



SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Agenda Item Summary

Meeting Date: September 19, 2022

Agenda Section: Consent

Agenda Item Title: Languages Other Than English (LOTE) Placement Exam

From: Millicent Marcha, Chief Academic Officer

Additional Presenters if Applicable: Kevin Rasco, Director of Teaching and Learning

Description: Native and heritage speakers of world languages should be given the opportunity to demonstrate their proficiency in listening, reading, speaking and writing to accelerate past lower levels of high school credit-bearing world languages courses. This enables students to make room for additional college level credit-bearing courses. We are asking for board approval to accelerate students past levels I, II, and possibly III using a Languages Other Than English (LOTE) Placement Exam. This exam differs from Credit by Exam (CBE) in that a single test places students in the developmentally appropriate course and we do not need to give a separate exam for each level of acceleration. Our preferred vendor is Martha Vasquez, who has served as the President of the American Association of Teachers of Spanish and Portuguese (AATSP) and has administered this exam in SAISD to great effect.

Historical Data: We have traditionally used CBE. This will be our first year utilizing LOTE.

Recommendation: Approve the use of a LOTE Placement Exam from Martha Vasquez.

Purchasing Personnel and Approval Date: Approved- Andy A. Rocha, 9-13-2022

Funding Budget Code and Amount: \$5,000.00 from 199 E 116339 00 825 1 11



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STUDENT PLACEMENT AND CREDENTIALING FOR LOTE

As of July 2006 the State Board of Education made changes in regards to the graduation requirements for Languages Other Than English (LOTE). School districts may allow native language speakers to be placed into upper level language courses to meet the graduation requirements without the lower level courses being required.

School districts may develop “credentialing” procedures that allow a student to receive credit for lower level courses when the student successfully completes the upper level course in which the student is enrolled. This is possible in Languages Other Than English (LOTE) because the Texas Essential Knowledge and Skills (TEKS) are very similar from level to level with proficiency as the differentiating factor. A student who successfully completes a Level III intermediate proficiency course, automatically completes the novice level proficiency; as the intermediate proficiency course includes the novice level.

In 2014, the Texas Education Agency mandated that credits must be earned for any two levels in the same language other than English for the Foundation High School Program, credits must be earned for any three levels in the same language other than English for the Distinguished Achievement Program, credits in any four levels in the same language other than English may be counted towards the Multidisciplinary Studies Endorsement, and credits must be earned for any three levels in the same language other than English for students to earn a Performance Acknowledgement for Bilingualism and Biliteracy.

The placement process below has been established to provide students with instruction in a challenging curriculum that is at their level of language proficiency.

PROCESS FOR ACCELERATED PLACEMENT:

Accelerated placement for speakers of LOTE taught in the South San Antonio Independent School District requires the following steps:

1. Speakers of Languages Other Than English (LOTE) taught in South San Antonio ISD may take a placement assessment from the contractor Martha Vasquez prior to course assignment which potentially will allow them to accelerate past the lower levels (Levels I, II, and III) of the language. It is strongly recommended that students not be placed in level 4 and/or AP courses until the 9th grade so that they can earn transferable college credit.
2. The family completes the ***Student Application (Form LOTE-A)***
3. The counselor, testing coordinator, or teacher gives the district placement assessment and makes recommendations based upon the student’s performance on the assessment. The vendor, Martha Vasquez, will score the assessments upon completion. The placement assessment DOES NOT provide a grade for report card purposes. The placement assessment DOES assist in determining the level of language placement



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appropriate for the individual student based on their levels of proficiency in speaking, reading, and writing. The following scoring rubric will provide guidelines for student placement:

- A placement assessment score of 39 and below is a Level I placement
 - A placement assessment score between 40 - 59 is a Level II placement*
 - A placement assessment score between 60 - 89 is a Level III placement*
 - A placement assessment score between 90 - 100 is a Level IV placement*
- *Placements occur up to the level indicated. Campus capacity in staffing and availability on the master schedule may limit acceleration assignments.*

4. The **Verification of Placement and Credit Form (Form LOTE-B page 1)** must be maintained in the student's permanent record upon being placed in a course and must be transferred to the receiving school if they are transferring between campuses.

5. During the course of the school year, the classroom teacher will monitor student progress. At any time during the course, if the student is failing, students and parents must be notified that failure of the course nullifies the placement of the student and the student will be placed in a lower level course. Extenuating circumstances will be considered on a case-by-case basis by campus administration.

6. After successful completion of the upper level course, the **Verification of Placement and Credit (Form LOTE-B page 2)** will be completed and placed in the student's permanent record and the student will receive a "P" to indicate passing for the lower level courses.

CREDENTIALING LOWER LANGUAGE LEVELS:

School districts may develop "credentialing" procedures that allow a student to receive credit for lower level courses when the student successfully completes the upper level course in which the student is enrolled. In order for students to receive credit for lower level courses, the following steps are to be taken:

- a. The student has been placed in an upper level LOTE classroom based on the assessment results for the entire school year.
- b. The student has successfully completed the upper level LOTE course and has received a final passing grade in the course.
- c. The student will receive a 'P' on their transcript for each lower level class. For example, if the student is placed into a Level III Spanish course and has successfully completed the course, then the student will receive a 'P' each semester for the Level I course and a "P" for each semester for the Level II Spanish.



