2019-2020 Decision-Making Guide For LPACs
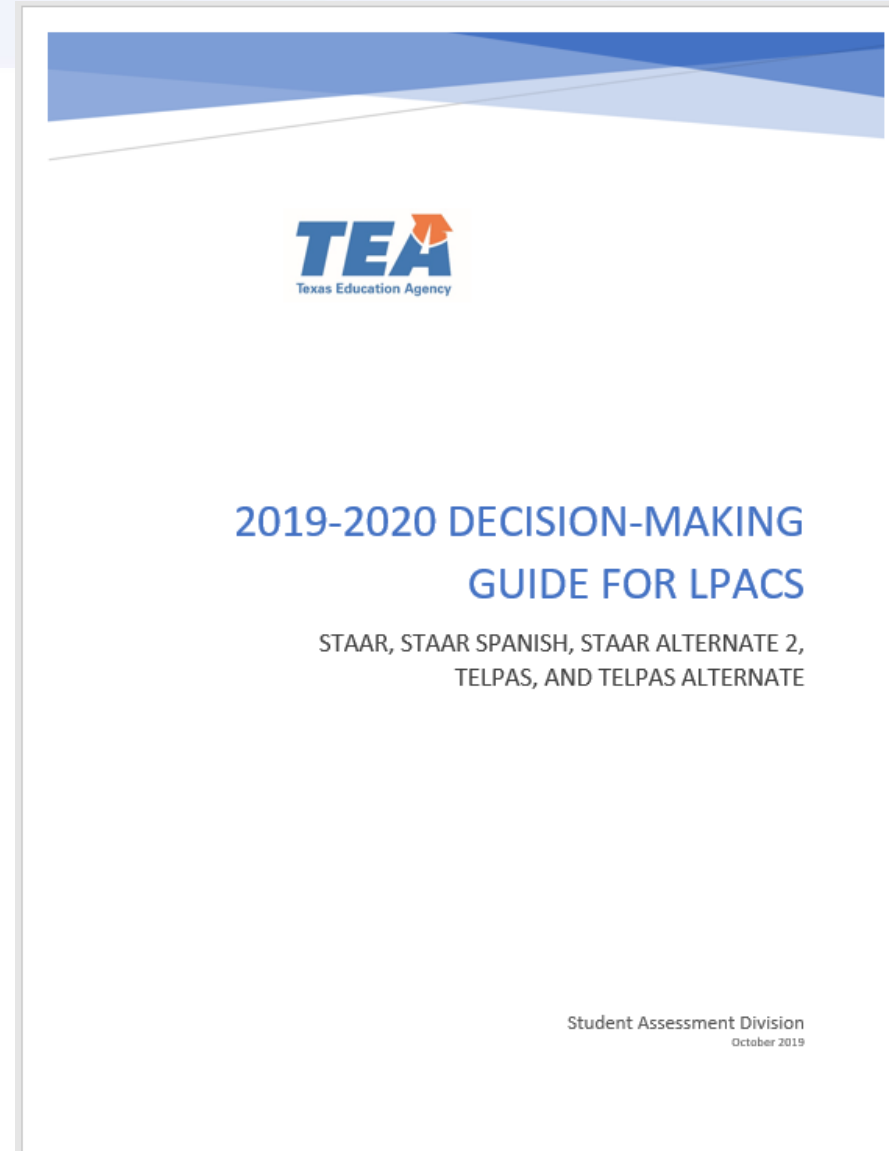
October 18, 2019

TETN # 832

Agenda

- **Changes for 2019-2020**
- Decision-Making Guide Overview
- Participation Decisions for the STAAR Program
- Participation Decisions for the TELPAS Program
- Understanding Accessibility

- Designated Supports Decisions for the STAAR Program
- Designated Supports Decisions for the TELPAS Program
- Other Assessment Decisions
- Documenting and Communicating Decisions
- Additional Documentation
- FAQs

2019-2020 Decision-Making Guide for LPACs

NEW

- **One combined guide for STAAR and TELPAS programs**
- **Condensed**
- **User friendly**
- **New fillable forms**

2019-2020 DECISION-MAKING GUIDE FOR LPACS

STAAR, STAAR SPANISH, STAAR ALTERNATE 2, TELPAS, AND TELPAS ALTERNATE

Student Assessment Division
October 2019

PART I: STAAR Participation and Designated Supports Decisions

Assessment		English	Spanish	Content and Language Supports[2]	Extra Time	Oral/Signed Administration[2]	None	Justification (Attach additional information if more room is required.)
STAAR	Mathematics	☐	☐	☐	☐	☐	☐	Click or tap here to enter text.
	Reading	☐	☐	☐	☐	☐	☐	Click or tap here to enter text.
	Writing (grade 4 only)	☐	☐	☐	☐	☐	☐	Click or tap here to enter text.
	Science (grade 5 only)	☐	☐	☐	☐	☐	☐	Click or tap here to enter text.
STAAR Alternate 2	☐	The ARD committee, in conjunction with the LPAC, has determined that the student is eligible and will participate in STAAR Alternate 2.						

Note: Columns under "Participation" are English and Spanish; columns under "Designated Supports[1]" are Content and Language Supports[2], Extra Time, Oral/Signed Administration[2], None.

Signature of Student's Teacher for Subject Area	
For STAAR designated supports decisions the signature of the student's teacher affirms that the supports marked are based both on the student's need and the student's routine use of the support in classroom instruction and testing.	Math:
	Reading:
	Writing:
	Science:

[1]Students for whom the LPAC recommends Content and Language Supports, Extra Time, or Oral Administration for any English reading assessment, may not be considered for reclassification at the end of the school year.

