

Assessment

1. We have a student enrolled on Sept. 13, 2022 he comes from Mexico. Will he be testing?

All EB students in grades K-12 are required to be assessed with TELPAS.

Coding

2. At Risk - includes Emergent Bilingual students.....please confirm it does not include monitors?

That is correct. Monitor students are not EB - they have reclassified as English proficient.

Dual Language Immersion Program (DLI)

3. How many non EB students in a classroom determines a two-way model?

A DLI classroom does not become a two-way model based on the number of non-EB students. A two-way model is designed from the start to leverage bilingual pairs (EB and non-EB) in both languages of instruction. When planning for a two-way model, districts should ensure they are following requirements in TAC 89.1228. A district may choose to fill classes with half EB students and half non-EB students, leaving some space for EB students who may enroll during the year. Research cited in the Guiding Principles for Dual Language Education states that while ". . . the most desirable ratio is 50% English speakers to 50% partner language speakers . . . there should be no more than two thirds speakers of one language to one third speakers of the other language." (p.18) This question is also addressed in our [FAQ](#).

EB Summer School

4. Bilingual certified or ESL certified?

Bilingual certified for bilingual program students and ESL certified for ESL program students (although bilingual educators can staff ESL programs, too).

5. Can you share a link to the TAA summer school letter that usually comes to us in the spring?

<https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/summer-school-program-for-emergent-bilingual-eb-students-entering-kindergarten-and-first-grade-reimbursements-0>

6. Any good recommendations for Summer School Program for Elementary?

We recommend connecting with your designated ESC contacts as they may have examples across other LEAs or contact information to outside sources. Visit our [ESC contacts page](#) if you need ESC contact information.

7. Are only Bilingual Teachers qualified to teach Summer School? ESL Teachers are NOT qualified?

Bilingual teachers should be teaching bilingual program students, and ESL (or bilingual) teachers can teach ESL program students.

8. Well, what if you don't have a certified bilingual OR ESL teacher available for summer school, and you have a bilingual person who has been serving as a paraprofessional or long-term sub in the classroom?

A paraprofessional cannot serve as a classroom teacher in summer school, but could assist in a classroom as they do during the regular school year. Also note that if you have a teacher on a bilingual exception or ESL waiver, that exception/waiver is valid through the summer. In theory this teacher has been receiving support throughout the year in working toward certification.

Exceptions & Waivers

9. When do we find out if our exceptions/waivers were approved?

We expect that approval letters will go out this month.

10. Do we need TEAL account for this process? Someone else does the other waivers in our system. I am trying to see if I need an account or will I be able to provide them the excel and pdf and they will just submit it.

Yes, Superintendents, Bilingual Directors, and HR Directors will need to have an account or ask for an add-on on their current account. We will keep you updated as we move forward.

11. When will the approval letters be sent out for waivers and exceptions? I have not received anything.

We anticipate letters will be sent out during this month (March).

12. Waivers are submitted by Nov. 1st, so What if you had an ESL Certified teacher for an English class and they left after Christmas? After Christmas the teacher is replaced with a teacher who is not certified. How should that be coded or handled?

There are no additional reporting requirements for this situation. The district should guide the teacher toward the appropriate certification pathway if appropriate.

Immigrant Coding

13. "not born in US state" I believe that I have seen Puerto Rico included not to be counted as immigrant. Is that not true?

An immigrant student is one who

- 1) is aged 3 through 21;
- 2) was not born in any state in the United States, Puerto Rico, or the District of Columbia;
- 3) has not been attending school in the United States for more than three full academic years

14. So, in theory all pre-k students who were not born in the US meet the definition as being an immigrant?

Yes, Pre-K students that meet the criteria are included.

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15. Costa Rica and Puerto Rico, which are commonwealths - does TEA consider these as born in US states?

No, Costa Rica is not part of the U.S. territory. Puerto Rico is part of the US and for that reason, students from PR are born in the US. The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. (See P.L. 107-110 Title III, Part C, § 3301(6).)

