*pre*LAS SUCCESS STORY
Rio Grande City Grulla Independent School District (ISD)

> *"The preLAS assessment has been instrumental in identifying our young learners' language abilities early on. It gives us clear, reliable data to guide instruction, provide targeted support, and track progress."*
>
> Marissa Victoria Aguilar
> Bilingual/ESL Director
> Rio Grande City Grulla ISD

Providing Early Language Support and Ongoing Monitoring with *pre*LAS

When districts have a high demand for bilingual education services but limited availability of certified bilingual educators, it can be a challenge to ensure students receive timely language support. In this success story, Marissa Victoria Aguilar, Bilingual/ESL Director at the Rio Grande City Grulla ISD in Texas, shares how her district uses *pre*LAS to identify Emergent Bilingual students' language proficiency early on, ensuring they are placed in the appropriate program and receive the support they need to achieve early academic success.

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

One of the primary challenges our district faces in supporting language learning is the limited availability of certified bilingual teachers. With approximately 6,000 Emergent Bilingual students, the demand for qualified bilingual educators far exceeds the supply. This shortage impacts our ability to provide consistent, high-quality bilingual instruction across all grade levels. While we offer professional development and support for teachers pursuing bilingual certification, recruitment and retention remain ongoing challenges as we strive to meet the needs of our diverse student population.

Why did you select *preLAS*, and how is it used in your district?

We selected *preLAS* to help measure language proficiency early, supporting instruction and improving growth scores for Emergent Bilingual students. *preLAS* is used district-wide solely for identifying Emergent Bilingual students and monitoring their language development and progress over time.

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

The most engaging aspect of *preLAS* for students ages 3–5 is the one-on-one interaction. Students enjoy following directions, retelling stories, identifying objects, and responding to questions in a playful, low-stress setting. Teachers and aides can observe each child's language skills and use that data to guide targeted instruction.

Rio Grande City Grulla ISD

ORGANIZATION SUMMARY
- Unified school district
- Grade levels: PK3–12
- Total student population: 9,300
- Number of English Learners: 6,300
- Percentage of English Learners: 67%

STUDENT POPULATION
- African American: 0%
- Asian/Pacific Islander: 1.1%
- Caucasian: 2.2%
- Hispanic: 96.6%
- Other: 0%

PROGRAM TYPE
- ESL, Dual Language

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

*pre*LAS offers bilingual assessment, age-appropriate tasks, and progress monitoring, addressing our need to identify language proficiency early. Its engaging format supports accurate results, guiding instruction and interventions. It ensures students receive timely language support, aligning with our commitment to dual language development and early academic success.

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

The *pre*LAS data is valuable because it helps us identify each student's language proficiency and place them in the appropriate program. It also guides the use of additional support based on individual scores. Progress monitoring allows us to track growth and determine the level of assistance needed for the following year.

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

Educators use *pre*LAS data to identify each student's language proficiency level in English and/or Spanish. This information helps teachers tailor instruction to meet students' linguistic needs by grouping students strategically, providing targeted language support, and incorporating appropriate scaffolding. The reports guide lesson planning, ensuring language objectives align with student abilities.

About Rio Grande City Grulla ISD

Rio Grande Grulla City ISD is a unified school district serving approximately 9,000 students across multiple campuses. The Bilingual/English as a Second Language (ESL) program is part of a larger system that includes 3 high schools, 4 middle schools, and 10 elementary schools, including a dedicated Early Childhood Academy. The district serves a diverse student population, with approximately 6,000 Emergent Bilingual students. This diversity drives the district's commitment to providing strong bilingual and dual-language programs, culturally responsive teaching, and targeted support for multilingual learners. The structure of the district allows for collaboration and resource-sharing across campuses to better support student success.

How do educators use *pre*LAS data to inform parents about their students' language development?

Educators use *pre*LAS data to explain students' language proficiency to parents, helping them understand their child's placement in the bilingual program. It provides clear insight into language strengths and areas for growth, allowing teachers to discuss the type of support their child will receive and how it supports overall academic success.

What are the key takeaways you would share about your experience with *pre*LAS?

The *pre*LAS assessment has been instrumental in identifying our young learners' language abilities early on. It gives us clear, reliable data to guide instruction, provide targeted support, and track progress.

To learn more about using *pre*LAS in your multilingual program, visit laslinks.com or call us at 800-538-9547.

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