[2]Students eligible for an Oral Administration and Content and Language Supports should take STAAR online since these supports are only offered online.

NEW
- **Fillable Forms for grades K–5 and grades 6–12**
- **Each form includes STAAR and TELPAS program decisions**

PART II: TELPAS Participation* and Designated Supports Decisions

Assessment	Participation	
TELPAS	☐	The student will take the general TELPAS in all four language domains.
	☐	The ARD, in conjunction with the LPAC, has determined that the student will not be assessed in one or more of the four language domains, as noted in student's IEP.
	☐	The ARD, in conjunction with the LPAC, has determined that the student will receive designated supports, as noted in student's IEP.
	☐	The ARD, in conjunction with the LPAC, has determined that the student may need a special administration of an online TELPAS assessment pending TEA approval, as noted in student's IEP.
TELPAS Alternate	☐	The ARD, in conjunction with the LPAC, has determined that the student meets the TELPAS Alternate eligibility and will be assessed with TELPAS Alternate, as noted in student's IEP.

* For ELs in kindergarten through grade 2 who do not have ARD or Section 504 committees, the LPAC is not required to meet to determine participation decisions regarding unmodified English language proficiency assessments.

Agenda: Decision-Making Guide Overview

- Changes for 2019-2020
- **Decision-Making Guide Overview**
- Participation Decisions for the STAAR Program
- Participation Decisions for the TELPAS Program
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Overview

- **The regulatory procedural guide is based on:**
  - 19 TAC Chapter 101, Subchapter AA for STAAR, and
  - (TAC) Section 101.1003 for TELPAS and TELPAS Alternate
  - LPACs should be familiar with these Commissioner of Education rules

- **LPACs are responsible for —**
  - following administrative procedures in the guide
  - making decisions on an **individual student basis**
  - working as a committee to make decisions
  - maintaining required documentation

Overview: LPAC Responsibilities

- **LPACs must review each section of the decision-making guide.**

- **Decision-making guide includes the following:**
  - Overview
  - Test Participation Decisions
  - Designated Supports Decisions
  - Other Assessment Decisions
  - Documenting and Communicating Decisions

Agenda: Participation Decisions for the STAAR Program

- Changes for 2019-2020
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STAAR, STAAR Spanish, STAAR Alternate 2

The STAAR program encompasses
- **STAAR**
- **STAAR Spanish**
- **STAAR Alternate 2**
- **Grades 3–8**
  - mathematics, reading, writing, science, and social studies
- **STAAR end-of-course (EOC)**
  - Algebra I, Algebra II, biology, English I, English II, English III, and U.S. history
- **LPACs make and document test participation decisions in accordance with the STAAR program requirements.**

STAAR (grades 3–8 and EOC)	• General statewide assessment • Designated supports available for students who meet eligibility can be found at https://tea.texas.gov/accommodations/. • Taken by ELs not eligible for an assessment listed below
STAAR Spanish (grades 3-5)	• Available for students in grades 3–5 for whom a Spanish version of STAAR most appropriately measures their academic progress • Designated supports available for students who meet eligibility can be found at https://tea.texas.gov/accommodations/. • Not permitted for an EL whose parent or guardian has declined bilingual/ESL program services
STAAR Alternate 2 (grades 3-8 and EOC)	• Available for students receiving special education services, including those who are ELs, who meet requirements for an alternate assessment based on alternate achievement standards • Participation requirements and information regarding available accommodations can be found the STAAR Alternate 2 Resources webpage.

Same:

- **Assessed curriculum and item types**
- **Blueprints for building tests**
- **Achievement standard alignment**
- **Focus on readiness for next grade level or course with goal of postsecondary readiness**

Different:

- **Language accessibility**
  - Native language helps students understand language of test

STAAR Spanish Decisions

- **In addition to being appropriate for students in bilingual programs who are receiving most of their academic instruction in Spanish, STAAR Spanish may sometimes be appropriate for an EL in an ESL program.**

- **Examples:**
  - a Spanish speaker who has recently moved to the U.S.
  - an EL who recently moved from a campus with a Spanish bilingual education program to a campus with only an ESL program
  - a student in an ESL program who receives substantial academic support in Spanish

Non-ELs in Spanish Bilingual Programs

- **Non-ELs in a state-approved bilingual education program may be administered STAAR Spanish if the LPAC determines the Spanish assessment to be the most appropriate measure of the student's academic progress.**
  - 19 TAC Chapter 101.1005 requires the LPAC to make the decision when a request of this type is made for a non-EL.

- **This is most common in two-way dual language program models but is not necessarily limited to these program models.**

- **The LPAC is not responsible for performing the many other LPAC functions they carry out for ELs.**

Assessment Decisions for Different Subjects

- **Decisions will often vary by necessity because of the design of the STAAR program.**
  - For example, sometimes it may be appropriate to give STAAR Spanish in some subjects and STAAR in English in other subjects.

- **LPAC decisions to give a student one type of assessment for one subject and another type of assessment for another subject should be well-justified in the required documentation.**

STAAR with Embedded Supports Online Assessments: Special Administration

- **Rare, unavoidable circumstances where students can't access online assessment:**

  - Accommodations cannot be applied—A student may need a testing accommodation that is not possible to provide in an online setting. Prior to requesting a special administration of the assessment, consideration should be given to accessibility features, locally-approved designated supports, and designated supports requiring TEA approval. For information regarding these testing accommodations, refer to the Accommodation Resources webpage.

