
  - (E) criterion referenced test results and progress on continuum of skills or informal assessment measures;
  - (F) student interview; and
  - (G) other student information.
- (3) A student in grades two through 12 shall not be classified as limited English proficient if he or she scores at or above the 40th percentile on the reading and English language arts sections of the standardized achievement test.

81.44

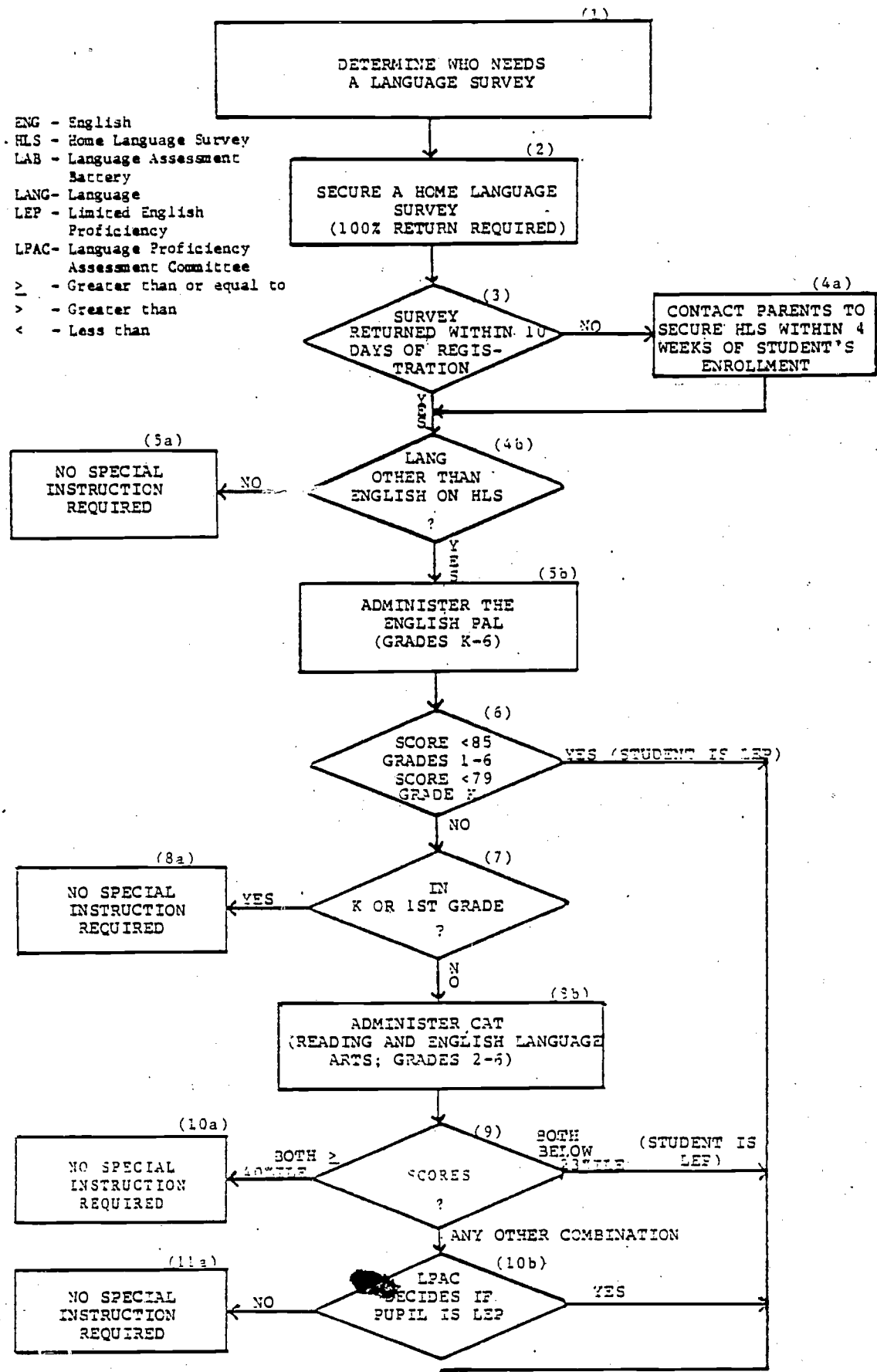
TABLE OF CONTENTS

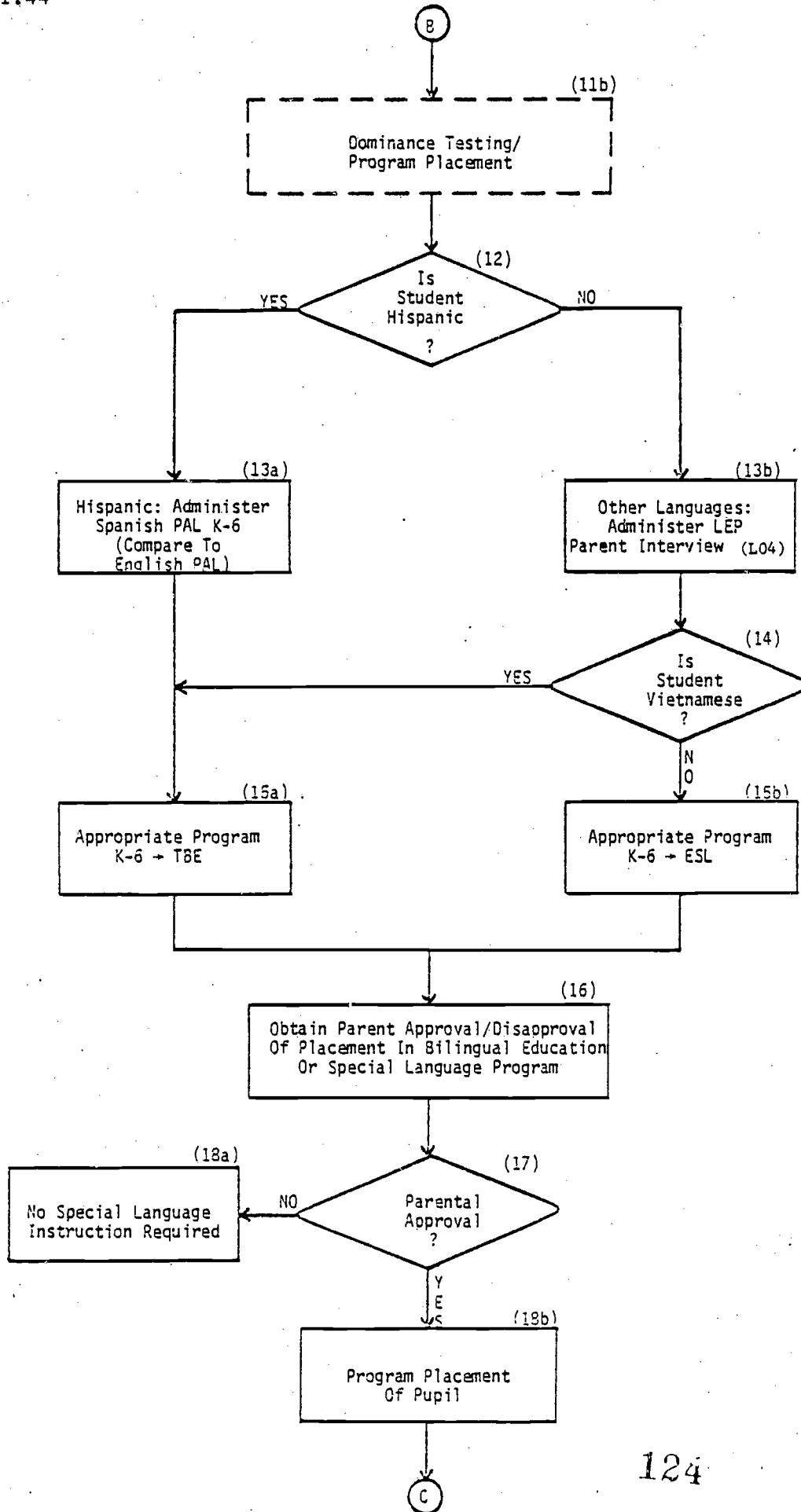
1. Flowchart Of LEP Procedures Revised 11/18/81
2. Roster Of LEP Pupils Anticipated To Attend Your School
3. Listing Of Pupils For Whom LEP Related Action Is Required

Provided to Principals at a training session on August 18.

