LPAC DECISION-MAKING PROCESS FOR THE TEXAS ASSESSMENT PROGRAM

Texas Education Agency

Student Assessment Division

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TRAINING TOPICS

- STAAR (slide 4)
  - *Overview of changes for 2017*
  - *2017 STAAR Decision-Making Guide for LPACs*
  - *Participation decisions*
  - *Accommodation decisions*
- TAKS (slide 66)
  - *TAKS Decision-Making Guide for LPACs*
  - Suggested documentation forms
- TELPAS (slide 68)
  - *2017 TELPAS Decision-Making Guide for LPACs*
  - Spring data collection information

STAAR

CHANGES FOR STAAR 2017

- STAAR L and STAAR A are no longer available (administered for the last time in December 2016).
- Beginning in Spring 2017, there is one general assessment for all students with available accessibility features and designated supports for all students who meet eligibility criteria.
- STAAR is offered on paper and online in all grades and subjects (English version only).

STAAR DECISION-MAKING GUIDE FOR LPACS

- The regulatory procedural guide is based on 19 TAC Chapter 101, Subchapter AA.
- LPACs should be familiar with these Commissioner of Education rules.
- TEA is required to develop administrative procedures to implement ELL assessment statutory requirements.
- LPACs are required to follow these administrative procedures.

LPAC DECISION-MAKING PROCESS FOR STAAR

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

The guidelines described in this training are applicable for all assessments administered in the 2017 calendar year.

PARTICIPATION DECISIONS

STAAR PARTICIPATION DECISIONS

- STAAR encompasses—
  - STAAR
  - STAAR Spanish
  - STAAR Alternate 2

- LPACs are required to make and document assessment decisions in accordance with outlined procedures.

UNDERSTANDING ALIGNMENT OF STAAR AND STAAR SPANISH

Same:

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

Differences:

- Language accessibility
  - STAAR Spanish—native language helps students understand language of test

STAAR SPANISH DECISIONS

- When making STAAR Spanish decisions, LPACs must
  - make individual student decisions
  - use input from student's teacher(s), and
  - determine STAAR Spanish to be most appropriate measure of student's academic progress.
- Grade-based or program-based decisions are not authorized.
- **LPACs can now recommend certain accommodations for students taking STAAR Spanish** (please refer to the accommodations policies documents found on the Accommodation Resources webpage).
- Whether a student has been retained and would be taking STAAR in Spanish for more than **3 years is not a limiting factor**.

STAAR SPANISH FOR STUDENTS IN ESL PROGRAMS

- In addition to being appropriate for ELLs in bilingual programs who are receiving academic instruction in Spanish, STAAR Spanish may sometimes be appropriate for students in ESL programs.

- ESL program examples:
  - Spanish speakers who have recently moved to the U.S.
  - ELLs who have recently moved from a campus where they were enrolled in a bilingual program
  - Students who receive substantial academic support in Spanish

NON-ELLS IN SPANISH BILINGUAL PROGRAMS

- Non-ELLs in a state-approved bilingual education program may be administered STAAR Spanish if the LPAC determines the assessment in Spanish to be the most appropriate measure of the student's academic progress.
  - Chapter 101 requires the LPAC to make the decision when a request of this type is made for a non-ELL.

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

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

ASSESSMENT DECISIONS FOR DIFFERENT SUBJECTS

- Decisions will often vary by necessity because of the design of the STAAR program.
  - For example, it may sometimes 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.

ASSESSMENT DECISIONS FOR ELLS RECEIVING SPECIAL EDUCATION SERVICES

- ELLs receiving special education services may be administered any assessment depending on whether they meet the participation requirements.
  - STAAR
  - STAAR Spanish
  - STAAR Alternate 2

- Chapter 101 of the TAC requires the LPAC to work in conjunction with the ARD committee to make assessment decisions for these students.
  - This collaboration helps ensure that factors related to a student's disability and second language acquisition are both carefully considered.

STAAR ALTERNATE 2

- ELLs receiving special education services may be administered STAAR Alternate 2 if they meet the specific participation requirements for this assessment program.
  - The STAAR Alternate 2 participation requirements form can be found on the TEA STAAR Alternate 2 Resources webpage.

- **Important:** The LPAC's involvement in assessment decision-making for ELLs receiving special education services should help ensure that ELLs participate in this assessment **only** on the basis of their disability, not second language acquisition.

ACCOMMODATION DECISIONS

December 2, 2016

TEA Student Assessment Division

ACCOMMODATION DECISIONS FOR STAAR

- LPAC's accommodation decisions must be made on an **individual** student basis.
- Decisions must be based on —
  - Student's particular needs for second language acquisition support, and
  - whether student is routinely provided the accommodation in instruction and testing.
- Providing unfamiliar accommodations may hinder rather than help a student.
- LPACs must coordinate with subject-area teachers.
- Accommodation decisions should be made **as close as possible to the assessment** to account for student's progress.

ACCOMMODATION RESOURCES

- Accommodation decisions for STAAR are to be made by LPACs in accordance with policies and procedures in the following:
  - 2017 STAAR Decision-Making Guide for LPACs
  - Educator Guide to Accessibility within the STAAR Program (this guide takes the place of the "Linguistic Accommodations for ELLs Participating in the STAAR Program" document)
  - Accommodation Policy Documents (on Accommodation Resources webpage)

ACCOMMODATIONS DURING STATE ASSESSMENT

- Accommodations in instruction allow each student to maximize his or her academic potential.
- Not all accommodations suitable for instruction are allowable during state assessments.
- Accommodations during an assessment allow test takers to demonstrate their knowledge of the content being tested without the format of the assessment, the non-tested language, or the type of responses needed to answer the questions being barriers.

ACCOMMODATIONS FOR ELLS WITH DISABILITIES

- For these students, LPACs are responsible for making accommodation decisions for the STAAR program in conjunction with the students' ARD, Section 504, RTI or other applicable committee.
  - **Accommodation decisions related to the student's particular needs for second language acquisition support, and**
  - **Accommodation decisions related to the student's disability**

- These committees should become familiar with all accommodation information on the TEA Accommodation Resources webpage.

LPAC ROLE AND COLLABORATION WITH TESTING COORDINATORS

- The LPAC's role **should not** be to simply make decisions and process paperwork, but to also provide opportunities for guiding teachers, supporting ELPS implementation, and determining needs for professional development.

- **Testing coordinators and LPACs must coordinate** so that participation and accommodation decisions are available in time to make testing arrangements.

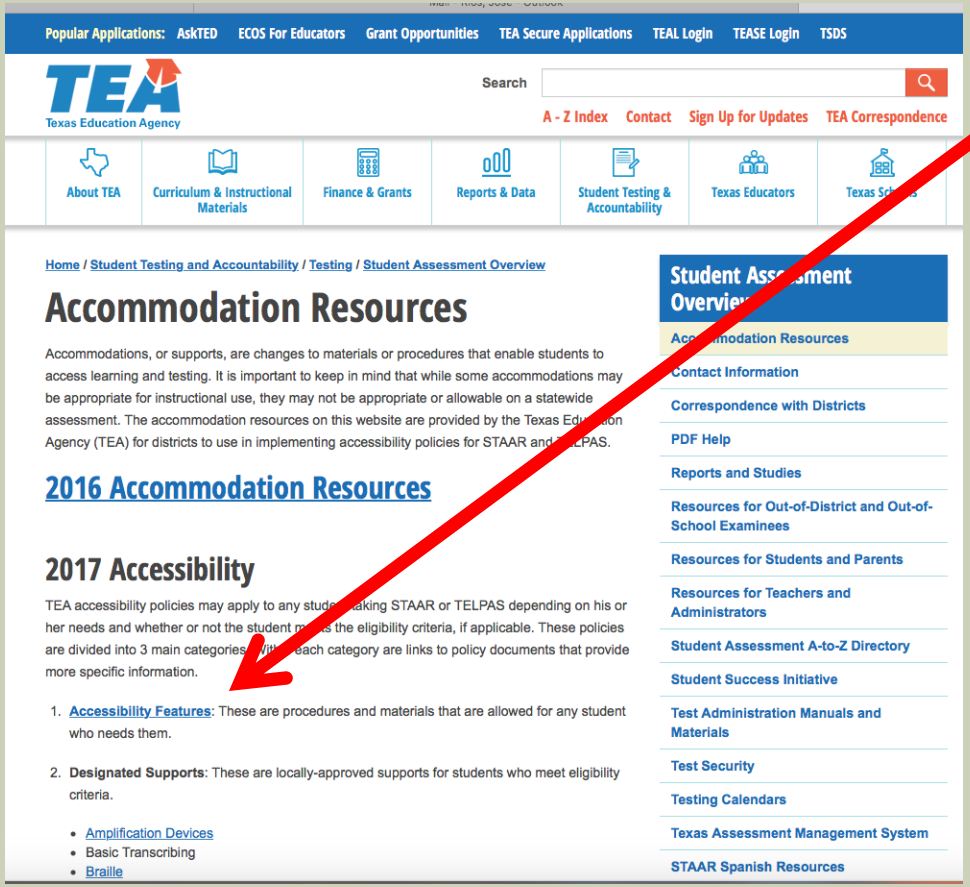
UNDERSTANDING STAAR ACCESSIBILITY

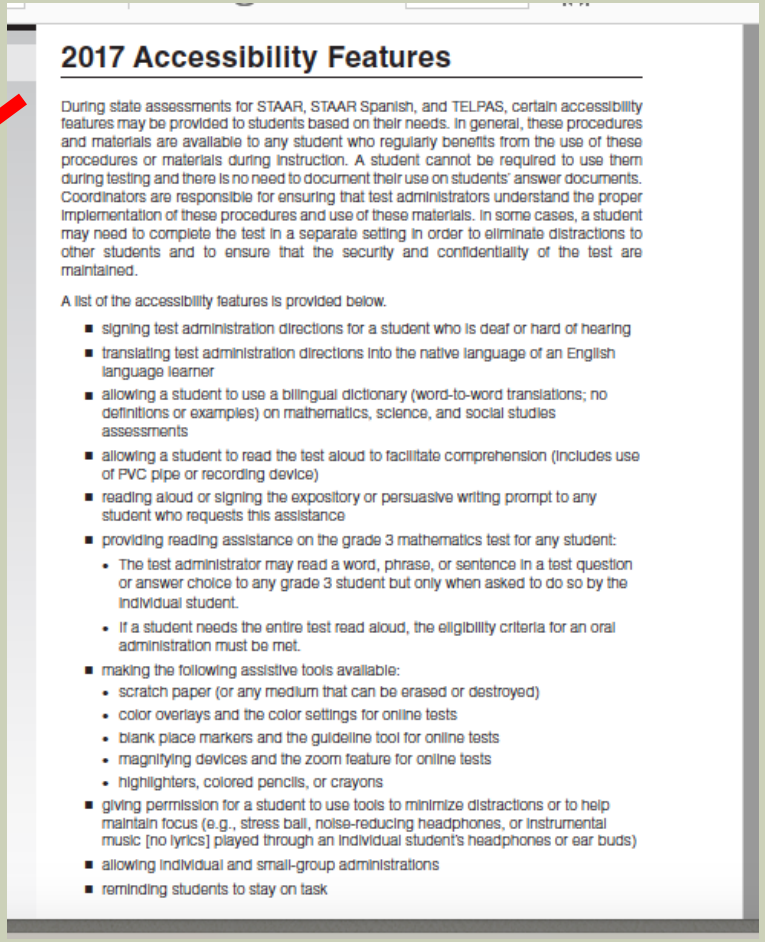
STAAR ACCESSIBILITY

- All accommodations can now be found on the Accommodation Resources webpage.