  - Technology access is precluded—Districts must make every effort to administer STAAR with Embedded Supports (English and Spanish). In rare situations where computers or technology are absolutely not available, districts may seek permission for a special administration.

Note: Special administration is dependent upon TEA approval.

ELs Receiving Special Education Services

An EL who receives special education services:

- **May be administered any assessment depending on whether they meet the participation requirements.**
  - STAAR
  - STAAR Spanish
  - STAAR Alternate 2
- **The LPAC is responsible for working in conjunction with the student's admission, review, and dismissal (ARD) committee to make and document assessment participation decisions.**
  - This collaboration helps ensure that factors related to a student's disability and second language acquisition are both considered.
- **The decision may be made by key members of each committee if necessary.**

Agenda: Participation Decisions for the TELPAS Program

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TELPAS Participation Requirements

- **TELPAS and TELPAS Alternate:**
  - Fulfill federal requirements for annually assessing English language proficiency of ELs in K-12
  - Assess language proficiency in listening, speaking, reading and writing

- **For ELs receiving special education services, the LPAC works in conjunction with the admission, review, and dismissal (ARD) committee**

- **LPACs are responsible for making and documenting participation decisions**

- **For ELs in Kindergarten through grade 2 who do not have ARD or Section 504 committees, the LPAC is not required to meet to determine TELPAS participation decisions regarding unmodified English language proficiency assessments.**

TELPAS: Holistically Rated Assessments

- **Based on student classwork and classroom observations during daily instruction**

- **Teachers use proficiency level descriptors (PLDs) from Texas English Language Proficiency Standards (ELPS)**

- **K–1 (all language domains)**
  - Listening, speaking, reading and writing holistically rated

- **2–12 Writing**
  - Teachers use classroom-based student writing collections

TELPAS: Holistically Rated Assessments and ELs Receiving Special Education Services

- **Student evaluated relative to how well he or she understands and uses English to access general curriculum at enrolled grade level in accordance with individualized education program (IEP)**

- **With rare exceptions, student should be able to be observed and rated meaningfully in each holistically rated domain**
  - LPAC and ARD committee collaboratively decide that assessment in a particular domain is not appropriate due to a student's disability
  - Decision recorded at the time of testing and student is not assessed in applicable domain

- **Participation considered on domain-by-domain basis**
  - Reason for not assessing must be well-supported and documented in student's IEP by ARD committee and permanent record file by LPAC
  - Only applicable for EL receiving special education services who does not meet participation requirement for TELPAS Alternate

TELPAS: Online TELPAS Assessments

- **Appropriate for vast majority of ELs receiving special education services**

- **However, there are exceptions.**
  - 2–12 Reading
    - o Braille versions not available
  - 2–12 Listening and Speaking
    - o Braille versions not available
    - o Need signed administration
    - o Are deaf or hard of hearing (DHH)

TELPAS: Online Assessments and ELs Receiving Special Education Services

- **The ARD committee in conjunction with the LPAC may determine that an EL receiving special education services should not be assessed in listening, speaking, and/or reading due to student's particular disability**
  - Rare cases
  - Participation considered on domain-by-domain basis
  - Reason for not assessing must be well-supported and documented in the student's IEP by ARD committee and permanent record file by LPAC
  - Only applicable for EL receiving special education services who does not meet participation requirement for TELPAS Alternate

TELPAS: Online Assessments: Special Administration

- **Rare, unavoidable circumstances where students can't access online assessment:**
  - Accommodations cannot be applied—A student may need a testing accommodation that is not possible to provide in an online setting. Prior to requesting a special administration of the assessment, consideration should be given to accessibility features, locally-approved designated supports, and designated supports requiring TEA approval. For information regarding these testing accommodations, refer to the Accommodation Resources webpage.
  - Technology access is precluded—Districts must make every effort to administer TELPAS reading and TELPAS listening and speaking online. In rare situations where computers or technology are absolutely not available, districts may seek permission for a special administration.

Note: Special administration is dependent upon TEA approval.

TELPAS Alternate Holistic Inventory

- **Alternate English language proficiency assessment for ELs in grades 2–12 with significant cognitive disabilities**
  - Aligned to ELPS
  - Alternate PLDs created to address specific needs of these students
- **ARD committee in conjunction with LPAC determines eligibility based on [TELPAS Alternate Participation Requirements](#)**
  - No domain specific exemptions

TELPAS Alternate Participation: K–1

- **Grades K–1**
  - ELs in K–1 assessed with general TELPAS
  - Holistically rated in listening, speaking, reading, writing
  - Decision based on stakeholder feedback
    - General TELPAS accessible and appropriate for this age
    - Some K–1 not yet identified with disability (i.e. non-categorical)
  - Overall reluctance to assign labels to young students that would make them eligible for alternate assessment

TELPAS Alternate Participation: Grades 2–12

- **Grade 2**
  - ARD committee in conjunction with the LPAC make assessment decision using participation requirements
    - No STAAR Alternate 2 for this grade

- **Grades 3–12**
  - ELs meeting STAAR Alternate 2 eligibility will take TELPAS Alternate

Note: ELs in grades 11 or 12, who have previously met STAAR Alternate 2 eligibility and completed all STAAR testing requirements, will take TELPAS Alternate.