81.44

ELEMENTARY LEP IDENTIFICATION PROCEDURE  
1981-1982

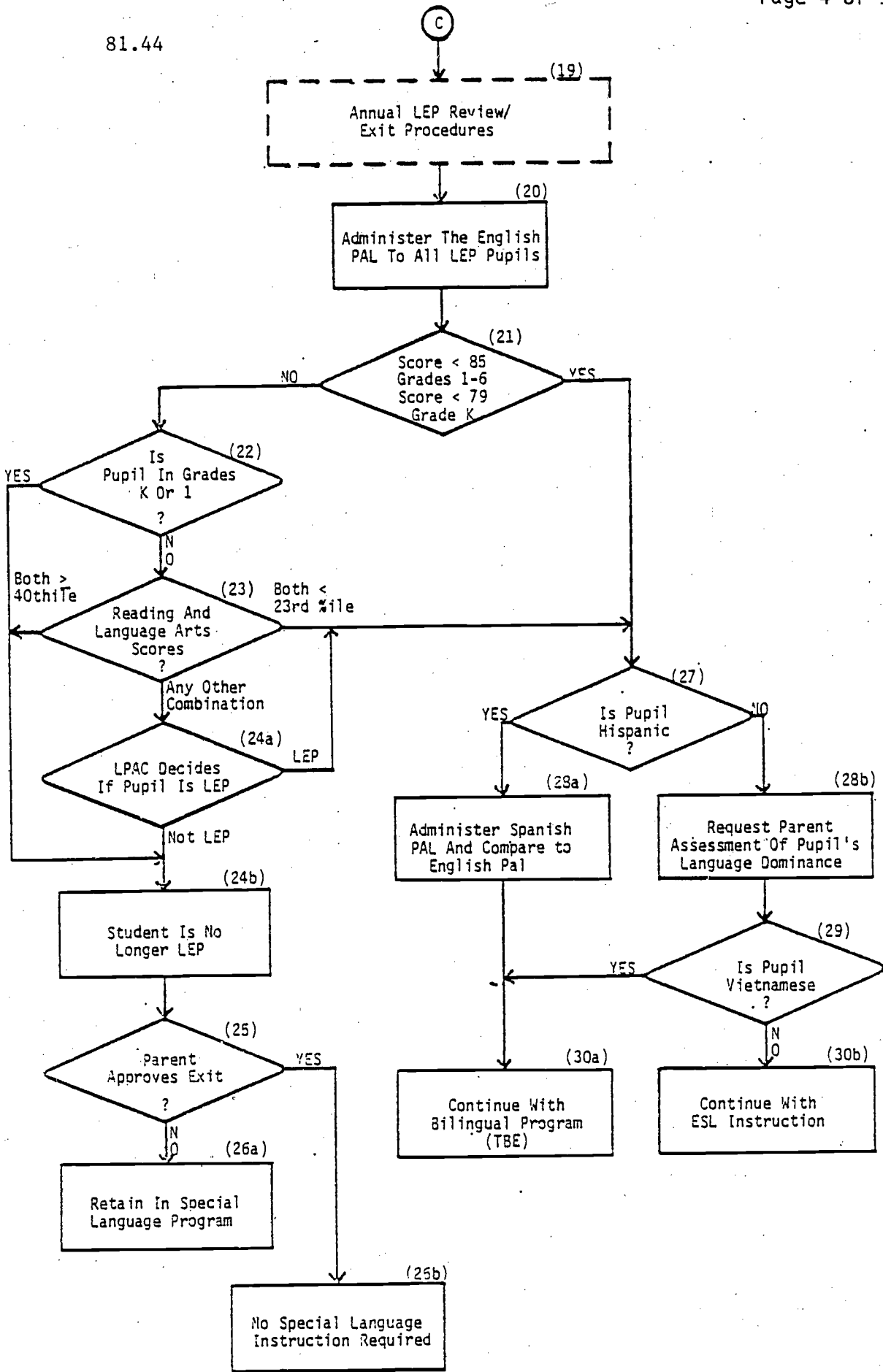




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AUSTIN INDEPENDENT SCHOOL DISTRICT  
Office of Research and Evaluation

PROCEDURES FOR IDENTIFICATION OF LEP STUDENTS AND UPDATING LEP FILES  
(1981-82)

Survey of Home Languages

EVERY CHILD ENROLLED IN THE AUSTIN SCHOOL DISTRICT MUST HAVE A HOME LANGUAGE SURVEY (100% RETURN REQUIRED).

STEPS

1. Determine Who Needs a Survey of Home Languages. (ALL STUDENTS NEW TO THE DISTRICT INCLUDING KINDERGARTNERS MUST BE PROCESSED FOR LEP IDENTIFICATION.) In addition those who "slipped the net" previously must also be processed.
  - CHECK THE ORE PROVIDED PRINTOUT labeled ROSTER OF PUPILS PROJECTED TO ATTEND YOUR SCHOOL to determine what action if any is required. (e.g. COMPLETE ALL LEP IDENTIFICATION PROCEDURES, PROVIDE THE INSTRUCTION, NOT LEP NO ACTION REQUIRED, etc.) If the printout says "COMPLETE ALL LEP IDENTIFICATION PROCEDURES", go to Step 2.
  - If a pupil is not on the Roster, CHECK THE DISTRICTWIDE LEP STATUS REPORT Microfiche provided by ORE. (Pupils not on the Roster represent pupils who have transferred either into or within the District.) If the pupil is not on the microfiche or if the microfiche says "COMPLETE ALL LEP IDENTIFICATION PROCEDURES", go to Step 2.
2. Secure a Home Language Survey (100% Return Required). Go to Step 3.
3. Was Survey returned within 10 days of the first day of school (September 2)? If NO, go to Step 4a. If YES, to to Step 4b.
- 4a. Contact parents to secure a Home Language Survey (HLS). (The Survey and any required testing must be completed within four weeks of the first day of school, September 21.) Continue with Step 4b.
- 4b. Does the Home Language Survey have a language other than English indicated on one or more of the three items? If NO, go to Step 5a. If YES, go to Step 5b.
- 5a. This student is not limited English proficient (LEP). No special language instructional program is required. Return the yellow copy of the HLS (LO1) to ORE. ∇

English Proficiency Testing

- 5b. A NEW ENTRY FORM (LO3) MUST BE COMPLETED. Administer the ENGLISH PAL. Go to Step 6.
6. Is the English PAL raw score less than 85 for grades 1-6 or less than 79 for kindergartners? If NO, go to Step 7. If YES, this student is LEP, go to Step 11b.

7. Is the student in kindergarten or 1st grade? If YES, go to Step 8a.  
If NO, go to Step 8b.
