

# LPAC



## LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE

**Karina E. Chapa, M.Ed.**  
**ESC1 Language Proficiency, Biliteracy,**  
**and Cultural Diversity Director**

**Framework Manual**  
**2019-2020**



[www.padlet.com/kchapa/LPACEOY2020](http://www.padlet.com/kchapa/LPACEOY2020)

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# Texas Education Agency Contacts

LPAC

## **Roberto Manzo**

Coordinator of English Learner Initiatives

Division of English Learner Support

Texas Education Agency

## **Rickey Santellana**

Title III Program Coordinator

Division of Special Populations

Texas Education Agency

# Texas Education Agency Contacts

LPAC

**Amy Barra Johnson**

Bilingual Program Coordinator  
Division of English Learner Support  
Texas Education Agency

**Carlene Thomas**

ESL Program Coordinator  
Division of English Learner Support  
Texas Education Agency

# Purpose of the LPAC Framework

- The Framework for the Language Proficiency Assessment Committee (LPAC) process includes **clarification of the legal requirements** for the LPAC and provides documents and forms to facilitate the training of LPAC members.
- The forms included in the LPAC Framework are samples for districts to use for the implementation of a bilingual/ESL program.

# Purpose of the LPAC Framework

The LPAC Framework is organized into the following sections:

- **Introduction**

- Establishment of the LPAC
- General English learner policies

- **Identification**

- Procedures and assessment practices
- Decision-making for identification

- **Placement**

- Parent notification and approval
- Establishment of Bilingual and ESL programs

# Purpose of the LPAC Framework

LPAC

- **English Learner Services**
  - Bilingual and ESL program models
  - Staffing and staff development
- **Review and Reclassification**
  - Ongoing and annual review
  - Reclassification and exit
- **Monitoring and Evaluation**
  - Monitoring of reclassified English learners
  - Program evaluation

- Introduction
- Identification
- Placement
- English Learner Services
- **Review and Reclassification**
- Monitoring and Evaluation

Questions: [www.padlet.com/kchapa/LPACEOY2020](http://www.padlet.com/kchapa/LPACEOY2020)



# Review and Reclassification Section Objective

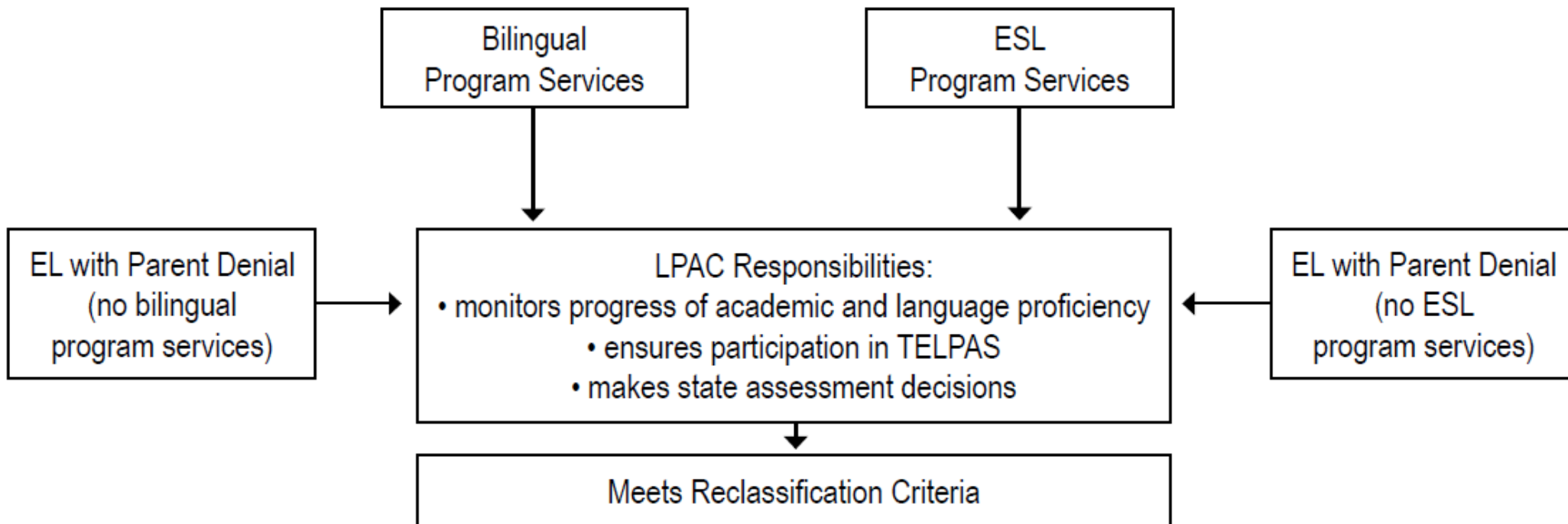
LPAC

## Content Objective

We will be able to summarize the requirements for conducting ongoing and annual review of English learner progress and criteria for reclassification of students as English proficient.