Texas Education Agency

- **For grades 2–12**

- **Available on TEA's TELPAS Alternate Resources webpage**

- **Intended to guide ARD committee in conjunction with the LPAC in determining appropriate English language proficiency assessment for ELs**

- **Documentation of eligibility is different for students in grade 2 compared to students in grades 3-12**

  - **UPDATE: For students in grades 3-12, the ARD committee in conjunction with the LPAC will now answer question 1: "Is the student identified in PEIMS as LEP?" and initial the assurances in Step II.**

Agenda: Understanding Accessibility

- Changes for 2019-2020
- Decision-Making Guide Overview
- Participation Decisions for the STAAR Program
- Participation Decisions for the TELPAS Program
- <mark>Understanding Accessibility</mark>

- Designated Supports Decisions for the STAAR Program
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Understanding Accessibility

- **Accessibility policies found on the [2019-2020 Accommodation Resources](#) webpage and [DCCR](#)**
- **Policies divided into 3 main categories**
  - Accessibility Features
    - Available to all students who need them
  - Designated Supports
    - The appropriate team of people at campus level determine and document that the student meets the eligibility criteria
  - Designated Supports Requiring TEA Approval
    - Appropriate team of people at campus level determined student eligibility and submit Accommodation Request Form (ARF) to the TEA

Accessibility Features

2019–2020 Accommodation Resources

Student Assessment Home | Student Assessment Directory | Contact Student Assessment

TEA accessibility policies may apply to any student taking STAAR or TELPAS depending on his or her needs and whether or not the student meets the eligibility criteria, if applicable. These policies are divided into 3 main categories.

Within each category are links to policy documents that provide more specific information.

NOTE: The 2019–2020 Accessibility Policy Documents are currently being updated and the links to the PDFs will be available soon on this web page. To view ARCHIVED spring 2019 policy documents, use the following link:

- 2019 Accommodation Resources (archived)

Accessibility Policy documents listed on the Accommodation Resources webpage are currently located in the District and Campus Coordinator Resources online.

To view or print out the accessibility policies as one file, use the following link: 2019–2020 Accessibility Policies

1. **Accessibility Features**: These are procedures and materials that are allowed for any student who needs them.
2. **Designated Supports**: These are locally-approved supports for students who meet eligibility criteria.

2019–2020 Accessibility Features

During state assessments for STAAR, STAAR Spanish, and TELPAS, certain accessibility features may be provided to students based on their needs. In general, these procedures and materials are available to any student who regularly benefits from the use of them during instruction. A student cannot be required to use them during testing and there is no need to document their use on the answer document or in the Texas Assessment Management System for online administrations. Coordinators are responsible for ensuring that test administrators understand the proper implementation of these procedures and use of these materials. In some cases, a student who uses them may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the security and confidentiality of the test. In addition, if the administration of an accessibility feature requires a trained test administrator to view secure test content, he or she must sign the appropriate part of the security oath.

A list of the accessibility features is provided below.

- signing test administration directions for a student who is deaf or hard of hearing
- translating test administration directions into the native language of an English learner
- allowing a student to use a bilingual dictionary on mathematics, science, and social studies assessments (word-to-word translations; no definitions or examples; no applications on tablets or other devices)
- allowing a student to read the test aloud to facilitate comprehension (includes use of PVC pipe or recording device)
- reading aloud or signing the expository or persuasive writing prompt to any student who requests this assistance
- providing reading assistance on the grade 3 mathematics test for any student:
  - The test administrator may read a word, phrase, or sentence in a test question or answer choice to any grade 3 student but only when asked to do so by the individual student.
  - If a student needs the entire test read aloud, the eligibility criteria for an oral administration must be met.
- typing a student's response to the writing prompt into the online test for any grade 4 student who is taking STAAR writing online and cannot type proficiently:
  - The test administrator transcribing the student's response must do so in accordance with guidelines for transcribing found on the Transcribing page of the Complete Paper Administrations section in these District and Campus Coordinator Resources.
  - Students taking the grade 7 writing test, English I, English II, or English III must meet the eligibility requirements for Basic Transcribing if this type of support is needed.
- making the following assistive tools available:
  - various types of scratch paper, dry erase boards, or any other medium that can be erased or destroyed
  - colored overlays and the color settings for online tests
  - blank place markers and the guideline tool for online tests
  - magnifying devices and the zoom feature for online tests
  - various types of highlighters, colored pencils, or any other tool that can be used to focus attention on text
  - amplification devices (e.g., speakers, frequency-modulated [FM] systems)
  - projection devices (e.g., closed-circuit televisions [CCTVs] or LCD projectors for online tests)

Designated Supports Policy Documents

- **Contain the information needed to make decisions for all students taking STAAR, STAAR Spanish and TELPAS**

- **Each document organized the same way**
  - Description of Designated Support
  - Assessments
  - Student Eligibility Criteria
  - Authority for Decision and Required Documentation
  - Examples/Types
  - Special Instructions/Considerations

1. **Accessibility Features**: These are procedures and materials that are allowed for any student who needs them.

2. **Designated Supports**: These are locally-approved supports for students who meet eligibility criteria.

- Basic Transcribing
- Braille
- Calculation Aids
- Content and Language Supports
- Content and Language Supports Guidelines
- Extra Time
- Individualized Structured Reminders
- Large Print
- Manipulating Test Materials
- Mathematics Manipulatives
- Oral/Signed Administration
- Spelling Assistance
- Supplemental Aids

3. **Designated Supports Requiring TEA Approval**: These supports require the submission and approval using the Accommodation Request Process below.