- 8a. This student is not LEP. No special language instruction is required. Send the yellow copy of the HLS (Home Language Survey) and completed New Entry Form (LO3.1) to ORE. √
- 8b. Administer the appropriate level of the Reading and Language Arts subtests of the California Achievement Tests (grades 2-6). Go to Step 9.
9. If both scores are equal to or above the 40th %ile, go to Step 10a. If both scores are below the 23rd %ile, this student is LEP. Go to Step 11b. For any other combination of scores, go to Step 10b.
- 10a. This student is not LEP. No special language instruction is required. Send the yellow copy of the HLS and completed yellow copy of the New Entry Form (LO3.1) to ORE. √
- 10b. The Language Proficiency Assessment Committee must decide whether or not the student is LEP. Was the student classified as LEP? If NO, go to Step 11a. If YES, go to Step 11b.
- 11a. This student is not LEP. No special language instruction is required. Send the yellow copy of the HLS (Home Language Survey) and completed yellow copy of the New Entry Form (NEF) to ORE. √

#### Dominance Testing/Program Placement

- 11b. This student is LEP. Dominance information is required. Go to Step 12.
12. Is the student Hispanic? If YES, go to Step 13a. If NO, go to Step 13b.
- 13a. Administer the Spanish PAL and compare the Spanish score to the English score to determine language dominance. Go to Step 15a.
- 13b. Administer the LEP Parent Interview Form (LO4) or if the child's parents do not speak English arrange for a native language interpreter through the Elementary School Management Office (Hermelinda Rodríguez) to conduct an interview. Go to Step 14.
14. Is the student Vietnamese? If NO, go to Step 15b. If YES, go to Step 15a.
- 15a. The student's appropriate special language instruction is a full Transitional Bilingual Education Program. Go to Step 16.
- 15b. The student's appropriate special language instruction is an English-As-A-Second Language (ESL) Program. Go to Step 16.
16. Notify the parent of their child's placement in an appropriate educational program. Continue with Step 17.
17. Does the parent approve of this placement? If NO, go to Step 18a. If YES, go to Step 18b.
- 18a. No special language instructional program is required. Send the yellow copy of the HLS (Home Language Survey) and the yellow copy of the completed New Entry Form (LO3.1) to ORE. √
- b. Place the student in the appropriate bilingual education or special language program. Go to Step 19.

