2021-2022 LPAC Decisions Educator Guide

Region One Education Service Center
October 29, 2021

2021-2022 LPAC Decision-Making Training

- LPAC Decisions Educator 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

LPAC Decisions Educator Guide Overview

LPAC Decisions Educator Guide*

- The regulatory procedural guide is based on:
  - Texas Education Code (TEC), Chapter 39 and Texas Administrative Code (TAC) Chapter 101, Subchapter AA, Division 1 for STAAR
  - TAC, Section 101.1003 for TELPAS and TELPAS Alternate
  - 19 TAC Chapter 89 Subchapter BB for Educating ELs
  - LPACs should be familiar with both the TEC and TAC
- 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

*Note that when this resource and training resources refer to English learners (ELs), it applies to students identified as emergent bilingual (EB), per the terminology changes made in 87th Texas Legislature.

LPAC Responsibilities

- LPACs must review each section of the LPAC Decisions Educator Guide.
- Educator guide includes the following:
  - Overview
  - Test Participation Decisions
  - Designated Supports Decisions
  - Other Assessment Decisions
  - Documenting and Communicating Decisions

Participation Decisions for the STAAR Program

STAAR, STAAR Spanish, STAAR Alternate 2

The STAAR program encompasses

- STAAR
- STAAR Spanish
- STAAR Alternate 2
- Grades 3–8
  - Mathematics, reading, science, and social studies
- STAAR end-of-course (EOC)
  - Algebra I, English I, English II, Biology, 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 eligibilityfound on the Accommodation Resources webpage • 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 found on the Accommodation Resources webpage • 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 found on the STAAR Alternate 2 Resources webpage

STAAR and STAAR Spanish

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 Two-Way Dual Language Immersion

19 TAC Chapter 89.1228(e)

A school district implementing a two-way dual language immersion program model shall determine the appropriate assessment option for program participants as follows.

(1) For English learners, the LPAC determines the appropriate state criterion-referenced assessment option in accordance with 89.1220

(2) For English proficient students, the appropriate assessment option for the administration of the state criterion-referenced test each year is determined through a school district-developed process.

Non-ELs Taking STAAR Spanish

- Non-ELs in a two-way dual language immersion program may take STAAR Spanish.
- Districts determine the process
  - LPACs may make this determination as part of a district-determined process
  - LPACs 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 testing accommodation that is not possible to provide in an online setting
    - Consider accessibility features, locally-approved designated supports, and designated supports requiring TEA approval
    - Refer to Accommodation Resources webpage
  - Technology access is precluded—
    - Districts must make every effort to administer STAAR online with Embedded Supports (English and Spanish).
    - In rare situations where computers or technology are absolutely not available

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.

Participation Decisions for the TELPAS Program

TELPAS Participation Requirements

- TELPAS and TELPAS Alternate
  - Fulfill federal requirements for annually assessing English language proficiency of all ELs in K-12, including ELs whose parents have declined bilingual or ESL program services
  - 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.
  - Guidance Related to ARD Committee and LPAC Collaboration
- LPACs are responsible for making and documenting participation decisions.

ELs in Grades K–2

- For ELs in Kindergarten through grade 2 who do not have ARD or Section 504 committee, 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

- Students 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
  - Like all LPAC considerations, decisions must be made individually and not consider that the student's score would be low
  - 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

TELPAS: Holistically Rated Assessments and ELs Receiving Special Education Services (cont.)

- 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 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 testing accommodation that is not possible to provide in an online setting
    - Consider accessibility features, locally-approved designated supports, and designated supports requiring TEA approval
    - Refer to Accommodation Resources webpage
  - Technology access is precluded—
    - Districts must make every effort to administer TELPAS online assessments.
    - In rare situations where computers or technology are absolutely not available
  - Unable to participate in one domain
    - Student ARD exempt in a domain
- Special Administration of an Online Assessment form found in DCCR

NOTE: Special administration is dependent upon TEA approval.

TELPAS Alternate Holistic Inventory

- Alternate English language proficiency assessment for ELs in grades 2–12 with the most significant cognitive disabilities
  - Aligned to ELPS
  - Alternate PLDs created to address specific needs of these students

- ARD committee, in conjunction with the 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, and 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 an alternate assessment

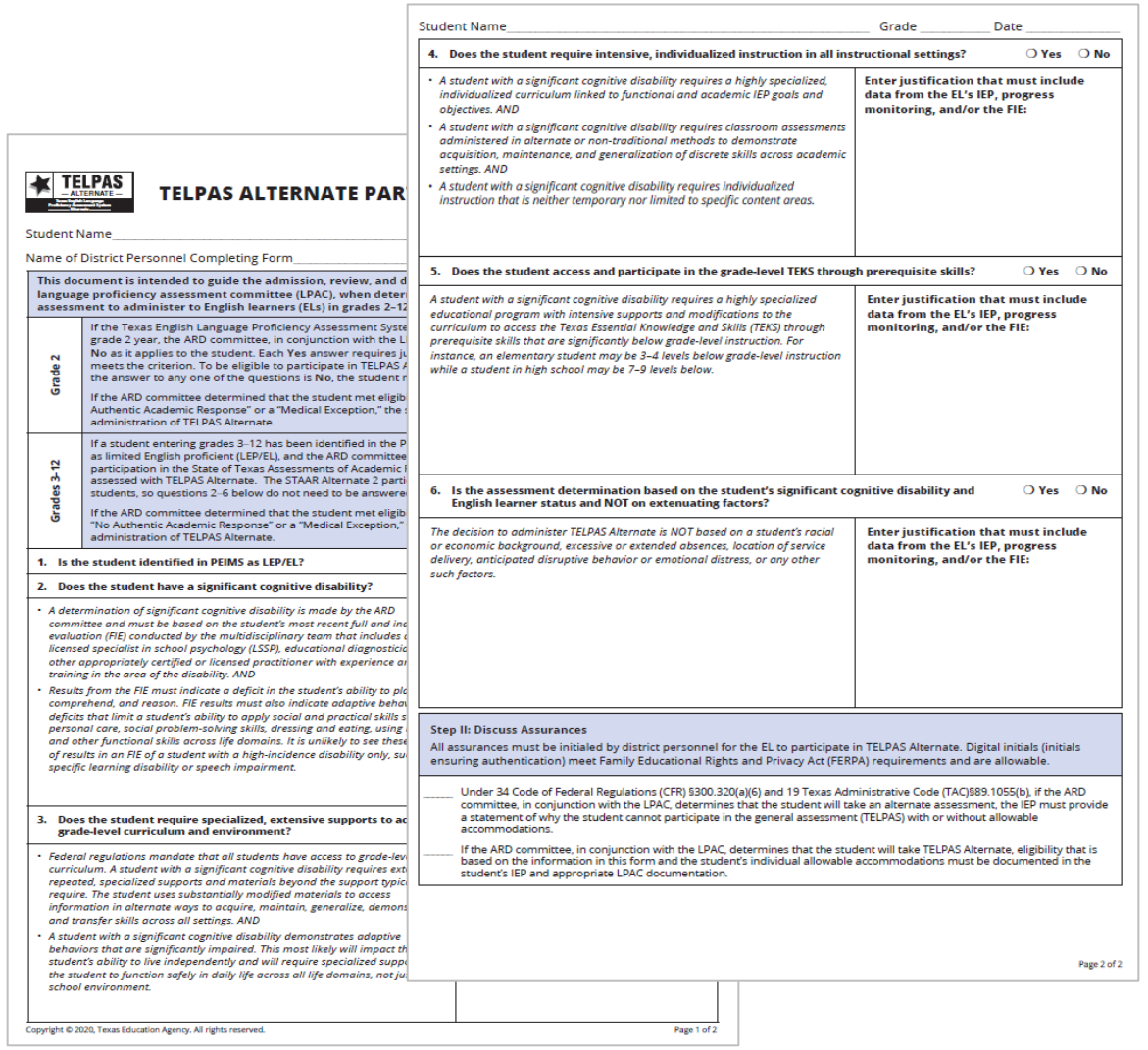
TELPAS Alternate Participation: Grades 2–12

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

TELPAS Alternate Participation Requirements

- For grades 2–12 and available on TEA's TELPAS Alternate Resources webpage
- Guides ARD committee, in conjunction with the LPAC, in determining appropriate English language proficiency assessment for ELs
- Documentation of eligibility different for students in grade 2 compared to students in grades 3-12
- For students in grades 3-12, ARD committee in conjunction with the LPAC will
  - answer question 1: "Is the student identified in PEIMS as LEP/EL?", and
  - initial assurances in Step II.



