Limited English Proficient (LEP) Student Success Initiative Grant Program

Description:
The goals of the LEP SSI, Cycle 5 are to:

- increase the academic achievement of LEP students as demonstrated through improved TAKS scores; growth in English reading proficiency as measured by the Texas English Language Proficiency Assessment System (TELPAS) scores; promotion to the next grade; and increased rates of credit accrual that lead toward high school completion
- increase the number of teachers prepared to enable LEP students to meet state performance expectations as demonstrated through the number/percentage of teachers participating in training focused on competencies specific to the instruction of LEP students teaching under English as a Second Language (ESL) waiver.

Programs will implement one or more of the following strategies/activities in the project design: sheltered instruction, 5E instructional model, oral language development, and academic language and newcomer services.

Eligibility:
Middle and high school campuses that meet the following criteria:

- The campus must have served 20 or more English Language Learners (ELLS) per the 2008-2009 Public Education Information Management System (PEIMS).
- The average percentage of ELLs who met standard on the English version was 40% or lower.
  - First administration of the Texas Assessment of Knowledge and Skills (TAKS) 2008-2009
  - English Language Arts/Reading and Science
  - Grouped by students in grades 6-8 and in grades 9-11
- The campus is in a district that submitted a waiver for English as a Second Language (ESL) for the 2008-2009 school year

Authority:
Texas Education Code §21.457 and §39.0241(d)
General Appropriations Act, Article III, Rider 62, 2009

Funding:

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<tr>
<th>Fiscal Year</th>
<th>Amount</th>
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<td>FY2010</td>
<td>$9,700,000</td>
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Evaluation:
Final Evaluation of the Texas A&M University System’s Support Activities Related to the Limited English Proficient Student Success Initiative (Southwest Educational Development Laboratory, August 2007)

Teacher Outcomes:
- Increased opportunities for professional development in ESL instruction
- Increased access to needed instructional resources and materials

Student Outcomes:
- Increased confidence on class tasks
- Increased levels of comfort in expressing themselves and asking for help

Recommended findings from the evaluation report have been implemented by TEA.