LEP Review/Exit Procedures

19. Conduct the annual LEP review/exit procedures as required by State Rules and regulations governing Bilingual Education. This will identify pupils who have met exit criteria. Computer printouts from ORE will indicate for each LEP pupil what actions need to be taken. *Continue with Step 20.*
20. Administer the PAL to all LEP pupils. *Go to Step 21.*
21. Was the PAL raw score below 85, grades 1-6 or below 79 for kindergartners? If NO, go to Step 22. If YES, go to Step 27.
22. Is the student in kindergarten or 1st grade? If NO, continue with Step 23. If YES, go to Step 24b.
23. Are the student's ITBS Reading and Language Arts scores both equal to or above the 40th %ile? If so, go to Step 24b. Are both scores below the 23rd %ile? If so, go to Step 27. For any other combination of scores, go to Step 24a.
- 24a. The LPAC determines whether the pupil exits LEP status, remains LEP, or changes LEP program type. Did the student remain LEP? If NO, continue with Step 24b. If YES, go to Step 27.
- 24b. This student is no longer LEP. Obtain parental permission to exit pupil from LEP status. *Continue with Step 25.*
25. Did the parent approve the exit? If YES, go to Step 26b. If NO, go to Step 26a.
- 26a. Retain the pupil in a LEP related instructional program.
- 26b. This pupil is not LEP. No LEP related instructional program is required. ✓
27. Was Spanish indicated as a home language on the Home Language Survey? If YES, go to Step 28a. If NO, go to Step 28b.
- 28a. Administer the Spanish PAL and compare the English and Spanish scores. *Go to Step 30a.*
- 28b. Request that the parents reassess the pupil's language dominance. *Go to Step 29.*
29. Is the student Vietnamese? If YES, go to Step 30a. If NO, go to Step 30b.
- 30a. Continue to provide Transitional Bilingual Education (TBE) for this student.
- 30b. Continue to provide ESL instruction for this student.

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AUSTIN INDEPENDENT SCHOOL DISTRICT  
Office of Research and Evaluation

November 24, 1981

TO: LEP Coordinators, Principals

FROM: Jonathan Curtis *JC*

SUBJECT: Updating LEP Pupil Rosters ("ROSTER OF LEP STUDENTS EXPECTED TO ATTEND")

Yes, it's LEP time again. Your investment of a little time now will be repaid many times over. The accompanying printout lists the LEP pupils expected to attend your school.

- To update these rosters:
- Please cross out the names of students who did not register at your school this fall and if you know, note in the left margin the destination school for that child.
  - Cross out the names of students who have withdrawn from your school. Indicate in the left margin the date of withdrawal and the destination school if known.
  - In the extra space provided add in the names and ID numbers of LEP pupils at your school that are not on the list.
  - If there is an error in a student record (grade level, score, name, etc.) or you wish to provide updated information, simply cross out the information that needs to be changed and place the correction directly over the original information.

<u>STUDENT ID</u>	<u>NAME</u>	<u>GRADE</u>
Example:	Chaves	2
1234567	<del>Chavez</del> Cynthia	<del>3</del>

You will note there are two copies with a carbon paper in between. Please make your deletions, corrections and additions as soon as possible. Send a copy to me by December 15th and keep a copy for your own school records.

Approved: *Zedath Holley*  
Director, Research and Evaluation

Approved: *Ruth MacAllister*  
Ruth MacAllister, Assistant Superintendent for Elementary

JC:lm



81.44

AUSTIN INDEPENDENT SCHOOL DISTRICT  
Office of Research and Evaluation

November 25, 1981

TO: LEP Coordinators, Principals  
FROM: Jonathan Curtis *JC*  
SUBJECT: Pupils For Whom LEP Procedures Are Incomplete According To  
ORE Records

The accompanying printout lists the pupils expected to be enrolled at your school for whom LEP procedures are incomplete.

Action Required Due 1/7/82:

Please initiate the appropriate procedures and provide documentation to ORE by January 7th, 1982 so that we can update the files of these children.

Any of the following actions may be called for:

1. COMPLETE ALL LEP IDENTIFICATION PROCEDURES
2. COMPLETE A SURVEY OF HOME LANGUAGES
3. ADMINISTER THE ENGLISH PAL
4. ADMINISTER THE SPANISH PAL
5. ADMINISTER THE ENGLISH AND SPANISH PAL
6. CONDUCT A PARENT INTERVIEW (FORM LO4)
7. COMPLETE A NEW ENTRY FORM STEPS 5-9

Approved: *Freda M. Holley*  
Director, Research and Evaluation

Approved: *Ruth MacAllister*  
Ruth MacAllister, Assistant Superintendent for Elementary

JC:lm

81.44

AUSTIN INDEPENDENT SCHOOL DISTRICT  
Office of Research and Evaluation

December 7, 1981

TO: The Elementary Principals, LEP Coordinators  
FROM: Jonathan Curtis *JC*  
SUBJECT: Pupils For Whom Some LEP Related Action Is Required

In reference to the printout, "LISTING OF PUPILS FOR WHOM SOME LEP RELATED ACTION IS REQUIRED," provided to the principals on November 25th, questions have arisen about how best to respond to the actions required. To aid in the process of reporting, I have recommended ways to respond to each of the "ACTIONS REQUIRED" and indicated the various circumstances that lead to a given action requirement. So that you have sufficient time to complete these actions, *the submission date has been changed from January 7 to January 29, 1981.*

Action Required

"COMPLETE ALL LEP IDENTIFICATION PROCEDURES"

Students for whom this action is required are those for whom we have no LEP related documentation. Specifically, we do not have a Survey of Home Languages and, if the student comes from a home where a language other than English is spoken, we also do not have the required New Entry Form.