- Accommodations will be divided into 3 categories with broader eligibility criteria.
  - **Accessibility Features**
    - Available to all students who need them
  - **Designated Supports**
    - The appropriate team of people at the campus level has determined and documented that the student meets the revised eligibility criteria.
  - **Designated Supports Requiring TEA Approval**
    - The appropriate team of people at the campus level has determined student eligibility and submitted an Accommodation Request Form to TEA.

ACCESSIBILITY FEATURES





2017 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 these procedures or materials during instruction. A student cannot be required to use them during testing and there is no need to document their use on students' answer documents. 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 may need to complete the test in a separate setting in order to eliminate distractions to other students and to ensure that the security and confidentiality of the test are maintained.

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 language learner
- allowing a student to use a bilingual dictionary (word-to-word translations; no definitions or examples) on mathematics, science, and social studies assessments
- 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.
- making the following assistive tools available:
  - scratch paper (or any medium that can be erased or destroyed)
  - color 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
  - highlighters, colored pencils, or crayons
- giving permission for a student to use tools to minimize distractions or to help maintain focus (e.g., stress ball, noise-reducing headphones, or instrumental music [no lyrics] played through an individual student's headphones or ear buds)
- allowing individual and small-group administrations
- reminding students to stay on task

ACCESSIBILITY FEATURES

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#1

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#2

- 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.

#3

- making the following assistive tools available:
  - scratch paper (or any medium that can be erased or destroyed)
  - color 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
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- giving permission for a student to use tools to minimize distractions or to help maintain focus (e.g., stress ball, noise-reducing headphones, or instrumental music [no lyrics] played through an individual student's headphones or ear buds)
- allowing individual and small-group administrations
- reminding students to stay on task

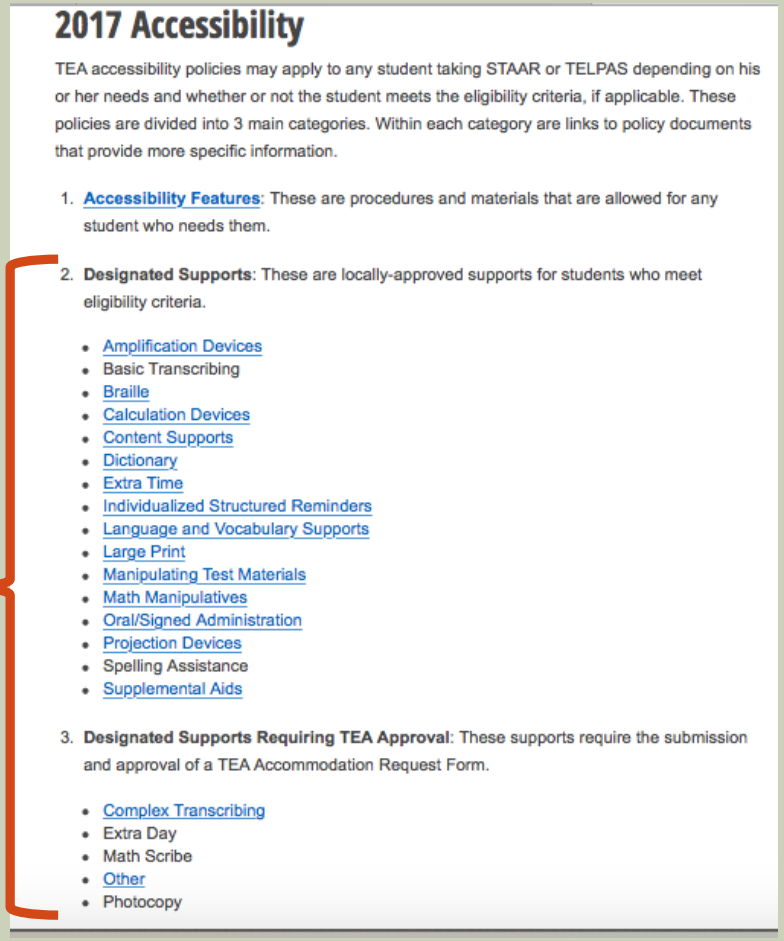
ACCESSIBILITY FEATURES

- The use of bilingual dictionaries can now be found under the accessibility features.
- They are allowable for mathematics, science, and social studies assessments.
- Bilingual dictionaries must be word/phrase translation dictionaries only.
- They must NOT be designed to define words or to illustrate or explain content terminology or concepts.
- **There is no need to document their use.**

DESIGNATED SUPPORTS POLICY DOCUMENTS

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

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



2017 Accessibility

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.

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.

   - Amplification Devices
   - Basic Transcribing
   - Braille
   - Calculation Devices
   - Content Supports
   - Dictionary
   - Extra Time
   - Individualized Structured Reminders
   - Language and Vocabulary Supports
   - Large Print
   - Manipulating Test Materials
   - Math Manipulatives
   - Oral/Signed Administration
   - Projection Devices
   - Spelling Assistance
   - Supplemental Aids

3. **Designated Supports Requiring TEA Approval**: These supports require the submission and approval of a TEA Accommodation Request Form.

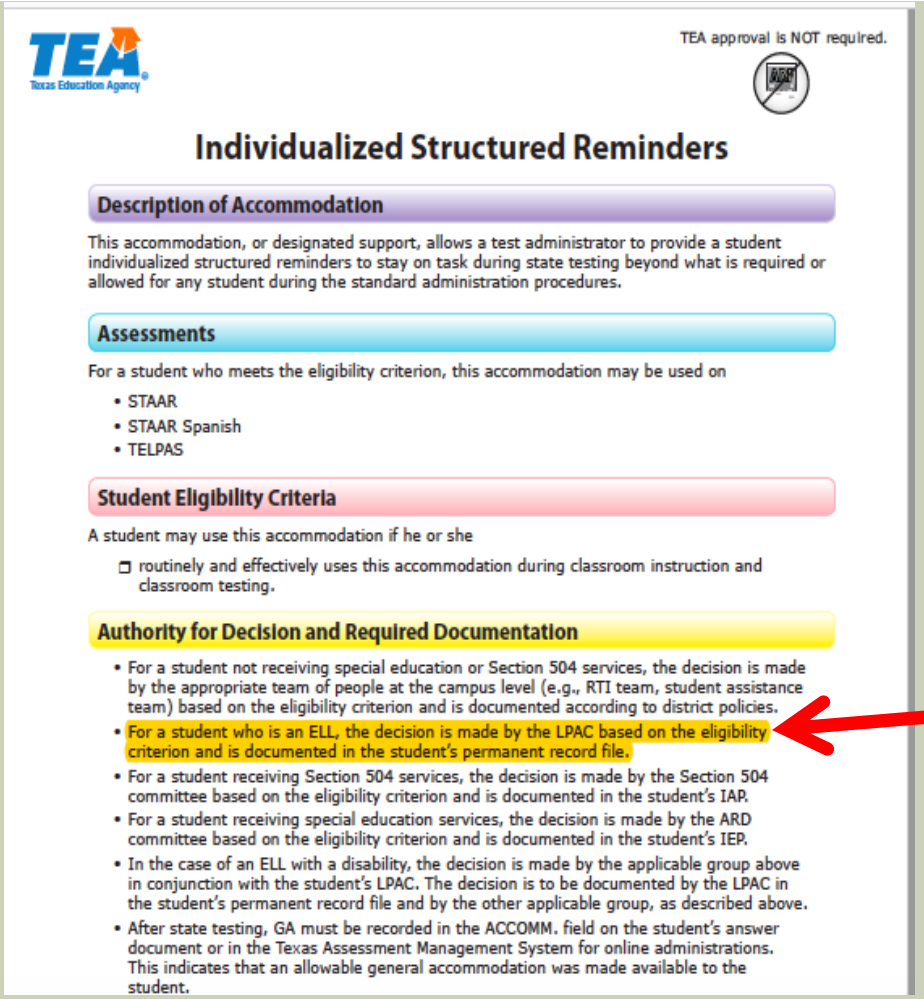
   - Complex Transcribing
   - Extra Day
   - Math Scribe
   - Other
   - Photocopy

DESIGNATED SUPPORTS THAT ARE **APPROVED LOCALLY**

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

OA, content, and language and vocabulary supports are embedded in the STAAR online interface.

LPAC DECISION-MAKING AUTHORITY



TEA approval is NOT required.

Individualized Structured Reminders

Description of Accommodation

This accommodation, or designated support, allows a test administrator to provide a student individualized structured reminders to stay on task during state testing beyond what is required or allowed for any student during the standard administration procedures.

Assessments

For a student who meets the eligibility criterion, this accommodation may be used on

- STAAR
- STAAR Spanish
- TELPAS

Student Eligibility Criteria

A student may use this accommodation if he or she

- ❒ routinely and effectively uses this accommodation during classroom instruction and classroom testing.

Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criterion and is documented according to district policies.
- For a student who is an ELL, the decision is made by the LPAC based on the eligibility criterion 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 criterion and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criterion and is documented in the student's IEP.
- In the case of an ELL with a disability, the decision is made by the applicable group above 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 above.
- After state testing, GA must be recorded in the ACCOMM. field on the student's answer document or in the Texas Assessment Management System for online administrations. This indicates that an allowable general accommodation was made available to the student.

- The "Authority for Decision and Required Documentation" section of the document indicates the committee authorized to recommend the designated support.
- This bullet indicates that LPACs alone can recommend the use of the designated support.

LPAC AS INDEPENDENT AUTHORITY FOR DECISIONS

- Oral/Signed Administration
- Content Supports
- Language and Vocabulary Supports
- Extra Time
- Dictionary
- Basic Transcribing
- Large Print
- Amplification Devices
- Manipulating Test Materials
- Mathematics Manipulatives
- Projection Devices
- Individualized Structured Reminders
- Supplemental Aids

Some of these designated supports are not new to the assessment program, but are NEW FOR LPACs. Sometimes these decisions are done in conjunction with other committees.