# Ongoing/Mid-Year Review

LPAC



# Ongoing Monitoring of English Learners

LPAC

For English learners participating in a program and those with a parent denial, the LPAC

- monitors the progress of academic and language proficiency and
- ensures participation in TELPAS (listening, speaking, reading, and writing) until reclassification as an English proficient student.

Review COVID-19 FAQ: “TELPAS and LPAC Guidance” and “English Learner Guidance” from April 7, 2020

[www.txel.org/whatisnew](http://www.txel.org/whatisnew)

**At the end of the year**, the LPAC reviews every English learner identified in PEIMS

- being served in a bilingual or ESL program;
- with a parental denial; and
- who has been reclassified as an English proficient student and is in his or her first (F) or second (S) year of monitoring.

## COVID-19 Guidance:

LEAs will have the first 30 calendar days of the next school year to complete EOY procedures.



For each English learner, the LPAC reviews the progress of academic and language proficiency, determines if reclassification criteria has been met, and notifies the parent of progress and reclassification/exit, as applicable.



# English Learner Reclassification

Update Training 2019-2020

## *Texas ESSA State Plan, Title III, Part A (0:43)*

- Terminology
- Subjective Teacher Evaluation
- TEA-Approved Norm-Referenced Test

## *2019-2020 English Learner Reclassification (7:33)*

- **Updated** English Learner Reclassification Criteria
- LPAC Responsibility Provisions

## *English Learner Reclassification Rubric Usage (15:15)*

- Teacher and Student Criteria
- Documentation & Decision-Making
- New *English Learner Reclassification Rubric - Alternate*



## Texas ESSA State Plan, Title III, Part A

### Entrance and Exit Procedures (ESEA section 3113(b)(2)):

Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, **standardized, statewide entrance and exit procedures**, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.





**English learner (EL):**

A student who is in the process of acquiring English and has another language as the primary language; synonymous with English language learner (ELL) and limited English proficient (LEP)

**Reclassification:**

The process by which the language proficiency assessment committee (LPAC) determines that an English learner has met the appropriate criteria to be classified as English proficient

**English Learner  
Reclassification Rubric:**

Evaluation tool to be used for documentation of the subjective teacher evaluation portion of the reclassification criteria; synonymous with Student Exit Rubric in the Texas ESSA State Plan

**English proficient (EP):**

A student who has met reclassification criteria and is no longer identified as an English learner; synonymous with non-EL, non-ELL, and non-LEP

**Exit:**

The point at which an English learner has met reclassification criteria and no longer requires bilingual or English as a second language (ESL) program services; student exits with parental approval

**English Learner Reclassification  
Rubric - Alternate**

Evaluation tool to be used for documentation of the subjective teacher evaluation portion of the reclassification criteria within the Individualized Reclassification Process for English learners with significant cognitive disabilities

# Standardized, Statewide Program Exit Procedure

## Subjective Teacher Evaluation

- Beginning in 2018-2019: *English Learner Reclassification Rubric* used to inform the subjective teacher evaluation portion of the reclassification criteria
- Beginning in 2019-2020: *English Learner Reclassification Rubric – Alternate* provided for teachers of students with significant cognitive disabilities

## TEA-Approved Norm-Referenced Test

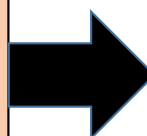
- 2019-2020: *Iowa Assessments, Form F* announced as the TEA-approved Norm-Referenced Test for the English Reading portion of the reclassification criteria in grades 1, 2, 11, and 12
- Beginning in 2020-2021: Full transition to *Iowa Assessments, Form F* (Riverside Insights) required for all local education agencies (LEAs)

