



LPAC

Language Proficiency Assessment Committee

2017-2018
End-of-Year Training

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Content Objectives

- Identify critical points related to 19 Texas Administrative Code (TAC) Chapter 89, Subchapter BB related to End-of-Year LPAC activities
- Explore significant points related to LPAC Annual Review

Language Objectives

- Engage in discussion about 19 TAC Chapter 89 related to End-of-Year LPAC activities
- Share and collaborate with the entire group on specific activities related to End-of-Year LPAC activities and Annual Review

Introduction

19 Texas Administrative Code (TAC) Chapter 89 Adaptations for Special Populations, Subchapter BB

The Commissioner's Rules concerning the state plan for educating English language learners (ELLs) state that all school districts that are required to provide bilingual education and/or English as a Second Language (ESL) programs establish and operate an Language Proficiency Assessment Committee (LPAC).


LPAC Framework Website

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

www.esc20.net/lpac

LPAC Framework Website

The LPAC website components:

- Home
- LPAC Framework
- Parent Resources
- Video Vignettes A small icon representing video content, featuring a black and white clapperboard at the top and a blue play button symbol on a white background below it.
- Frequently Used Resources
- Decision-Making Manual

LPAC Responsibilities

Goal of Bilingual Education

The goal of bilingual education programs shall be to:

- Enable ELLs to become competent in the listening, speaking, reading and writing of English through the development of literacy and academic skills in the primary language and English
- Emphasize mastery of English language skills, as well as mathematics, science and social studies
- Use instructional approaches designed to meet the needs of ELLs
- Be an integral part of the total school program
- Utilize the essential knowledge and skills required by the state as the curriculum

Goal of ESL Programs

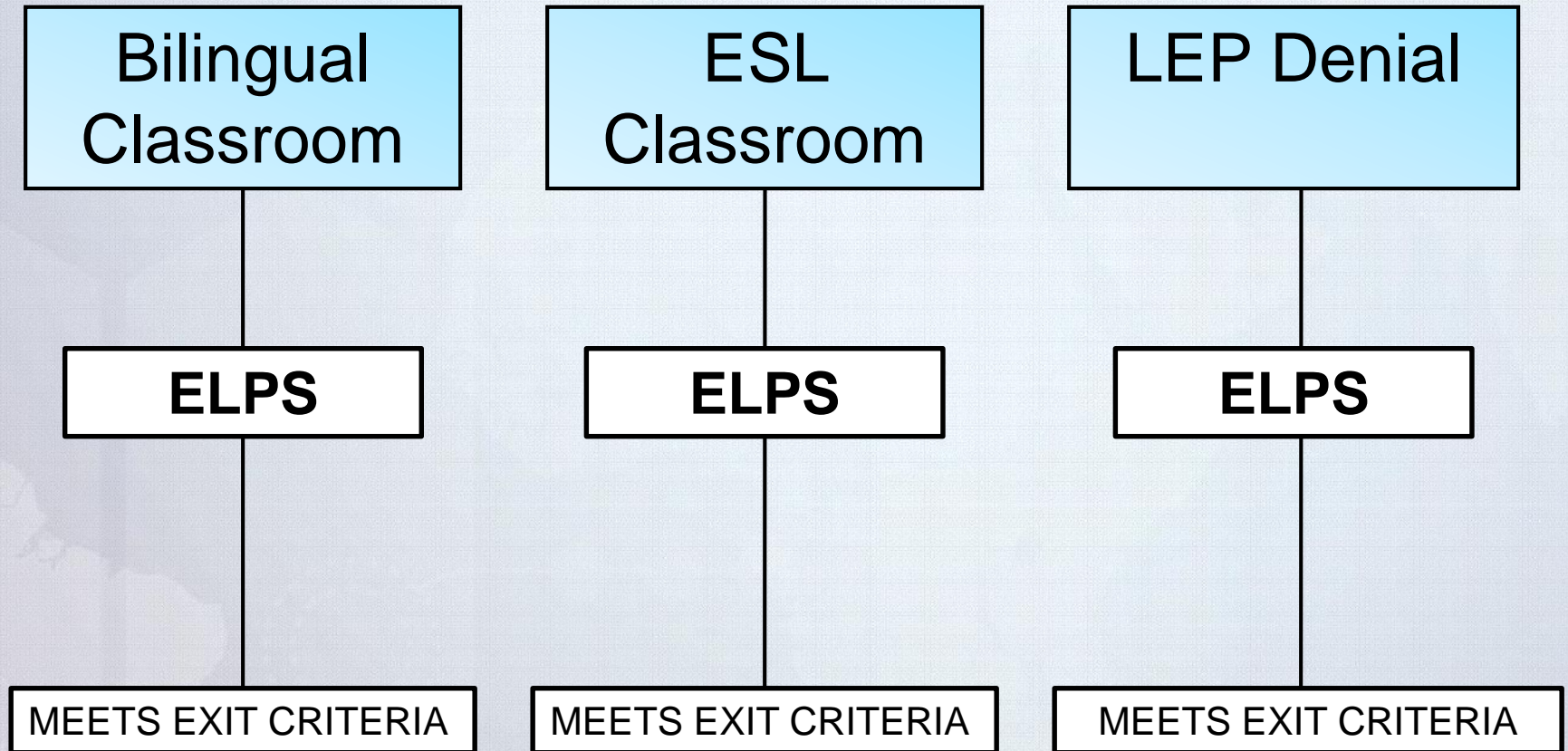
The goal of ESL programs shall be to:

- Enable ELLs to become competent in the listening, speaking, reading, and writing of English
- Emphasize mastery of English language skills, as well as mathematics, science, and social studies
- Use instructional approaches designed to meet the needs of ELLs
- Be an integral part of the total school program
- Utilize the essential knowledge and skills required by the state as the curriculum

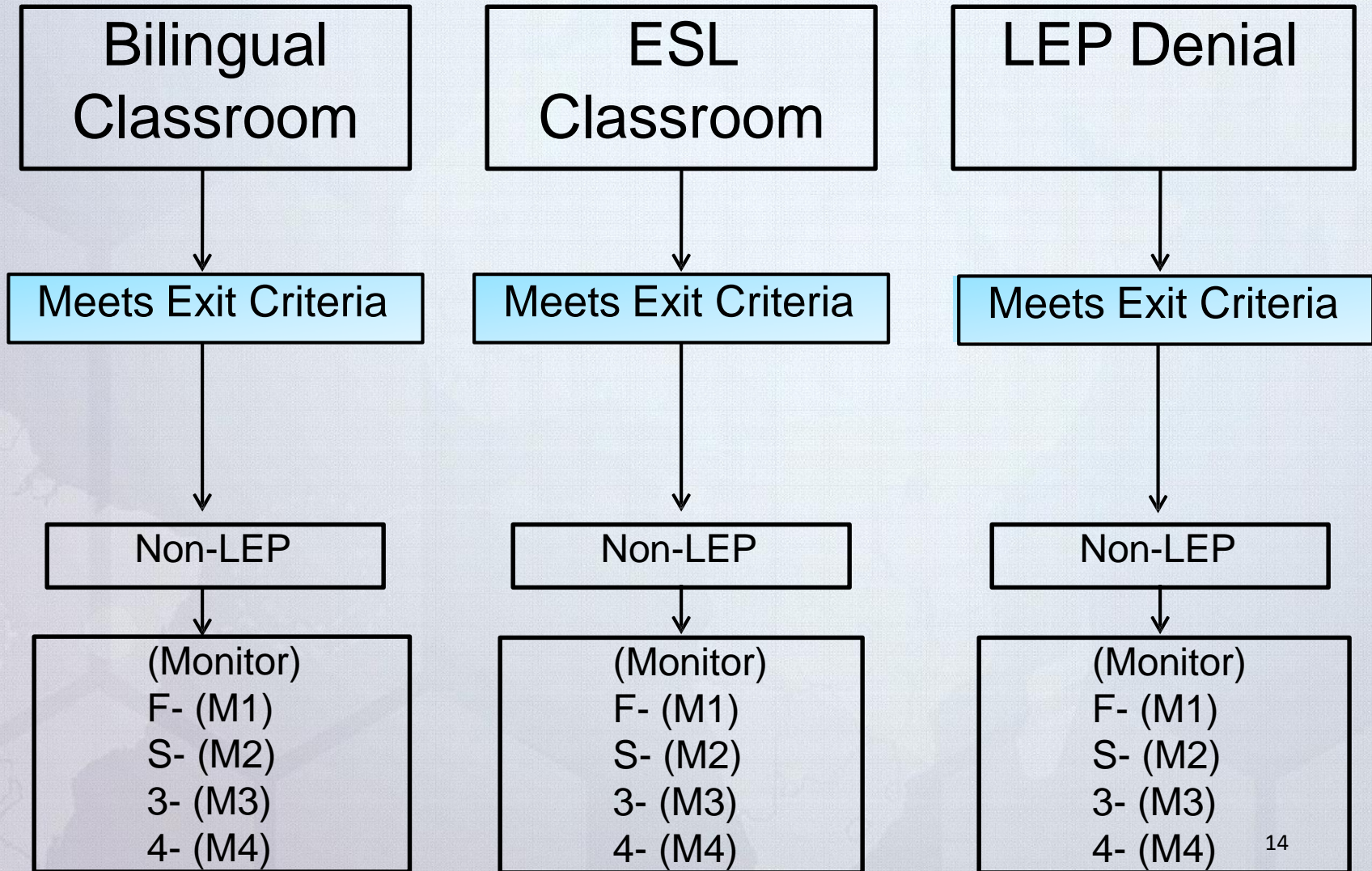
Required LPAC Meetings

- Upon *initial enrollment* - within the student's first 20 school days
- In the *spring* to determine appropriate assessments, immediately prior to state assessments
- At the ***end of the year*** for annual review and for the following year's placement decisions, which may include the use of linguistic accommodations, as appropriate
- *As needed* to discuss student progress

State Assessments



Annual Review



LPAC Responsibilities

- Identification of ELLs
- Assessment and documentation review
- Placement
- Instructional methodologies and/or interventions
- Instructional linguistic accommodations or accommodations for assessment
- Coordination
- Parental Approval
- ***Annual Review*** (linguistic and academic progress)

LPAC Responsibilities

- What other types of responsibilities may the LPAC do?
- How does the LPAC coordinate with other programs?
- How often are instructional interventions reviewed for progress monitoring?

Documentation

Name: _____

ELL INSTRUCTIONAL ACCOMMODATIONS

Beginning of Year (BOY)

Date: ___/___/___

Middle of Year (MOY)

Date: ___/___/___

End of Year (EOY)

Date: ___/___/___

- peer and native language support
- gestures for added emphasis
- simple conversations (words/phrases)
- visuals and/or verbal cues to reinforce spoken or written words
