Languages Other Than English

Frequently Asked Questions (FAQs)

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GENERAL QUESTIONS

1. **How do the Texas Essential Knowledge and Skills (TEKS for languages other than English (LOTE) address various languages?**

   The TEKS for LOTE are not language-specific, but rather are categorized into three categories. They include–

   - Non-classical languages;
   - Classical languages; and
   - American Sign Language (ASL).

   Districts and open-enrollment charters may provide instruction in any language on the basis that a qualified teacher is providing instruction and that relevant instructional materials are available to teach it.

Districts and open-enrollment charters may award LOTE credit through courses that lead to demonstrated student proficiency in the TEKS for LOTE.

2. **Why are there different Public Education Information Management System (PEIMS) codes for various languages if the TEKS for LOTE are not language-specific? Why are all languages not assigned PEIMS codes?**

   PEIMS codes, or service IDs, are used for reporting purposes in districts and open-enrollment charters and can be found under the references tab on the Texas Student Data System (TSDS) Web-Enabled Data Standards (TWEDS). The languages that are represented by specific PEIMS service IDs have a corresponding Texas teaching certificate. Languages that do not have a specific set of PEIMS codes are included in the general code for "Other Foreign Languages." Refer to question 3 for additional information about "Other Foreign Languages.

   For further questions regarding Texas teaching certificates and educator preparation programs, please select the Educator Certification and CPE tile through the TEA Help Desk.

3. **Are students able to earn LOTE credit for languages that are not specifically referenced in a PEIMS code?**

   Yes, a student may be awarded credit to satisfy the LOTE graduation requirement for languages that are not specifically assigned a PEIMS code. Students may earn credit to satisfy the LOTE graduation requirement upon successful demonstration of proficiency in the TEKS for LOTE. Such credit may be recorded with the "Other Foreign Languages" PEIMS codes on the TWEDS Course Codes table.

4. **How or where can we find the LOTE standards?**

   The Texas Essential Knowledge and Skills (TEKS) for LOTE are located in the 19 Texas Administrative Code (TAC) Chapter 114.

5. **Where can I find instructional materials and professional development related to the LOTE TEKS?**

   The list of Currently Adopted Instructional Materials can be found on the Instructional Materials Division webpage. This page also provides links to the ordering system and accessible materials.

   Currently, the Texas Education Agency (TEA) does not provide professional development related to the implementation of the LOTE TEKS.

6. **Where can I find the list of LOTE courses in the Public Education Information Management System (PEIMS)?**

   The complete list of LOTE courses offered in PEIMS can be found on the TWEDS Course Codes table for each school year.

7. **Are districts and open-enrollment charters required to provide instruction in LOTE?**

   Yes, districts and open-enrollment charters are required to offer, to the extent possible, instruction in all of the TEKS for LOTE in grades K–8 (19 TAC §74.2 and 19 TAC §74.3). In grades 9–12, districts and open-enrollment charters must offer, at a minimum, levels I, II, and III or higher of the same language in at least one language (19 TAC §74.3).

8. **Is there a state curriculum guide for LOTE?**

   No, the TEA does not provide a state curriculum guide. However, the LOTE TEKS are the state curriculum standards that identify what students should know and be able to do after completing a LOTE course (19 TAC Chapter 114).
   Each district or open-enrollment charter has the authority to determine how the curriculum standards for any course are implemented. The guidelines, sequencing, instructional materials, and methodology for delivering a course are determined at the local level.

9. **Where can I find the TEKS for specific languages, such as Spanish?**

   Rather than identifying TEKS for each individual language other than English, the LOTE TEKS are written as collective standards for American Sign Language (ASL), Classical languages, and non-Classical languages, and are grouped by proficiency level. The standards are based on the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners.

   Because of this, ASL, Classical, and non-Classical language students of the same proficiency level should demonstrate proficiency in the same TEKS. For instance, a Spanish class teaching the standards for “Level I, Novice Mid to Novice High Proficiency” would follow the same TEKS as an Urdu class teaching the standards for “Level I, Novice Mid to Novice High Proficiency.”