TELPAS ALTERNATE

TELPAS ALTERNATE PAR

Student Name

Name of District Personnel Completing Form

This document is intended to guide the admission, review, and d
language proficiency assessment committee (LPAC), when deter
assessment to administer to English learners (ELs) in grades 2–12

Grade 2

If the Texas English Language Proficiency Assessment Syste
grade 2 year, the ARD committee, in conjunction with the L
No as it applies to the student. Each Yes answer requires ju
meets the criterion. To be eligible to participate in TELPAS A
the answer to any one of the questions is No, the student r

If the ARD committee determined that the student met eligib
Authentic Academic Response" or a "Medical Exception," the
administration of TELPAS Alternate.

Grades 3–12

If a student entering grades 3–12 has been identified in the P
as limited English proficient (LEP/EL), and the ARD committee
participation in the State of Texas Assessments of Academic
assessed with TELPAS Alternate. The STAAR Alternate 2 parti
students, so questions 2–6 below do not need to be answere

If the ARD committee determined that the student met eligib
"No Authentic Academic Response" or a "Medical Exception,"
administration of TELPAS Alternate.

1. Is the student identified in PEIMS as LEP/EL?

2. Does the student have a significant cognitive disability?

- A determination of significant cognitive disability is made by the ARD committee and must be based on the student's most recent full and inc
evaluation (FIE) conducted by the multidisciplinary team that includes
licensed specialist in school psychology (LSSP), educational diagnostici
other appropriately certified or licensed practitioner with experience a
training in the area of the disability. AND
- Results from the FIE must indicate a deficit in the student's ability to pl
comprehend, and reason. FIE results must also indicate adaptive behav
deficits that limit a student's ability to apply social and practical skills
personal care, social problem-solving skills, dressing and eating, using
and other functional skills across life domains. It is unlikely to see these
of results in an FIE of a student with a high-incidence disability only, su
specific learning disability or speech impairment.

3. Does the student require specialized, extensive supports to ac
grade-level curriculum and environment?

- Federal regulations mandate that all students have access to grade-lev
curriculum. A student with a significant cognitive disability requires ext
repeated, specialized supports and materials beyond the support typic
require. The student uses substantially modified materials to access
information in alternate ways to acquire, maintain, generalize, demons
and transfer skills across all settings. AND
- A student with a significant cognitive disability demonstrates adaptive
behaviors that are significantly impaired. This most likely will impact th
student's ability to live independently and will require specialized supp
the student to function safely in daily life across all life domains, not ju
school environment.

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Page 1 of 2

Student Name _____ Grade _____ Date _____

4. Does the student require intensive, individualized instruction in all instructional settings? ❍ Yes ❍ No

- A student with a significant cognitive disability requires a highly specialized, individualized curriculum linked to functional and academic IEP goals and objectives. AND
- A student with a significant cognitive disability requires classroom assessments administered in alternate or non-traditional methods to demonstrate acquisition, maintenance, and generalization of discrete skills across academic settings. AND
- A student with a significant cognitive disability requires individualized instruction that is neither temporary nor limited to specific content areas.

Enter justification that must include data from the EL's IEP, progress monitoring, and/or the FIE:

5. Does the student access and participate in the grade-level TEKS through prerequisite skills? ❍ Yes ❍ No

A student with a significant cognitive disability requires a highly specialized educational program with intensive supports and modifications to the curriculum to access the Texas Essential Knowledge and Skills (TEKS) through prerequisite skills that are significantly below grade-level instruction. For instance, an elementary student may be 3–4 levels below grade-level instruction while a student in high school may be 7–9 levels below.

Enter justification that must include data from the EL's IEP, progress monitoring, and/or the FIE:

6. Is the assessment determination based on the student's significant cognitive disability and English learner status and NOT on extenuating factors? ❍ Yes ❍ No

The decision to administer TELPAS Alternate is NOT based on a student's racial or economic background, excessive or extended absences, location of service delivery, anticipated disruptive behavior or emotional distress, or any other such factors.

Enter justification that must include data from the EL's IEP, progress monitoring, and/or the FIE:

Step II: Discuss Assurances

All assurances must be initialed by district personnel for the EL to participate in TELPAS Alternate. Digital initials (initials ensuring authentication) meet Family Educational Rights and Privacy Act (FERPA) requirements and are allowable.

_____ Under 34 Code of Federal Regulations (CFR) §300.320(a)(6) and 19 Texas Administrative Code (TAC)§89.1055(b), if the ARD committee, in conjunction with the LPAC, determines that the student will take an alternate assessment, the IEP must provide a statement of why the student cannot participate in the general assessment (TELPAS) with or without allowable accommodations.

_____ If the ARD committee, in conjunction with the LPAC, determines that the student will take TELPAS Alternate, eligibility that is based on the information in this form and the student's individual allowable accommodations must be documented in the student's IEP and appropriate LPAC documentation.

Page 2 of 2

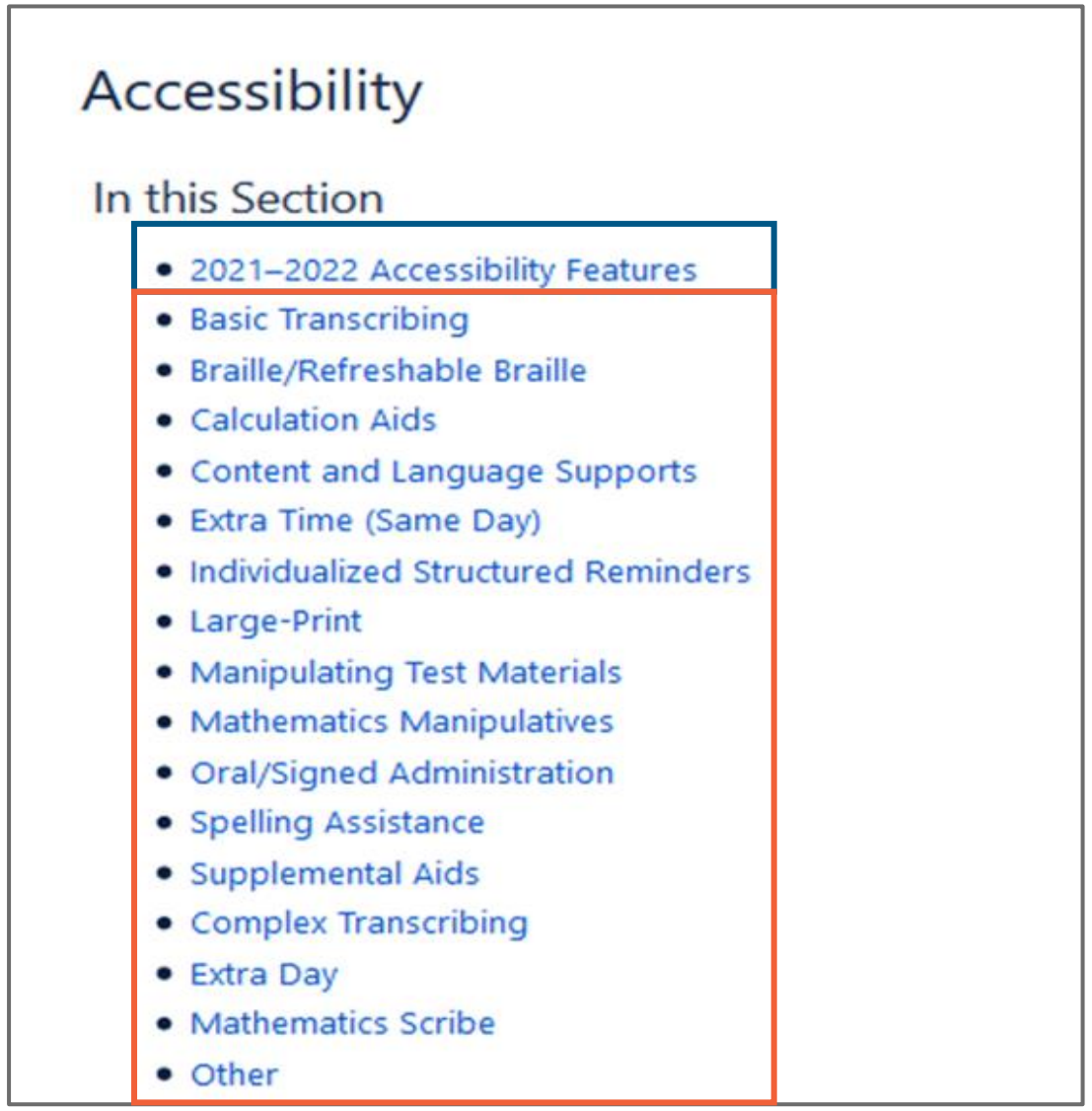
Understanding Accessibility

Accessibility Policy Documents

- Accessibility policies found on the 2021-2022 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 determine student eligibility and submit Accommodation Request Form (ARF) to TEA