# Shift in Reclassification Criteria for English Learners

## 2018-2019 School Year

### EL Reclassification Criteria TAC §89.1225 (i)

Grade Levels	Oral Language	English Writing	English Reading	Subjective Teacher Evaluation
1 <sup>st</sup> , 2 <sup>nd</sup> , 11 <sup>th</sup> , & 12 <sup>th</sup>	Fluent in Listening & Speaking on a TEA-approved OLPT	Proficient on a TEA-approved writing test; Met passing standard on STAAR Writing (4 <sup>th</sup> & 7 <sup>th</sup> )	At or + 40 <sup>th</sup> percentile on a TEA-approved NRT (Rdg & Lang)	Results of <i>English Learner Reclassification Rubric</i>
3 <sup>rd</sup> to 8 <sup>th</sup>		Met passing standard on STAAR Writing (4 <sup>th</sup> & 7 <sup>th</sup> )	Met passing standard on STAAR Reading	
9 <sup>th</sup> & 10 <sup>th</sup>		Met passing standard on Eng I/Eng II STAAR EOC		



## Beginning 2019-2020 School Year

### EL Reclassification Criteria TAC §89.1226 (i)

Grade Levels	English Language Proficiency	English Reading	Subjective Teacher Evaluation
1 <sup>st</sup> , 2 <sup>nd</sup> , 11 <sup>th</sup> , & 12 <sup>th</sup>	Advanced High on the Texas English Language Proficiency Assessment System (TELPAS) in Listening, Speaking, Reading, & Writing	At or above 40 <sup>th</sup> percentile on the TEA-approved NRT: <b>Iowa Assessments, Form F</b> (Rdg & Lang)	Results of <i>English Learner Reclassification Rubric</i>
3 <sup>rd</sup> to 8 <sup>th</sup>		Met passing standard on STAAR Reading	
9 <sup>th</sup> & 10 <sup>th</sup>		Met passing standard on English I (9 <sup>th</sup> ) or English II (10 <sup>th</sup> ) STAAR EOC	

OLPT = Oral Language Proficiency Test; NRT = Norm-Referenced Test



## 2019-2020 EL Reclassification



# 2019-2020 English Learner Reclassification Criteria

2019–2020 English Learner Reclassification Criteria Chart (Revised)	
At the end of the school year, an LEA 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 options below and the results of a subjective teacher evaluation using the State’s <i>English Learner Reclassification Rubric</i> .	
	<b>1<sup>st</sup> through 12<sup>th</sup> Grades</b>
<b>English Language Proficiency Assessment</b>	<b>OPTION 1:</b> 2019-2020 TELPAS <b>Advanced High</b> in each domain of Listening, Speaking, Reading and Writing (extended assessment window through May 29 <sup>th</sup> )
	<b>OPTION 2:</b> <a href="#">LAS Links Assessment</a> <b>Fluent level</b> Grade 1: in both Listening and Speaking Grades 2-12: in each domain of Listening, Speaking, Reading and Writing (extended assessment timeline through the first 30 calendar days of the 2020-2021 school year)
<b>State Standardized Reading Assessment</b>	<i>STAAR requirements (for grades 3-10) waived by the State; Norm-Referenced Standardized Achievement Test requirement (for grades 1, 2, 11, and 12) waived</i>
<b>Subjective Teacher Evaluation</b>	Form: <a href="#">English Learner Reclassification Rubric</a>



# Individualized Reclassification Process

2019-2020 School Year (Revised) Individualized Reclassification Process for an English Learner with a Significant Cognitive Disability TAC §89.1226 (m)			
Grade Level(s)	English Language Proficiency Assessment	Academic Content Assessment	Subjective Teacher Evaluation
Grade 1	TELPAS (Holistic)	(not required)	(NEW) <a href="#">English Learner Reclassification Rubric - ALTERNATE</a>
Grade 2	TELPAS Alternate	(not required)	
Grade 3-8		STAAR Alternate 2 requirements waived by the State	
Grades 9-10			
Grade 11-12		(not required)	

*\*Due to the nature of the TELPAS Alternate assessment design and the TELPAS holistic ratings for Grade 1, the English Language Proficiency component of the Individualized Reclassification Process for a student with a significant cognitive disability can be completed for the 2019-2020 school year, even if students are not present.*

## LPAC Responsibility Provisions

During school closure within the 2019-2020 school year, the **Language Proficiency Assessment Committee (LPAC)** may use the following provisions:

- ✓ **Alternative meeting methods**, such as
  - Phone or video conferencing
  - Use of electronic signatures that adhere with LEA policy
- ✓ **Optional LPAC parent representation** (although highly encouraged)
- ✓ **Extended timeline** for determining English learner reclassification through the first 30 calendar days of the 2020-2021 school year





# English Learner Reclassification Rubric Usage





## Teacher

Certified bilingual and/or ESL teacher serving the EL and has a clear understanding of the student's ability to participate and succeed in classroom instruction

## Student

Selected English learners, who:

- The teacher and/or the LPAC considers ready for reclassification and potential program exit
- Achieved TELPAS scores in the Advanced and Advanced High levels in the previous school year

# Documentation and Decision-Making



## Documentation

- LPAC includes *English Learner Reclassification Rubric* in the child's permanent record
- Teacher provides anecdotal records, student work samples, etc. to support his/her recommendation, particularly if recommending not to reclassify



## Decision-Making

- Rubric may prevent a student from reclassifying as part of LPAC decision
- Rubric recommendation cannot reclassify a student if all assessment criteria is not met





## New EL Reclassification Rubric - Alternate

### Purpose

Provides a reclassification rubric that more closely aligns with the specific needs of English learners with [significant cognitive disabilities](#)

### Use

Completed by a bilingual or ESL teacher in conjunction with a special education teacher as part of the [Individualized Reclassification Process](#)



## Grade Level: \_\_\_\_\_

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)
<input type="checkbox"/> Student <b>routinely</b> demonstrates listening and reading comprehension skills during IEP-aligned instruction that <b>meet</b> the expectations described in the TELPAS Alternate Proficiency Level Descriptors identified by the LPAC/ARD committee. Student appears to <b>no longer benefit</b> from second language acquisition supports in the areas of listening and reading.	<input type="checkbox"/> Student <b>routinely</b> demonstrates speaking and writing comprehension skills during IEP-aligned instruction that <b>meet</b> the expectations described in the TELPAS Alternate Proficiency Level Descriptors identified by the LPAC/ARD committee. Student appears to <b>no longer benefit</b> from second language acquisition supports in the areas of speaking and writing.
<input type="checkbox"/> Student appears to <b>still benefit</b> from second language acquisition supports in the areas of listening and reading. Student's <b>routine</b> demonstration of listening and reading comprehension skills may <b>meet or fall below</b> the expectations described in the TELPAS Alternate Proficiency Level Descriptors identified by the LPAC/ARD committee.	<input type="checkbox"/> Student appears to <b>still benefit</b> from second language acquisition supports in the areas of speaking and writing. Student's <b>routine</b> demonstration of speaking and writing comprehension skills may <b>meet or fall below</b> the expectations described in the TELPAS Alternate Proficiency Level Descriptors identified by the LPAC/ARD committee.
Comments:	

*Provide an explanation in the comments and attach additional supporting documentation, as needed.*

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# Parent Notification and Approval

- The school district shall:
  - Give written notification to the student's parent or legal guardian that their child has met all criteria to be reclassified as English proficient;
  - Share the LPAC's recommendation for program exit, or for continued participation in program (e.g. for students in a dual language immersion program);
  - Acquire written parental approval, as appropriate, for exit from the bilingual education or ESL program, and as required under the Texas Education Code, §29.056(a).

Approval may be obtained over the phone, virtually or any other means necessary. Document the time, date, and person speaking with the parent.



*19 TAC §89.1240 (b)*

# Parent Notification and Approval

LPAC

- Students meeting the requirements for reclassification may, at parent request, continue in the bilingual education or ESL program, at the district's discretion.
- Reclassified students who continue to participate in program services do not generate bilingual education allotment funds...unless they are participating in 2-Way DL.

For specific PEIMS codes, please refer to “Code Guide for Bilingual and ESL Program Association” at:

[www.txel.org/lpac/trainingresources](http://www.txel.org/lpac/trainingresources)

19 TAC §89.1240 (b)

# Training Agenda

LPAC

- Introduction
- Identification
- Placement
- English Learner Services
- Review and Reclassification
- **Monitoring and Evaluation**

Questions: [www.padlet.com/kchapa/LPACEOY2020](http://www.padlet.com/kchapa/LPACEOY2020)