AWARD OF CREDIT

10. How can a district or open-enrollment charter obtain credit-by-examination assessments (CBEs) for LOTE?

The University of Texas at Austin and Texas Tech University are authorized by the State Board of Education (SBOE) rule to provide CBEs. With local board approval, a district or open-enrollment charter may also purchase or develop examinations that thoroughly test all of the essential knowledge and skills in the applicable course level for the purposes of credit by examination. Refer to 19 TAC §74.24(a)(3) and (4) for details.

For additional details, refer to the credit by examination webpage.

11. What are the passing scores for students who decide to take a CBE in LOTE?

The passing score for students who have not had any prior instruction is 80%. The passing score for students who have had prior instruction is 70%. Refer to 19 TAC §74.24(c)(8) and (12) for details.

For additional details, refer to the credit by examination webpage.

12. Are districts and open-enrollment charters required to offer CBEs for LOTE?

Yes, high school districts and open-enrollment charters are required to offer CBEs for credit for secondary school academic subjects required under Texas Education Code (TEC) §28.023.

For additional details, refer to the credit by examination webpage.

13. Can a student who comes to a district or open-enrollment charter from another country satisfy the state graduation LOTE requirements with his/her native language?

Yes, if all requirements are met. The district or open-enrollment charter is responsible for the award of credit and may use a variety of methods to determine student proficiency in course content (19 TAC 74.26(a)(2)). If a district or open-enrollment charter determines, by whatever method is approved by the district or open-enrollment charter, that the student demonstrates mastery in the TEKS for a LOTE course and the expected level of language proficiency, then the student may be awarded credit.

14. Can a student receive high school credit for LOTE courses offered in elementary and middle school grade levels?

Yes, 19 TAC §74.26(b) states that courses designated for grades 9–12 may be offered in earlier grade levels. A course must be considered complete and credit must be awarded if the student has demonstrated achievement by meeting the standard requirements of the course. A district or open-enrollment charter may also choose to award credit proportionately to a student who has successfully completed only a portion of the course (19 TAC §74.26(d)).

A student who successfully completes a course in ASL while in elementary school may satisfy one credit of the two credits required in LOTE (19 TAC §74.12(b)(5)(G)).

A student who completes a dual language immersion program while in elementary school may earn one credit of the two credits required in LOTE (19 TAC §74.12(b)(5)(F)).

15. Can students with prior instruction or existing proficiency, including native speakers of other languages who are placed in upper-level courses, be awarded credit for lower-level course work (some may refer to this as credentialing)?

Yes, for students who are able to successfully complete the second or higher-level LOTE course, districts and open-enrollment charters may also award credit for the lower-level course(s). This local-approved policy is only available within the LOTE subject area because the course levels are based on increasing proficiency, and the knowledge and skills of the lower-level course(s) are subsumed within each upper-level course.

The proficiency levels for high school LOTE courses may be found in the introduction of each TEKS located in 19 TAC Chapter 114, Subchapter C.

16. If a district or open-enrollment charter does not offer courses in a particular language, how can the student fulfill their graduation requirements?

- Students may enroll in an online course. The Texas Virtual School Network (TXVSN) catalog offers TEKS-based courses that are approved by the TEA and taught by Texas-certified teachers trained in best practices for online instruction. Please refer to the TXVSN catalog for currently available courses.

- Students may enroll in a college course and receive high school credit. The district or open-enrollment charter should determine the appropriate course that matches the level the student needs to complete. The college course must

include all the TEKS for the LOTE course for which the student is seeking to earn credit.

- Students may take correspondence courses or distance learning courses. The only two institutions approved for correspondence courses are The University of Texas at Austin and Texas Tech University. There is no restriction for distance learning providers. Both correspondence and distance learning courses must include all the TEKS for the LOTE course(s) for which the student is seeking to earn credit.