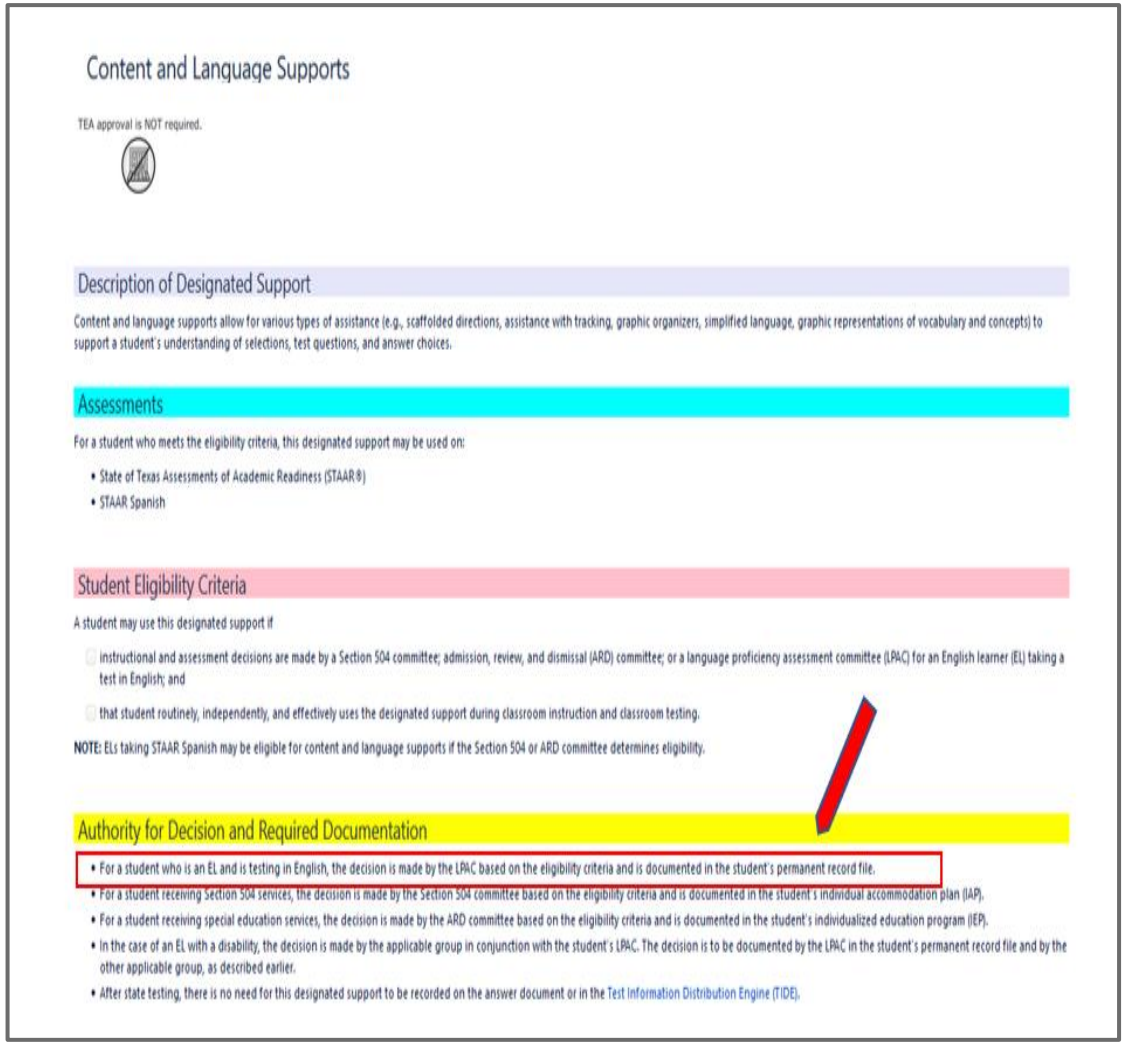
Accessibility Features and Designated Supports

- The DCCR and the Accommodation Resources webpage will include the accessibility features as well as the policy documents for each of the locally-approved and TEA-approved designated supports.
- Policy documents contain information needed to make decisions for all students taking STAAR, STAAR Spanish and TELPAS.



LPAC Decision-Making Authority

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



Content and Language Supports

TEA approval is NOT required.

Description of Designated Support

Content and language supports allow for various types of assistance (e.g., scaffolded directions, assistance with tracking, graphic organizers, simplified language, graphic representations of vocabulary and concepts) to support a student's understanding of selections, test questions, and answer choices.

Assessments

For a student who meets the eligibility criteria, this designated support may be used on:

- State of Texas Assessments of Academic Readiness (STAAR®)
- STAAR Spanish

Student Eligibility Criteria

A student may use this designated support if

- instructional and assessment decisions are made by a Section 504 committee; admission, review, and dismissal (ARD) committee; or a language proficiency assessment committee (LPAC) for an English learner (EL) taking a test in English; and
- that student routinely, independently, and effectively uses the designated support during classroom instruction and classroom testing.

NOTE: ELs taking STAAR Spanish may be eligible for content and language supports if the Section 504 or ARD committee determines eligibility.

Authority for Decision and Required Documentation

- For a student who is an EL and is testing in English, the decision is made by the LPAC based on the eligibility criteria and is documented in the student's permanent record file.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's individual accommodation plan (IAP).
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's individualized education program (IEP).
- In the case of an EL with a disability, the decision is made by the applicable group in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described earlier.
- After state testing, there is no need for this designated support to be recorded on the answer document or in the Test Information Distribution Engine (TIDE).

Designated Supports Decisions for the STAAR Program

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 TEA policies
  - Educator Guide to STAAR Accessibility within the STAAR Program,
  - Accessibility Policy Documents on TEA's 2021-2022 Accommodation Resources webpage or DCCR, and
  - LPAC Decisions Educator Guide
- 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.

ELs and STAAR in English

For ELs taking STAAR in English

- LPAC has sole authority to make designated supports decisions for
  - Content and Language Supports,
  - Extra Time, and
  - Oral/Signed Administration.

NOTE: LPAC decisions must be based on a student's particular needs for second language acquisition support.

ELs and STAAR Spanish

- For ELs taking STAAR **Spanish**, the LPAC **does not** have sole authority to make designated supports decisions for Content and Language Supports, Extra Time, and Oral/Signed Administration.
  - These designated supports decisions must be made by the student's ARD committee, Section 504 committee, response to intervention [RtI] team, or the appropriate team of people at the campus level, in conjunction with the LPAC.

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 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 assessment, may not be reclassified at the end of the school year.

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

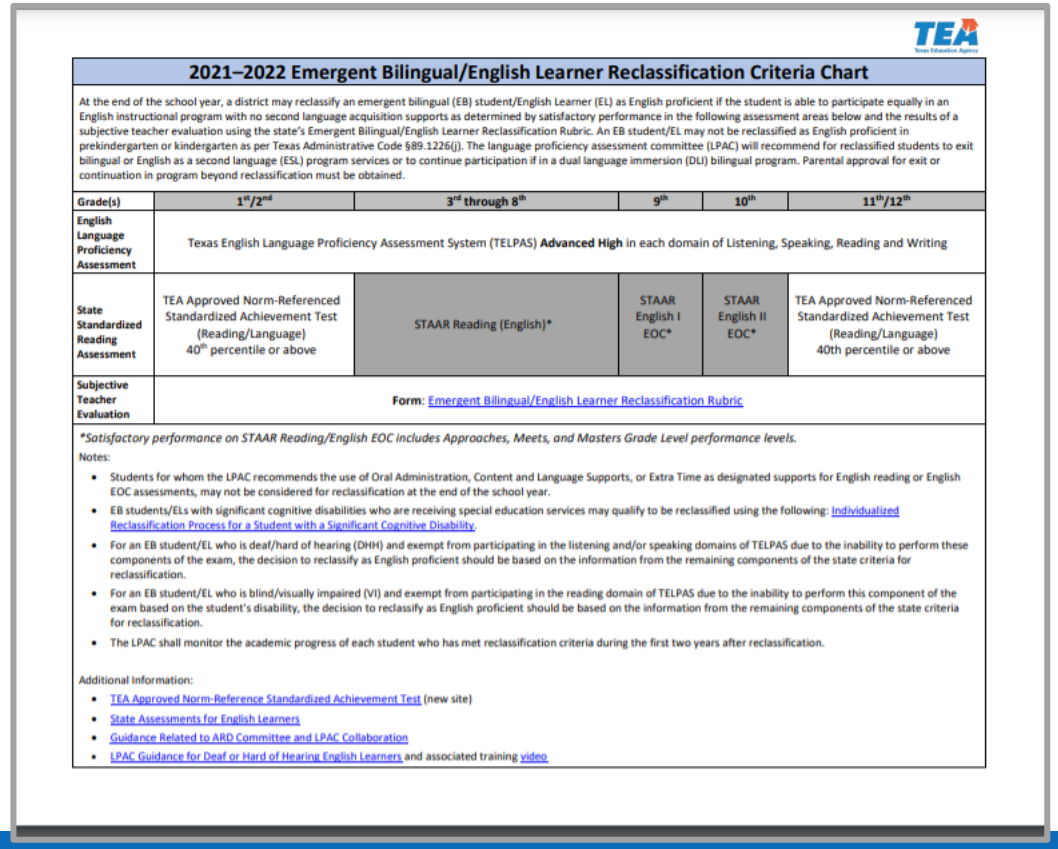
STAAR Dictionary Policy and Impact on EL Reclassification