MOST FREQUENT DESIGNATED SUPPORTS

- Oral/Signed Administration
- Content Supports
- Language and Vocabulary Supports
- Extra Time
- Dictionary

ORAL ADMINISTRATION

- **The extent of this designated support varies depending on the format of the assessment (online vs. paper).**

- **STAAR online oral administration is administered via text-to-speech (TTS)**
  - TTS allows a student to independently select and change his or her level of reading support during the test administration. **Do NOT document levels of reading support for TTS.**

  - A student **MUST take an online test** using TTS in the following instances:
    - Students eligible for an **Oral Administration and Content Supports and/or Language and Vocabulary Supports** should take STAAR online since these supports are only offered online. TTS will also read aloud the text in the embedded supports (i.e., pop-ups and rollovers).

  - It is recommended that students complete the **STAAR online tutorial** as well as practice using the **STAAR L or STAAR A release tests** prior to test administration. These resources allow students to become familiar with the functionality of online tests.

CONTENT SUPPORTS
LANGUAGE AND VOCABULARY SUPPORTS:

Assessments and Student Eligibility Criteria

- These accommodations, mainly in the form of **pop-ups and rollovers**, are available on STAAR online tests only.
  - These accommodations are NOT available on Algebra II or English III.
- A student may use these accommodations if he or she **routinely, independently, and effectively** uses the accommodations during classroom instruction and classroom testing.

CONTENT SUPPORTS
LANGUAGE AND VOCABULARY SUPPORTS:

Assessments and Student Eligibility Criteria

- These accommodations, mainly [illegible] he form of **pop-ups and rollovers**, are a[illegible] TAAR online tests only.
  - These accom[illegible] Algebra II or English III.
- A student may [illegible] mmodations if he or she **routinely, in[illegible]ntly, and effectively** uses the accommoda[illegible]ons during classroom instruction and classroom testing.

NOT only for ELLs in their first three years in the U.S. anymore!

CONTENT SUPPORTS: ACCOMMODATION GUIDELINES

Pop-ups :

- isolate specific information in a question that corresponds to each answer choice
- isolate specific text or information in a selection that is referenced in the question or answer choices
- isolate specific information in a graphic or list that is referenced in the question
- define literary terms
- apply an allowable supplemental aid (e.g., graphic organizer, place-value chart, t-chart, graphic of scientific concept, timeline, map) to specific questions or answer choices
- include the formula from the grade-specific Reference Materials when the question specifies the measure or conversion to be performed

CONTENT SUPPORTS: ACCOMMODATION GUIDELINES (cont.)

Pop-ups (cont):

- direct student attention to parts of the grade-specific Reference Materials
- provide clarifying information for a graphic organizer, political cartoon, or map
- provide a visual representation in the selection, question, answer choices, or in the writing prompt by adding graphics, photographs, or animations

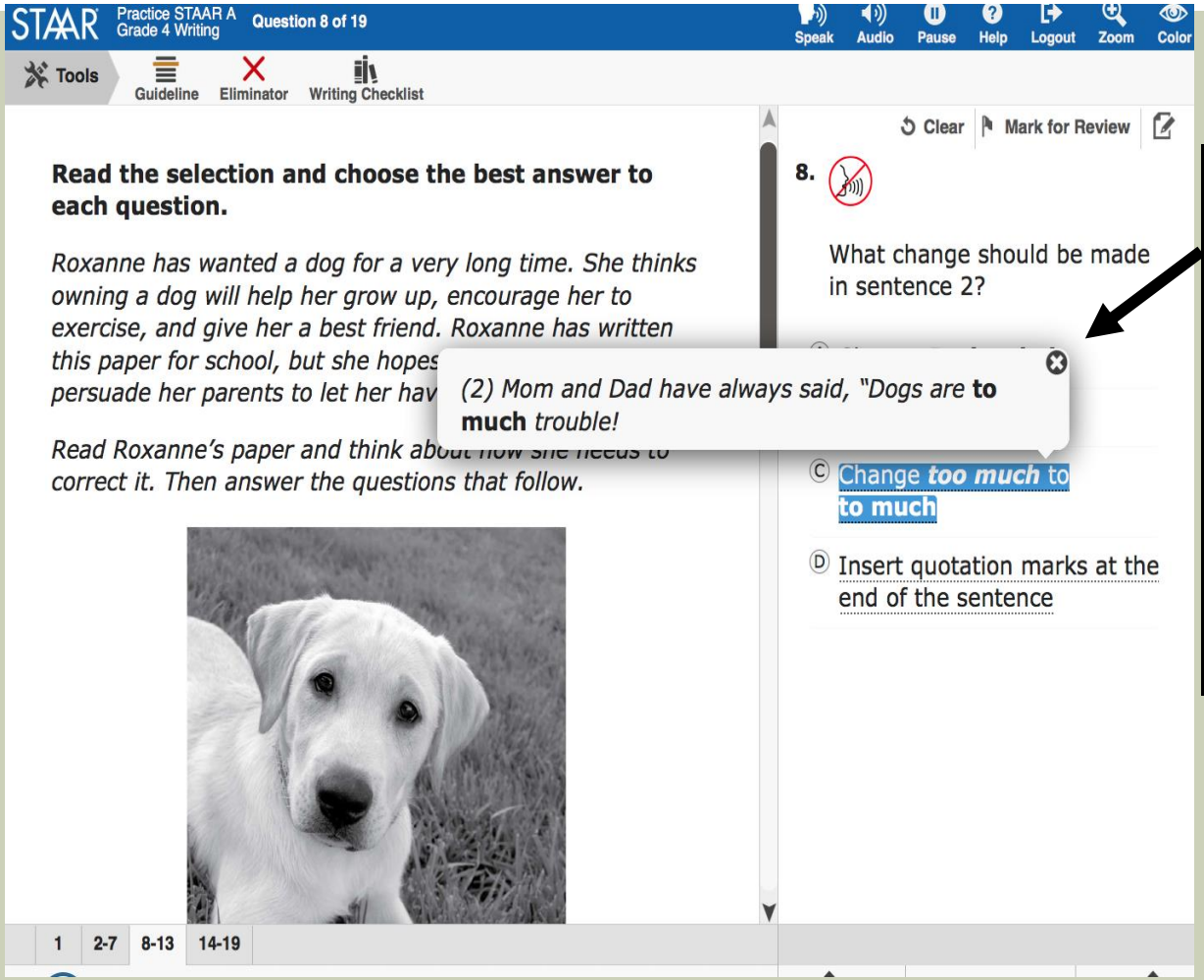
Rollovers

- bullet or separate steps in a process (e.g., multi-step problem, sequence of events)

Supplementary Materials

- blank Punnett squares (biology only)
- writing checklists (writing , English I, and English II only)