# Monitoring and Evaluation

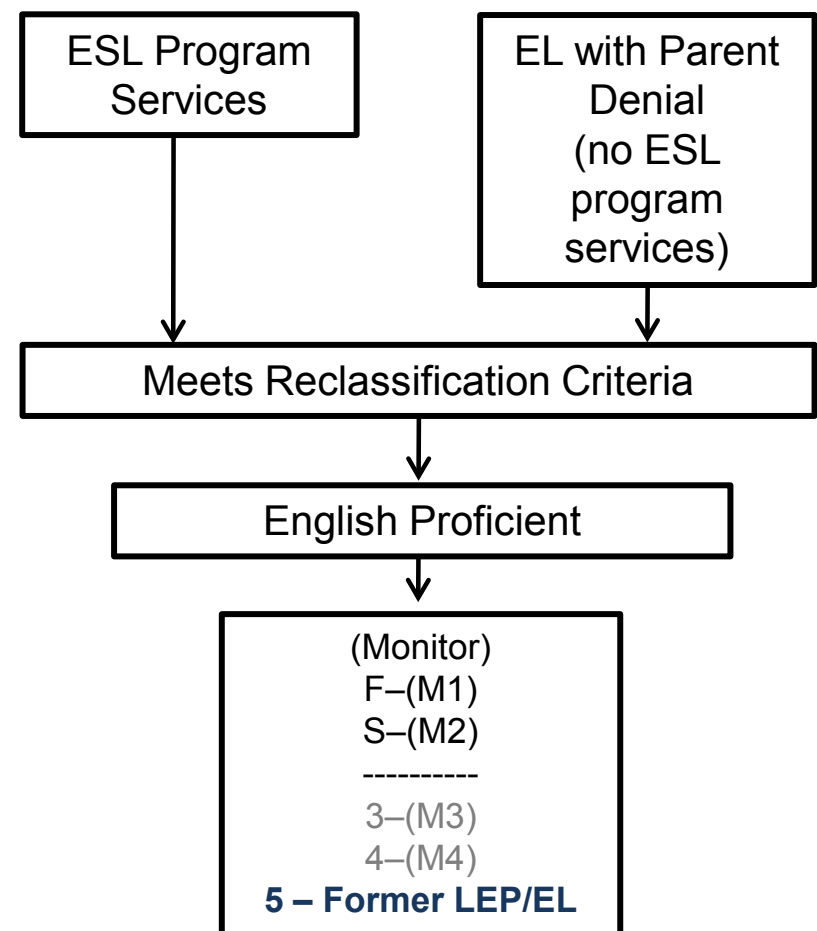
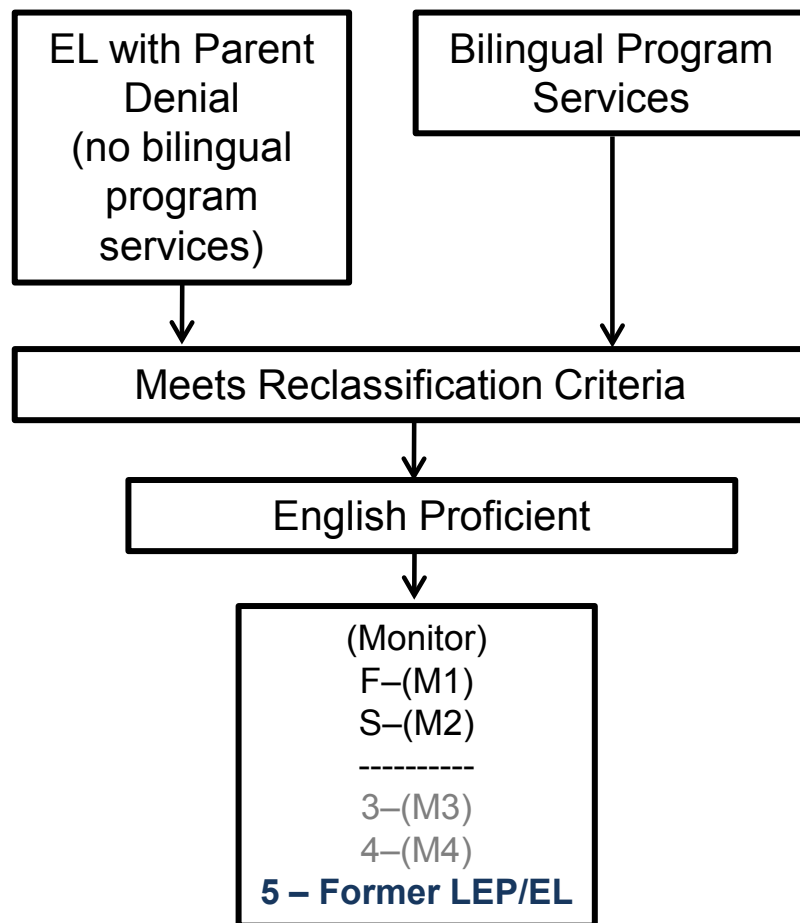
## Section Objective

LPAC

### Content Objective

We will be able to differentiate between state and federal monitoring requirements for reclassified students and outline key elements of the annual program evaluation.

