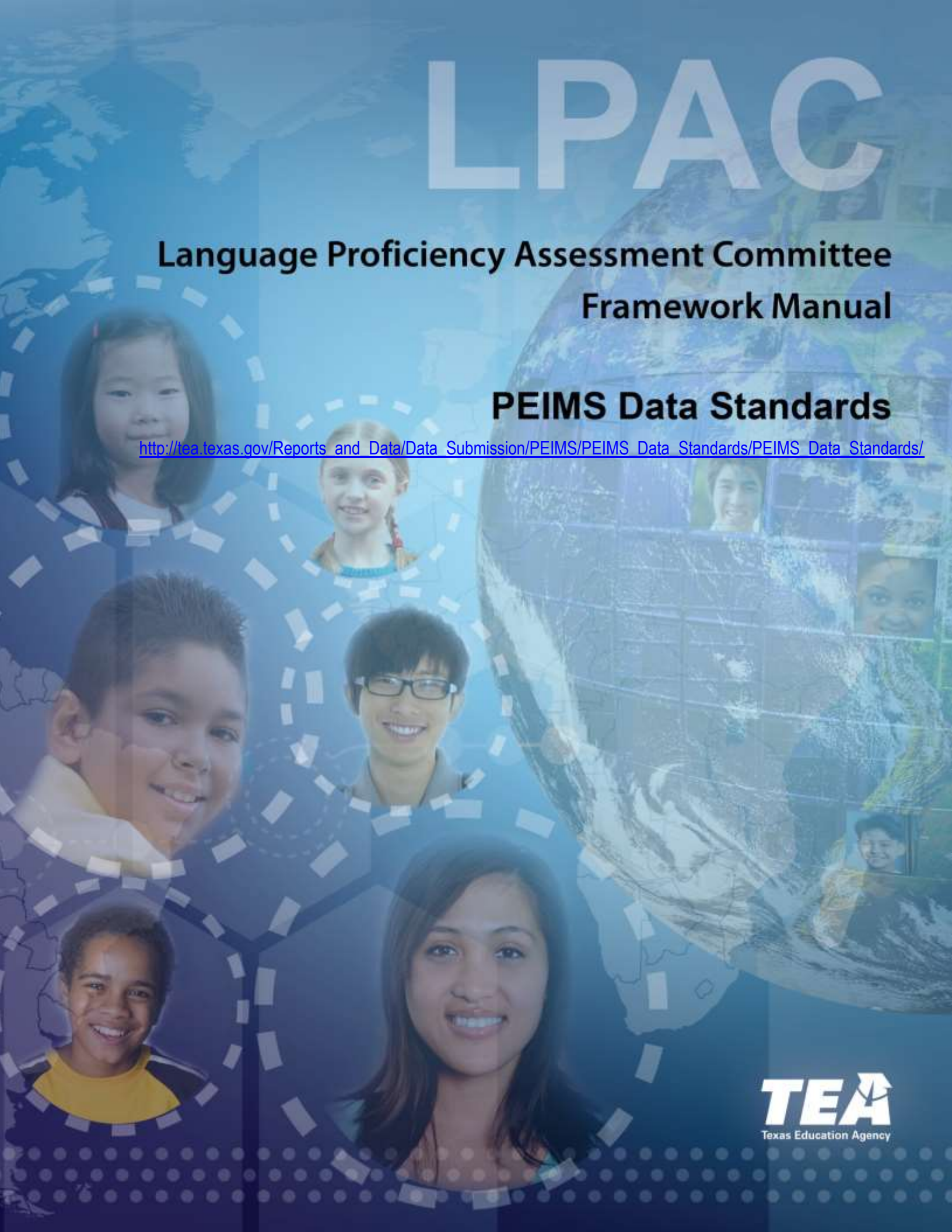
LPAC

Language Proficiency Assessment Committee Framework Manual

PEIMS Data Standards

http://tea.texas.gov/Reports_and_Data/Data_Submission/PEIMS/PEIMS_Data_Standards/PEIMS_Data_Standards/



TEA
Texas Education Agency

PEIMS Foreword

The following document was developed by the PEIMS Division of TEA to assist districts with the reporting requirements for Limited English Proficient (LEP).