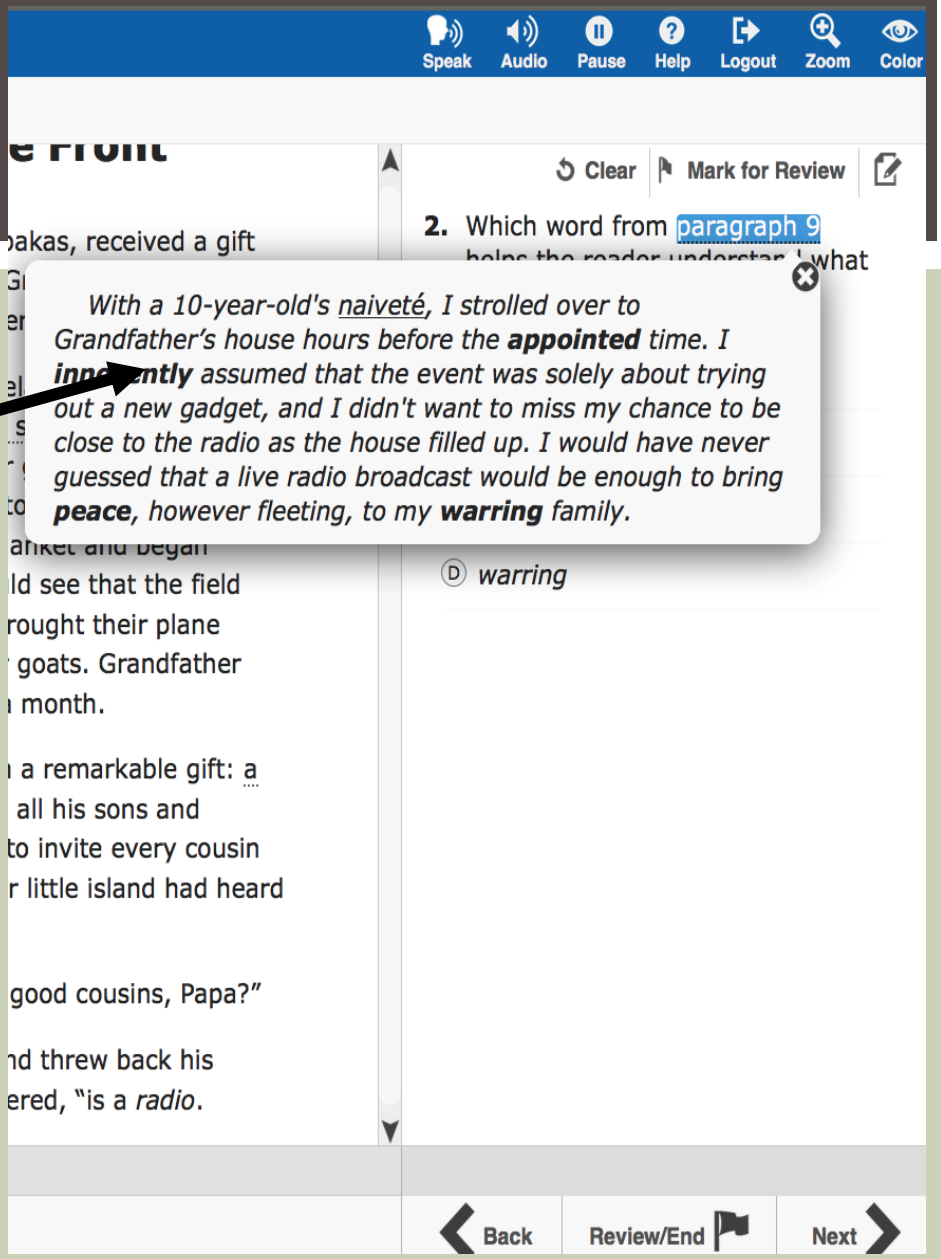
CONTENT SUPPORTS: EXAMPLES



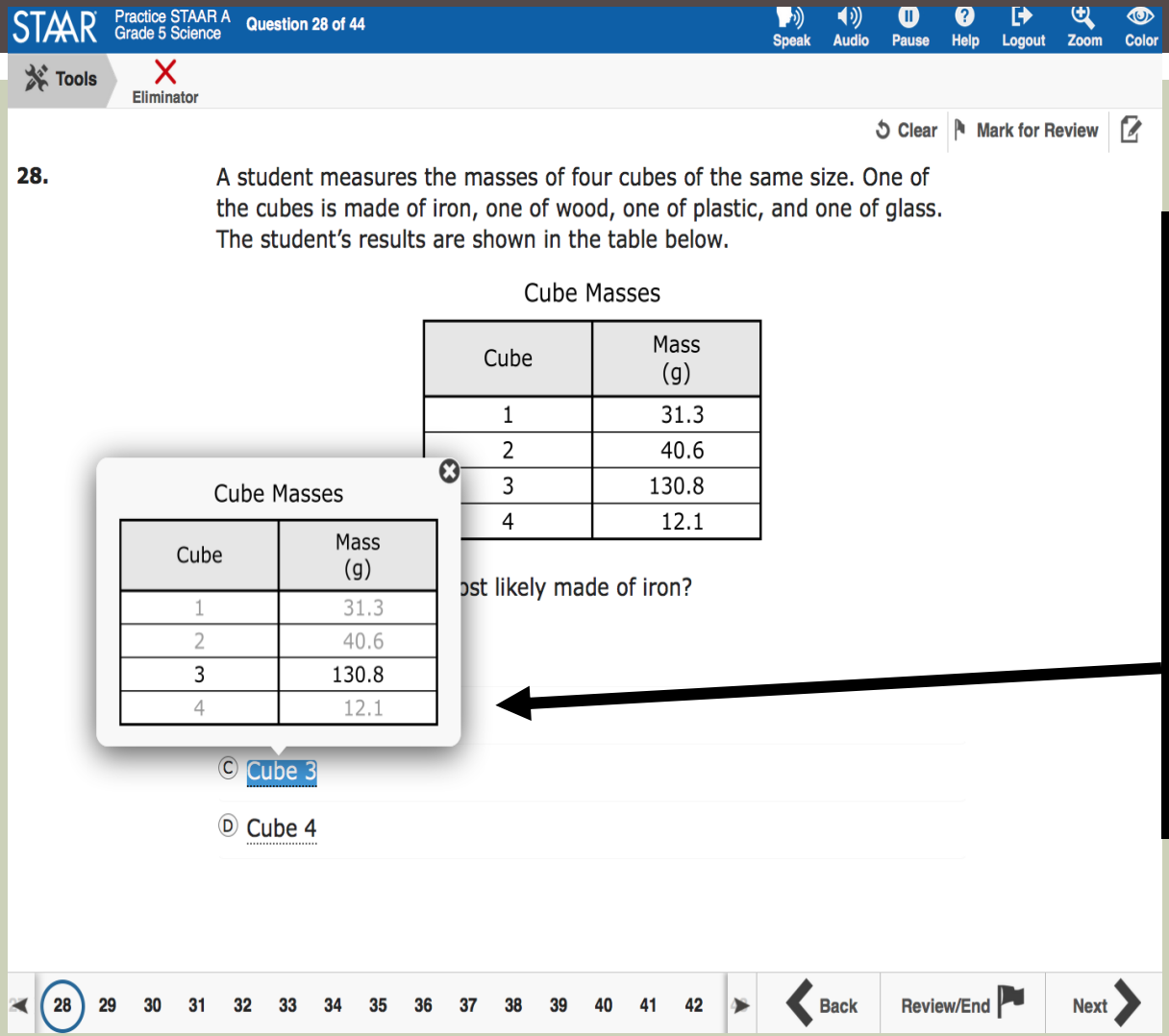
This pop-up isolates information that corresponds to each answer choice.

CONTENT SUPPORTS: EXAMPLES

This pop-up also isolates information that corresponds to each answer choice.



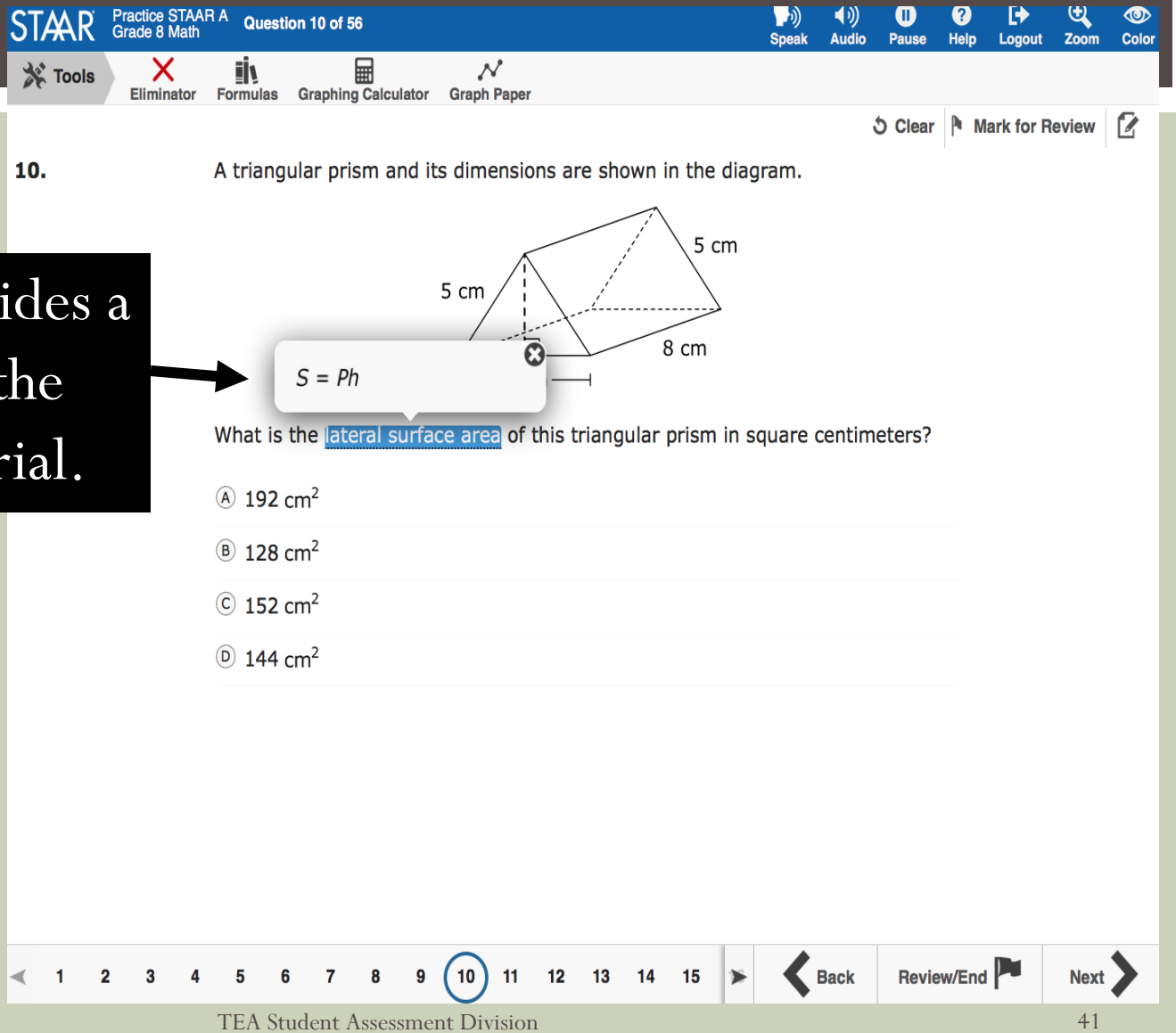
CONTENT SUPPORTS: EXAMPLES



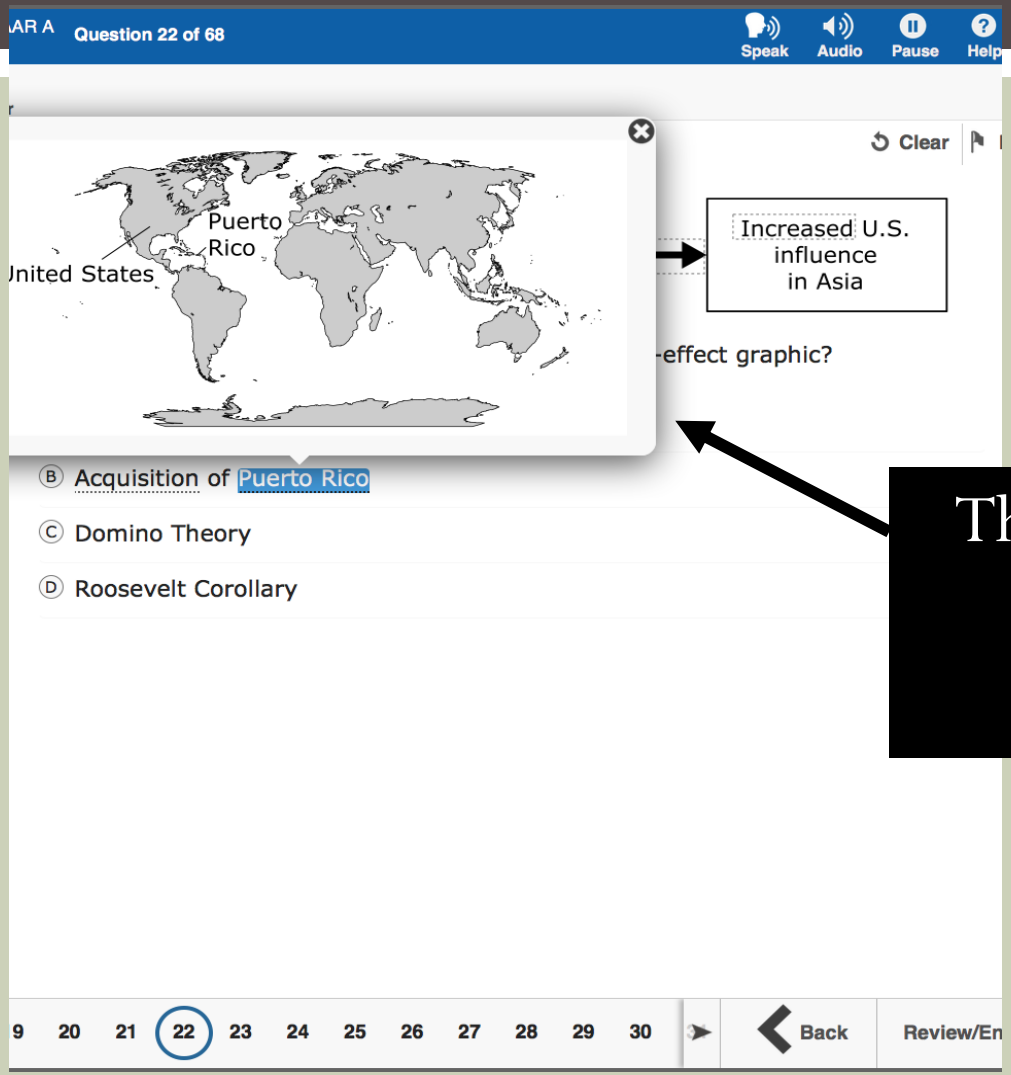
This is another example of a pop-up that isolates information that corresponds to each answer choice.

CONTENT SUPPORTS: EXAMPLES

This pop-up provides a formula from the reference material.

