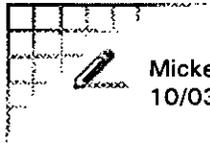


NLWJC - Kagan

DPC - Box 021 - Folder 012

**Education - Standards: Spanish
Language Test**

Education - standards -
spanish language
test



Mickey Ibarra
10/03/97 09:37:57 AM

Record Type: Record

To: See the distribution list at the bottom of this message
cc: Erskine B. Bowles/WHO/EOP, Sylvia M. Mathews/WHO/EOP
Subject: Sec. Riley

I received a call from Sec. Riley late yesterday seeking my views on the likelihood of support by Cong. Xavier Becerra for a Spanish equivalent reading test that is available by commercial company. His idea was to offer this in lieu of the national reading test in English to designated Spanish speaking students. I agreed to work with Janet Murguia to contact Xavier to run the idea by him to see if there was sufficient interest to pursue this with the President as an option BEFORE the Secretary went any further. Janet spoke to Xavier last night. He is interested in discussing this option with us. I reported this to the Secretary. He would like us to consider how best to get the President's consideration of this option, and if approved, how best to open discussions with Xavier on it.

Late in my dealings with this issue yesterday, I inadvertently came across a memo to the President from Bruce, Mike, and John dated Oct. 2 on this very subject. The Secretary indicated he had not seen it yet. I read parts germane to this subject to him by phone. Elena is in today and has agreed to meet with Maria, Janet, and I to revisit the memo in light of yesterday's activity. Sec. Riley wants to hear from us today on what next.

Again, I appeal to DPC to keep me, Maria, and Janet in the loop on all Correspondence related to our national standards and testing initiative. Each of us has different and important responsibilities to help with this initiative. I have also alerted the Staff Secretary's office to my concern. Thanks.

Message Sent To:

Michael Cohen/OPD/EOP
Bruce N. Reed/OPD/EOP
Elena Kagan/OPD/EOP
Maria Echaveste/WHO/EOP
Janet Murguia/WHO/EOP

Draft

4th Grade Reading Test and LEP Students

There are over 3.2 million limited English proficient students in U.S. public schools (approximately x%) who are recent immigrants or who come from families in which a language other than English is the primary language spoken at home. Over 70% of these students speak Spanish, although well over 100 languages are spoken by the limited English proficient population.

Approximately 300,000 LEP students are 4th graders, many in local school districts or states that will participate in the national testing program in 4th grade reading. Local, state and federal (Title I) testing policies generally indicate that students who are not yet proficient in English should not be tested in English. The outline below indicates how the national testing initiative will address the needs of LEP students.

1. The purpose of the 4th grade test is to promote reading proficiency in English, and to measure how well students read in English.

- o All students in participating states and school districts who have been in U.S. schools since the first grade, including LEP students, will participate in the test.
- o LEP students who have been in U.S. schools for less than three years may take the test, if requested by the parents.
- o Appropriate accommodations will be made for LEP students taking the test. These accommodations include: [to be filled in].

2. Schools cannot be held accountable for students who are not tested at all. [For LEP students, reading proficiency in the primary language is predictive of future reading proficiency in English. check this] Further, LEP students who are excluded from the national reading test and separated from their peers while the test is being administered may feel stigmatized. Therefore, to the extent practical, the Education Department will support the use of reading tests in the primary language for those students excluded from the national reading test.

- o For Spanish-speaking students (70% of the LEP population), the Education Department will work with local school districts to identify high quality 4th grade reading tests in Spanish, available from commercial publishers that currently provide tests to school districts, which reflect standards comparable to those incorporated in the national reading test. The Education Department will reimburse school districts for the cost of administering these tests to LEP students at the same time that English-proficient students take the national reading test. Because the cost of administering the national test is comparable to the cost of administering most commercially-available tests,

reimbursement will be at the same rate as for the national tests.

Fall-back position if necessary:

- o The Education Department will develop a Spanish-language version of the national reading test, which will be available for administration in (200? [need to settle on date]. When available, this version will substitute for the commercially developed tests described above.*
- o For students whose first language is neither English nor Spanish, the Education Department will provide the same support when commercial test publishers have made such tests available in the appropriate language. At present, we are only aware of commercial tests being developed for students in San Francisco whose primary language is Cantonese.*

3. The Education Department will strengthen its R&D efforts regarding instruction and assessment of LEP students. This R&D program will address issues such as:

- o Effective instructional practices for LEP students*
- o Sound assessment methods for LEP students*
- o The identification of markers that show a student is on track for becoming proficient in English and the development of related diagnostic measures.*

Educative - Standards - spanish language test.

August 1, 1997

MEMORANDUM FOR: BRUCE REED
ELENA KAGAN

FROM: MIKE COHEN

SUBJECT: PROCESS FOR RESOLVING HISPANIC CAUCUS
CONCERNS ON NATIONAL TESTING INITIATIVE

It is critical that we have a final Administration position on the concerns raised by the Hispanic Caucus by the beginning of September, when Congress returns. Earlier would be preferable, though difficult. Below are my recommendations for how to proceed:

1. Education Department produces options memo

I have asked Secretary Riley to develop an options memo which can form the basis of a decision memo to the President.

Schedule

- preliminary draft by August 8
- feedback from DPC, OPL, Leg affairs by August 11
- final by August 13

Contents

- Option 1: No change in current policy -- testing in English only
this option must explain clearly Title 1 testing requirements already in place, as they affect reading assessment of LEP students
- Option 2: Test in English only; permit LEP students to take test after they have had specified amount of instructional time (e.g., 3 years) regardless of their grade level
- Option 3: Test LEP kids in English, and permit those who have less than 3 years of instruction take a Spanish language version as well
- Option 4: Local option approach -- Figure out some way of generating Spanish and other-language versions of test, (e.g., working with local districts to develop a test, or arranging for translation/development of Spanish language version for Puerto Rico) and let local school systems decide how to use the Spanish version of the test

The discussion of the options will address development and implementation issues, as well the pro's and con's of each option.

2. Internal White House review

I think we should plan on two internal meetings, including DPC, NEC, OPL, Leg. Affairs,

Political Affairs, Intergovernmental, Communications, etc.

August 18: review and discussion of ED options, and assignments for external consultations

August 22: review feedback from outside groups, determine views of key offices, and agree on basic themes for decision memo

3. Consultations during week of 18th

- Hispanic Caucus
- Hispanic groups
- urban districts
- other supporters (e.g., business groups, AFT, NEA,)
- states that have signed up or are likely to
- key governors (e.g., Romer)

4. DPC Decision Memo to POTUS

By August 25, we should send a decision memo to POTUS that presents all options for which there is significant support, and which lays out pro's and con's , including education impact, likely impact on overall testing initiative, likely impact on race initiative, and other political considerations.

*Educ - standards -
Hispanic issue*

August 1, 1997

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