

**POSSIBLE ACTION REQUIRED  
TIME-SENSITIVE MATERIAL**

March 24, 2005

TO THE ADMINISTRATOR ADDRESSED:

SUBJECT: LEP Status Coding of Parental Denial Students on Spring 2005 Answer Documents

The purpose of this letter is to clarify the coding of limited English proficient (LEP) students, particularly those students whose parents have denied services in any special language program (referred to as students with parental denials), on the spring 2005 answer documents. The following information applies to both the Texas Assessment of Knowledge and Skills (TAKS) and the State-Developed Alternative Assessment II (SDAA II) answer documents. As outlined below, the same coding instructions apply to students with parental denials as to students served in bilingual or English as a second language (ESL) programs.

- All students, including those with parental denials, identified as limited English proficient for the 2004-2005 school year should be coded as "C" (currently LEP).
- All students, including those with parental denials, who met the state criteria for reclassification as non-LEP in the 2003-2004 school year should be coded as "M1." For these students, the 2004-2005 school year is their first school year of monitoring. Similarly, students who met the state criteria for reclassification as non-LEP in the 2002-2003 school year should be coded as "M2." For these students, the 2004-2005 school year is their second school year of monitoring.
- Students not in the above categories should be coded as "0."

School personnel will have the opportunity to correct any inaccurate demographic and program information on the April 2005 precoded answer documents for TAKS and SDAA II. For example, if a LEP student with a parental denial who met the state criteria for reclassification as non-LEP in the 2003-2004 school year is precoded incorrectly on the April answer document, the "M1" bubble should be hand-gridded on the answer document.

Please note the following:

- Demographic and program information that is hand-gridded on answer documents does not change student information contained in a Public Education Information Management System (PEIMS) file at the Texas Education Agency (TEA). It only updates the information for the reporting of the current year's test results. Information that needs to be updated in PEIMS must be provided through the PEIMS data submission process.

- For the purposes of reporting test results, the LEP status information a district submits to the test contractor on a student's April answer document will update information that was submitted differently on the student's February answer document, with the exception of the February reading tests for Grades 3 and 5. These test results have already been reported.
- The LEP performance measure used for federal Adequate Yearly Progress (AYP) reporting will consist of the students coded as currently LEP ("C") and the students coded as monitored ("M1" or "M2") on the test answer documents. The appeals section of the 2005 AYP Guide, which will be available by June 1, 2005, will address appeals related to students in Grades 3 and 5 with discrepant February and April LEP status coding.

### **Monitoring Responsibilities for LEP Students with Parental Denials**

In keeping with best educational practices, districts should proceed as follows to monitor the progress of prior LEP students with parental denials who were classified as LEP within the previous two school years.

- Districts may designate either the language proficiency assessment committee (LPAC) or other appropriate staff to monitor the progress of these students.
- Monitoring should consist of reviewing the students' grades and TAKS performance to make recommendations concerning additional assistance the students may need if they are struggling academically.

TEA will notify districts if guidance regarding the monitoring of prior LEP students with parental denials will change for future school years.

Please refer to the 2005 TAKS and SDAA II district and campus coordinator manual for more detailed information about LEP status coding (page 249) and procedures for correcting inaccurate information on precoded answer documents (pages 97-99).

Questions about answer document coding should be directed to the TEA Student Assessment Division at (512) 463-9536, and questions about exiting bilingual/ESL programs, reclassifying students as non-LEP, and monitoring should be directed to the TEA Bilingual/ESL Program Unit at (512) 475-3555.

Sincerely,

Susan Barnes  
Associate Commissioner for Standards and Programs

cc: ESC and district test coordinator  
ESC and district bilingual/ESL coordinator