The use of dictionaries on STAAR reading or English EOC 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



2021–2022 Emergent Bilingual/English Learner Reclassification Criteria Chart

At the end of the school year, a district may reclassify an emergent bilingual (EB) student/English Learner (EL) as English proficient if the student is able to participate equally in an English instructional program with no second language acquisition supports as determined by satisfactory performance in the following assessment areas below and the results of a subjective teacher evaluation using the state's Emergent Bilingual/English Learner Reclassification Rubric. An EB student/EL may not be reclassified as English proficient in prekindergarten or kindergarten as per Texas Administrative Code §89.1226(j). The language proficiency assessment committee (LPAC) will recommend for reclassified students to exit bilingual or English as a second language (ESL) program services or to continue participation if in a dual language immersion (DLI) bilingual program. Parental approval for exit or continuation in program beyond reclassification must be obtained.

Grade(s)	1st/2nd	3rd through 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	STAAR Reading (English)*	STAAR English I EOC*	STAAR English II EOC*	TEA Approved Norm-Referenced Standardized Achievement Test (Reading/Language) 40th percentile or above
Subjective Teacher Evaluation	**Form**: Emergent Bilingual/English Learner Reclassification Rubric				

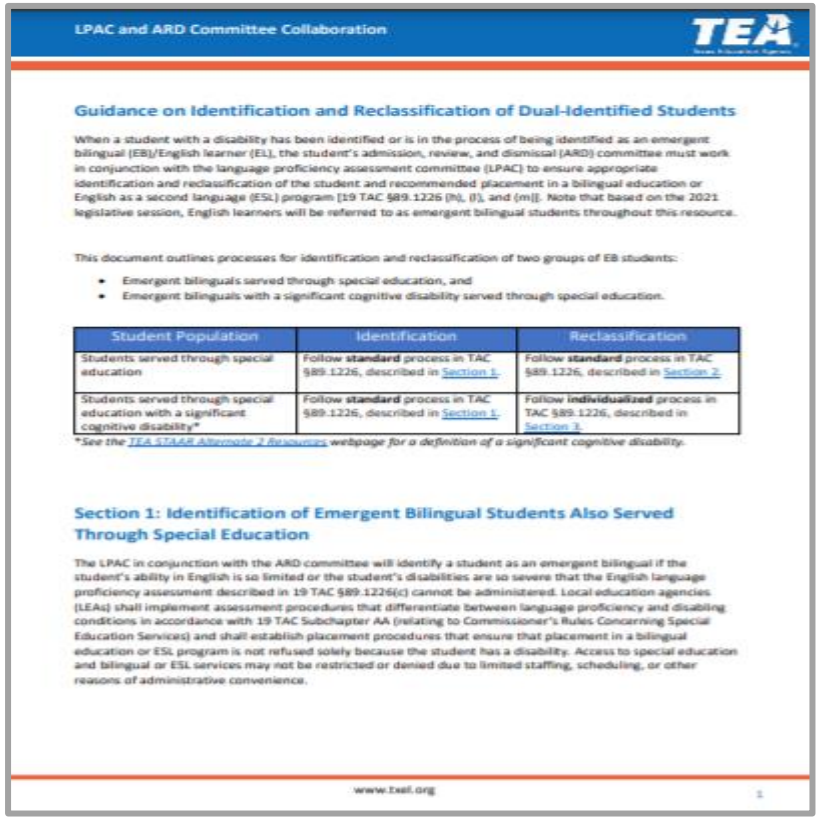
**Satisfactory performance on STAAR Reading/English EOC includes Approaches, Meets, and Masters Grade Level performance levels.*

Notes:

- 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.
- EB students/ELs 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.
- For an EB student/EL who is deaf/hard of hearing (DHH) and exempt from participating in the listening and/or speaking domains of TELPAS due to the inability to perform these components of the exam, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
- For an EB student/EL who is blind/visually impaired (VI) and exempt from participating in the reading domain of TELPAS due to the inability to perform this component of the exam based on the student's disability, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
- The LPAC shall monitor the academic progress of each student who has met reclassification criteria during the first two years after reclassification.

Additional Information:

- TEA Approved Norm-Reference Standardized Achievement Test (new site)
- State Assessments for English Learners
- Guidance Related to ARD Committee and LPAC Collaboration
- LPAC Guidance for Deaf or Hard of Hearing English Learners and associated training video



LPAC and ARD Committee Collaboration

Guidance on Identification and Reclassification of Dual-Identified Students

When a student with a disability has been identified or is in the process of being identified as an emergent bilingual (EB)/English learner (EL), the student's admission, review, and dismissal (ARD) committee must work in conjunction with the language proficiency assessment committee (LPAC) to ensure appropriate identification and reclassification of the student and recommended placement in a bilingual education or English as a second language (ESL) program [19 TAC §89.1226 (h), (i), and (m)]. Note that based on the 2021 legislative session, English learners will be referred to as emergent bilingual students throughout this resource.

This document outlines processes for identification and reclassification of two groups of EB students:

- Emergent bilinguals served through special education, and
- Emergent bilinguals with a significant cognitive disability served through special education.

Student Population	Identification	Reclassification
Students served through special education	Follow **standard** process in TAC §89.1226, described in Section 1.	Follow **standard** process in TAC §89.1226, described in Section 2.
Students served through special education with a significant cognitive disability*	Follow **standard** process in TAC §89.1226, described in Section 1.	Follow **individualized** process in TAC §89.1226, described in Section 3.

**See the TEA STAAR Alternate 2 Resources webpage for a definition of a significant cognitive disability.*

Section 1: Identification of Emergent Bilingual Students Also Served Through Special Education

The LPAC in conjunction with the ARD committee will identify a student as an emergent bilingual if the student's ability in English is so limited or the student's disabilities are so severe that the English language proficiency assessment described in 19 TAC §89.1226(c) cannot be administered. Local education agencies (LEAs) shall implement assessment procedures that differentiate between language proficiency and disabling conditions in accordance with 19 TAC Subchapter AA (relating to Commissioner's Rules Concerning Special Education Services) and shall establish placement procedures that ensure that placement in a bilingual education or ESL program is not refused solely because the student has a disability. Access to special education and bilingual or ESL services may not be restricted or denied due to limited staffing, scheduling, or other reasons of administrative convenience.

www.txel.org

Designated Supports Decisions for the TELPAS Program

Designated Supports Decisions for 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).

Braille Version of TELPAS Reading

NEW

- Available starting in spring 2022
- ARD committee, in conjunction with LPAC, decision
- Same grade bands as TELPAS online reading (2, 3, 4–5, 6–7, 8–9, 10–12)
- An EL may use this designated support if he or she routinely uses braille materials during classroom instruction and classroom testing.
- Brailled test materials only

Other Assessment Decisions

STAAR Exemptions: Grades 3–8

Exemption

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 certain qualifying EL asylees and refugees from being administered a STAAR assessment in **grades 3–8**.

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
  - need scaffolding that 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 Decisions Educator Guide*.

Qualifying As An Unschooled Asylee or Refugee

- To qualify as an unschooled asylee or refugee
  - student must be identified as an emergent bilingual student (EB/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
    - 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
    - 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 or 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.;
- 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

*ELs with parent denials are still required to be assessed annually with TELPAS or TELPAS Alternate.