Chapter 89 states that English Language Learner (ELL) is a person who is in the process of acquiring English and has another language as the first native language. The terms English language learners and limited English proficient student are used interchangeably [§89.1203(1)].

In order to achieve a comprehensive understanding of the progression of information contained in the document, it is recommended that it be read from beginning to end in its entirety.

PEIMS Reporting Requirements for Students Identified as LEP	
PEIMS Submissions Impacted by LEP Data Reporting:	**Also known as:** Submission 1: Fall Snapshot Submission 3: Summer Submission Submission 4: Extended Year Submission
PEIMS Reporting Timeframe	Submission 1: Represents the state of the district on the last Friday in October
	Submission 1: Cumulative submission representing all activity during the course of the regular school year
	Submission 1: Represents program participation for separate regular school year

PEIMS Records Containing LEP Related Data Elements		
Submission	**Record Name**	**Data Element Name**
1	110 STUDENT DATA ENROLLMENT	LEP INDICATOR CODE
		HOME LANGUAGE CODE
		PARENTAL PERMISSION CODE
3	400 BASIC ATTENDANCE DATA-STUDENT	TOTAL-ELIG BILINGUAL/ESL DAYS PRESENT
		LEP-INDICATOR-CODE
4	101 STUDENT DATA DEMOGRAPHIC	BILINGUAL/ESL SUMMER SCHOOL INDICATOR CODE

Explanation of PEIMS Record(s) Layout	Each PEIMS record is comprised of data elements which have their own unique number and definition (located in Section 3 of the Data Standards) and as applicable some data elements have a corresponding code table which is numbered and may or may not be a unique set of codes (located in Section 4 of the Data Standards)

LEP Related Data Elements Crosswalk			
Data Element Name	**Data Element Number**	**Code Table Name**	**Code Table Number**
LEP INDICATOR CODE	E0790	LEP INDICATOR CODE	C061
HOME LANGUAGE CODE	E0895	HOME LANGUAGE CODE	C092
PARENTAL PERMISSION CODE	E896	PARENTAL PERMISSION	C093
BILINGUAL PROGRAM TYPE CODE	E1042	BILINGUAL PROGRM TYPE CODE	C175
ESL PROGRAM TYPE CODE	E1043	ESL PROGRAM TYPE CODE	C176
TOTAL ELIG BILINGUAL/ESL DAYS PRESENT	E0938	NONE	NONE
BILINGUAL/ESL SUMMER INDICATOR CODE	E1028	PARTICIPATION INDICATOR CODE	C088

Language Proficiency Assessment Committee (LPAC)