- Complex Transcribing
- Extra Day
- Mathematics Scribe
- Other

Update

- **The "Authority for Decision and Required Documentation" section indicates the committee authorized to recommend the designated support.**

- **The LPAC is sole authority for:**
  - Content and Language Supports
  - Extra Time
  - Oral/Signed Administration

Agenda: Designated Supports Decisions for the STAAR Program

- Changes for 2019-2020
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- **Designated Supports Decisions for the STAAR Program**
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LPAC Responsibilities with Designated Supports Decisions

LPACs are responsible for making appropriate designated supports decisions:

- **Coordinate with content area teachers of ELs**

- **Make designated supports decisions in accordance with the TEA policies**
  - Educator Guide to Accessibility within the STAAR Program,
  - Accessibility Policy Documents on TEA's 2019-2020 Accommodation Resources webpage or DCCR, and
  - 2019-2020 Decision-Making Guide for LPACs

- **Maintain required documentation of decisions**

Designated Supports Decisions for STAAR

- **The LPAC's designated supports decisions must be made on an individual student basis.**
- **Decisions must be based on—**
  - a student's particular needs for second language acquisition support, and
  - whether the student is routinely provided the support in classroom instruction and testing.
- **Providing unfamiliar supports may hinder rather than help a student.**
- **Designated supports decisions should be made as close as possible to the assessment to account for the student's progress in acquiring the English language.**
  - EOC designated supports decisions carry over from fall to spring and summer administrations.
  - Grade 5 and 8 designated supports decisions carry over from April to May and June.

Designated Supports for ELs Receiving Special Education Services

- **LPACs are responsible for making designated supports decisions for the STAAR program in conjunction with the student's ARD committee, Section 504 committee, RTI team, or other applicable committee.**
  - Designated supports decisions related to the student's particular needs for second language acquisition support
  - Designated supports decisions related to the student's disability or need

- **Committees should become familiar with all information on the TEA's Accommodation Resources webpage.**

Designated Supports and Reclassification

Students for whom the LPAC recommends the following designated supports for any English reading or English EOC assessments, may not be reclassified at the end of the school year.

- ✓ Oral Administration
- ✓ Content and Language Supports
- ✓ Extra Time

If the LPACs recommend oral administration, content and language supports, or extra time for the grade 4 and grade 7 writing assessments, they need to consider the degree to which the student relies on these designated supports during language arts writing assignments or testing when making reclassification decisions.

Dictionary Policy and Impact on EL Reclassification

The use of dictionaries on reading and writing assessments does not prevent an EL from being considered for reclassification at the end of the year. However, it is important for LPACs to consider the degree to which the student relies on a dictionary during language arts instruction or testing when making reclassification decisions.

English Learner Reclassification

For guidance on EL reclassification contact the Division of English Learner Support:

512-463-9414

EnglishLearnerSupport@tea.texas.gov

TEA Texas Education Agency

English Learner Reclassification Rubric
Teacher Documentation

Student Name: _____
Grade Level: _____

This document fulfills requirements in TEC 29.056(g)(3) for the subjective teacher evaluation component of the reclassification criteria for English learners, providing teacher documentation of the student's academic English language proficiency and informing the Language Proficiency Assessment Committee (LPAC) of the student's readiness for reclassification as English Proficient with potential placement in a general education classroom setting.

Academic Language

Description of Receptive Skills: Listening and Reading (Select one descriptor from the choices below)	Description of Expressive Skills: Speaking and Writing (Select one descriptor from the choices below)
☐ Grade appropriate with no second language acquisition support needed to be successful: Student routinely demonstrates listening and reading comprehension skills comparable to English proficient grade-level peers. Student is able to construct meaning when reading grade appropriate texts, and student rarely needs speakers to slow down, repeat, or rephrase during conversations and academic discussions. Student receives written and oral information with no need for second language acquisition support to be successful with grade appropriate content.	☐ Grade appropriate with no second language acquisition support needed to be successful: Student routinely expresses thoughts and ideas in speaking and in writing at a level comparable to English proficient grade-level peers. Student uses grade-appropriate content-based vocabulary and grammar effectively in oral and written communications. Student communicates orally with few pauses and minimal errors that block communication. Student produces oral and written material with no need for second language acquisition support to be successful with grade appropriate content.
☐ Grade appropriate with some second language acquisition support needed to be successful: Student demonstrates listening and reading comprehension skills that are nearing but not yet comparable to English proficient grade-level peers. Student at times relies on linguistically accommodated text features to construct meaning from abstract grade appropriate text. Student comprehends conversations and discussions but relies at times on pauses for processing time, requests for repetition, visual cues, and requests for clarification with less familiar topics.	☐ Grade appropriate with some second language acquisition support needed to be successful: Student expresses thoughts and ideas in speaking and writing that are nearing but not yet comparable to English proficient grade-level peers. Student uses grade appropriate content-based terms on familiar topics with some errors in complex grammar usage. Student expresses grade appropriate ideas in writing with emerging grade appropriate vocabulary, but at times relies on second language acquisition supports to express ideas effectively in oral and written English.

Comments:

This student routinely demonstrates the readiness for reclassification as English proficient and the ability to successfully participate in grade-level content instruction that is delivered with no second language acquisitions supports. ☐ Yes ☐ No
Provide an explanation in the comments and attach additional supporting documentation, as needed.