Documenting and Communicating Decisions

Documenting Decisions

- For each EL, the LPAC must maintain documentation of
  - STAAR, STAAR Spanish, or STAAR Alternate 2 participation and designated supports decisions
  - TELPAS or TELPAS Alternate participation decisions
- LPAC documentation must be 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 applicable committee
  - ARD committee documents decisions in student's IEP
  - Section 504 committee documents decisions in student's individual accommodation plan (IAP)
  - Other student assistance teams document decisions in student's permanent record file

NOTE: For electronic documents and files, districts must ensure the Family Educational Rights and Privacy Act (FERPA) requirements are met.

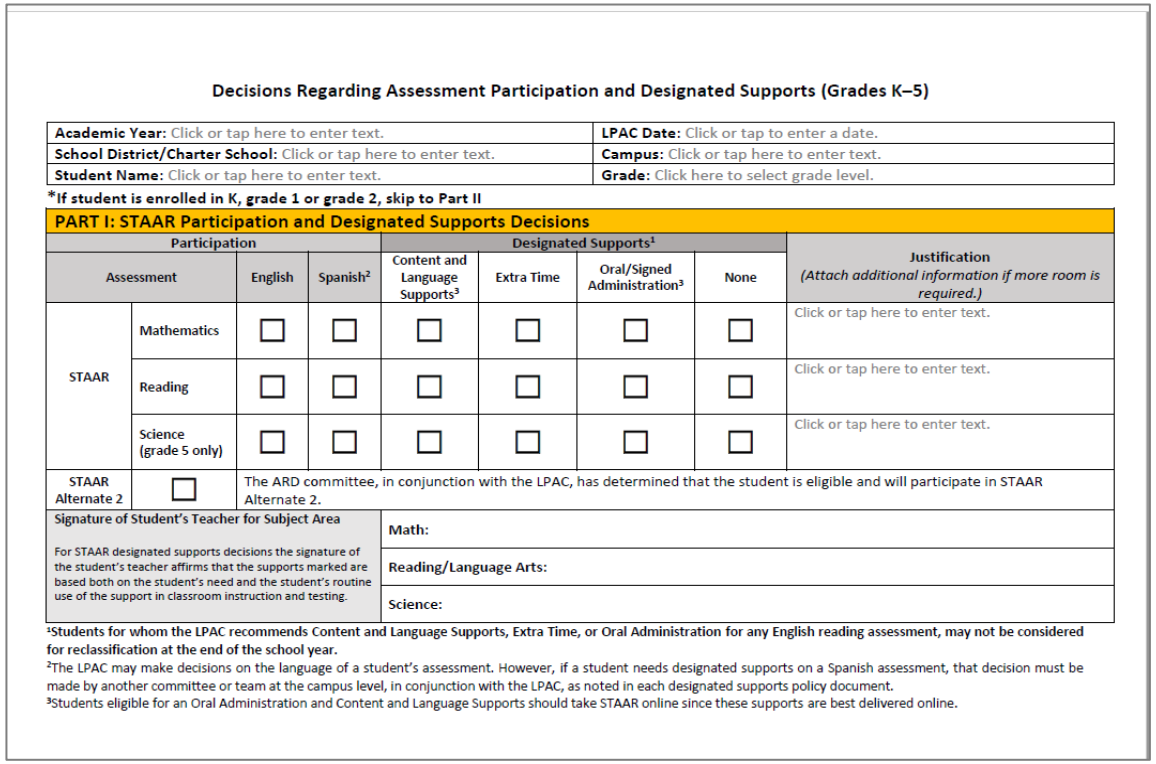
Documentation Forms

- Sample forms provided
  - assist LPACs in meeting documentation requirements,
  - are available on the Language Proficiency Assessment Committee Resources webpage, and
  - include 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 Spanish, STAAR Alternate 2, TELPAS and TELPAS Alternate assessment coordinators with assessment decisions as well as STAAR designated supports information for ELs in time for appropriate testing arrangements to be made.

Documentation Forms: STAAR

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



Decisions Regarding Assessment Participation and Designated Supports (Grades K–5)

Academic Year: Click or tap here to enter text.	**LPAC Date:** Click or tap to enter a date.
School District/Charter School: Click or tap here to enter text.	**Campus:** Click or tap here to enter text.
Student Name: Click or tap here to enter text.	**Grade:** Click here to select grade level.

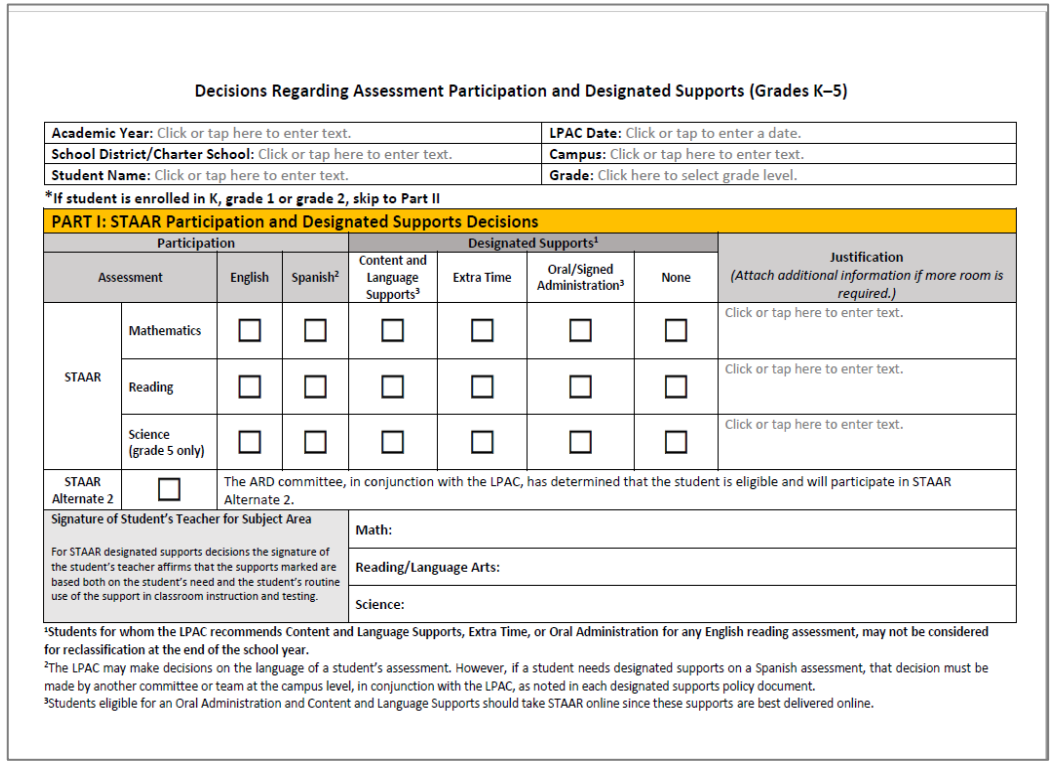
*If student is enrolled in K, grade 1 or grade 2, skip to Part II

PART I: STAAR Participation and Designated Supports Decisions

Participation				Designated Supports[1]				Justification *(Attach additional information if more room is required.)*
Assessment		English	Spanish[2]	Content and Language Supports[3]	Extra Time	Oral/Signed Administration[3]	None	
STAAR	Mathematics	☐	☐	☐	☐	☐	☐	Click or tap here to enter text.
	Reading	☐	☐	☐	☐	☐	☐	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/Language Arts:
	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]The LPAC may make decisions on the language of a student's assessment. However, if a student needs designated supports on a Spanish assessment, that decision must be made by another committee or team at the campus level, in conjunction with the LPAC, as noted in each designated supports policy document.
[3]Students eligible for an Oral Administration and Content and Language Supports should take STAAR online since these supports are best delivered online.



Decisions Regarding Assessment Participation and Designated Supports (Grades K–5)

Academic Year: Click or tap here to enter text.	**LPAC Date:** Click or tap to enter a date.
School District/Charter School: Click or tap here to enter text.	**Campus:** Click or tap here to enter text.
Student Name: Click or tap here to enter text.	**Grade:** Click here to select grade level.