Data Element Definitions		
Data Element Name	**Data Element Number**	**Data Element Definition**
LEP INDICATOR CODE	E0790	LEP INDICATOR CODE indicates whether the student has been identified as limited English proficient by the Language Proficiency Assessment Committee (LPAC) or English proficient (19 TAC §89.1220) according to criteria established in 19 TAC §89.1225.
HOME LANGUAGE CODE	E0895	HOME LANGUAGE CODE indicates the language spoken in the student's home, as determined by the student's home language survey. (See 19 TAC §89.1215.)
PARENTAL PERMISSION CODE	E0896	PARENTAL PERMISSION CODE indicates whether the student's parent or legal guardian has approved placement of the student in the required Bilingual or English as a Second Language (ESL) program. (See 19 TAC §89.1240.)
BILINGUAL PROGRAM TYPE CODE	E1042	BILINGUAL PROGRAM TYPE CODE indicates whether the student is participating in a state-approved bilingual education program which is a full-time program of dual language instruction through the TEKS in the content areas (mathematics, science, health and social studies) in the primary language of limited English proficient (LEP) students and also for carefully structured and sequenced mastery of English cognitive academic language development. (See 19 TAC §89.1210(b).)
ESL PROGRAM TYPE CODE	E1043	ESL PROGRAM TYPE CODE indicates whether the student is participating in a state-approved English as a Second Language (ESL) program. An ESL program in grades PK-8 is a program of intensive instruction in English from teachers either certified or endorsed in ESL who use second language acquisition information to teach LEP students the ESL TEKS. An ESL program in grades 9-12 is a program of intensive instruction in English from teachers trained in recognizing and dealing with language differences. (See 19 TAC §89.1210(f).)
TOTAL ELIG BILINGUAL/ESL DAYS PRESENT	E0938	TOTAL ELIG BILINGUAL/ESL DAYS PRESENT indicates the total number of days the student was present and an eligible participant in the state-approved bilingual/ESL program during a particular reporting period.
BILINGUAL/ESL SUMMER INDICATOR CODE	E1028	BILINGUAL/ESL SUMMER INDICATOR CODE indicates whether the student participated in the Bilingual/ESL Summer School program as described in TEC §29.060 and 19 TAC §89.1250. To be eligible for enrollment in the Bilingual/ESL Summer Program, a student must be limited English proficient (LEP) and must be eligible for admission to kindergarten or first grade at the beginning of the next school year. LEP shall be determined by screening students using oral proficiency instruments approved by the Commissioner of Education.

Language Proficiency Assessment Committee (LPAC)

The following code tables from Section 4 of the Data Standards are used in reporting LEP related data

Code Table ID	Name	Date Issued	Date Updated
C088	PARTICIPATION INDICATOR CODE	04/10/89	03/01/95
Code	**Translation**		
0	Not receiving services, or condition or situation not applicable to this person or campus		
1	Participant in program or service, or condition or situation applicable to this person or campus		

Code Table ID	Name	Date Issued	Date Updated
C061	LEP INDICATOR CODE	04/10/89	03/03/08
Code	**Translation**		
0	Not LEP		
1	Identified as limited English proficient (LEP)		
F	Student exited from LEP status – Monitored 1 (M1) – student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, and is in his or her first year of monitoring as required by 19 TAC §89.1220(l) and is not eligible for funding due to the fact that they are not LEP		
S	Student exited from LEP status – Monitored 2 (M2) – student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, and is in his or her second year of monitoring as required by 19 TAC §89.1220(l) and is not eligible for funding due to the fact that they are not LEP		

Language Proficiency Assessment Committee (LPAC)

Code Table ID	Name	Date Issued	Date Updated
C092	HOME-LANGUAGE-CODE	04/10/89	03/01/01

Code	Translation
01	Spanish
02	Vietnamese
03	Laotian (Lao)
04	Cambodian (Khmer)
06	Korean
07	Japanese
08	French
09	German
98	English
99	Other languages
1A	Afrikaans (Taal)
1B	Akan (Fante, Asante)
1C	Albanian, Gheg (Kossovo/Macedonia)
1D	Albanian, Tosk (Albania)
1E	Algonquin
1F	Amharic
1G	Apache
1H	Arabic
1I	Armenian
1J	Assyrian (Syriac, Aramaic)
1K	Balinese
1L	Bengali
1M	Bosnian
1N	Bulgarian
1O	Burmese
1P	Cantonese (Chinese)
1Q	Cebuano (Visayan)
1R	Chamorro
1S	Chaochow/Teochiu (Chinese)
1T	Cherokee
1U	Chippewa/Ojibawa/Ottawa
1V	Choctaw
1W	Comanche
1X	Coushatta
1Y	Creek
1Z	Croatian
2A	Crow
2B	Czech
2C	Danish
2D	Dard
2E	Dutch/Flemish
2F	Efik

Language Proficiency Assessment Committee (LPAC)

Code Table ID	Name	Date Issued	Date Updated
C092	HOME-LANGUAGE-CODE	04/10/89	03/01/01