Recommended Procedure

Check the student's cumulative record folder to see if a Home Survey is in place.

- If the *survey is not in place*, then you need to *conduct all the normal LEP related procedures* you would apply to a student just entering the district.
- If a *survey is in the student's folder with English* indicated as *the response to all three items*, simply *write "all English" on the ORE provided printout next to the student's identification number*. After the other "actions required" have been processed, a copy of this printout should be returned to ORE.
- If a *survey is in the student's folder and contains a response of some language other than English*, *complete a New Entry Form*, send the white copy to ORE and retain the yellow copy for your records.

Pupils For Whom Some LEP etc. - Continued  
December 7, 1981

Action Required

"COMPLETE A NEW ENTRY FORM STEPS 5-9"

This required action occurs when we have a record of the Home Language Survey with at least one response that is "other than English" but no further information to indicate whether or not the student is LEP.

Recommended Procedure

To alleviate this condition, the school needs to *provide the information indicated on the New Entry Form which starts at Step 5 and continues as required by the process to the point (Step 9) where the New Entry Form is sent to ORE.*

Action Required

"CONDUCT A PARENT INTERVIEW (FORM L04)"

This action is required for non-Hispanic LEP students for whom we have no "language dominance" information.

Recommended Procedure

- *Conduct a parent interview, Form L04.*
- *Return the white copy of the form to the Department of Elementary Education*
- *File the yellow copy of the form in the student's cumulative folder to document its completion and*
- *Indicate the student's language dominance" (A,B,C,D, or E) to the left of the pupil's identification number on the ORE provided printout.*

Action Required

"ADMINISTER THE ENGLISH AND SPANISH PAL"

This requirement arises whenever a LEP student's English and Spanish PAL scores are at least two years old and need to be updated.

Recommended Procedure

- *Test these children and record their scores to the left of the child's identification number on the ORE printouts. To distinguish the English from the Spanish scores, place an "E" before the English score and an "S" before the Spanish score (i.e. E87, S76.5). If the action required specifies administering only the English or Spanish PAL, record these scores on the ORE provided printout in a similar manner.*



Pupils For Whom Some LEP etc. - Continued  
December 7, 1981

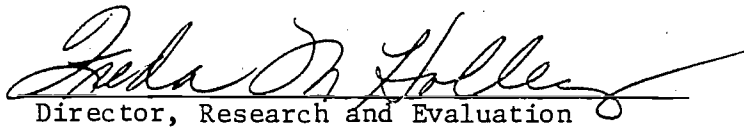
Pg-3

When all the required actions that are to be recorded on the ORE printout are completed:


- send the original to ORE, c/o Jonathan Curtis, and
- retain the carbon copy for your own records.

Your assistance in this matter will help bring AISD into compliance with state and federal requirements and will allow us to update our records as we continually strive to make them as correct and accurate as possible.

Approved:

  
Director, Research and Evaluation

Approved:

  
Ruth MacAllister, Assistant Superintendent for Elementary

JC:lm

cc: Timy Baranoff	Roberta Green	Billie Martin
Lawrence Buford	Elaine Davis	Yolanda Leo
Carmen Gamboa	Ann Neeley	Garciela Morales
Hermelinda Rodriguez	Rita Gibbs	Anita Uphaus
Maria Ramirez	Graciela A. Zapata	Lucy Sahraie
Lee Laws	Paola Zinnecker	Norma Rodriguez
LaVonne Rogers	Teresita Rodriguez	Elma Berrones
Ana Salinas	Ruth Bailey	Carolyn Williams
Maria Elena Martinez	Hy Trauig	Margie Gately
Eleanor Dugger	Gem Stokes	Kathryn Stone
Connie Cripps	Ann Bullard	
Amelia Mendez	Alicia Martinez	
Nancy Duncan		

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AUSTIN INDEPENDENT SCHOOL DISTRICT  
Office of Research and Evaluation

March 30, 1982

TO: Paola Zinnecker  
FROM: Jonathan Curtis *JC*  
SUBJECT: LEP Pupil Testing

The State requires for the first time that all LEP pupils be tested (both oral proficiency and achievement) at the end of each school year. (The regular District achievement testing is used to fulfill the achievement requirement.) The following indicates who needs to be tested, how to record the pupil scores, and who to send the information to.

Who must be tested with the English PAL?

All the LEP children at your school who are on the computer printout listing provided.

Who must be tested with the Spanish PAL?

All the A and B dominance category pupils on your computer listing whose language category is Spanish.

How should you record the pupil scores?

Record the PAL scores to the left of the student's identification number using an E to indicate English and an S to indicate Spanish. i.e. E=76.5 S=87 1234567 GARCIA JUAN

What do I do if a student has no dominance category (?) indicated? (The incidence of this condition is very low.)

If the student's language indicates Spanish, this pupil must be tested with both the English and Spanish PAL. If the student's language indicates other than Spanish, a parent interview must be conducted to identify the pupils language dominance (be sure to forward dominance information to ORE).