*If student is enrolled in K, grade 1 or grade 2, skip to Part II

PART I: STAAR Participation and Designated Supports Decisions

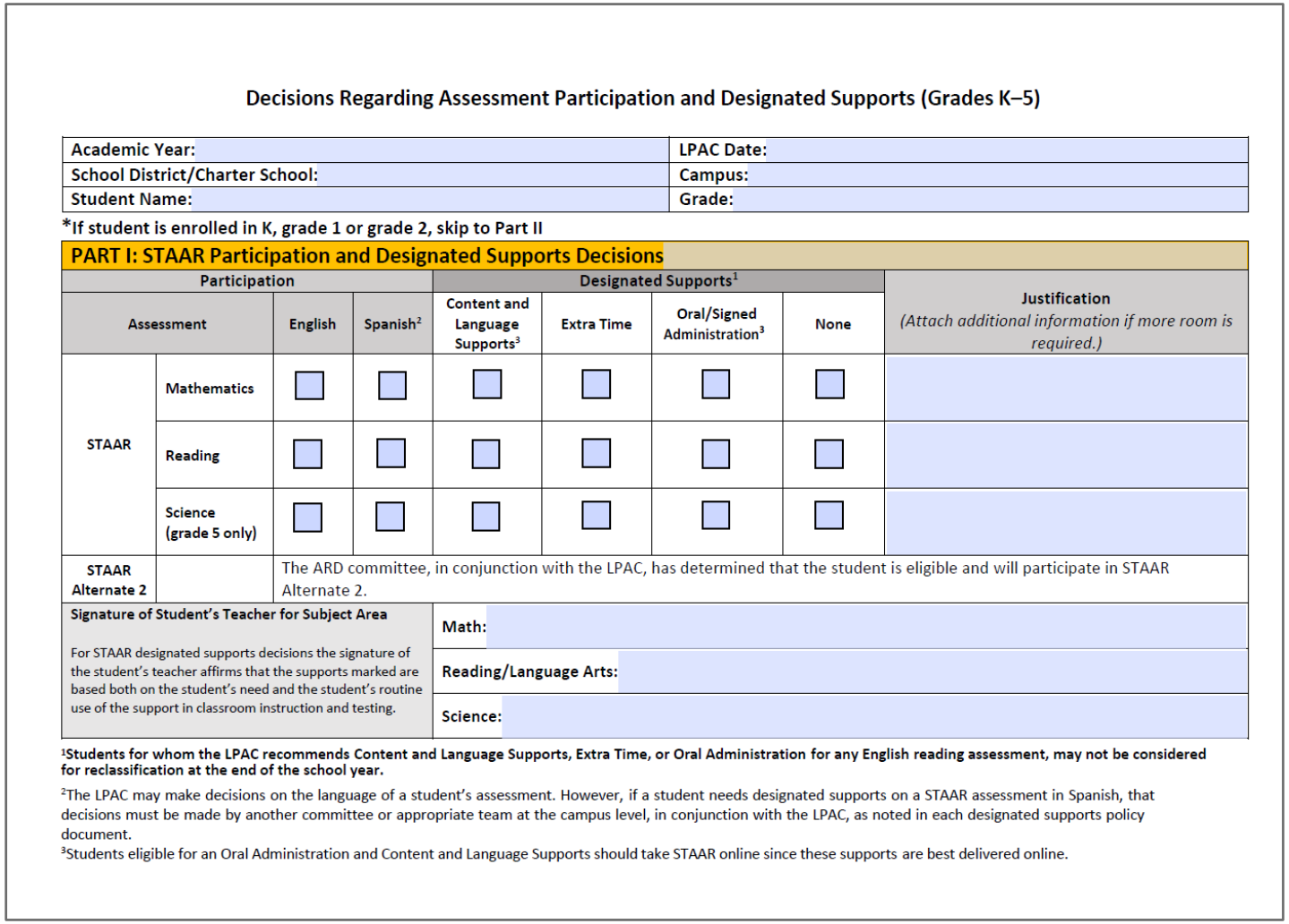
Participation				Designated Supports[1]				Justification *(Attach additional information if more room is required.)*
Assessment		English	Spanish[2]	Content and Language Supports[3]	Extra Time	Oral/Signed Administration[3]	None	
STAAR	Mathematics	☐	☐	☐	☐	☐	☐	Click or tap here to enter text.
	Reading	☐	☐	☐	☐	☐	☐	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/Language Arts:
	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]The LPAC may make decisions on the language of a student's assessment. However, if a student needs designated supports on a Spanish assessment, that decision must be made by another committee or team at the campus level, in conjunction with the LPAC, as noted in each designated supports policy document.
[3]Students eligible for an Oral Administration and Content and Language Supports should take STAAR online since these supports are best delivered online.

LPAC Form: Language of Assessment and STAAR Designated Supports

- The LPAC may make decisions on the language of a student's assessment.
- If a student needs designated supports on a STAAR assessment in Spanish, that decision must be made by another committee or appropriate team at the campus level, in conjunction with the LPAC, as noted in each designated supports policy.



Decisions Regarding Assessment Participation and Designated Supports (Grades K–5)

Academic Year:	**LPAC Date:**
School District/Charter School:	**Campus:**
Student Name:	**Grade:**

***If student is enrolled in K, grade 1 or grade 2, skip to Part II**

PART I: STAAR Participation and Designated Supports Decisions

Assessment		Participation: English	Participation: Spanish[2]	Designated Supports[1]: Content and Language Supports[3]	Designated Supports[1]: Extra Time	Designated Supports[1]: Oral/Signed Administration[3]	Designated Supports[1]: None	Justification *(Attach additional information if more room is required.)*
STAAR	Mathematics	☐	☐	☐	☐	☐	☐	
	Reading	☐	☐	☐	☐	☐	☐	
	Science (grade 5 only)	☐	☐	☐	☐	☐	☐	
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/Language Arts:
	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]The LPAC may make decisions on the language of a student's assessment. However, if a student needs designated supports on a STAAR assessment in Spanish, that decisions must be made by another committee or appropriate team at the campus level, in conjunction with the LPAC, as noted in each designated supports policy document.

[3]Students eligible for an Oral Administration and Content and Language Supports should take STAAR online since these supports are best delivered online.

Documentation Forms: TELPAS

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 Texas English Language Proficiency System (TELPAS) in all four language domains.
	☐	The ARD committee, 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 individualized education program (IEP).
	☐	The ARD committee, Section 504 committee, or appropriate team of people at the campus level, in conjunction with the LPAC, has determined that the student will receive designated supports, and noted accordingly.
	☐	The ARD committee, Section 504 committee, or appropriate team of people at the campus level, in conjunction with the LPAC, has determined that the student will have a special administration of an online TELPAS assessment pending TEA approval.
TELPAS Alternate	☐	The ARD committee, 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 the student's IEP.

*** For English Learners (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.**

Documentation Forms: Part III and Part IV

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

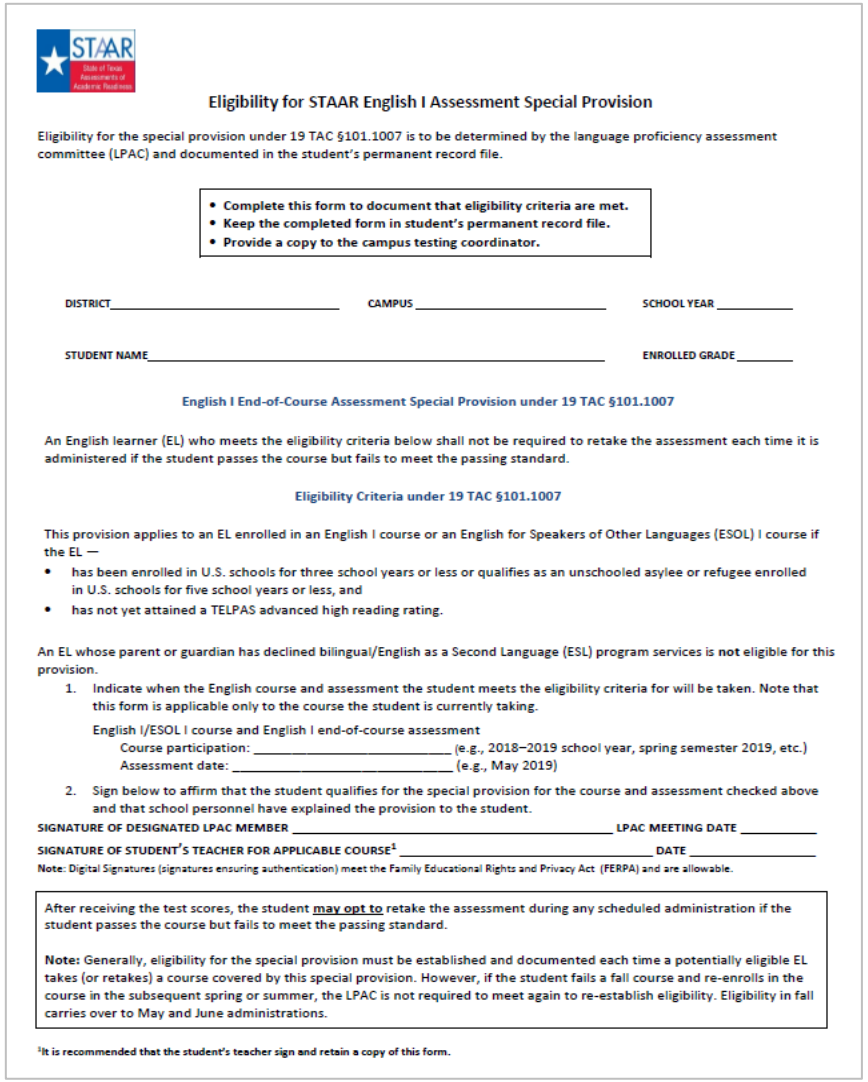
- Affirms decisions made in accordance with state policies and procedures
- Digital signatures meet FERPA requirements