16. Immigrant status - 10 months equals a year, how is a month defined? Is it if a student was in attendance for all the days a school was scheduled for in that month? So August counts as a month even if school starts in the middle of the month? Then when a student accumulates 30 months we end immigrant status, regardless of how many years this takes? (for students that routinely enroll late and withdraw early)

If a student who was identified as immigrant was in attendance from the 1st day of school to the last day of school, would be counted as 10-months. That is because no matter what day school started (August 18th) the month of "August" counts as 1-month and the last day of school (May 18th) means that "May" would count as 1-month as well. So, we would be counting any month the student was enrolled (August – May) which adds up to 10-months. All students that completed the school year would be listed as 1-year (10-months) and any student who enrolls after August or withdraws before May, the calculation of months would be implemented.

17. Students from Guam, Mariana Islands, and US Virgin Islands can count as immigrants if within first three years of enrollment in US?

Yes, that is correct. They are eligible for immigrant services for the 1st 30 months in Texas.

18. I understood that students from US territories were US citizens and do not count as immigrant - Puerto Rico, Guam, Mariana Islands, US Virgin Islands, American Samoa. We only consider those from Puerto Rico as not immigrant?

As defined in ESSA, federal guidance, "State" is defined as each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico. Title III, Part A is not defining immigrant as US citizenship as you have mentioned. Reference this [Fact Sheet](#), page 2 provided by USDE.

Iowa

19. Regarding Iowa, can we wait until the TELPAS results are available to administer the Iowa?

Due to the late arrival of TELPAS results this year and the 30 day grace period for reclassification decisions in the fall of 2023, districts may choose to assess students who are likely to reclassify with the IOWA in the spring OR they may wait until the fall and assess those students who met the TELPAS criteria for reclassification.

Language Acquisition Progress Monitoring

20. Does Language acquisition progress monitoring for the end of the year include preschool (3yrs)?

Yes, if the child has been identified as EB and they are generating ADA.

Parent Notification

21. Once students' code has been changed to an Alternative Program, do we have to send a parent letter to inform them?

It is always important to communicate with parents, since they signed a consent form for a specific program. Please feel free to reach out if you have any further questions. (englishlearnersupport@tea.texas.gov)

22. "It is always important to communicate with parents, since they signed a consent form for a specific program. Please feel free to reach out if you have any further questions. (englishlearnersupport@tea.texas.gov)" Does TEA have a recommended letter?

We do not have a recommended letter, but we may have those TEA developed letters in the near future.

Parent Permission

23. A student who is legally emancipated, and therefore their own guardian, can sign the Parent Permission document for program placement, correct?

After checking with our legal department - yes, a legal document of this type supersedes our paperwork.

PEIMS

24. The PEIMS Coding from LPAC to Reclassification is it a running document with all students on it? or a separate sheet per student?

We had one that the LPAC could use for all the students that were reviewed by LPAC and we had one that was just for an individual student. I tried to make it easy on my LPAC folks when they were looking at all EB students. I would recommend finding what will work and not require extra work on the LPAC committee to get the necessary coding to the person entering the code.

25. Are PEIMS codes required to be closed and reopened if the student: 1) does not change programming 2) if the student withdraws and re-enters with the same coding 3) codes closed and reopened on a yearly basis?

It is not required that an LEA close and reopen the EB coding if the student does not change programs. However some student information systems close out all coding each year and start new coding in the new year. If the SIS does not do this automatically, there is no reason to end the coding unless they are changing classification. Some SIS vendors close out EB coding when the student withdraws but it does not need to be ended when a student withdraws.

26. For coding code A (deny bilingual and accept ESL), do they stay coded that way all the way through high school? Or do we change them to a code K once they get to a secondary campus since there is no longer a bilingual program?

Yes, the code should change whenever a bilingual program is no longer offered. When the student transitions to secondary and the only available program is ESL, parental consent should be updated (offered and accepts ESL) to ensure that the parent is aware that the program at secondary is ESL and no longer bilingual education. Please feel free to reach out if you have additional questions.

27. Can Jamie elaborate on what proper documentation would be if we find discrepancies on the PEIMS after submission?

The recommendation would be to develop a form or document that you can put with the student record to show what the student coding that was reported in the PEIMS Fall submission, what was discovered was the mistake, and then the correction that was made. It is all about showing that this is what we had and why we needed to make the change.

28. If there is a change/correction in coding after Fall submission, which coding is reported for accountability purposes, the one submitted in Fall or the one corrected after Fall submission?

