



# Limited English Proficient (LEP) Student Success Initiative

**Gina S. Day & Lilie Elizondo-Limas**  
Office of Education Initiatives  
Texas Education Agency  
512-936-6060

---

# Authorization

- Rider 74, Article III, 79<sup>th</sup> Legislature and Senate Bill 1108, 78<sup>th</sup> Texas Legislature amended Texas Education Code §21.456 and §39.024(d)-(e)
  - Created the Limited English Proficient (LEP) Student Success Initiative
-

---

# Background Information

- Over 700,000 of the state's 4.3 million public school students are classified as limited English proficient (LEP).
  - There are over 100 languages spoken in the homes of these children; Spanish being the dominant language spoken by LEP population.
  - Recent performance results on the TAKS suggest a need for additional assistance focused on LEP students.
-



## Purpose of the LEP Student Success Initiative

- Provide funding for intensive programs of instruction for limited English proficient (LEP) students; and
  - Provide funding for teacher training resources and materials to assist teachers in building expertise for developing required instructional programs to enable LEP students to meet state performance standards.
-

---

# LEP, Cycle 3 Grant Program Goals

- 1) To increase academic achievement of LEP students as demonstrated through improved TAKS scores, growth in English reading proficiency as mentioned by Reading Proficiency Test in English (RPTE) scores, grade promotion, and increased rates of secondary credit accrual; and
  - 2) To increase the number of teachers prepared to enable LEP students to meet state performance expectations through training in LEP instruction and reduction of LEP teachers teaching under a Bilingual exception or (ESL) waiver.
-

---

# Background: Eligibility Criteria

A school district or charter school was eligible to apply for LEP, Cycle 3 grant funds if:

- It reported in Public Education Information Management System (PEIMS) fifty or more LEP students enrolled as of October 29, 2004;
- It had not received Limited English Proficient Student Success Initiative Grant funds in the past;
- As compared to all districts, it had a greater percentage LEP students who performed below the state standard on the 2005 TAKS;

AND

---

# Background: Eligibility Criteria

- As compared to all districts, it had a greater percentage of LEP students performing at “Beginner” status on the Reading Proficiency Test in English (RPTE) and students had been in the United States for five years or more.



---

# Targeted Students

- 1) LEP students had not achieved the “Met Standard” performance level on all portions of the TAKS;
  - 2) LEP students in grades 7-12 were at risk of not advancing to the next grade level;
  - 3) Recent immigrant LEP students; and
  - 4) LEP students that had been in the United States for five years or more and were in “Beginner” status based on RPTE scores for the 2003-2004 school year.
-



---

# Application Organization

- The Limited English Proficient Student Success Initiative Cycle 3 Program Required collaboration with the Institute for Second Language Achievement (ISLA) at Texas A&M University Corpus Christi
  - ISLA offers grant recipients priority access to professional development pertaining to the instruction of LEP students and program design resources
-

---

# Application Organization

- Grantees were required to conduct a comprehensive needs assessment for district LEP students and design an implementation plan as a result of the comprehensive needs assessment
  - ISLA staff reviewed the district's needs assessment and implementation plan
  - ISLA sent an electronic notification back to the district point of contact indicating that the documents have been certified by ISLA staff
-

---

# Program Requirements

Intensive programs of instruction commensurate to student needs which provide, to the extent possible:

- 1) individualized and accelerated instruction,
  - 2) sheltered content area instruction, and
  - 3) at elementary grade levels, primary language instruction, as well as English, in all content areas where Bilingual programs are required.
-

---

# Program Requirements, continued

- Each applicant was required identify **one or more** of the following strategies/activities that will be implemented in the project design
  - Applicants had to choose in collaboration with technical assistance providers from ISLA, from the following list:
    - ❑ Newcomer services
    - ❑ Alignment of teacher training activities
    - ❑ Training activities for LEP teachers
    - ❑ Establishment of heterogeneous grouping for instruction
-