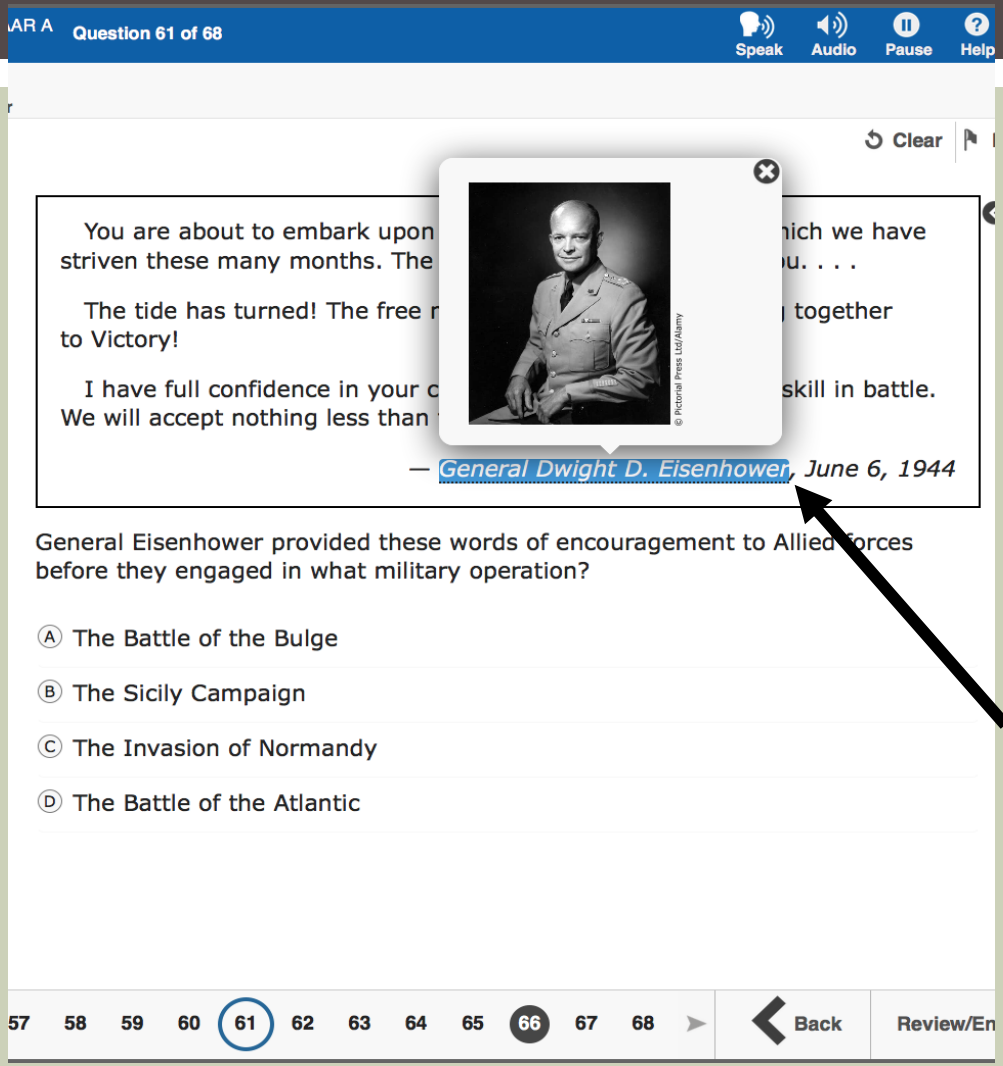


CONTENT SUPPORTS: EXAMPLES



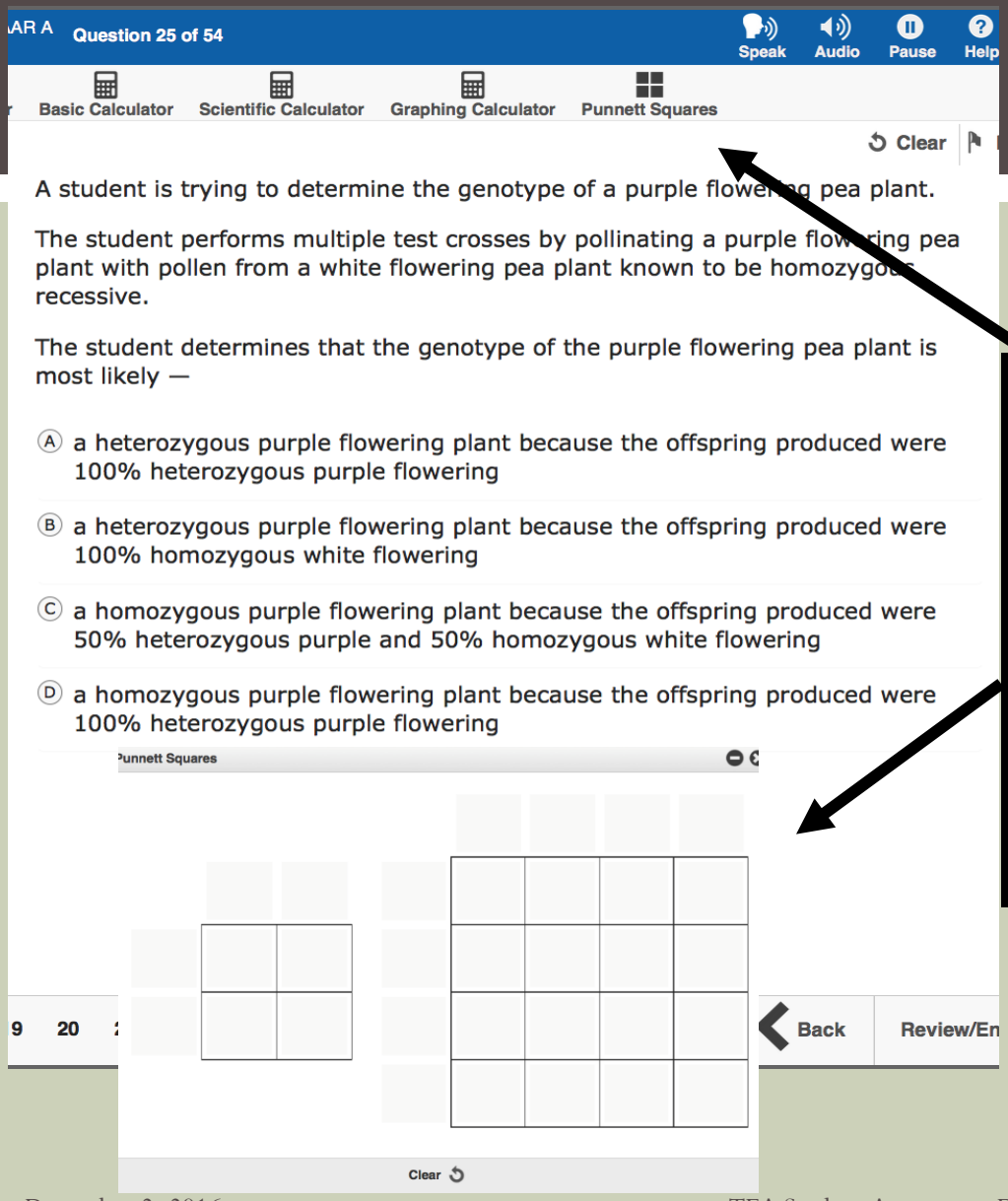
This pop-up provides a supplemental aid (i.e., map).

CONTENT SUPPORTS: EXAMPLES



This pop-up provides a visual representation (i.e., photograph) of a historical figure.

CONTENT SUPPORTS: EXAMPLES



This is a supplementary material. Blank Punnett squares are available for a student to use on STAAR biology with Content Supports.

LANGUAGE AND VOCABULARY SUPPORTS: ACCOMMODATION GUIDELINES

Pop-ups:

- define or clarify construct-irrelevant words, phrases, and sentences using plain language, synonyms, definitions, examples, and consistent language
- provide a visual representation in the selection, question, answer choices, or in the writing prompt by adding graphics, photographs, or animations

Rollovers:

- reword complex questions or answer choices to condense text
- reorganize and simplify historical excerpts, respecting the TEKS based academic vocabulary

Pre-reads:

- offer text prior to the selection (only for reading 3-8, writing 4 & 7, English I, and English II): *short introductory paragraphs*

LANGUAGE AND VOCABULARY SUPPORTS: ACCOMMODATION GUIDELINES

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- define or clarify construct-irrelevant wo phrases, and sentences using plain language definitions, examples, and consistent language
- provide a visual re n, question, answer choices, or i phics, photographs,

Rollovers:

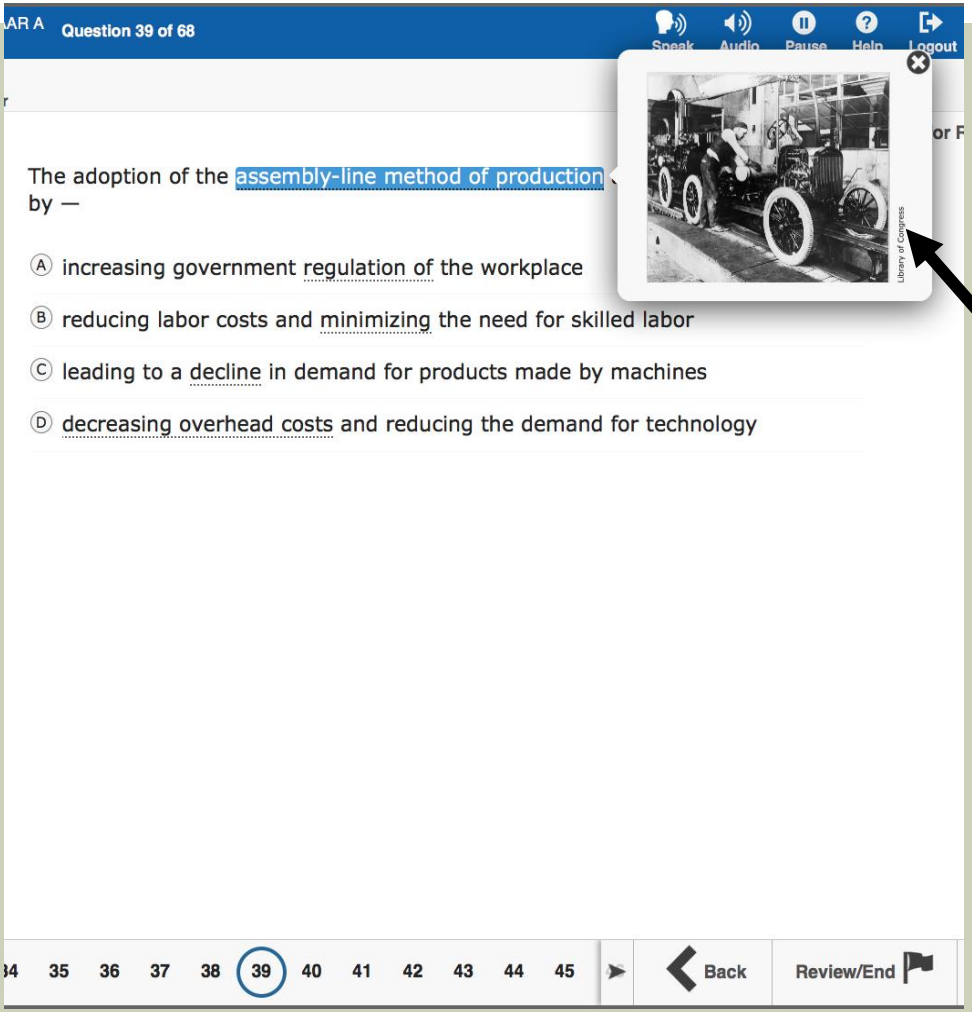
- reword comple ondense text
- reorganize and s pecting the TEKS based academic