If the official PEIMS Fall Submission is not correct the original coding is going to be used. There is a process to request access to make a change. Talk to the ESC PEIMS coordinator to find out how/if you could request making a correction.

29. Just to confirm, as Jamie stated, if we found that something was not reported properly with our previous PEIMS Fall submission, with proper documentation we can make adjustments to receive this funding?

With proper documentation you should update the student information system to reflect what should have been the correct coding. I recommend that if you need to make a change that it is not frequently done and that you come up with a process so that it will not occur again in the future. Additionally, if the LEA finds that a large number of students were not correctly coded, they need to work with the ESC PEIMS coordinator to determine what needs to be done.

30. How do we handle parent permission code for students sent to DAEP if there are not any ESL cert teacher there? If they are regulating a K, does the code need to change to J for the temporary placement in DAEP or not?

The student's code will not change. In terms of waivers, this situation is addressed just like a long-term substitute covering for a certified classroom teacher. ([FAQ question 9](#)). The parent has not changed his mind about program participation, so the permission does not need to change.

There is also guidance related to eligible days present in the [SAAH 6.7.1](#).

Performance Acknowledgement: Bilingualism and Biliteracy

31. The GPA requirement for the performance acknowledgement clarification: Is it an average of 80 or higher on the English I-IV classes or at least 80 in each course?

Great question, it is an average: completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100 for all the classes.

32. So can the performance acknowledgement still be given this summer after graduation, since reclassification may not occur until later this year?

That is a great question. We are currently collaborating with our colleagues in Curriculum and will have an update if the late reclassification can be retroactive for the recognition.

33. Regarding the Biliteracy Acknowledgement: if an EB student does not reclassify but completes the high school DL requirements, they can get recognized at the district level for this, but will not qualify for the State Biliteracy acknowledgement, correct?

We only have the Performance Acknowledgment not an official seal of biliteracy. To date, students must reclassify to be awarded the Performance Acknowledgement.

34. Does Dr. Rocha's guidance (on the performance acknowledgement) only apply to the students who have participated in a dual language program? Our current seniors who may meet all of the criteria except reclassifying have not participated in a dual language program.

The performance acknowledgment is for all students. The Rule section 89.1229 is district decision to recognize schools and campus as they prescribe and approved by their board. Hope this helps, but please feel free to email me for more information at xochitl.rocha@tea.texas.gov

Pre-K/Kindergarten EB Identification

35. This year we encountered families who were not meeting the PK eligibility through PreLAS and then then would go to a surrounding school district and qualify there. We have found that parents are "coaching" their kiddos to not respond and then denying program services. Is anything being done at the state level where scores can be made available for districts to view?

At this time we do not have a centralized way to collect identification testing data. I would suggest you connect with the districts where this has happened in the past and make a plan for how you might address this issue.

36. Want to make sure I am clear - even if we do not have bilingual program YET - we need to test in both languages?

Chapter 89.1226(d) says "School districts that provide a bilingual program at the elementary grades shall administer . . ." So that may be interpreted as schools that are currently implementing a program.

37. If the two language assessments do not determine program placement, and they've not been in school before, so there are no other data points...what is the suggested data to use for program placement?

If the student's home language is Spanish, for example, and the district provides a Spanish bilingual program, the student has the right to access that program based on EB status and home language, not proficiency level.

38. But PK assessment at EOY is required?

Yes, all emergent bilingual students must be evaluated annually for English proficiency growth and that progress must be reported in the annual district report to the board before Nov 1 of each year. TEC 89.1265(a) and (b)(2).

39. PK initial identification question - LPAC should not consider the student's PreLAS scores when recommending a program? ESL cannot be recommended and BIL offered?

If the student's home language is Spanish, and the district offers a Spanish bilingual program, the child has the right to participate in the bilingual program regardless of his Spanish or English proficiency level. Both proficiency level scores should be shared with the classroom teacher for instructional purposes.

Reclassification

40. What is the guidance regarding the Subjective Teacher Evaluation for reclassification? Test scores will not be available until August. Thank you.

If you have students that you believe will reclassify based on TELPAS results, we recommend that you have the current teacher complete the Subjective Teacher Evaluation at the end of the year (just in case) so you are not trying to get it completed in the summer or at the beginning of the following school year.

41. Any updates on Reclassification Criteria? More specifically on the TELPAS Speaking section?

There are no changes in place for this school year.