# Program Requirements, continued

- ❑ Language grouping for instruction
- ❑ Multi-age grouping for instruction
- ❑ Individual tutoring
- ❑ Learning centers
- ❑ Balanced literacy
- ❑ Cooperative learning
- ❑ Higher order thinking and questioning
- ❑ Language development
- ❑ Emphasis on literacy development in L1
- ❑ Emphasis on literacy development in L2

# Program Requirements, continued

- ❑ Sheltered Instruction Observation Protocol (SIOP)
- ❑ Guided reading
- ❑ Guided writing
- ❑ Discovery science
- ❑ Math manipulatives
- ❑ Hands-on content instruction
- ❑ Thematic instruction
- ❑ Total physical response strategies
- ❑ Multiple intelligence strategies integrated in instruction

---

# Program Requirements

- ❑ Evidence of a variety of assessment practices
  - ❑ Program design and implementation
  - ❑ Integrated cultural activities
  - ❑ Planned student presentations in L1
  - ❑ Planned student presentations in L2
  - ❑ Inquiry strategies participation
  - ❑ Problem-based learning
  - ❑ Sustained reading
  - ❑ Sustained writing
  - ❑ Differentiated instruction
-

---

# Performance Measures

- 1) Number and percent of all LEP students served who achieved the TAKS “Met Standard” performance level for all tests;
  - 2) Number and percent of all LEP students who demonstrate a higher level of proficiency (from 2004-2005 to 2005-2006 to 2006-2007) on the RPTE;
  - 3) Number and percent of secondary LEP students served with an increased annual credit accrual rate (from 2004-2005 to 2005-2006 to 2006-2007)
-



---

# Performance Measures

- 4) Number and percent of teachers of LEP students trained in instructional strategies and methodologies specific to the needs of LEP students, if applicable;
  - 5) Reduction in number and percent of teachers of LEP students teaching under a Bilingual exception or ESL waiver; and
  - 6) Number and percent of LEP students (from 2004-2005 to 2005-2006 to 2006-2007) promoted to the next grade.
-

# LEP SSI Cycle 3 Project Period

<b>Date</b> (DATES ON REPORTS ARE SUBJECT TO CHANGE)	<b>Event</b>
Wed., Feb 1, 2006	Beginning date of the Project
Mon.-Tues. Feb. 6-7, 2006	Cycle 3 Leadership Meeting
Tues., Aug. 15, 2006	First Interim expenditure and progress activity report due to TEA
Mon., Jan. 15, 2007	Second Interim expenditure and progress activity report due to TEA
AMENDMENTS	ATTENTION: Last day to submit an amendment is 90 days prior to the ending date of the grant
Sun., Sept. 30, 2007	Final expenditure and progress/activity report due ( Since the due date falls on a Sunday, all reports must be submitted by Monday)

# Teacher Training Resources

**Provide funding for teacher training resources and materials to assist teachers in building expertise for developing required instructional programs to enable LEP students to meet state performance standards.**



---

# Institute for Second Language Achievement (ISLA) at Texas A&M University Corpus Christi

- ISLA is supported by a Texas Education Agency LEP SSI grant award to serve as a research center for schools with a high population of English Language Learners and LEP Cycle grantees.
  - Dr. Frank Lucido, Director  
361-825-2672
  - Leticia Castañeda, Assistant Director  
361-825-2561
  - Web Address: <http://ell.tamucc.edu/>
-

---

# Technical Assistance and Support for ELL Achievement

**ISLA staff can provide technical assistance and support to school districts and educational entities to assist with development of Intensive instructional programs to accelerate the academic achievement of English Language Learners(ELL). Examples of technical assistance services that have been Provided by ISLA include:**

- **Research on effective instruction and delivery systems for English Language Learners.**
  - **Curriculum analysis and alignment for English Language Learners.**
  - **Monitoring of English Language Learner students' performance analysis and instructional needs assessment.**
-