Pre-reads:

- offer text prior to ti ction (only for reading 3-8, writing 4 & 7, English I, and English II)

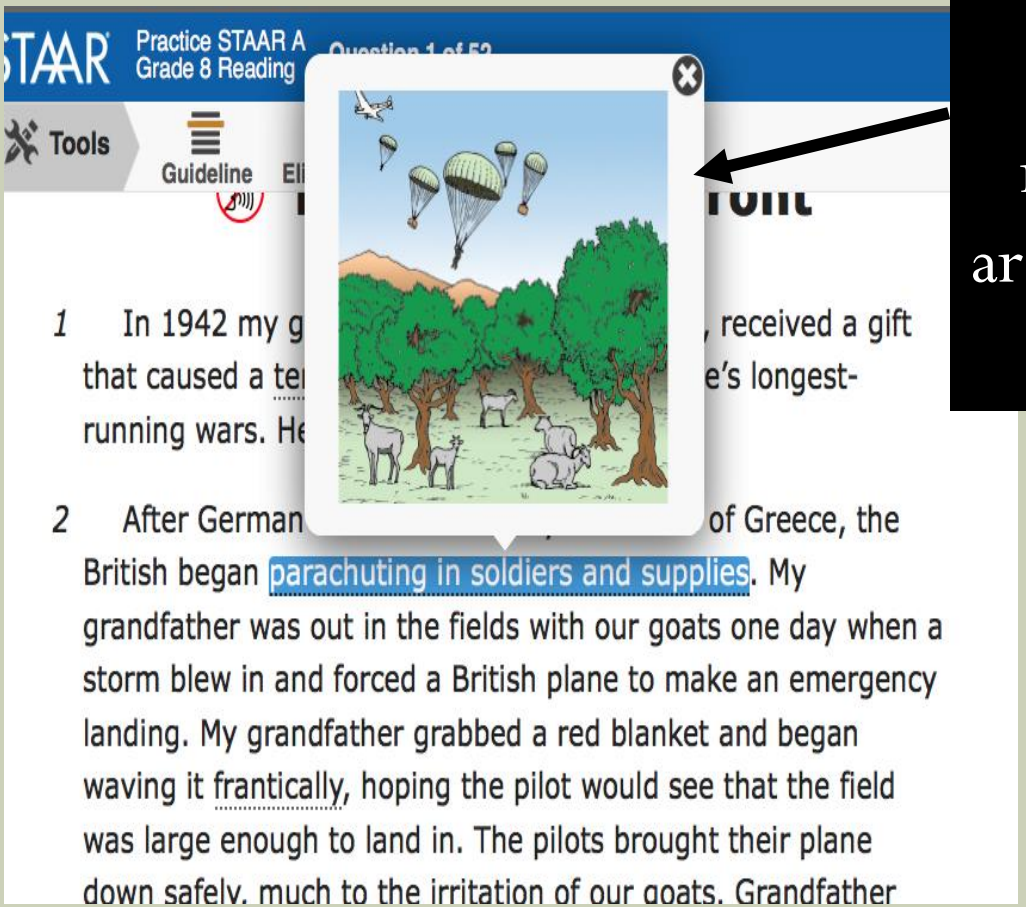
STAAR Online brings Content Supports and Language/Vocabulary Supports in ALL SUBJECTS, including Reading and Writing

LANGUAGE AND VOCABULARY SUPPORTS: EXAMPLES



This pop-up provides a visual representation (i.e., photograph) of the vocabulary.

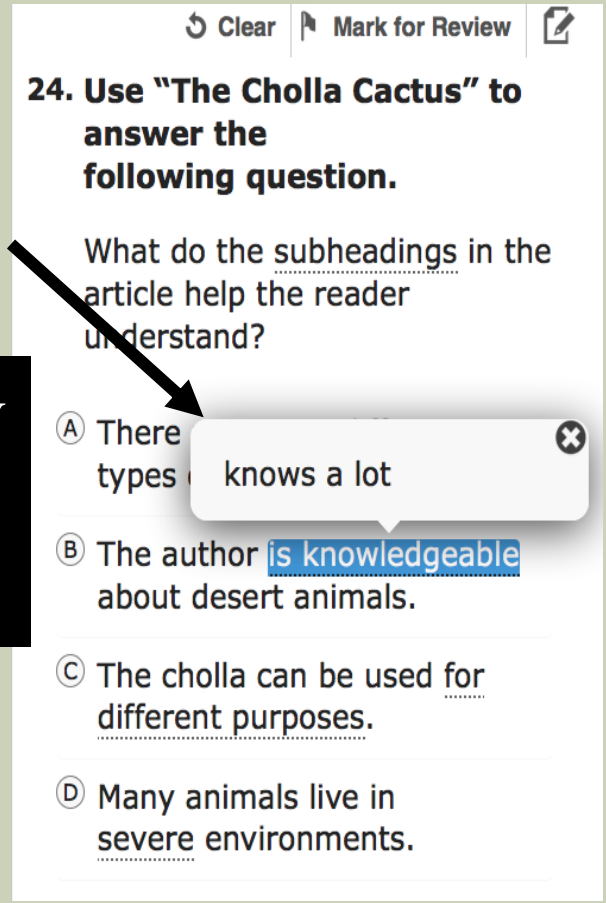
LANGUAGE AND VOCABULARY SUPPORTS: EXAMPLES

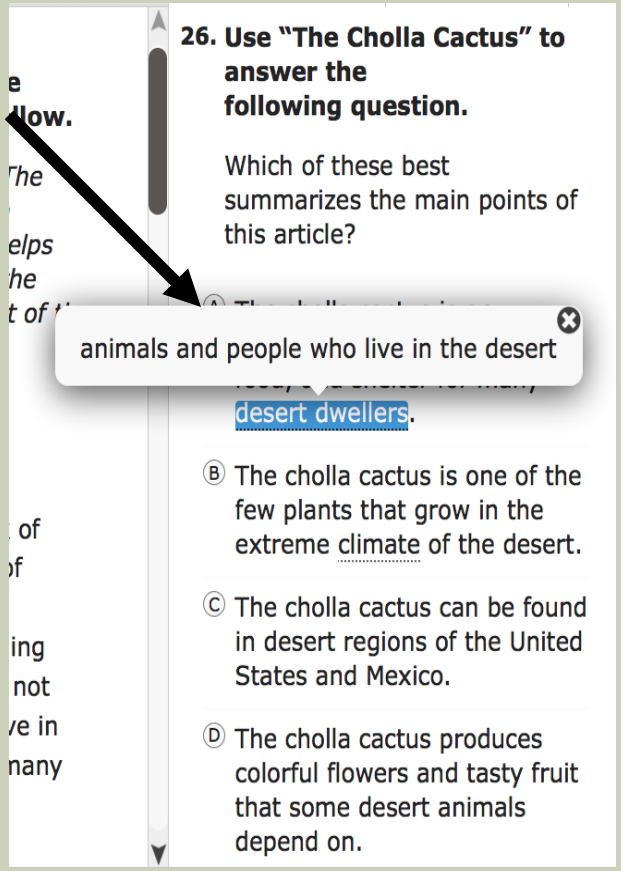


This pop-up also provides a visual representation (i.e., art) of the language in a reading selection.

LANGUAGE AND VOCABULARY SUPPORTS: EXAMPLES

These pop-ups clarify construct-irrelevant words.





LANGUAGE AND VOCABULARY SUPPORTS: EXAMPLES

The development of cities has destroyed the habitats of many animals. Some animals have adjusted well to their new city habitats, but others have not. Which of these characteristics would be most useful to a wild animal living in a city?

Ⓐ Being active at night

Ⓑ Eating only one type of food

Ⓒ Needing a large amount of space to live

Ⓓ Producing a very small number of offspring

This rollover clarifies text using simpler and consistent language.

When people build cities, they destroy the habitats of many animals. Some animals learn to live in a new habitat in the city. Other animals do not learn to live in a city habitat. Which of these best helps a wild animal living in a city?

Ⓐ Being active at night

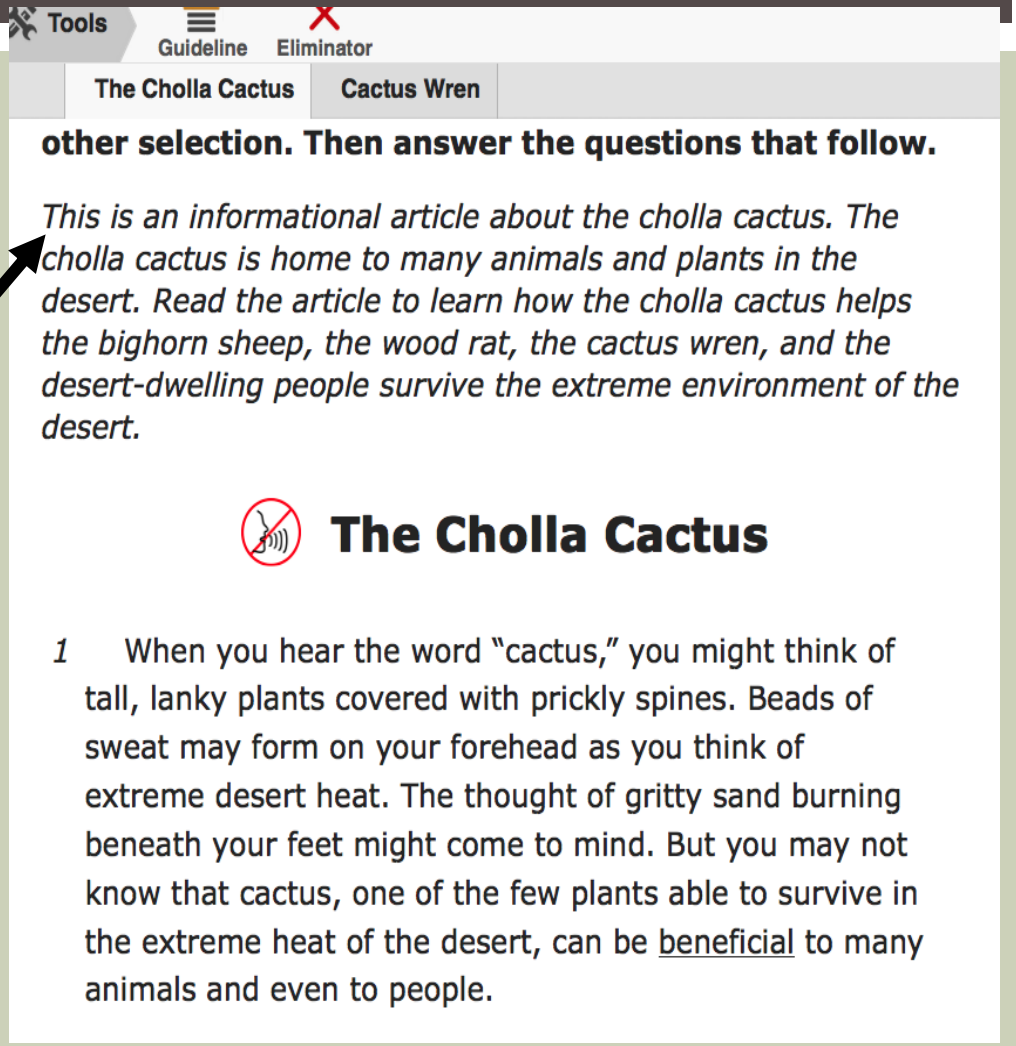
Ⓑ Eating only one type of food

Ⓒ Needing a large amount of space to live

Ⓓ Producing a very small number of offspring

LANGUAGE AND VOCABULARY SUPPORTS: EXAMPLES

Prereading text appears before all reading and writing selections.