- Students may take a CBE. Refer to questions 9, 10, and 11 for further details regarding CBEs.

17. How should districts or open-enrollment charters document the award of credit for completion of the DLI program at an elementary school?

The award of credit must be clearly indicated on the student's academic achievement record (AAR) using the appropriate high school course PEIMS code. The second credit of LOTE must be in the same language as the successfully completed dual language immersion program.

An AAR must be maintained for each student enrolled in a high school program or has earned high school credit. For example, an elementary school with a student that completes a DLI program in grades K–5 should be the entity to record that credit in the student's AAR.

18. Can a student be awarded credit for a language studied abroad?

Yes, it is recommended that the student obtain permission from their local school administration prior to studying abroad and that the local administration and student determine in advance if the selected course addresses the TEKS for the corresponding LOTE course. Ultimately, the district or open-enrollment charter is responsible for awarding credit in accordance with 19 TAC §74.26(a)(2).

DELIVERY OF INSTRUCTION

19. Can a student be awarded high school credit for completing a dual language immersion program at an elementary school?

Yes, in accordance with Texas Education Code (TEC) §28.0051 and 19 TAC §74.12(b)(5)(F), a student may satisfy one credit of the two LOTE credits required for graduation by successfully completing a dual language immersion (DLI) program at elementary school.

To successfully complete a DLI program, a student must satisfy the following three requirements:

- The student must have participated in a dual language immersion program for at least five consecutive school years
- The student must achieve high levels of academic competence as demonstrated by performance of meets or masters grade level on both the mathematics and reading State of Texas Assessments of Academic Readiness (STAAR®) in English or Spanish, as applicable, in at least one grade level
- The student must achieve proficiency in both English and a language other than English as demonstrated by scores of proficient or higher in the reading and speaking domains on language proficiency or achievement tests in both languages

20. Can a district or open-enrollment charter use LOTE software as instructional materials?

Yes, if a local school district or open-enrollment charter ensures that the instructional materials used for a course address all the TEKS for the course and provides students the opportunity to demonstrate the required proficiency level upon completion of the course.

A local school district or open-enrollment charter may provide instruction in a variety of arrangements and settings. If the software is being used as a stand-alone course, a certified teacher for the appropriate grade level must be present in the room in which the course is being taken. Please see Section 12.5 of the Student Attendance Accounting Handbook (SAAH) for further details related to this option.

State-adopted instructional materials can be found on the TEA Instructional Materials Division webpage.

21. What are the educator certification requirements for providing LOTE instruction using LOTE software?

For the duration of the instructional period and for the duration of the course, a certified teacher for the appropriate grade level must be present in the room in which the student is taking the self-paced course to answer questions and otherwise assist the student (Student Attendance Accounting Handbook (SAAH) Section 12 Virtual, Remote, and Electronic Instruction).

For funding purposes, students must be regularly scheduled for and attending the self-paced course; that is, the course must not be designed to operate on a drop-in basis (SAAH 2023-2024).

GRADUATION REQUIREMENTS

22. How many credits of a language other than English are required for students to graduate on the Foundation High School Program?

Two credits of any two levels of the same language are required for graduation on the Foundation High School Program (19 TAC §74.12). A student cannot combine credits from different languages to meet the LOTE requirement. Students may also meet the LOTE requirement by earning two credits in computer programming languages selected from Computer Science I, II, and III, Advanced Placement (AP) Computer Science A, AP Computer Science Principles, International Baccalaureate (IB) Computer Science Standard Level, and IB Computer Science Higher Level.

Several options exist for AP and IB coursework in LOTE. A single two-credit IB LOTE course may only satisfy one credit of the LOTE requirement 19 TAC §74.12(b)(5).

23. Are there any exceptions for the LOTE requirement on the Foundation High School Program?

Yes, the SBOE has defined certain exceptions for this requirement based on student ability or disability (19 TAC §74.12(b)(5)(C) and (E)).