---

# Technical Assistance and Support for ELL Achievement

- **Professional development for teachers and administrators of all populations.**
- **Development of comprehensive campus improvement plans.**
- **Monitoring of improvement plans to support effective implementation.**

**Technical assistance and information vital to the success of the ELL learner can be provided to campus administrators, teachers and parents of ELL students in a school district.**

---

---

# Mathematics for English Language Learners

- **The Texas State University System Mathematics for English Language Learners (TSUS MELL) project is a [multiyear] effort developing instructional resources designed to increase the effectiveness of mathematics instruction for ELL students in K-12 schools.**
- **The project is a partnership between the Texas State University System (TSUS), its component universities and the Texas Education Agency.**

**For more information on TSUS MELL Initiative visit website:**  
**[www.tsusmell.org](http://www.tsusmell.org)**

---

---

# Target Students & Teachers

**The MELL project is focused on creating practical instructional tools for K-12 educators teaching mathematics to English Language Learning (ELL) students.**

**MELL Contact Information:**

**Dr. Leslie Huling, Director**

**Education Policy Information Center**

**Email: [La03@txstate.edu](mailto:La03@txstate.edu)**

**Phone: 512-716-4531**

---



---

# Project TESORO – Regional ESC 1

**The Tesoro Initiative is a LEP SSI funded project devoted to provide Bilingual/ESL staff in the 20 regions the opportunity to participate in trainer of trainers (TOT) events. ESC staff in turn provide training to school district personnel serving Limited English Proficient students in the region and help them gain a deeper understanding of the needs of the English Language Learner.**

**TESORO...because ELL students are our treasure.  
(Guerra & Mares-ESC 1)**

---

---

# Project TESORO – Regional ESC 1

The training sessions focus on issues dealing with understanding the needs of English Language Learners (ELLs); such as the importance of native language instruction with extensions for building transferable skills as the students learn English. Four training sessions have been delivered in Houston, Edinburg, and McAllen with all 20 service centers represented.

## Trainings developed and delivered by ESC Tesoro Region One Initiative—

- LEER MAS - PK-1
  - LEER MAS II - 2nd-6th grade
  - ELLs: What Every Secondary Content Teacher Needs to Know
  - The School Administrator: Principles of Effective Practices for ELL students
-

---

# Project TESORO – Regional ESC 1

## TESORO Contact Information:

- **Concepción "Connie" Guerra**  
**Director of Bilingual/Title III Programs**  
**Phone: 956-984-6182**  
**Email: [cguerra@esconett.org](mailto:cguerra@esconett.org)**
  
  - **Amy Mares**  
**Coordinator of Bilingual/ESL Program**  
**Phone: 956-984-6191**  
**Email: [amares@esconett.org](mailto:amares@esconett.org)**
-

---

# LEP SSI Sponsored Events

- PASA January 9-10, 2007- TEA & ESC 13  
*Promoting Academic Success and Accountability for English Language Learners: A Superintendent's Leadership Symposium*
  - PASA II – Summer 2007  
District Teachers and Instructional Personnel
  - ISLA - Math & Science Symposium  
February 22-23, 2007-San Antonio, TX
  - Third Annual MELL Summer Conference  
July 6-7, 2007 – San Marcos, TX
-

# TEA Contact Information

## Program Contact

### Lilie Elizondo-Limas

Office of Education Initiatives  
Texas Education Agency  
1701 N. Congress Avenue  
Suite 2-145  
Austin, TX 78701  
(512) 936-6060  
[Lilie.Elizondo-Limas@tea.state.tx.us](mailto:Lilie.Elizondo-Limas@tea.state.tx.us)

## Funding Contact

### Carlos Garza

Division of Discretionary Grants  
Texas Education Agency  
1701 N. Congress Avenue  
Suite 6-101  
Austin, TX 78701  
(512) 463-9269  
[Carlos.Garza@tea.state.tx.us](mailto:Carlos.Garza@tea.state.tx.us)





# Questions about the LEP Student Success Initiative?