Teacher Name: _____ Teacher Signature: _____ Date of Completion: _____

2019–2020 English Learner Reclassification Criteria Chart

At the end of the school year, a district may reclassify an English Learner (EL) as English proficient if the student is able to participate equally in a general all-English instructional program with no second language acquisition supports as determined by satisfactory performance in the assessment areas below and the results of a subjective teacher evaluation using the state's English Learner Reclassification Rubric (linked below).[1]

For State of Texas Assessments of Academic Readiness (STAAR) English reading and English end-of-course (EOC) assessments, the performance standard for reclassification is the student meeting any of the following:

- Masters Grade Level
- Meets Grade Level
- Approaches Grade Level

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th/12th
English Language Proficiency Assessment	Texas English Language Proficiency Assessment System (TELPAS) Advanced High in each domain of Listening, Speaking, Reading and Writing										
State Standardized Reading Assessment	TEA Approved Norm-Referenced Standardized Achievement Test (Reading/Language) 40th percentile or above[2]		STAAR Reading (English)						STAAR English I EOC[3]	STAAR English II EOC[3]	TEA Approved Norm-Referenced Standardized Achievement Test (Reading/Language) 40th percentile or above[2]
Subjective Teacher Evaluation	Form: English Learner Reclassification Rubric Training Video: English Learner Reclassifcation Rubric Training Video Presentation (35 minutes) Training PowerPoint: English Learner Reclassification Rubric Introduction and Training PowerPoint										

[1] 19 TAC §89.1226(i)(3)

[2] Effective in school year 2019-2020, students in grades 1-2 and in grades 11-12 shall be assessed using the state's single TEA Approved Norm-Referenced Standardized Achievement Test: http://tea.texas.gov/bilingual/esl/education/

[3] For STAAR, English reading refers to the grade-level tests in grades 3-8, and English EOC refers to the applicable end-of-course English I for grade 9, and English II for grade 10.

Note: ELs may be reclassified no earlier than at the end of first grade based on 19 TAC §89.1226(j).

Note: Students for whom the LPAC recommends the use of Oral Administration, Content and Language Supports, or Extra Time as designated supports for English reading or English EOC assessments, may not be considered for reclassification at the end of the school year.

Note: English learners with significant cognitive disabilities who are receiving special education services may qualify to be reclassified using the following: Individualized Reclassification Process for a Student with a Significant Cognitive Disability.

Agenda: Designated Supports Decisions for the TELPAS Program

- Changes for 2019-2020

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- Participation Decisions for the TELPAS Program

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TELPAS and TELPAS Alternate

- **For TELPAS, all designated supports decisions MUST be made in conjunction with the ARD committee, Section 504 committee, or appropriate team of people at the campus level (e.g., RTI team or student assistance team).**

- **For TELPAS Alternate, the student performance described in the Observable Behaviors occurs while students have access to the instructional accommodations indicated in their individualized education program (IEP).**

Agenda: Other Assessment Decisions

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STAAR Exemptions

Exemptions

As indicated in 19 TAC §101.1005, an EL who meets the eligibility criteria below shall not be required to take a STAAR assessment in grades 3-8.

Eligibility Criteria

This exemption applies to an EL who
- qualifies as an unschooled asylee or refugee,
- is in the first year of enrollment in U.S schools, and
- is in grades 3-8.

Section 101.1005 of the TAC allows exemption of qualifying EL asylees and refugees from being administered a STAAR assessment in <u>grades 3–8</u>.

English I Special Provision

- **Acknowledges unique circumstances of specific ELs**
  - insufficient time in the U.S. and insufficient time to learn English
- **These students**
  - depend heavily on instructional scaffolding, including linguistic supports based on their second language acquisition needs
  - needs cannot be provided as designated supports during the standardized English I EOC assessment
- **LPACs must maintain [documentation of eligibility for the special provision](#).**
- **Eligibility must be determined in conjunction with the student's enrollment in English I/ESOL I.**

Note: An EL who qualifies as an unschooled asylee or refugee may be eligible for the English I EOC special provision during the student's fourth or fifth school year of enrollment in a U.S. school if all other requirements are met. Additional information on unschooled asylee/refugee students can be found in Appendix B in the *LPAC Decision-Making Guide*.

Qualifying As An Unschooled Asylee/Refugee

- **To qualify as an unschooled asylee or refugee**
  - student must be identified as limited English proficient (LEP/EL) as defined by state law in TEC, Section 29.052, and must participate in a state-approved bilingual or ESL program, and
  - student's permanent record file must contain appropriate documentation of asylee/refugee status. The student must
    - o be an asylee as defined by 45 Code of Federal Regulations, Section 400.41 or a refugee as defined by 8 United States Code, Section 1101, *and*
    - o have a Form I-94 Arrival/Departure record, or a successor document, issued by the United States Citizenship and Immigration Services that is stamped with "Asylee," "Refugee," or "Asylum."

Unschooled Asylee/Refugee

The student's permanent record file must document that

- the student had little or no formal schooling outside the U.S. and lacked basic primary language literacy upon enrollment in school in the U.S.; *and*

- the student is being provided designated supports and other ongoing interventions by the district to meet the student's unique affective, linguistic, and cognitive needs; *and*

- as of the semester of the test administration, the student continues to lack the necessary foundation in the TEKS as a direct result of the student's inadequate schooling outside of the U.S.