Code	Translation
2G	Eskimo
2H	Estonian
2I	Ethiopic
2J	Ewe
2K	Farsi (Persian)
2L	Finnish
2M	Fukien/Hokkien (Chinese)
2N	Gaelic (Irish)
2O	Gaelic (Scottish)
2P	Greek
2Q	Gujarati
2R	Guyanese
2S	Hainanese (Chinese)
2T	Haitian-Creole
2U	Hakka (Chinese)
2V	Hausa
2W	Hebrew
2X	Hindi
2Y	Hmong
2Z	Hopi
3A	Hungarian
3B	Ibo/Igbo
3C	Icelandic
3D	Ilonggo (Hiligaynon)
3E	Indonesian
3F	Italian
3G	Kache (Kaje, Jju)
3H	Kannada (Kanarese)
3I	Kanuri
3J	Kashmiri
3K	Kickapoo
3L	Konkani
3M	Kpelle
3N	Krio
3O	Kurdish
3P	Kwa
3Q	Latvian
3R	Lingala
3S	Lithuanian
3T	Luganda
3U	Lunda
3V	Luyia (Luhya)

Language Proficiency Assessment Committee (LPAC)

Code Table ID	Name	Date Issued	Date Updated
C092	HOME-LANGUAGE-CODE	04/10/89	03/01/01

Code	Translation
3W	Macedonian
3X	Malay
3Y	Malayalam
3Z	Maltese
4A	Mandarin (Chinese)
4B	Mande
4C	Marathi
4D	Menominee
4E	Mien (Yao)
4F	Navajo
4G	Nepali
4H	Norwegian
4I	Okinawan
4J	Oneida
4K	Oriya
4L	Orri (Oring)
4M	Pampangan
4N	Panjabi (Punjabi)
4O	Pashto (Pushto)
4P	Pilipino (Tagalog)
4Q	Pima
4R	Polish
4S	Portuguese
4T	Pueblo
4U	Romanian
4V	Romany (Gypsy)
4W	Russian
4X	Samoan
4Y	Serbian
4Z	Shanghai (Chinese)
5A	Shona
5B	Sikkimese
5C	Sindhi
5D	Sinhalese (Sri Lanka)
5E	Sioux (Dakota)
5F	Slavic
5G	Slovenian (Slovene)
5H	Somali
5I	Sotho
5J	Swahili
5K	Swedish
5L	Taiwanese/Formosan/Min Nan (Chinese)

Language Proficiency Assessment Committee (LPAC)

Code Table ID	Name	Date Issued	Date Updated
C092	HOME-LANGUAGE-CODE	04/10/89	03/01/01

Code	Translation
5M	Tamil
5N	Telugu (Telegu)
5O	Thai
5P	Tibetan
5Q	Tigrinya
5R	Tiwa
5S	Tuluau
5T	Turkish
5U	Ukrainian
5V	Urdu
5W	Welsh
5X	Winnebago
5Y	Yiddish
5Z	Yombe
6A	Yoruba

Language Proficiency Assessment Committee (LPAC)

Code Table ID	Name	Date Issued	Date Updated
C093	PARENTAL-PERMISSION-CODE	04/10/89	03/01/10