Where do I send the computer listings and associated scores?

Return the computer listings and associated scores to Jonathan Curtis, ORE, prior to May 7, 1982.

Approved: *Paola Zinnecker*  
Director, Research and Evaluation

LEP Pupil Testing  
March 30, 1982

Pg. 2

P.S. There are a few LEP students for whom we have no central record of their survey of home languages (SHL). If a student on your listing has an indication that she/he needs a SHL, please obtain a survey if you do not have one on file. If you do have one on file, just indicate to the right of the students computer printout record what the responses were.

eg. 1234567 CRUZ MARY 02 ESL *SHL = SPAN, EN9, SPAN*

JC:lm

cc: Ruth MacAllister

Title 19, Part II  
Texas Administrative  
Code and Statutory  
Citations

## COMPREHENSIVE INSTRUCTION

Chapter 77,  
Subchapter R  
Page 16

- (e) Annually, districts shall administer an English oral language proficiency test selected from the list in subsection (a) of this section to each limited English proficient student in grades kindergarten through 12. Districts shall also administer the reading and English language arts sections of a standardized achievement test selected from the list in subsection (b) of this section to each limited English proficient student in grades two through 12. The criteria in paragraphs (1)-(4) of this subsection shall be used for reclassification of students for program exit purposes.
- (1) The student in grades kindergarten through one shall be classified as English proficient if his or her score on the oral English proficiency test is above the levels designated for indicating limited English proficiency in subsection (a) of this section.
  - (2) The student in grades two through 12 shall be classified as English proficient if his or her score on the oral English proficiency test is above the levels designated for indicating limited English proficiency in subsection (a) of this section; and the score on the reading and English language arts sections of the standardized achievement tests is between the 23rd and the 40th percentile; and the language proficiency assessment committee determines the student has sufficient English proficiency based on other factors listed in paragraph (2) of subsection (d) of this section.
  - (3) The student in grades two through 12 shall be classified as English proficient if he or she scores at or above the 40th percentile on the reading and English language arts sections of the standardized achievement test.
  - (4) For the student in grades two through 12 who has been enrolled in a bilingual education program for at least two years and has not achieved the 23rd percentile and has shown no significant improvement in relative English proficiency (relative to the primary language), the language proficiency assessment committee shall consider alternative bilingual programs or placements designed to strengthen and improve the student's language proficiency. Such an alternative program or placement may be in addition to the student's placement or a new placement.
- (f) Students who have been transferred out of the program who are later determined to have inadequate English proficiency may be reenrolled in the program in accordance with Texas Education Code §21.455(i) and this subchapter.
- (g) All records pertaining to identification and assessment of students for program participation purposes shall be maintained for documentation. The language proficiency assessment committee shall be responsible for such records.

## LANGUAGES OTHER THAN ENGLISH IN THE DISTRICT

- |               |                 |
|---------------|-----------------|
| 1. AFRIKAANS  | 28. JAPANESE    |
| 2. AKAN       | 29. KASHMIN     |
| 3. AMHARIC    | 30. KONKANI     |
| 4. ARABIC     | 31. KOREAN      |
| 5. BENGALI    | 32. LEBANESE    |
| 6. BURMESE    | 33. LOATIAN     |
| 7. CAMBODIAN  | 34. MARATHI     |
| 8. CHAU CHOW  | 35. MENDE       |
| 9. CHINESE    | 36. NORWEGIAN   |
| 10. CREOLE    | 37. PERSIAN     |
| 11. DANISH    | 38. PHILIPINO   |
| 12. DUTCH     | 39. POLISH      |
| 13. FANTE     | 40. PORTUGUESE  |
| 14. FARSI     | 41. PUNJABL     |
| 15. FINNISH   | 42. RUSSIAN     |
| 16. FLEMISH   | 43. SINDHI      |
| 17. FRENCH    | 44. SINHALA     |
| 18. GERMAN    | 45. SPANISH     |
| 19. GREEK     | 46. SWEDISH     |
| 20. GUJARATI  | 47. TAGALOG     |
| 21. HINDI     | 48. TAMIL       |
| 22. HEBREW    | 49. TAIWANESE   |
| 23. HUNGARIAN | 50. THAI        |
| 24. IBO       | 51. TURKISH     |
| 25. ICELANDIC | 52. URDU        |
| 26. INDIAN    | 53. VIETNAMESE  |
| 27. ITALIAN   | 54. YUGOSLAVIAN |

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## LANGUAGES ASSOCIATED WITH LEP CHILDREN

<u>LANGUAGE NAME</u>	<u>LANGUAGE CODE</u>
AFRIKAANS	66
AMHARIC	58
ARABIC	12
BENGALI	24
CAMBODIAN	9
CASHMIN	77
CHAU CHOW	68
CHINESE	5
DUTCH	38
FARSI	33
FRENCH	6
GERMAN	3
GREEK	36
GUJARATI	30
HEBREW	21
HINDI	31
HUNGARIAN	61
IBO	13
INDIAN	28
ITALIAN	7
JAPANESE	20
KOREAN	4
LAOTIAN	10
MENDE	76
NORWEGIAN	32
PERSIAN	18
PHILIPINO	41
POLISH	40
PORTUGESE	29
PUNJABL	73
RUSSIAN	23
SPANISH	2
SINDHI	71
SINHALA	63
SWEDISH	54
TAIWANESE	17
TAMIL	72
THAI	16
TURKISH	25
URDU	60
VIETNAMESE	8