ELs with Parent Denials

LPACs may not recommend designated supports, special assessment considerations, or accountability provisions for an EL whose parents have denied bilingual or ESL services. This includes:

- **No designated supports**
- **No testing in Spanish**
- **No English I special provision**
- **No unschooled asylee/refugee provisions**

Agenda: Documenting and Communicating Decisions

- Changes for 2019-2020
- Decision-Making Guide Overview
- Participation Decisions for the STAAR Program
- Participation Decisions for the TELPAS Program
- Understanding Accessibility

- Designated Supports Decisions for the STAAR Program
- Designated Supports Decisions for the TELPAS Program
- Other Assessment Decisions
- Documenting and Communicating Decisions
- Additional Documentation
- FAQs

Documenting Decisions

- **For each EL, the LPAC must maintain documentation of**
  - STAAR, STAAR Spanish, STAAR Alternate participation and designated supports decisions
  - TELPAS and TELPAS Alternate participation decisions
  - Decisions kept in student's permanent record file

- **For participation and designated supports decisions LPACs make in conjunction with the ARD committee, 504 committee, RTI team, or student assistance team**
  - ARD committee documents decisions in the student's IEP
  - Section 504 committee documents decision in the student's IAP
  - Other student assistance teams document decision in student's permanent record file

Documentation Forms

- **Sample forms are provided.**
  - assist LPACs in meeting documentation requirements
  - available on the Language Proficiency Assessment Committee Resources webpage
  - separate sample forms for grades K–5 and grades 6–12
- **LPACs may modify or reformat the forms.**
  - components of required state documentation need to be included
- **School districts may require additional supporting documentation and evidence.**

Note: LPACs are responsible for providing STAAR, STAAR Alternate, TELPAS and TELPAS Alternate assessment coordinators with assessments decisions as well as STAAR designated supports information for ELs in time for appropriate testing arrangements to be made.

Documentation Forms: STAAR

NEW

Part I: STAAR Participation and Designated Supports Decisions for grades 3–5 and grades 6–12

PART I: STAAR and EOC Participation and Designated Supports Decisions

Participation		Designated Supports[1]				Justification (Attach additional information if more room is required.)
Assessment		Content & Language Supports[2]	Extra Time	Oral/Signed Administration[2]	None	
STAAR	Mathematics Algebra I	☐	☐	☐	☐	Click or tap here to enter text.
	Algebra II	N/A	☐	☐	☐	Click or tap here to enter text.
	Reading English I English II	☐	☐	☐	☐	Click or tap here to enter text.
	English III	N/A	☐	☐	☐	Click or tap here to enter text.
	Writing (grade 7 only)	☐	☐	☐	☐	Click or tap here to enter text.
	Science Biology	☐	☐	☐	☐	Click or tap here to enter text.
	Social Studies U.S. History	☐	☐	☐	☐	Click or tap here to enter text.
STAAR Alternate 2	☐	The ARD committee, in conjunction with the LPAC, has determined that the student is eligible and will participate in STAAR Alternate 2 for all subject areas.				

Signature of Student's Teacher for Subject Area For STAAR designated supports decisions the signature of the student's teacher affirms that the supports marked are based both on the student's need and the student's routine use of the support in classroom instruction and testing.	Mathematics:	Reading:
	Writing:	Science:
	Social Studies:	

PART I: STAAR Participation and Designated Supports Decisions

Participation				Designated Supports[1]				Justification (Attach additional information if more room is required.)
Assessment		English	Spanish	Content and Language Supports[2]	Extra Time	Oral/Signed Administration[2]	None	
STAAR	Mathematics	☐	☐	☐	☐	☐	☐	Click or tap here to enter text.
	Reading	☐	☐	☐	☐	☐	☐	Click or tap here to enter text.
	Writing (grade 4 only)	☐	☐	☐	☐	☐	☐	Click or tap here to enter text.
	Science (grade 5 only)	☐	☐	☐	☐	☐	☐	Click or tap here to enter text.
STAAR Alternate 2		☐	The ARD committee, in conjunction with the LPAC, has determined that the student is eligible and will participate in STAAR Alternate 2.					

Signature of Student's Teacher for Subject Area For STAAR designated supports decisions the signature of the student's teacher affirms that the supports marked are based both on the student's need and the student's routine use of the support in classroom instruction and testing.	Math:	Reading:
	Writing:	Science:

Documentation Forms: Part II

NEW

Part II: TELPAS Participation and Designated Supports Decisions

- **TELPAS grades K–12**
- **TELPAS Alternate grades 2–12**

PART II: TELPAS Participation* and Designated Supports Decisions		
Assessment	**Participation**	
TELPAS	☐	The student will take the general TELPAS in all four language domains.
	☐	The ARD, in conjunction with the LPAC, has determined that the student will not be assessed in one or more of the four language domains, as noted in student's IEP.
	☐	The ARD, in conjunction with the LPAC, has determined that the student will receive designated supports, as noted in student's IEP.
	☐	The ARD, in conjunction with the LPAC, has determined that the student may need a special administration of an online TELPAS assessment pending TEA approval, as noted in student's IEP.
TELPAS Alternate	☐	The ARD, in conjunction with the LPAC, has determined that the student meets the TELPAS Alternate eligibility and will be assessed with TELPAS Alternate, as noted in student's IEP.

NEW

Part III: Notes Section

- **Record other information pertinent to assessment**

PART III: LPAC Notes

You can use the section below to record any other information pertinent to the assessment administration, including designated supports requiring TEA approval and/or designated supports requested by a committee other than the LPAC.

Click or tap here to enter text.