Code	Translation
	The following PARENTAL-PERMISSION-CODES <u>do not</u> allow a student to generate TOTAL-ELIG-BILINGUAL/ESL-ELIGDAYS-PRESENT (E0938)
3	Parent Or Guardian Has Requested Placement Of A Non-LEP Student In The Bilingual Program
7	Parent Or Guardian Did Not Respond
8	Parent Or Guardian Was Not Contacted
C	Parent Or Guardian Has Denied Placement Of A LEP Student In Any Special Language Program
G	Parent Or Guardian Has Approved The Placement Of A Recently Exited Non-LEP Student In A Bilingual Or English As A Second Language Special Language Program
H	Parent or Guardian Has Requested Placement Of A Non-LEP Student In The English As A Second Language Program
	The following PARENTAL-PERMISSION-CODES <u>do</u> allow a student to generate TOTAL-ELIG-BILINGUAL/ESL-ELIGDAYS-PRESENT (E0938)
A	Parent Or Guardian Has Denied Placement Of A LEP Student In The Required Bilingual Program, But Has Approved Placement Of A LEP Student In The ESL Program
B	Parent Or Guardian Has Approved Placement Of A Grade PK-8 LEP Student In The Required ESL Program
D	Parent Or Guardian Has Approved Placement Of A LEP Student in The Bilingual Program
E	Parent Or Guardian Has Approved Placement Of A LEP Student In The Bilingual Program, But The District Has Requested An Exception Approved Under 19 TAC §89.1207; Parent Has Therefore Approved Placement Of A LEP Student In The ESL Program
F	Parent Or Guardian Of A Grade 9-12 LEP Student Has Approved Services In Accordance With The LPAC Plan. The LPAC plan may include English I for Speakers of Other Languages, English II for Speakers of Other Languages and/or modified (sheltered) courses for LEP students. Modified (sheltered) courses for LEP students may be taught by non-ESL certified teachers who have received training in modified (sheltered) instruction but English I for Speakers of Other Languages and English II for Speakers of Other Languages must be taught by ESL certified teachers.

J	Parent Or Guardian Has Approved The Placement Of A LEP Student In The ESL Program, But The Program Is An Alternative Language Program Approved By The Texas Education Agency. (See TAC 19.89.1207) Districts that use Parental Permission Code J have or should have submitted a waiver to the TEA ESL program.

Language Proficiency Assessment Committee (LPAC)

Code Table ID	Name	Date Issued	Date Updated
C175	BILINGUAL-PROGRAM-TYPE-CODE	03/03/08	07/01/08

Code	Translation
0	Student does not participate in the Bilingual Education Program
2	Transitional Bilingual/Early Exit A bilingual program that serves students identified as students of limited English proficiency in both English and Spanish, or another language, and transfers students to English-only instruction. It provides instruction in literacy and academic content areas through the medium of the student's first language, along with instruction in English oral and academic language development. Non-academic subjects such as art, music, and physical education may also be taught in English. Exiting to an all English program of instruction will occur not earlier than the end of first grade, or if the student enrolls in school during or after first grade, the student will remain in the program for a minimum of two to five years before being eligible to exit the bilingual program. Students that have met exit criteria in accordance with TAC §89.1225 (h)(i)(k) may continue receiving services but the school district will not be allocated the bilingual allotment - TEC §42.153. **Students who are proficient in English may also be served in this program only with appropriate parental permission, but are not eligible for Bilingual Program allotment.**
3	Transitional Bilingual/Late Exit A bilingual program that serves students identified as students of limited English proficiency in both English and Spanish, or another language, and transfers a student to English-only instruction; academic growth is accelerated through cognitively challenging academic work in the student's first language along with meaningful academic content taught through the student's second language, English. The goal is to promote high levels of academic achievement and full academic language proficiency in the student's first language and English. Students enrolled in the transitional bilingual/late exit program are eligible to exit the program not earlier than six or later than seven years after the students enroll in school. Students that have met exit criteria in accordance with TAC §89.1225 (h)(i)(k) may continue receiving services but the school district will not be allocated the bilingual allotment - TEC §42.153. **Students who are proficient in English may also be served in this program only with appropriate parental permission, but are not eligible for Bilingual Program allotment.**

Code Table ID	Name	Date Issued	Date Updated
C175	BILINGUAL-PROGRAM-TYPE-CODE	03/03/08	07/01/08

