



preLAS Success Story WALLER INDEPENDENT SCHOOL DISTRICT (ISD)

“preLAS has instilled complete confidence in identifying students who will qualify and benefit from bilingual or ESL programs.

The progress monitoring assessments also provide teachers with valuable information regarding their students’ linguistic progress.”

Jorge Alvarado
Bilingual/ESL Director
Waller ISD

Making Confident, Data-Driven Instructional Decisions with preLAS

Early education leaders require accurate and trustworthy assessment data to help identify the best course of action for supporting their Emergent Bilingual students. In this success story, Jorge Alvarado, Bilingual/ESL Director at Waller ISD, shares how his district relies on the identification and progress monitoring data provided by preLAS to inform decision-making about each student’s language learning journey, including program placement, interventions, and skill-building.



Waller

Independent School District

ORGANIZATION SUMMARY

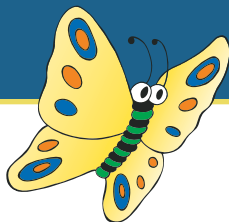
- Number of years in operation: **138**
- Grade levels: **PK–12**
- Total student population: **10,000+**
- Number of English Learners: **3,200**
- Percentage of English Learners: **32%**

STUDENT POPULATION

- African American: **13.2%**
- Asian/Pacific Islander: **2%**
- Caucasian: **25%**
- Hispanic: **57%**
- Other: **2.9%**

PROGRAM TYPE

- Bilingual, ESL



What challenges do you have in your district specific to language learning?

One of the problems we face with our Emergent Bilingual students is that there is not enough time during the school day to develop their academic language and content.

Why did you select preLAS?

We have observed that preLAS is a reliable tool for assessing and describing the fluency levels of students eligible for its administration. As a district, this assessment aids in our decision-making processes concerning the Language Proficiency Assessment Committee (LPAC) and any necessary academic interventions.

How is preLAS being used in your district?

In Waller ISD, we have utilized the preLAS assessment (English and Spanish) since its statewide implementation in the 2019–2020 school year to identify students who qualify for either bilingual or English as a Second Language (ESL) language programs. In recent years, we have also begun administering it to monitor the Spanish language progress (PM) of our Emergent Bilingual students in grades PK–2. Bilingual teachers have provided valuable feedback based on the PM reports we generate from their classes, as they use these reports to reinforce various academic skills in their students' first language.

What aspects of the preLAS assessment do you find particularly engaging for students ages 3–5 years old?

preLAS contains some items with kinesthetic stimuli that students understand and respond to naturally.

Which preLAS features are particularly important to your district? How do they address specific concerns and needs?

Since Waller ISD is a data-driven district, it's essential to have a reliable source of results that can inform decision-making. The reports found within preLAS give us the confidence to recommend the appropriate program and interventions that could close students' academic and language gaps.



ABOUT WALLER ISD

Waller Independent School District was established in 1887 and is one of the largest school districts in the greater Houston area, encompassing 328 square miles. It is one of the area's fastest-growing public school districts, with a recent 28% increase in student enrollment over five years.

preLAS Informe de competencia del estudiante

Nombre: Bobby Contreras Número de Identificación: 2026383
 Fecha de nacimiento: 08/10/2016 Escuela: PARK EL
 Género: M Distrito: ANYTOWN ISD
 Edad: 5 Forma: Español C

NIVEL DE COMPETENCIA DEL ESTUDIANTE EN LENGUAJE ORAL Fecha del último día del examen: 8/22/2026

Nivel 1	Nivel 2	Nivel 3	Nivel 4	Nivel 5
	✓			

Definiciones de nivel de competencia del lenguaje oral*

Nivel 1 - Un hablante principiante está empezando a desarrollar habilidades receptivas y productivas en español en el contexto escolar, aunque la comprensión puede demostrarse no verbalmente o a través de su lengua materna, en lugar de en español.

Nivel 2 - Un hablante emergente está desarrollando la capacidad de comunicarse en español en el contexto escolar. Los errores impiden la comprensión y comunicación básica. Surgen aspectos léxicos, sintácticos, fonológicos y de discurso del español.

Nivel 3 - Un hablante intermedio está desarrollando la capacidad de comunicarse eficazmente en español en una variedad de requerimientos lingüísticos apropiados del grado académico en el contexto escolar. Los errores interfieren con la comunicación y comprensión. La repetición y negociación son a menudo necesarias. El estudiante muestra una gama limitada en los aspectos léxicos, sintácticos, fonológicos y de discurso del español al abordar temas nuevos y conocidos.

Nivel 4 - Un hablante competente se comunica eficazmente en español en toda una variedad de requerimientos lingüísticos apropiados del grado académico en el contexto escolar, aunque ocurran errores. El estudiante muestra un control productivo y receptivo en los aspectos léxicos, sintácticos, fonológicos y de discurso del español al abordar temas nuevos y conocidos.