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- d. Upon successful completion of the upper level course, the counselor will complete and obtain signatures for the credentialing of lower level language courses section on page 2 of the ***Verification of Placement and Credit Form (Form LOTE-B)***.
- e. In addition, the counselor will provide a signed copy of this form to the campus registrar and place a copy of the completed form in the student's permanent record folder.
- f. The campus registrar will ensure that credits are posted to the students transcript.

LIMITATIONS AND RESTRICTIONS:

1. This policy does NOT apply to Credit-by-Exam.
2. The placement policy is only for acceleration of student instruction.
3. A student must be enrolled in a South San Antonio middle school or high school.
4. If a student fails to successfully pass the placement course in the first year, the LOTE process is void unless the student is allowed to remain in the placement and is approved by the campus administrator or counselor due to extenuating circumstances.



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FORM LOTE-A (English)

Student Information		
Student Name:		Campus:
Student ID:	Grade:	Teacher of Record/Counselor:

Dear Parent/Guardian,

In order to give permission for your child to take the “Languages Other Than English Placement Test” for placement into an upper level language course, please check the boxes after reading the statements below then sign and date this form.

- My child is a native language speaker of _____.
(Fill in Native Language)
- I understand that placement based on the test applies to SAISD campuses. Placement may not be valid if my child enrolls in another district prior to completing the course.
- I understand that if my child fails the upper level placement course, this process will become null and void and my child will be placed in a lower level course.

Parent/Guardian Signature

Date _____

Counselor Signature

Date _____

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- Parent requests testing
- High school student is new to the district (should be tested within first 3 weeks of enrollment)
- Student is in 8th grade and is taking the test for course placement in high school (*Spring Testing Window*)
- Teacher recommends this student take the assessment based on student performance in the currently enrolled class.

Placement is not guaranteed. Course enrollment for the following semester is based on class availability.



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FORM LOTE-A (Español)

Información del estudiante		
Nombre del estudiante:		Escuela:
ID del estudiante:	Grado:	Profesor(a)/Consejero(a):

Apreciado padre de familia/tutor,

Para otorgar permiso para que su hijo tome el “Examen de ubicación en otro idioma que no sea inglés” y colocarlo en un curso de idiomas de nivel superior, marque las casillas después de leer las declaraciones a continuación, firme y anote la fecha en este documento.

- Mi hijo es un hablante nativo de _____.
(escriba el idioma nativo)
- Entiendo que la ubicación basada en la prueba es válida en las escuelas de SAISD. La colocación podría no ser válida si mi hijo se inscribe en otro distrito antes de completar el curso.
- Entiendo que si mi hijo no aprueba el curso de nivel superior, este proceso se anulará y mi hijo será colocado en un curso de nivel inferior.

_____ Fecha _____
Padres de familia/tutor firma

_____ Fecha _____
Consejero(a) Firma

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Form LOTE-B Page 1

Student Name:		Campus: <i>(During Placement)</i>	
Student ID:	Grade:	Teacher of Record:	

Placement of Student

Course Placement may not be valid if the student enrolls in another district prior to successfully completing the course. Students in Middle School are not recommended to be placed in Level IV until they are enrolled in 9th grade to ensure credits transfer.

Date of Placement Test: _____ Total Score: _____

- **Level I Placement** (Student scored 0 – 39 Total Score)
- **Level II Placement** (Student scored 40 – 59 Total Score)
- **Level III Placement** (Student scored 60 – 89 Total Score)
- **Level IV Placement** (Student scored 90 – 100 Total Score)



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This form must be maintained in the student's permanent record and transferred to the receiving school. Once Credentialing of Lower Level Language Courses and Verification of Credit sections have been completed, forms must remain in the student's permanent record to verify awarding of credit.

Form LOTE-B Page 2

Student Name:		Campus: <i>(During Credentialing)</i>	
Student ID:	Grade:	Teacher Name:	

Credentialing of Lower Level Language Courses

Student completed and earned credit for a lower level course(s) by successfully completing an upper level Language Other Than English course through the Student Placement & Credentialing for LOTE Procedure.

Date of Course Completion	Level of Course	Semester 1 Grade	Semester 2 Grade

- Student failed the course. Placement is null & void. Student must be placed in a lower level course. (Failed one or both semesters)

Verification of Credit

*Check the course level(s) in which student earned credit.
Place a 'P' for each course for which credit will be awarded*

● Level I	● Level II	● Level III

Date _____



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Principal Signature _____

Date _____

Counselor Signature *(once credit awarded/grades posted)* _____

This form must be maintained in the student's permanent record and transferred to the receiving school. Once Credentialing of Lower Level Language Courses and Verification of Credit sections have been completed, forms must remain in the student's permanent record to verify awarding of credit.