Session Resources

42. Can you please link the slides?

https://drive.google.com/drive/u/0/folders/1BLWMB3z4r2goahISnWI_iJN7185FIHM

State and Federal Funds

43. Is there guidance for the districts on the indirect costs?

Yes, this is available in our [Funding Guidebook](#).

44. Can the SS reimbursement be transferred to Title or state funds, if that was used for SS?

Yes, your business office should be able to transfer these funds into those fund sources in the ledger.

45. Does funding start the day they are identified or when the parents sign permission?

Funding begins the day the parent permission is signed.

46. If we have a budget amendment pending from January and have not received response, who can we contact for assistance?

Please reach out to Rickey.santellana@tea.texas.gov.

47. This is the first year we receive Title III Immigrant funds. Can we use these funds to support non-EB immigrant students? I am used to hearing Title III and automatically thing EB only. Just seeking clarification. Thank you!

Yes, you can. Not all immigrant students are also emergent bilingual.

48. To generate immigrant funds, does the 10% rule still apply? Meaning that the number that percentage must increase from one year to the next?

Please reference our [Title III FAQ](#) on page 4 for the 2 methods to generate the additional funds.

49. Will the rollover be included in the final amount posted in the website?

Carryover is not included in the posted Final amounts since those funds are from different fund years.

Transition Tools

50. We are trying to provide translation tools to our EB families. Does anyone have suggestions for translation headphones? The ones that they wear and it will translate for them.

We recommend you contact your ESC for suggestions and information on what other districts in your region are using. Visit our [ESC contacts page](#) if you need ESC contact information.

51. Does Rickey have a flyer that districts can share with info. on the parent newsletter and directions for how to sign up to receive it?

We do not have a flier for parents of how to subscribe to txel.org. Appreciate your input and we will see what we can do to support LEAs in having their families to subscribe.

Years in U.S. Schools

52. Does homeschool in the US count?

Yes. "For purposes of this calculation, only schools (including home schools and private schools) based within the 50 states, Washington, D.C., and U.S. Department of Defense (DoD) schools are to be considered U.S. schools."

53. I have been asked if we count to the end of the year? Do you count to current day.

Count to the current day.

54. Home Schools and Private schools do not count towards this calculation--please clarify. So if they attended a Private school in 2nd grade for 60 calendar days we do not count it as a Year in US Schools? Note: this was an error on the slide that has been corrected.

They do count. "For purposes of this calculation, only schools (including home schools and private schools) based within the 50 states, Washington, D.C., and U.S. Department of Defense (DoD) schools are to be considered U.S. schools."

55. Is the 60-day rule applicable only to the 1st year of enrollment in U.S. schools?

The 60-day rule applies when calculating if a year counts. "A student must have been enrolled for 60 consecutive calendar days in order for that year to be counted as one year in the calculation."

56. Who in the district is in charge of tracking years in U.S. schools and what system is used to track years in U.S. schools consistently? Any recommendations and suggestions are appreciated.

[The LPAC is responsible.](#)

57. I thought it was calendar days?

Yes it was updated to consecutive calendar days.

58. Just for clarification....for second semester, is years in US schools include spring break or other M-F no school dates or is it only the school days? (consecutive)

Consecutive calendar days should be used for calculation which would include Spring break or other spring school holidays.

59. If the student has not met the 60 calendar days by the time you are counting days to report, but will reach the 60 days by the end of the school year, if they stay, do we go ahead and give them credit for the year?

Calculation should be based on where the student is at when the student tests. Students may withdraw before the 60 days which may affect the calculation.

60. If a student completes 60 days, withdraws, and then returns, do we count the initial 60 days as one year or does the count restarts upon return?

Once the student has been enrolled for 60 days it counts as a year. This is also in the Years in US Schools doc. "However, once a student has been enrolled for 60 consecutive calendar days within a school year, that school year will count as one year in the Years in U.S. schools calculation regardless of any subsequent periods of unenrollment."

61. Scenario: 4th grade student comes in as a Recent Arrival on Feb 1st. For TELPAS and Accountability on Cambium/TIDE we code this student as Year 1 and monitor until the student completes the 60 consecutive days, correct?

The student is considered to be in year 1. The count would not advance until the following school year if the student met the 60 consecutive calendar days.