Nivel 5 - Un hablante competente avanzado se comunica eficazmente en español, con pocos o en errores, en toda una variedad de requerimientos lingüísticos apropiados del grado académico en el contexto escolar. El estudiante domina un alto grado de control productivo y receptivo en los aspectos léxicos, sintácticos, fonológicos y de discurso del español al abordar temas nuevos y conocidos.

*Los nombres de los niveles de competencia se han actualizado, pero cada nivel mantiene su interpretación original y los usos previstos.

NIVEL DE COMPETENCIA DEL ESTUDIANTE EN PRE-LECTOESCRITURA Fecha del último día del examen: 8/22/2026

Nivel 1	Nivel 2	Nivel 3
✓		

Definiciones de nivel de competencia de la pre-lectoescritura*

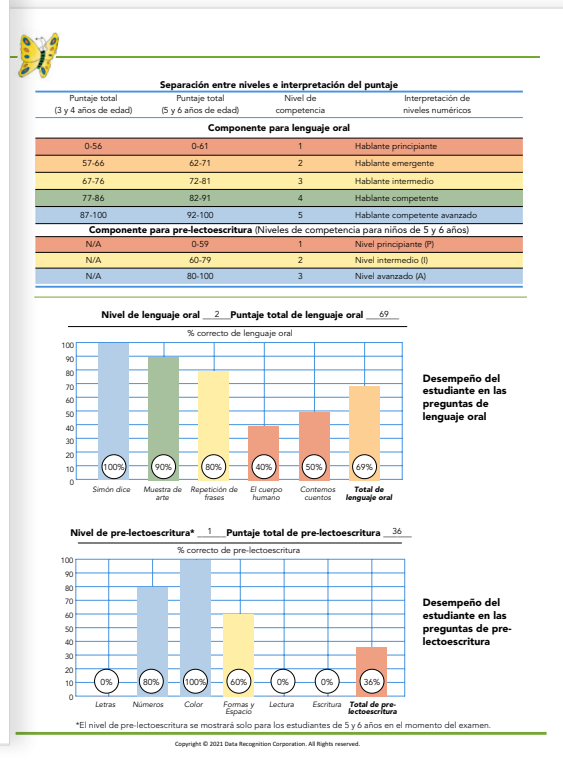
Nivel 1 - Un estudiante de nivel principiante está comenzando a desarrollar las habilidades productivas y receptivas en español, a identificar letras mayúsculas y minúsculas, a identificar algunos números y figuras, y a tratar de escribir una o más palabras para explicar una preferencia.

Nivel 2 - Un estudiante de nivel intermedio generalmente identifica sonidos frecuentes al principio y al final de palabras, decodifica palabras básicas, hace coincidir palabras y números con imágenes, identifica varios colores, distingue entre sonidos iniciales y finales, lee algunas letras, cuenta objetos en fotos, y escribe una o más palabras incluyendo su nombre.

Nivel 3 - Un estudiante de nivel avanzado generalmente lee palabras con flechas, identifica el significado de signos comunes, utiliza claves de contexto para definir el significado de palabras, y escribe algunos números y palabras de alta frecuencia.

*Los nombres de los niveles de competencia se han actualizado, pero cada nivel mantiene su interpretación original y los usos previstos.

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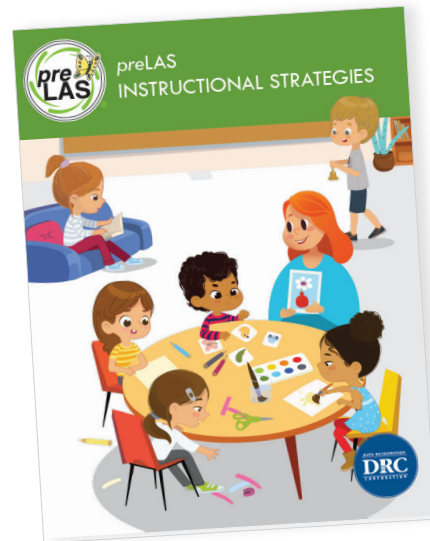


What about the preLAS data and report(s) do you find most useful/beneficial?

We find each of the reports generated very helpful. The narrative portion of the proficiency report, in particular, is very useful for teachers.

How do your educators use preLAS data/report(s) to inform classroom instruction?

Teachers use preLAS assessments to inform classroom instruction by identifying students' language proficiency levels, placing Emergent Bilingual students in appropriate learning environments, and monitoring their progress over time.



How do educators use preLAS data to inform parents about their students' language development?

Teachers provide parents with suggestions for activities that can help support their child's language development at home. These activities may include reading together, engaging in storytelling, and practicing conversational skills, all tailored to the child's preLAS assessment results.

Is there anything else you would like to share about your experience with preLAS?

preLAS has instilled complete confidence in identifying students who will qualify and benefit from bilingual or ESL programs. The progress monitoring assessments also provide teachers with valuable information regarding their students' linguistic progress.



To learn more about using preLAS in your ESL or bilingual program, visit laslinks.com or call us at 800-538-9547.

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