Any student who has successfully completed one credit of LOTE but is unlikely to complete the second credit based on student ability may, with the approval of the committee of persons identified in rule, substitute the second credit with one credit from one of the following:

- Special Topics in Language and Culture
- World History Studies or World Geography Studies for a student who is not required to complete both by the local district or open-enrollment charter
- Another LOTE credit selected from 19 TAC Chapter 114*

  * In such a case, the committee of persons identified in rule may substitute the second credit with another LOTE credit selected from 19 TAC Chapter 114 (19 TAC §74.12(b)(5)(C) and (D)).

- Computer programming courses

A student receiving Section 504 or special education services may, with the approval of either the Section 504 or admission, review, and dismissal (ARD) committee, substitute a combination of two credits that are not being used to satisfy another specific graduation requirement selected from following:

- English language arts, mathematics, science, or social studies
- Two credits in career and technical education (CTE)

Please note that while these exceptions will satisfy the Texas graduation requirements, they may not satisfy admission requirements for certain institutions of higher education. Admission requirements should be taken into consideration when a LOTE exception is being considered.

24. Related to LOTE exceptions, at what point does a district or open-enrollment charter need to make the determination that a student would not be successful in the second level course?

The 19 TAC §74.12(b)(5)(C) does not specify timing for a decision on exceptions for LOTE to be met. A district or open-enrollment charter can determine when the decision should be made about the student being "unlikely to be able to complete the second credit." Before this exception can be considered, a student must successfully complete their first LOTE credit course in order to qualify for this LOTE exception. The determination regarding the student's ability to complete the second credit must be agreed to by the following entities listed in 19 TAC §74.12(5)(D):

- The teacher of the first LOTE credit course or another LOTE teacher designated by the school district or open-enrollment charter, the principal or designee, and the student's parent or person standing in parental relation
- The student's admission, review, and dismissal (ARD) committee if the student receives special education services under the TEC, Chapter 29, Subchapter A
- The committee established for the student under Section 504, Rehabilitation Act of 1973 (29 United States Code, Section 794) if the student does not receive special education services under the TEC, Chapter 29, Subchapter A, but is covered by the Rehabilitation Act of 1973

25. If a student used a exception for the LOTE graduation requirement, how do we indicate that information on the transcript?

Any course other than a LOTE course taken to satisfy the LOTE graduation requirement should be documented by using the code for the course taken and

adding the special explanation code "8" in the Texas Records Exchange (TREx) system. For example, for World Geography Studies, add the "8" code.

26. Can a student earn an endorsement if the student used a exception for the LOTE graduation requirement?

Yes. Using a LOTE exception to fulfill the LOTE graduation requirement in a manner consistent with the rules established by the SBOE does not prevent a student from earning an endorsement. In order to earn an endorsement, the student must fulfill the requirements listed in 19 TAC §74.13.

27. What is required to earn an arts and humanities endorsement in LOTE on the Foundation High School Program?

According to 19 TAC §74.13, students must complete the requirements of the Foundation High School Program, a fourth math credit (to be selected from the list in 19 TAC §74.13(e)(2)), a fourth science credit (to be selected from the list in 19 TAC §74.13(e)(6)), two additional elective credits, and one of the following combinations from 19 TAC Chapter 114:

- Four levels of the same language in LOTE, which may include Advanced Language for Career Applications
- Two levels of the same language in LOTE and two levels of a different language in LOTE
- Four levels of American sign language (ASL)

Please note that while certain computer science courses may satisfy the two-credit graduation requirement for LOTE, computer science courses may not satisfy the LOTE option of the arts and humanities endorsement.

28. Are special education students required to complete the language requirement for graduation?

Yes, students receiving special education services must meet the LOTE requirements listed in the Foundation High School Program (19 TAC 74.12(b)(5)), which include exception options. Refer to 19 TAC §89.1070 for further guidance on graduation requirements and modification for students receiving special education services.