LANGUAGE AND VOCABULARY SUPPORTS: EXAMPLES

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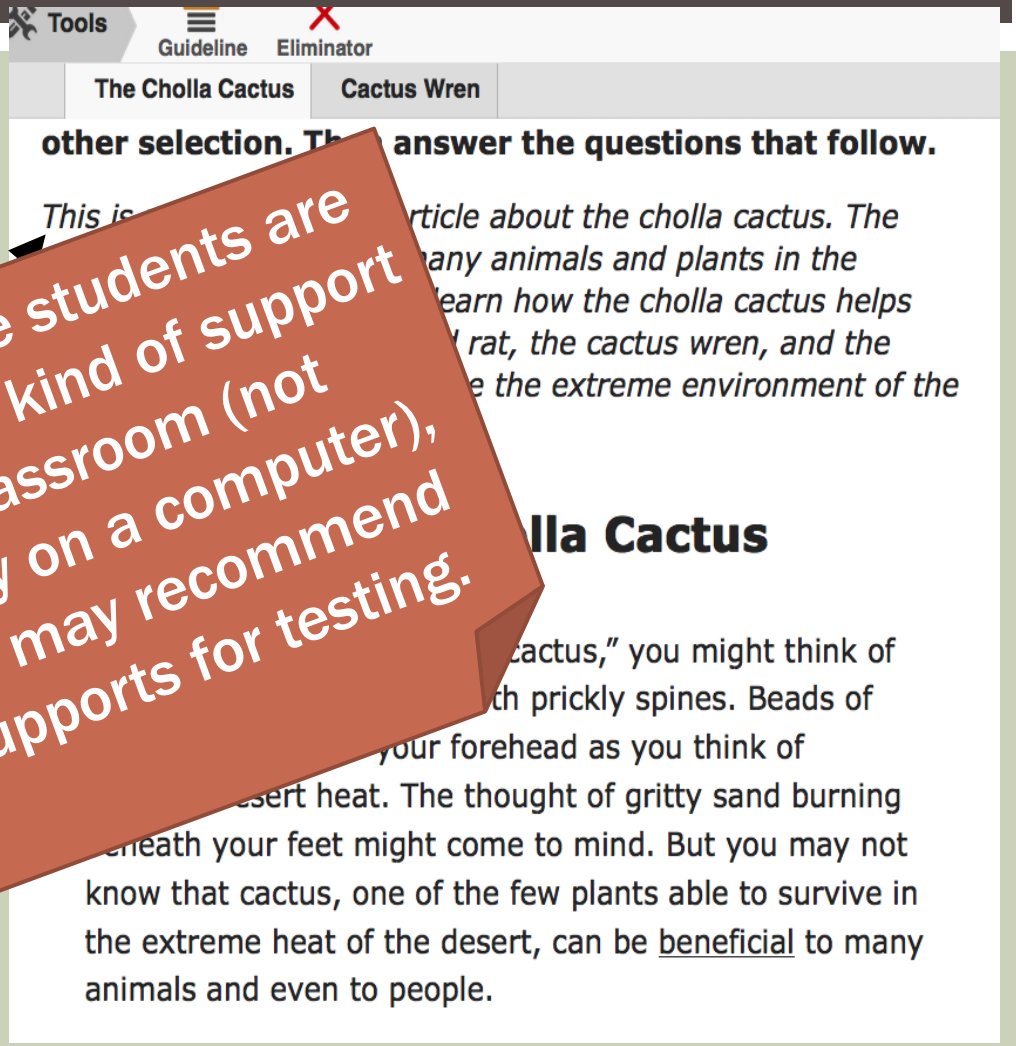


As long as the students are receiving this kind of support in the classroom (not necessarily on a computer), the LPAC may recommend these supports for testing.

CONTENT SUPPORTS
LANGUAGE AND VOCABULARY SUPPORTS:

SPECIAL SITUATIONS

- Because Content Supports and Language and Vocabulary Supports are embedded accommodations presented in an **online format**, replicating these features in a paper version is not always possible.

- Technology-based accommodations enable most students to test online; however, a **special request** can be made to TEA for approval to administer a paper test IF…
  - the use of an accommodation is not feasible or appropriate for an online administration, or
  - the administration of an online test is inappropriate due to a student's particular disability.

- Instructions for submitting a **paper request** will be updated soon and will be posted on the TEA's District and Campus Coordinator Manual 2017 Resources webpage. We will begin accepting requests in early 2017.
  - An Accommodation Request Form should NOT be used for these requests. The Designated Response requiring TEA approval will be indicated on the paper request form.

EXTRA TIME (SAME DAY)

- Permitted for any ELL who meets eligibility criteria
- LPACs must adhere to eligibility criteria for this designated support.
- **Not** an "automatic" decision
- Extra time not permitted beyond regularly scheduled school day

EXTRA TIME (SAME DAY) SPECIFIC ELIGIBILITY CRITERIA

- **Routine use in specified contexts**: ELL must need and routinely be provided extra time when completing assignments and assessments that require substantial comprehension or use a substantial amount of English.
- **Second language acquisition needs**: An ELL's need for extra time must be based on second language acquisition factors related to the time the ELL needs to read meaningfully in English or write a meaningful response, as applicable.
- **Non-factors**: Factors that are not ELL-specific must not be considered, such as test anxiety, use of test strategies, or other reasons not related to second language acquisition.

DICTIONARIES

- LPACs should be very familiar with information about eligibility and allowable types of dictionaries for this designated support.
  - See Accommodation Resources webpage
- LPACs should also be very familiar with the updated STAAR dictionary policy for all students, which is available on TEA's STAAR Reading Resources webpage at http://tea.texas.gov/student.assessment/staar/reading/ (Coming Soon).
- Remember! The use of bilingual dictionaries can now be found under the accessibility features (Math, Science and Social Studies). Their use DOES NOT have to be documented by the LPAC.

DECISIONS ABOUT SPECIAL PROVISION, EXEMPTION, AND MULTIPLE ADMINISTRATIONS

English I EOC Special Provision TAC § 101.1007

For ELLs who —

- have been enrolled in U.S. schools **3 school years or less** (5 or less if qualifying unschooled asylee/refugee), and
- have not yet attained **TELPAS advanced high reading** rating in grade 2 or above.

Why this provision? In English I/ESOL I, these students may require substantial instructional scaffolding and accommodations, or designated supports not feasible on standardized language arts assessments.

English I EOC Special Provision TAC § 101.1007

When enrolled in an English I/ESOL I course, an eligible ELL shall not be required to retake the assessment each time it is administered **if the student passes the course** but does not pass the test.

Note:

- Students are not exempt from testing while in the course.
- Provisions do not apply to English II or English III.
- This provision is not tied to any particular graduation plan.

EXEMPTION FOR QUALIFYING ASYLEES AND REFUGEES

- Amendment to 19 TAC § 101.1005 allows for the exemption of certain qualifying ELL asylees and refugees from being administered a STAAR assessment in **grades 3–8**.

- This exemption only applies to those **unschooled asylees and refugees in their first year** in U.S. schools.

MULTIPLE ADMINISTRATION ASSESSMENTS

- For EOCs, STAAR accommodation decisions can be carried over from spring to the June and December administrations.
- This also applies to Grade 5 and 8 retest opportunities in May and June.

Unless changes are needed

ELLS WITH PARENTAL DENIALS

ELLs with Parental Denials

LPACs may **NOT** recommend designated supports, special assessment considerations, or accountability provisions for an ELL whose parents have denied bilingual or ESL services.

This includes:

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

DOCUMENTATION OF STAAR TEST DECISIONS

DOCUMENTATION REQUIREMENTS

Who	What Decisions	Where Documented
LPAC	• Test Participation • Accommodations or designated supports • English I Special Provision • Exemption (asylee/refugee)	Student's Permanent Record File
ARD Committee	• Test Participation • Accommodations, or designated supports*	Student's IEP
Section 504 Placement Committee	• Test Participation • Accommodations, or designated supports*	Student's IAP

***Accommodations, or designated supports, related to applicable disability**

SUGGESTED FORMS FOR LPAC USE

- *STAAR Participation and Accommodation, or Designated Support, Decisions*
- *Eligibility for STAAR English I Assessment Special Provision*
- *Student History Worksheet*

- Forms may be modified and reformatted for local use (Microsoft Word format).
- School districts may require additional supporting documentation and evidence.

Available at http://tea.texas.gov/student.assessment/ell/lpac/

STAAR PARTICIPATION AND ACCOMMODATION DECISIONS

- Part I of form addresses justification for test participation decision.
  - TAC § 101.1005 requires decision and justification to be documented.

Assessment	Participation Criteria	Subject/Courses Administered	Justification *(Attach additional information if more room is required.)*
STAAR	• General state assessment required for ELLs not administered another assessment below		
STAAR Spanish	• Available for ELLs in grades 3–5 for whom a Spanish version of STAAR most appropriately measures their academic progress • Not permitted for an ELL whose parent or guardian has declined bilingual/ESL program services		
STAAR Alternate 2	• Available for students receiving special education services, including those who are ELLs, who meet requirements for an alternate assessment based on alternate achievement standards • Participation requirements found on the STAAR Alternate 2 Resources webpage		

STAAR PARTICIPATION AND ACCOMMODATION DECISIONS

- Part II of form lists test participation and accommodation decisions.
- Part II could be copied and provided to testing coordinators.