## DIVISION OF INSTRUCTION

## DEPARTMENT OF FEDERAL AND STATE APPLICATIONS AND COMPLIANCE

1981-1982

## BILINGUALLY ENDORSED TEACHERS

## IN ALPHABETICAL ORDER

	TEACHER	SCHOOL	GRADE
A	Abd Davies, R.	Cook	4
(10)	Acosta, I.	Ridgetop	1
	Acosta, R.	Metz	3
	Aguilar, M.	Pleasant Hill	K
	Alarcon, V.	Govalle	TI
	Alonzo, M.	Allan	PreK
	Alvarado, E.	Andrews	6
	Alvarado, R.	Allan	2
	Armendariz, E.	Hill	1
	Antu, J.	Webb	6
B.	Bagnall, T.	Brown	1
(5)	Balderas, C.	Langford	6
	Barraza, M.	St. Elmo	Mental Retardation
	Bazan, E.	Odom	K
	Boyd, C.	Brooke	6
C.	Cano-Thomas, C.	Allan	3
(19)	Cantu, M.	Graham	6
	Caro, L.	Brown	TI
	Carrington, J.	Sunset Valley	SCE
	Casas, L.	Sanchez	1
	Castillo, B.	Langford	5
	Castillo, M.	Ortega	TI/ECE
	Castro, A.	Graham	SCE
	Castro, B.	Sanchez	3
	Castro, S.	Becker	3
	Cavozos-McDonn, E.	Dawson	K
	Cerna, L.	Houston	5
	Champion, A.	Pecan Springs	K
	Chapa, J.	Dawson	4
	Coe, L.	Cook	4
	Colmenero, M.	Allison	K
	Colunga, C.	Highland Park	1
	Cormack, A.	Casis	SCE
	Cushing, S.	Allison	2
D.	Davila, L.	Webb	4
(6)	Davis, E.	Maplewood	TI
	DeLaGarza, L.	Brooke	4
	Delgado, B.	Langford	1
	Dominguez, D.	Houston	3
	Dukes, E.	Houston	3

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	TEACHER	SCHOOL	GRADE
E (3)	Espinoza, J.	Graham	5
	Espinoza, L.	Linder	4
	Evans, P.	Allison	3
F (6)	Flores, E.	Govalle	K
	Flores, E.	Allan	2
	Flores, L.	Brown	K
	Flores, M.	Reilly	3
	Ford, S.	Ridgetop	K
	Frie, Martin	Langford	1
G (27)	Garcia, A.	Highland Park	SCE
	Garcia, C.	Allison	1
	Garcia, D.	Linder	K
	Garcia, G.	Sanchez	PreK
	Garcia, G.	Pillow	1
	Garcia, H.	Reilly	3
	Garcia, M.	Highland Park	3
	Garcia, O.	Andrews	5
	Garza, A.	Govalle	Mig.
	Garza, L.	Govalle	2
	Garza, V.	Allison	PreK
	Gil, R.	Dawson	1
	Gomez, E.	Oak Hill	1
	Gonzales, B.	Winn	3
	Gonzales, C.	Webb	5
	Gonzales, M.	Barton Hills	2
	Gonzales, N.	Sanchez	K
	Gonzalez, C.	Travis Heights	2
	Gonzalez, E.	Webb	4
	Gonzalez, M.	Linder	TI
	Gonzalez, R.	Allison	2
	Guerra, J.	Linder	2
	Guerra, M.	Brooke	PreK
	Gutierrez, L.	Zavala	K
	Gutierrez, P.	Menchaca	5
	Gusman, M.	Travis Heights	TI
	Guzman, S.	Govalle	K
H (9)	Hendrickson, C.	Blanton	SCE
	Henry, M.	Langford	3
	Hernandez, M.	Allison	1
	Herrera, C.	Ortega	4
	Herrera, C.	Rosedale	5
	Herrera, M.	Langford	2
	Hinojosa, C.	Brown	1
	Holcomb, S.	Metz	K
	Hudspeth, B.	Houston	5



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	TEACHER	SCHOOL	GRADE
I	None		
J	Jackson, M.	Langford	TI
(2)	Jurajda, B.	Casis	1
K	Kelbaugh, L.	Casis	3
(3)	Knoedl, A.	Becker	6
	Kole, N.	Allison	3
L	Ledesma, M.	Becker	5
(8)	Lien, N.	Pease	2
	Lomas, S.	Webb	SCE
	Lopez, D.	Becker	1
	Lopez, R.	Brown	3
	Loredo, T.	Allan	1
	Lucio, R.	St. Elmo	2
	Luna, M.	Govalle	PreK
M	Martinez, A.	Maplewood	TI
(22)	Martinez, D.	Metz	Mig/ECE
	Martinez, I.	Rosedale	6
	Martinez, M.	Maplewood	2
	Martinez, T.	Ridgetop	2
	Martinez, W.	Linder	1
	Mata, S.	Sanchez	2
	McAlister, T.	Govalle	3
	McCasland, D.	Metz	3
	McKinley, M.	Odom	3
	Medrano, M.*	Oak Springs	2
	Melendrez, E.	Cunningham	5
	Mena, M.	Norman	2
	Menchaca, A.	Rosewood	TI/ECE
	Mendez, M.	Brown	2
	Meza, M.	Linder	3
	Mojica, J.	Gullett	6
	Moncibaiz, S.	Becker	1
	Monreal, B.	Wooldridge	6
	Morales, V.	Menchaca	2
	Moreno, B.	St. Elmo	1
	Moreno, I.	Govalle	1