29. We have a junior/senior who has enrolled in our district or open-enrollment charter and does not have any credits for LOTE. How will these students meet the requirement to graduate on time?

Districts and open-enrollment charters are responsible for offering opportunities for students to complete their graduation requirements. There is no exemption or waiver from the LOTE requirement of the Foundation High School Program. Districts and open-enrollment charters may offer accelerated instruction, courses offered through the Texas Virtual School Network (TXVSN) and other online or distance learning, or other methods to ensure a timely graduation for these students.

30. A student came to our district/open-enrollment charter with LOTE credit in a language that our school does not offer. Can we make an exception with a different LOTE course?

No, the decision to use exceptions on the Foundation High School Program must be based on student ability and not course availability (19 TAC §74.12(b)(5)(C)). Districts and open-enrollment charters may offer accelerated instruction, courses offered through the TXVSN and other online or distance learning, or other methods to ensure a timely graduation for these students.

31. Which computer programming courses may meet the LOTE requirement?

The SBOE has identified specific computer programming courses that may meet the LOTE graduation requirement (19 TAC 74.12(b)(5)(C)(iv)). The only courses that may meet the LOTE requirement are the following CTE courses:

- Computer Science I
- Computer Science II
- Computer Science III
- AP Computer Science A
- AP Computer Science Principles
- IB Computer Science Standard Level
- IB Computer Science Higher Level

To fulfill the LOTE requirement with computer programming courses, students must complete two credits from the courses listed above.

32. Can the two-credit AP Computer Science A and the two-credit IB Computer Science HL courses also meet the advanced math requirement?

Yes, 19 TAC §74.11(m) states that the district or open-enrollment charter shall allow the student to apply one of the two credits to meet the LOTE requirement and one credit to meet the advanced mathematics requirement. The PEIMS code table contains two codes for each course to reflect the correct attribution of these credits. The two AP Computer Science A course codes must be used together. The two IB Computer Science Higher Level course codes must be used together.

Please note that this rule does not apply to IB Computer Science SL. A single two-credit IB LOTE course may only satisfy one credit of the LOTE requirement.

33. Are there any performance acknowledgements for language proficiency? If so, how can students meet these requirements?

A student may earn a performance acknowledgment on the student's transcript for outstanding performance in bilingualism and biliteracy. Refer to 19 TAC §74.14(b) for the specific qualifying criteria.

34. Will computer science courses that are used to meet the high school LOTE requirement be allowed to meet college entrance requirements regarding LOTE?

Colleges and universities set their own entrance requirements. Consequently, a student should verify admission requirements with each college or university.

LOTE Questions for Military Students

35. Can a senior from a military family that transferred into our district or open-enrollment charter from out-of-state graduate without meeting the LOTE graduation requirement?

Possibly. Local education agency administrative officials shall waive specific courses required for graduation if similar coursework has been satisfactorily completed in another local education agency or shall provide reasonable justification for denial. Should a waiver not be granted to a student who would qualify to graduate from the sending school, the local education agency shall provide an alternative means of acquiring required coursework so that graduation may occur on time (TEC §162.001 Article VII).

For a military connected student who transferred in before or during their senior year, if the receiving district has determined that the student cannot graduate on time, the district must enter into a reciprocity agreement with the sending district to graduate the student under the requirements of the sending state.

Additional guidance regarding students from military families can be found TEA's Interstate Compact on Educational Opportunity for Military Children webpage.

36. We have a junior from a military family that transferred from out-of-state into our district or open-enrollment charter without LOTE credit. Should this affect their expected graduation date?

No, in accordance with the Military Compact, districts and open-enrollment charters must provide an alternative means of acquiring required coursework so that graduation may occur on time (TEC §162.001 Article VII).

Additional guidance regarding students from military families can be found TEA's Interstate Compact on Educational Opportunity for Military Children webpage.