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):	

In addition to keeping this form in the student's permanent record file, the LPAC may provide a copy of Parts I and II of the form to the testing coordinator to ensure that the student is administered the correct test and provided the correct designated supports.

STAAR English I Special Provision Form

- Only applies when student meets eligibility criteria **and** passes the course.
- Documentation must be completed and discussed with the student as close to the time of the assessment as possible.
- 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.



Eligibility for STAAR English I Assessment Special Provision

Eligibility for the special provision under 19 TAC §101.1007 is to be determined by the language proficiency assessment committee (LPAC) and documented in the student's permanent record file.

- **Complete this form to document that eligibility criteria are met.**
- **Keep the completed form in student's permanent record file.**
- **Provide a copy to the campus testing coordinator.**

DISTRICT_____ CAMPUS_____ SCHOOL YEAR_____

STUDENT NAME_____ ENROLLED GRADE_____

English I End-of-Course Assessment Special Provision under 19 TAC §101.1007

An English learner (EL) who meets the eligibility criteria below shall not be required to retake the assessment each time it is administered if the student passes the course but fails to meet the passing standard.

Eligibility Criteria under 19 TAC §101.1007

This provision applies to an EL enrolled in an English I course or an English for Speakers of Other Languages (ESOL) I course if the EL —

- has been enrolled in U.S. schools for three school years or less or qualifies as an unschooled asylee or refugee enrolled in U.S. schools for five school years or less, and
- has not yet attained a TELPAS advanced high reading rating.

An EL whose parent or guardian has declined bilingual/English as a Second Language (ESL) program services is **not** eligible for this provision.

1. Indicate when the English course and assessment the student meets the eligibility criteria for will be taken. Note that this form is applicable only to the course the student is currently taking.

   English I/ESOL I course and English I end-of-course assessment
   Course participation: _____ (e.g., 2018–2019 school year, spring semester 2019, etc.)
   Assessment date: _____ (e.g., May 2019)

2. Sign below to affirm that the student qualifies for the special provision for the course and assessment checked above and that school personnel have explained the provision to the student.

SIGNATURE OF DESIGNATED LPAC MEMBER _____ LPAC MEETING DATE _____

SIGNATURE OF STUDENT'S TEACHER FOR APPLICABLE COURSE[1] _____ DATE _____

Note: Digital Signatures (signatures ensuring authentication) meet the Family Educational Rights and Privacy Act (FERPA) and are allowable.

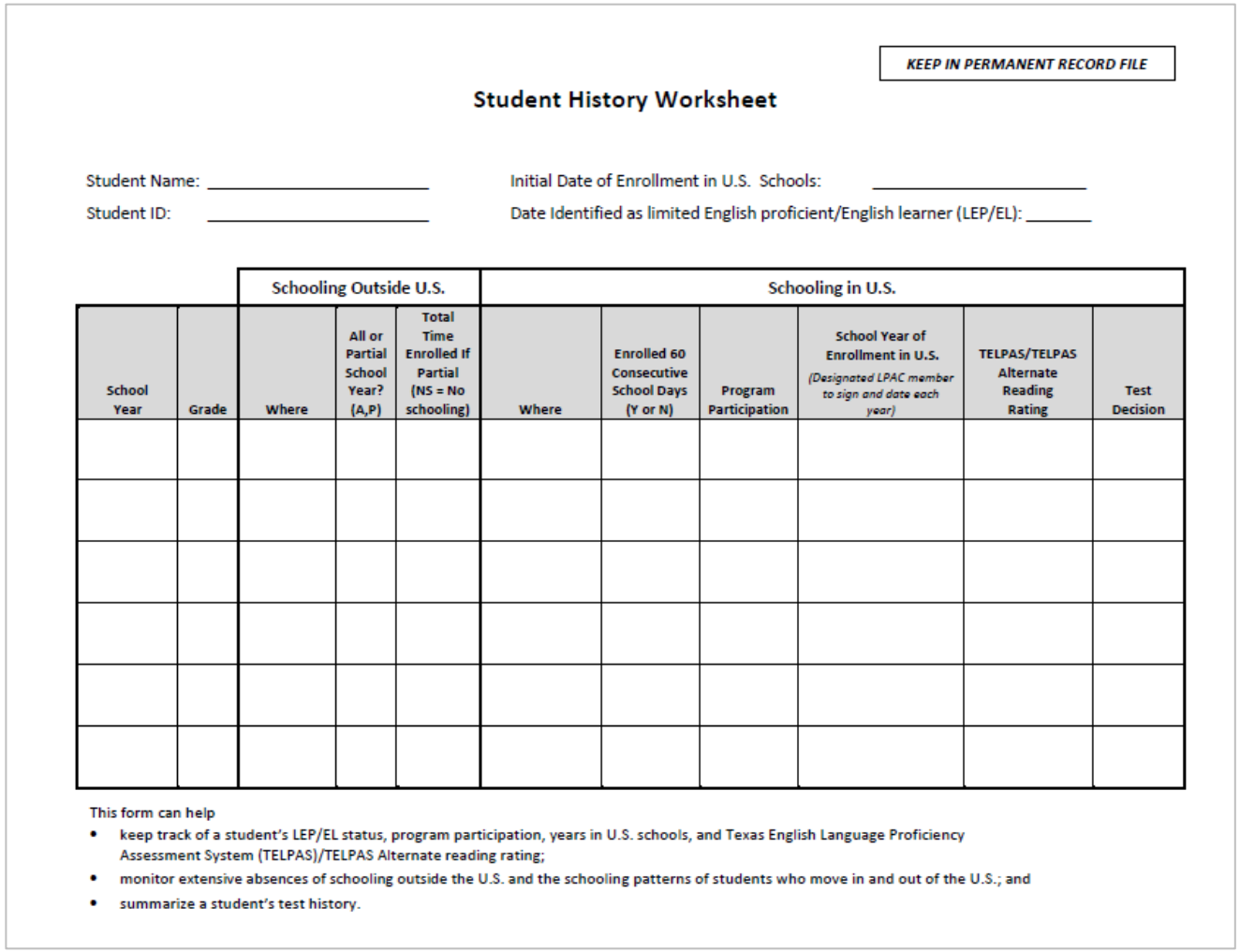
After receiving the test scores, the student may opt to retake the assessment during any scheduled administration if the student passes the course but fails to meet the passing standard.

Note: Generally, eligibility for the special provision must be established and documented each time a potentially eligible EL takes (or retakes) a course covered by this special provision. However, if the student fails a fall course and re-enrolls in the course in the subsequent spring or summer, the LPAC is not required to meet again to re-establish eligibility. Eligibility in fall carries over to May and June administrations.

[1]It is recommended that the student's teacher sign and retain a copy of this form.

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/English learner (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 Texas English Language Proficiency Assessment System (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.