# Monitoring After Reclassification



# Monitoring After Reclassification

LPAC

- The LPAC shall monitor the **academic progress** of each student who has met criteria for reclassification in accordance with TEC, §29.056(g) for **the first two years after reclassification**.
- Monitoring for the first two years after reclassification **includes** students who have a **parental denial**.
- PEIMS codes **F (first year)** and **S (second year)**
- This is a **State** requirement.



19 TAC §89.1220 (k)

# Reclassified Students (F&S Only)

LPAC

*19 TAC §89.1220 (k)*

In accordance with TEC, §29.0561, the language proficiency assessment committee shall review the student's performance and consider:

- (1) the total amount of time the student was enrolled in a bilingual education or special language program;
- (2) the student's grades each grading period in each subject in the foundation curriculum;

# Reclassified Students (F&S Only)

- (3) the student's performance on State assessments;
- (4) the number of credits the student has earned toward high school graduation, if applicable; and
- (5) any disciplinary actions taken against the student under TEC, Chapter 37, Subchapter A (Alternative Settings for Behavior Management).

# Monitor Year (3) and (4) Students

LPAC

- The LPAC's sole responsibility for students in monitoring years 3 and 4 is to **coordinate with PEIMS** to ensure that students are coded appropriately.
- The LPAC **does not monitor academic progress** of students in monitoring years 3 and 4.
- ESEA requires this data collection **for accountability purposes only**.
- This is a **federal requirement**.

Review “2019-2020 EOY LPAC Guidance Checklist” from  
[www.txel.org/whatisnew](http://www.txel.org/whatisnew)



*ESEA Section 3121(a)(5)*

- All school districts required to conduct a bilingual education or English as a second language (ESL) program shall conduct an annual evaluation in accordance with Texas Education Code (TEC), §29.053, collecting a full range of data to determine program effectiveness to ensure student academic success.
- The annual evaluation report shall be presented to the board of trustees **before November 1** of each year and the report shall be retained at the school district level in accordance with TEC, §29.062.

Annual school district reports of educational performance shall reflect

- (1) the academic progress in the language(s) of instruction for English learners;
- (2) the extent to which English learners are becoming proficient in English;
- (3) the number of students who have been exited from the bilingual education and ESL programs; and
- (4) the number of teachers and aides trained and the frequency, scope, and results of the professional development in approaches and strategies that support second language acquisition.

*19 TAC §89.1265 (b)*



In addition, for those school districts that filed in the previous year and/or will be filing a bilingual education exception and/or ESL waiver in the current year, the annual district report of educational performance shall also reflect

- (1) the number of teachers for whom an exception or waiver was/is being filed;
- (2) the number of teachers for whom an exception or waiver was filed in the previous year who successfully obtained certification; and
- (3) the frequency and scope of a comprehensive professional development plan, implemented as required under §89.1207 of this title (relating to Bilingual Education Exceptions and English as a Second Language Waivers), and results of such plan if an exception and/or waiver was filed in the previous school year.



*19 TAC §89.1265 (c)*

# LPAC Framework Website/Resources

LPAC

The LPAC Framework Manual may be accessed through the Education Service Center, Region 20 LPAC portal located at:

[www.esc20.net/lpac](http://www.esc20.net/lpac)



[www.txel.org/lpac](http://www.txel.org/lpac)



**Guidance and Resources for  
English Learner Reclassification  
can be found on the  
[TEA Bilingual and ESL Programs webpage.](#)**

**For Questions, contact TEA English Learner Support Division  
at  
[EnglishLearnerSupport@tea.texas.gov](mailto:EnglishLearnerSupport@tea.texas.gov).**

**[kchapa@esc1.net](mailto:kchapa@esc1.net)**

**Questions:**

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**Remote Check-In:**

**LPAC2020**