	English or Spanish (3-5 only)	Paper (P) or Online (O) English only	Oral/Signed Administration [1]	Content Supports [1*]	Language and Vocabulary Supports [1*]	Extra Time	Dictionary	Basic Transcribing	Large Print	Amplification Devices	Manipulating Test Materials	Mathematics Manipulatives	Projection Devices	Individualized Structured Reminders	Supplemental Aids	Signature of Student's Teacher for Subject/Course
Mathematics																
Science																
Social Studies																
Reading																
Writing																
English I																
English II																
English III																

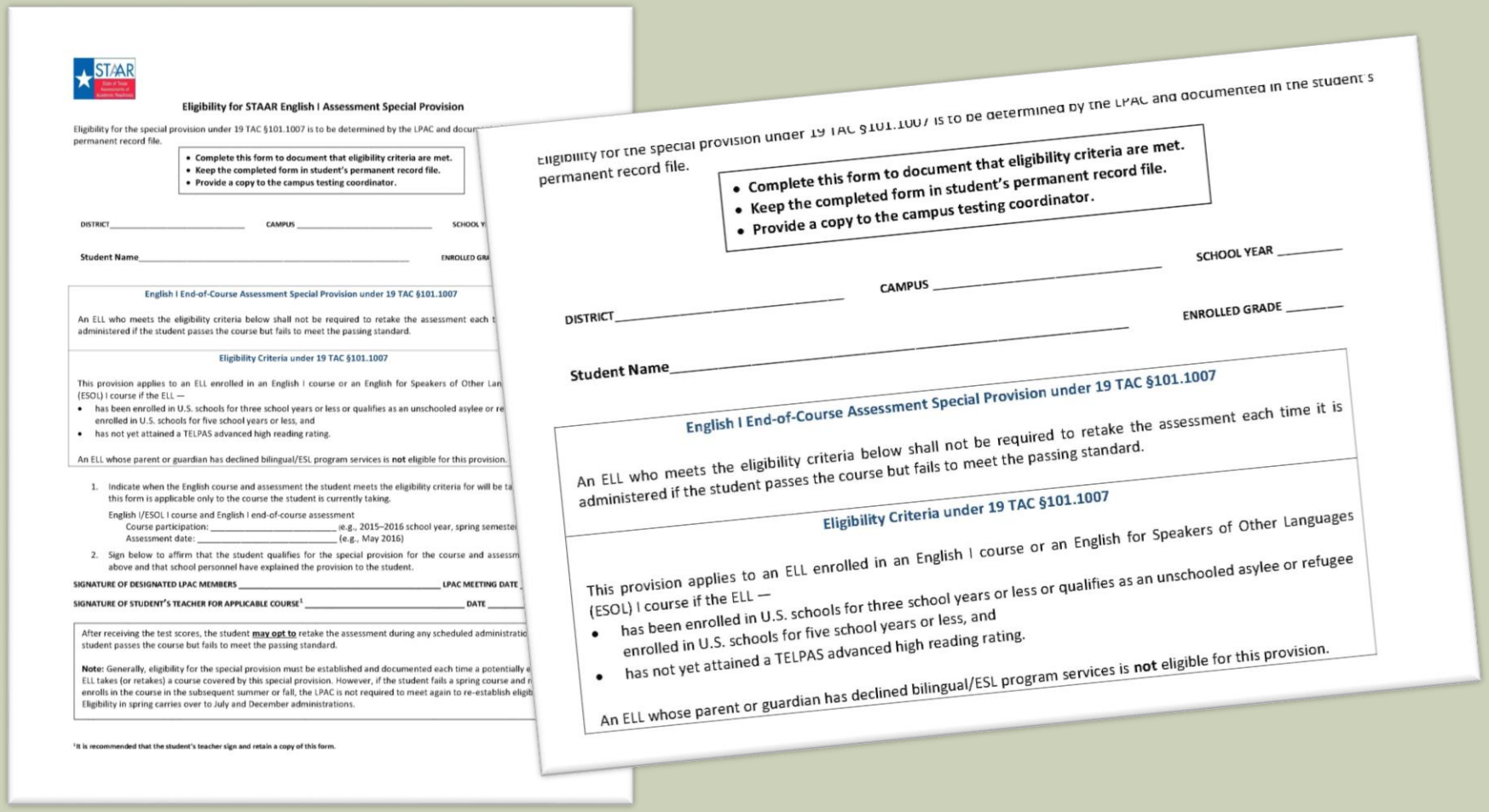
NOTE: ELLs for whom the LPAC determines eligibility for content supports and/or language and vocabulary supports must take the online administration. If a student receiving these supports requires a paper administration a paper request form needs to be submitted; however, paper tests are approved by TEA in rare circumstances.

ELIGIBILITY FOR STAAR ENGLISH I ASSESSMENT SPECIAL PROVISION

- The form includes TAC special provision and eligibility criteria.
- Course participation (semester or school year) and assessment date must be documented for each ELL that meets eligibility criteria.
- Documentation must be completed and discussed with student as close to the time of the assessment as possible.
- Special provision 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.

ELIGIBILITY FOR STAAR ENGLISH I ASSESSMENT SPECIAL PROVISION



Eligibility for STAAR English I Assessment Special Provision

Eligibility for the special provision under 19 TAC §101.1007 is to be determined by the 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 ELL 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 ELL enrolled in an English I course or an English for Speakers of Other Languages (ESOL) I course if the ELL —

- 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 ELL whose parent or guardian has declined bilingual/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 ta 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., 2015–2016 school year, spring semeste
   Assessment date: _____ (e.g., May 2016)
2. Sign below to affirm that the student qualifies for the special provision for the course and assessm above and that school personnel have explained the provision to the student.

SIGNATURE OF DESIGNATED LPAC MEMBERS _____ LPAC MEETING DATE _____

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

After receiving the test scores, the student **may opt to** retake the assessment during any scheduled administratio 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 e ELL takes (or retakes) a course covered by this special provision. However, if the student fails a spring course and r enrolls in the course in the subsequent summer or fall, the LPAC is not required to meet again to re-establish eligib Eligibility in spring carries over to July and December 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 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

STUDENT HISTORY WORKSHEET

KEEP IN PERMANENT RECORD FILE

Student History Worksheet

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

Student ID: _____ Date Identified as LEP: _____

		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 Reading Rating	Test Decision

This form can help

- keep track of a student's LEP status, program participation, years in U.S. schools, and TELPAS 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.

KEEP IN MIND!

- If LPACs recommend designated supports for Reading and/or Writing STAAR, that will prevent the student from exiting the LEP status at the end of the year, regardless if the student uses the supports or not.

TAKS

TAKS DECISION-MAKING PROCESS

- No changes to process
- Applicable only to students for whom TAKS is a graduation requirement
- Includes
  - Exit level LEP postponement
  - TAKS provisions for ELLs receiving special education services
  - TAKS provisions for unschooled asylees and refugees
- *TAKS Decision-Making Guide for LPACs* and sample documentation forms available on Language Proficiency Assessment Committee Resources page at http://tea.texas.gov/student.assessment/ell/lpac/

TELPAS

TELPAS RESOURCES FOR LPACS

- Years in U.S. Schools Data Collection Document
  - Years in U.S. schools collected annually for each ELL during TELPAS
  - Used in determining performance requirements in various state and federal accountability measures
  - Document contains instructions for determining years in U.S. schools, including 60-day rule information
- *2017 TELPAS Decision-Making Guide for LPACs*
  - Includes information on assessing ELLs receiving special education services with TELPAS
- *2017 Accessibility Features*
  - Certain accessibility features may also be provided for TELPAS

DATA COLLECTION FOR SPRING

- In addition to years in U.S. schools, other information that will be collected includes
  - Unschooled asylees/refugees
    - These students 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 ELLs 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 of 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 ELLs may come to the U.S. with limited or no prior schooling. They 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 ELLs 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**.

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.

- The number of years in U.S. schools on record for a student will never decrease. The value will either remain the same or increase by 1.

CALCULATING YEARS IN U.S. SCHOOLS

TELPAS
Texas English Language Proficiency Assessment System

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 ELL has been enrolled in a U.S. school. This information, which is reported to TEA through the Texas English Language Proficiency Assessment System (TELPAS), is used for TELPAS reporting and STAAR assessment decisions, and 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 form titled *Student History Worksheet* 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, which 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 coordinator is responsible for submitting this information through the TELPAS Assessment Management System during the TELPAS 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 first grade ELLs 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 1 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. school 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 calculation of years in U.S. schools regardless of any subsequent periods of unenrollment. For purposes of this calculation, only schools based within the 50 states and Washington, D.C. are to be considered U.S. schools.

TEA Student Assessment Division January 2016

Example 1:
A student arrives from out of the country and enrolls for the first time in a U.S. school in Campus A in early March 2015. The student remains enrolled for 37 school days and then withdraws. The student is not enrolled in any school for 7 days. The same student then enrolls in Campus B and remains enrolled through the remainder of the school year. The student was enrolled for a total of more than 60 school days in the 2014–2015 school year and was not un-enrolled for a time period of 10 or more school days. Therefore, the LPAC at Campus B must count the 2014–2015 school year as year one in U.S. schools for that student. The following 2015–2016 school year, the student is considered to be year two.

Example 2:
A student arrives from out of the country and enrolls for the first time in a U.S. school in Campus A in early April 2015. The student remains enrolled for the rest of the school year. Because the student was enrolled for only 49 consecutive school days, the LPAC at Campus A cannot count the 2014–2015 school year as year one in U.S. schools. The following 2015–2016 school year, the student is still considered to be in his or her first year in U.S. schools.

School Year 2015–2016 TELPAS Years in U.S. Schools Data Collection

Document for Each ELL as Applicable:	Data Definitions
1st school year	Has been enrolled in U.S. schools for all or part(s) of 1 school year
2nd school year	Has been enrolled in U.S. schools for all or part(s) of 2 school years
3rd school year	Has been enrolled in U.S. schools for all or part(s) of 3 school years
4th school year	Has been enrolled in U.S. schools for all or part(s) of 4 school years
5th school year	Has been enrolled in U.S. schools for all or part(s) of 5 school years
6th school year or more	Has been enrolled in U.S. schools for all or part(s) of 6 or more school years

TEA Student Assessment Division January 2016

2017 ACCOMMODATIONS AT A GLANCE

http://www.esc1.net/Page/3044

FOR MORE INFORMATION

- This PowerPoint and all other LPAC guides and documents are posted on the Language Proficiency Assessment Committee Resources page of the Student Assessment Division website at http://tea.texas.gov/student.assessment/ell/lpac/

- Future TETN: Spring 2017 ELL Assessments Update

  Event # 44220

  Workshop # 60247

  January 23, 2017 from 10:00 AM – 12:00 PM (CST)

  This TETN will provide districts and ESCs with updates related to TELPAS and STAAR for the spring of 2017.

Information regarding Assessments for ELLs can be found at:
http://tea.texas.gov/student.assessment/ell/

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

Email us at ELL.tests@tea.texas.gov

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