4	Dual Language Immersion/Two-Way A biliteracy program that integrates students proficient in English and students identified as students of limited English proficiency in both English and Spanish, or another language, and transfers a student identified as a student of limited English proficiency to English-only instruction; instruction is provided to both native English speakers and native speakers of another language in an instructional setting where language learning is integrated with content instruction. Academic subjects are taught to all students through both English and the other language. Program exit will occur not earlier than six or later than seven years after the student enrolls in school; students that have met exit criteria in accordance with TAC §89.1225 (h)(i)(k) may continue receiving services but the school district will not be allocated the bilingual allotment - TEC §42.153.
5	Dual Language Immersion/One-Way A biliteracy program that serves only students identified as students of limited English proficiency in both English and Spanish, or another language, and transfers a student to English-only instruction in an instructional setting where language learning is integrated with content instruction. Academic subjects are taught to all students through both English and the other language. Program exit will occur not earlier than six or later than seven years after the student enrolls in school; students that have met exit criteria in accordance with TAC §89.1225 (h)(i)(k) may continue receiving services but the school district will not be allocated the bilingual allotment - TEC §42.153. **Students who are proficient in English may also be served in this program only with appropriate parental permission, but are not eligible for Bilingual Program allotment.**

Language Proficiency Assessment Committee (LPAC)

Code Table ID	Name	Date Issued	Date Updated
C176	ESL-PROGRAM-TYPE-CODE	03/03/08	07/01/08

Code	Translation
0	Student Does Not Participate In The English As A Second Language (ESL) Program
2	English As a Second Language/Content-Based An English program that serves students identified as students of limited English proficiency in English only by providing a full-time teacher certified under TEC §29.061(c) to provide supplementary instruction for all content area instruction. It integrates English-as-a-second-language instruction with subject matter instruction which focuses not only on learning a second language, but using that language as a medium to learn mathematics, science, social studies, or other academic subjects. Exiting to an all English program of instruction will occur not earlier than the end of first grade, or if the student enrolls in school during or after first grade, the student will remain in the program for a minimum of two to five years before being eligible to exit the ESL program. Students that have met state requirements for exit criteria in accordance with TAC §89.1225 may continue receiving services but the school district will not be allocated the bilingual allotment - TEC §42.153; At the high school the LEP student receives sheltered instruction in all content areas
3	English As A Second Language/Pull-Out An English program that serves students identified as students of limited English proficiency in English only by providing a certified teacher under TEC §29.061(c) to provide English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas. Instruction may be provided by the ESL teacher in a pull-out or inclusionary delivery model. Exiting to an all English program of instruction will occur not earlier than the end of first grade, or if the student enrolls in school during or after first grade, the student will remain in the program for a minimum of two to five years before being eligible to exit the ESL program. Students that have met state requirements for exit criteria in accordance with TAC §89.1225 may continue receiving services but the school district will not be allocated the bilingual allotment - TEC §42.153

Coordination with Other Programs

The language proficiency assessment committee (LPAC) process does not work in isolation. The continuous focus on the student often necessitates coordination and collaboration between and among other programs that also work with the English Language Learner (ELL). The decisions of the LPAC will have an impact on the overall instructional program for the individual ELL. It is important that the LPAC receive all of the necessary information relating to the student's needs, the student's performance, language, and cultural background, and the student's participation in special programs. Collaboration among instructional personnel who have been trained to identify the needs of ELLs and who must implement timely interventions is essential in maintaining coherent instructional program that will lead to the improvement of student performance.

Some of the programs that are available to the ELL may include:

Summer School	Special Education
Gifted and Talented	Dyslexia
Before and After School Tutorial	Even Start
At-Risk Programs	Section 504
Extra-Curricular (student clubs, UIL, etc)	Optional Extended Year
Community-Based Programs	Newcomer/Immigrant Programs
Career and Technical Education (CTE)	Migrant (Building Bridges, Project SMART, etc)

Written documentation becomes invaluable for collaborating and coordinating programs for the ELL. Information provided to PEIMS must be correct and timely. Parent input and notification is necessary at every phase of the LPAC process. The Title III program requires that parents become critical partners in the placement and monitoring of the student's instructional program. The LPAC is not referring agent, but it can serve to identify available programs for the student as it deliberates throughout the year.