Additional Documentation

Years in U.S. Schools

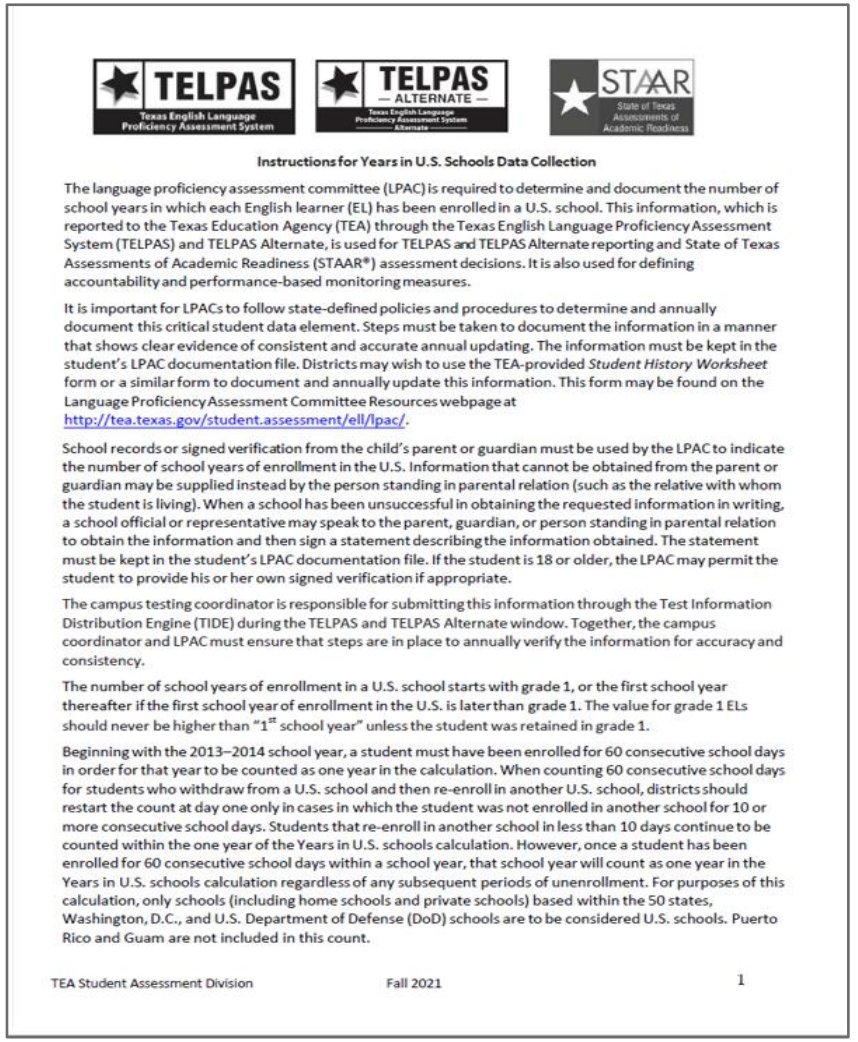
LPACs are also required to determine and document the number of school years in which an EL has been enrolled in a U.S. school.

- Information is reported to TEA in conjunction with TELPAS and TELPAS Alternate
- Used in TELPAS and TELPAS Alternate reporting, 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.



TELPAS Texas English Language Proficiency Assessment System | TELPAS — ALTERNATE — Texas English Language Proficiency Assessment System Alternate | STAAR State of Texas Assessments of Academic Readiness

Instructions for Years in U.S. Schools Data Collection

The language proficiency assessment committee (LPAC) is required to determine and document the number of school years in which each English learner (EL) has been enrolled in a U.S. school. This information, which is reported to the Texas Education Agency (TEA) through the Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate, is used for TELPAS and TELPAS Alternate reporting and State of Texas Assessments of Academic Readiness (STAAR®) assessment decisions. It is also used for defining accountability and performance-based monitoring measures.

It is important for LPACs to follow state-defined policies and procedures to determine and annually document this critical student data element. Steps must be taken to document the information in a manner that shows clear evidence of consistent and accurate annual updating. The information must be kept in the student's LPAC documentation file. Districts may wish to use the TEA-provided *Student History Worksheet* form or a similar form to document and annually update this information. This form may be found on the Language Proficiency Assessment Committee Resources webpage at http://tea.texas.gov/student.assessment/ell/lpac/.

School records or signed verification from the child's parent or guardian must be used by the LPAC to indicate the number of school years of enrollment in the U.S. Information that cannot be obtained from the parent or guardian may be supplied instead by the person standing in parental relation (such as the relative with whom the student is living). When a school has been unsuccessful in obtaining the requested information in writing, a school official or representative may speak to the parent, guardian, or person standing in parental relation to obtain the information and then sign a statement describing the information obtained. The statement must be kept in the student's LPAC documentation file. If the student is 18 or older, the LPAC may permit the student to provide his or her own signed verification if appropriate.

The campus testing coordinator is responsible for submitting this information through the Test Information Distribution Engine (TIDE) during the TELPAS and TELPAS Alternate window. Together, the campus coordinator and LPAC must ensure that steps are in place to annually verify the information for accuracy and consistency.

The number of school years of enrollment in a U.S. school starts with grade 1, or the first school year thereafter if the first school year of enrollment in the U.S. is later than grade 1. The value for grade 1 ELs should never be higher than "1st school year" unless the student was retained in grade 1.

Beginning with the 2013–2014 school year, a student must have been enrolled for 60 consecutive school days in order for that year to be counted as one year in the calculation. When counting 60 consecutive school days for students who withdraw from a U.S. school and then re-enroll in another U.S. school, districts should restart the count at day one only in cases in which the student was not enrolled in another school for 10 or more consecutive school days. Students that re-enroll in another school in less than 10 days continue to be counted within the one year of the Years in U.S. schools calculation. However, once a student has been enrolled for 60 consecutive school days within a school year, that school year will count as one year in the Years in U.S. schools calculation regardless of any subsequent periods of unenrollment. For purposes of this calculation, only schools (including home schools and private schools) based within the 50 states, Washington, D.C., and U.S. Department of Defense (DoD) schools are to be considered U.S. schools. Puerto Rico and Guam are not included in this count.

TEA Student Assessment Division Fall 2021 1

Years in U.S. Schools (continued)

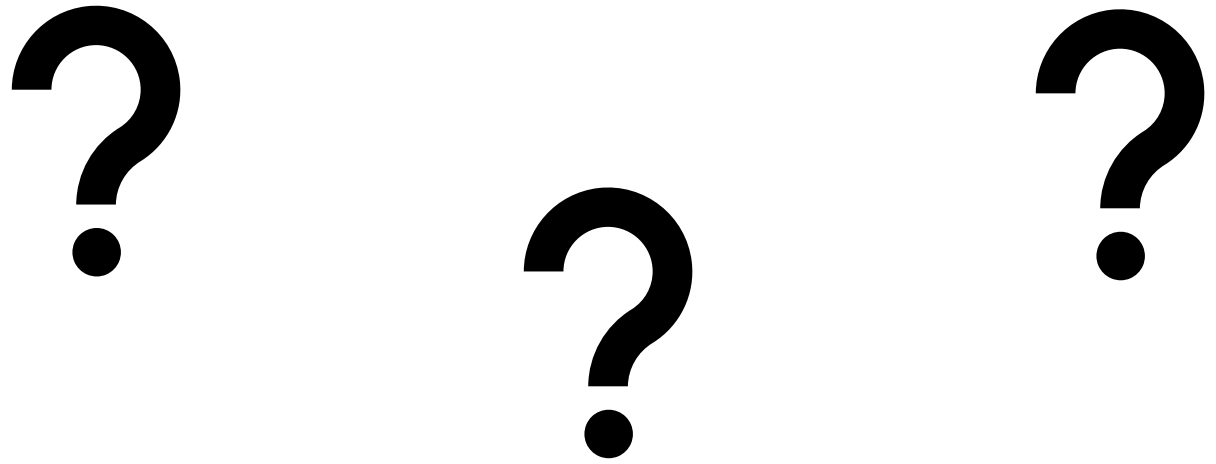
- Includes
  - schools (home schools and private schools) within 50 states and Washington D.C
  - U.S. Department of Defense (DoD) schools.
- Does not include U.S. territories
  - Puerto Rico and Guam

Data Collection for Spring

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

- Unschooled asylees or 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.

Frequently Asked Questions



ELs in Grades K-2: No ARD or Student Support Team

- 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.

Juniors and Seniors

- 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.

TELPAS and ELs Who Have Met Graduation Requirements

- Is TELPAS required for high school ELs who have met course requirements for graduation but need to pass STAAR if they attend school only for STAAR remediation?

ELs in grades K-12 are required to be assessed with TELPAS. However, as an exception, high school ELs attending ONLY for STAAR remediation are not required to take TELPAS because they have met their course requirements for graduation.

Contact Information

Help Desk: Helpdesk.tea.texas.gov

Student Assessment Division: (512) 463-9536

Information on State Assessments for English Learners:
Assessments for English Learners

Karina E. Chapa, M.Ed.
Language Proficiency, Biliteracy, and Cultural Diversity Director - Region One ESC
kchapa@esc1.net

Questions

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