\*Out of State Endorsement

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	TEACHER	SCHOOL	GRADE
N (3)	Nester, C.	Menchaca	6
	Northcutt, O.	Linder	5
	Nunez, L.	Allison	2
O (4)	Ojeda, N.	Zavala	6
	Clivo, S.	Campbell	TI
	Ornelas, E.	Brentwood	K
	Ortega, J.	Oak Springs	1
P (6)	Page, A.	Zavala	4
	Pearlman, B.	Allison	1
	Pedroza, B.	Houston	2
	Perez, D.	Ortega	K
	Polanco, A.	Govalle	2
	Pool, M.	Becker	K
Q (1)	Quiroz, J.	Govalle	1
R (22)	Ramirez, A.	Campbell	TI
	Ramirez, E.	Becker	Helping Teacher
	Ramirez, M.	Brooke	Mig/ECE
	Ramirez, M.	Metz	K
	Ramirez-Mitchell, T.	Gullett	4
	Ramon, S.	Metz	2
	Ramos, M.	Sunset Valley	2
	Rendon, C.	Barton Hills	3
	Reyes, J.	Zavala	5
	Reyes, S.	Casis	3
	Reynolds, C.	Travis Heights	K
	Rincones, A.	Metz	1
	Rios, E.	Allison	1
	Robinson, F.	Allison	K
	Rocha, A.	Casis	1
	Rodriguez, B.	Allison	3
	Rodriguez, M.	Cunningham	4
Rodriguez, T.	Wooten	TI	
Rodriguez, Y.	Govalle	1	
Rogers, L.	Govalle	1	
Rudoff, S.	Dawson	3	
Ruedas, C.	Barrington	5	

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	TEACHER	SCHOOL	GRADE
S (24)	Saaverdra, M	Joslin	3
	Saenz, D.	Cook	Migrant
	Saenz, E.	Zavala	TI/Migrant
	Saenz, R.	St. Elmo	4
	Saenz, S.	Sanchez	1
	Salgado, A.	Allan	K
	Salone, S.	Barton Hills	1
	Sanchez, L.	Cunningham	6
	Sanchez, M.	Metz	3
	Sandovall-Villa, B.	Allan	1
	Schorr, L.	Metz	1
	Scruggs, L.	Cook	K
	Segura, D.	Joslin	5
	Segura, G.	Menchaca	1
	Segura, R.	Becker	2
	Sepulveda, D.	Zilker	1
	Solis, B.	Doss	2
	Solis, R.	Govalle	3
	Soto, B.	Langford	K
	Soto, Y.	Winn	1
	Steele, S.	Becker	4
	Strickland, M.	Dawson	6
	Strot, R.	Langford	K
	Suniga, L.	Allan	1
T (9)	Talamantez, A.	Andrews	K
	Tamez, M.	Menchaca	3
	Terranova, E.	Rosedale	4
	Tice, N.	Menchaca	3
	Tobias, M.	Read	5
	Tovar, N.	Allan	Migrant/TI
	Trejo, S.	Dawson	Migrant/TI
	Trevino, M.	St. Elmo	K
Trevino, M.	Allan	2	
U (1)	Urias, M.	Dawson	1

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	TEACHER	SCHOOL	GRADE
V (13)	Vallejo, G.	Allison	1
	Vasquez, E.	Langford	TI
	Velasquez, M.	Langford	4
	Venegas, C.	Oak Springs	3
	Vera, A.	Doss	4
	Vera, B.	Casis	2
	Ververis, O.	Cook	5
	Vicars, V.	Dawson	2
	Villalobis, B.	Rosedale	K
	Villarreal, G.	Graham	4
	Villarreal, M.	Joslin	K
	Villegas, D.	Metz	2
	Voelkel, J.	Odom	K
W (4)	Wilson, H.	Brooke	K
	Wilson, S.	Casis	2
	Wood, W.	Brooke	5
	Wysong, L.	Sunset Valley	1
X	None		
Y (1)	Ybarra, B.	Highland Park	2
Z (3)	Zuniga, C.	Brooke	TI
	Zuniga, R.	Sanchez	2
	Zuniga, S.	Highland Park	1

Total: 211

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11-5-81

BILINGUAL ENDORSEMENT UNKNOWN

- R. Rodriguez - Houston Elementary (First Grade)
- E. Otero - Odom Elementary (Fifth Grade)
- B. Ward - Dawson Elementary ( Fifth Grade)
- M. Medrano - Oak Springs (Second Grade) Out of State Endorsement

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AUSTIN INDEPENDENT SCHOOL DISTRICT  
DIVISION OF INSTRUCTION  
DEPARTMENT OF FEDERAL AND STATE APPLICATIONS AND COMPLIANCE

October 15, 1981

Teachers who are bilingually endorsed but are not teaching LEP students.

Armendariz, E	Hill Elementary	1st grade
Cerna, L.	Houston Elementary	5th grade
Dukes, E.	Houston Elementary	3rd grade
Flores, M.	Reilly Elementary	3rd grade
Garcia, H.	Reilly Elementary	3rd grade
Garcia, O.	Andrews Elementary	5th grade
Gutierrez, P.	Menchaca Elementary	5th grade
Lien, N.	Pease Elementary	2nd grade
Mojica, J.	Gullett Elementary	6th grade
Nester, C.	Menchaca Elementary	6th grade
Ramirez-Mitchell, T.	Gullett Elementary	4th grade
Reyes, S.	Casis Elementary	3rd grade
Segura, G.	Menchaca Elementary	1st grade
Sepulveda, D.	Zilker Elementary	1st grade
Solis, B.	Doss Elementary	2nd grade
Tice, N.	Menchaca Elementary	3rd grade
Tobias, M.	Read Elementary	5th grade
Vera, A.	Doss Elementary	4th grade

Totals: 18