Part IV: LPAC Signatures

- **Affirms decisions made in accordance with state policies and procedures**

PART IV: Signatures of Designated LPAC Members

These signatures affirm that the decisions recorded have been made by the LPAC in full accordance with the state policies and procedures.

LPAC Date(s) _____

STAAR English I Special Provision Form

- **Documentation must be completed and discussed with the student as close to the time of the assessment as possible.**
- **Only applies when student meets eligibility criteria _and_ passes the course.**
- **The student may opt to retake the assessment during any scheduled administration if the student passes the course but fails to meet the passing standard on the test.**

Student History Worksheet

- **Multiple-year student record of:**
  - number of school years of enrollment in U.S.
  - TELPAS/TELPAS Alternate reading rating
  - test decisions
  - whether student has been enrolled for 60 consecutive school days in a school year

- **Includes signature and date area for each year's updated years in U.S. schools information to help ensure annual accuracy of this important data collection**

KEEP IN PERMANENT RECORD FILE

Student History Worksheet

Student Name: _____   Initial Date of Enrollment in U.S. Schools: _____

Student ID: _____   Date Identified as limited English proficient (LEP/EL): _____

		Schooling Outside U.S.			Schooling in U.S.					
School Year	Grade	Where	All or Partial School Year? (A,P)	Total Time Enrolled If Partial (NS = No schooling)	Where	Enrolled 60 Consecutive School Days (Y or N)	Program Participation	School Year of Enrollment in U.S. (Designated LPAC member to sign and date each year)	TELPAS/TELPAS Alternate Reading Rating	Test Decision

This form can help
- keep track of a student's LEP/EL status, program participation, years in U.S. schools, and TELPAS/TELPAS Alternate reading rating;
- monitor extensive absences of schooling outside the U.S. and the schooling patterns of students who move in and out of the U.S.; and
- summarize a student's test history.

Agenda: Additional Documentation

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Years in U.S. Schools

LPACs are also required to determine and document the number of school years in which an EL has been enrolled in a U.S. school.

- **Information is reported to TEA in conjunction with the TELPAS and TELPAS Alternate**

- **Used in TELPAS and TELPAS Alternate reporting and accountability and performance-based monitoring measures**

- **Vital that LPACs follow state-defined policies and procedures to determine and annually document this important data element**

Calculating Years in U.S. Schools

- **Districts are not changing the value for years in U.S. schools submitted in a previous school year. Districts are using the data previously submitted to inform data that will be submitted this spring.**

- **U.S territories (Puerto Rico and Guam) are not included in this count.**

Data Collection for Spring

In addition to years in U.S. schools, other information that will be collected includes:

- **Unschooled asylees/refugees**
  - These students typically lack literacy skills in their first language and basic subject-matter knowledge and skills. They may also lack basic social skills and have experienced emotional trauma as a result of their previous circumstances.

- **Students with Interrupted Formal Education (SIFE)**
  - These ELs attend school in the U.S., withdraw and leave the U.S. for a period of time, and then return to the U.S. The period of time outside the U.S. or the number of times the student is withdrawn from U.S. schools is significant enough that growth in English and learning of subject matter are affected.
  - These ELs may come to the U.S. with limited or no prior schooling. They typically lack literacy skills in their first language, basic subject-matter knowledge and skills, or basic social skills. For the purpose of this data collection, include ELs who did not attend school for a period of time such that the ability to learn English and new grade level subject-matter knowledge and skills is significantly affected.

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FAQ

- **Can LPACs change participation decisions within the same assessment calendar (i.e. April decision was STAAR English, LPAC wants to change to STAAR Spanish for May assessment.)**

LPACs may change assessment participation decisions. However, the LPAC will need to justify the reason for making the change and citing the EL's failure to pass the STAAR English assessment is not justification.

- **We have ELs in our district, in kindergarten through grade 2, who do not have either an ARD committee or Section 504 committee. Is the LPAC required to meet to make TELPAS participation decisions for these students?**

For ELs in kindergarten through grade 2 who do not have ARD committees or Section 504 committees, the LPAC is not required to meet to determine participation decisions regarding unmodified English language assessments.

- **We have Junior and Senior ELs in our district who are required to take a TELPAS assessment. These ELs have previously met the participation requirements for STAAR Alternate 2 but have completed their EOC testing requirements and therefore not testing this spring. Should they take TELPAS Alternate?**

If these ELs met participation requirements for STAAR Alternate 2 in the past, then they will be assessed with TELPAS Alternate.

- **When marking the Observable Behaviors for the TELPAS Alternate assessment, can we leave any blank?**

For the TELPAS Alternate, the test administrator needs to record a response for all 40 Observable Behaviors. The test administrator will not be able to submit the test if any Observable Behaviors are left blank.

FAQ

▪ Do eligible ELs in K-1 also take TELPAS Alternate?

ELs in grades K-1 will be assessed with the general TELPAS holistically rated assessment for all four language domains and not with the TELPAS Alternate assessment. This decision was based on feedback from various stakeholders that the general TELPAS holistically rated assessment was accessible and appropriate for students at this early age, and that some K-1 students have not yet been identified with a disability (i.e., non-categorical). Additionally, there was an overall reluctance to assign labels to young students that would make them eligible for an alternate assessment.

Contact Information

Information regarding [assessments for English Learners](#)

TEA Student Assessment Division phone number:
(512) 463-9536

Email: [assessment.specialpopulations@tea.texas.gov](#)

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