- pre-teach vocabulary
- short sentences and single words
- provide phrases or simple sentence frames
- rephrase, repeat, or slow down
- wait time
- extra time for complex material and/or assignments
- non-participation in simple conversations
- word bank of key vocabulary
- model pronunciation
- tiered sentence stems
- organize reading in chunks
- adapted text(s)
- clarification of word(s) or phrase(s)
- oral translation
- bilingual dictionary or glossary
- clarify directions
- translate word(s), phrase(s), or sentence(s)
- read and model think aloud
- drawing or pictorial representation
- writing on familiar, concrete topics
- scaffold writing assignments

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Campus: _____

Grade: _____

Academic Year: _____

Prior Year TELPAS:

L	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
S	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
R	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
W	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH

Annual Documentation

Annual Documentation

End-of-Year (EOY) Documentation Reminders:

Oral Language Proficiency Test (OLPT)

State Assessment Results

TELPAS Individual Student Profile

Linguistic Accommodations (Instructional/Assessment) provided to the teacher(s) for the following year

Notification of Exit

LPAC Annual Review

Required Documentation

The student's record shall contain:

- ☑ Documentation of all actions impacting the ELL
- ☑ Identification of the student
- ☑ Designation of the student's level of proficiency
- ☑ Recommendations of program placement
- ☑ Parent approval for entry or placement
- ☑ The dates of entry into, and placement within, the program

Required Documentation

The student's record shall contain:

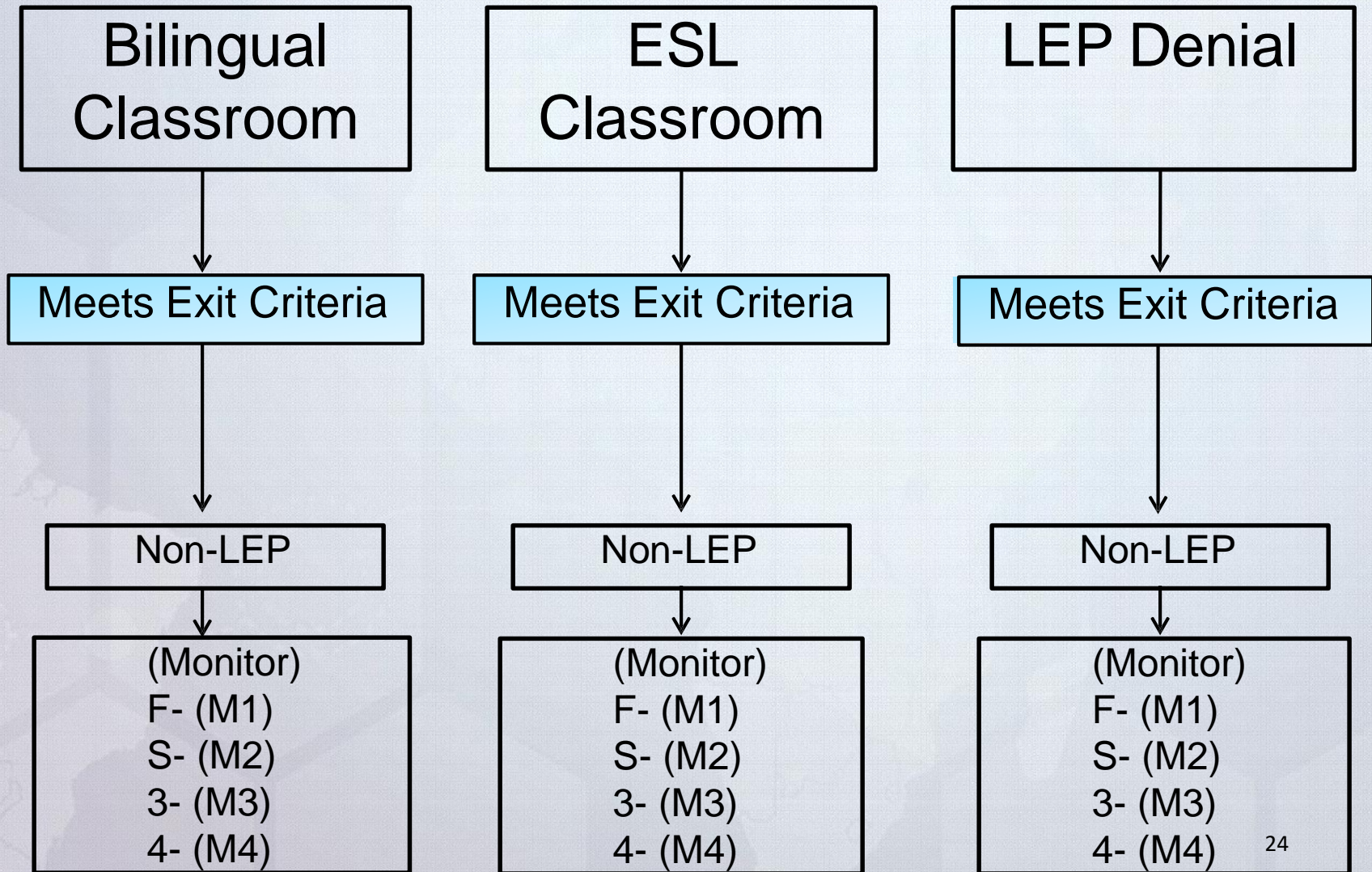
- Assessment
- Additional interventions
- The date of exit from program and parent approval
- Results of monitoring

Required Documentation

- Where is the required documentation maintained?
- What is the transition process as a student moves from:
 - grade level to grade level
 - campus to campus

Annual Review

Annual Review



Annual Review

At the end of the year, the LPAC reviews **every** child:

- identified in PEIMS as ELL, being served in a bilingual or ESL program
- identified in PEIMS as a ELL parental denial
- that has met criteria for bilingual/ESL program exit, is no longer classified as ELL in PEIMS, and is in his/her first (F), second (S), third (3), or fourth (4) year of monitoring

Note: Students coded (3) and (4) in PEIMS to meet federal monitoring requirements and not for the purpose of eligibility of reclassification and reentry into program.



Annual Review

The LPAC should review:

- Benchmarks
- Classroom Tests
- State Criterion-Referenced Test Data
- Norm-referenced English and Spanish (when applicable) Standardized Achievement Test Data
- Oral Language Proficiency Test Data
- TELPAS, Primary Reading Assessments, etc.
- Passing grades in all subjects and courses taken
- Any input that will give a well-rounded picture of the student's growth and progress

LPAC Decisions about End-of-Year (EOY)

LPACs shall conduct EOY LPAC meetings for all ELLs, including those who may demonstrate readiness for exit from the bilingual or ESL program, even though results from the spring administration of STAAR and/or TELPAS will not yet be available.

- For students being considered for exit, the LPAC will document that all the necessary criteria have been met **and** that they are awaiting the necessary STAAR and/or TELPAS results in order to make a final exit decision.
- The LPAC must have a follow-up process as soon as scores are received by the district.
- Once scores are received, a member of the LPAC will enter the scores into the documentation and complete the exiting process for eligible students without the need for another LPAC meeting.

LPAC Decisions about End-of-Year cont.

- The use of dictionaries on reading and writing assessments does not prevent an ELL from being considered for exit 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 exit decisions.
- Students for whom the LPAC recommends any of the following designated supports for any reading or writing assessment (including English I and English II) may not be considered for exit at the end of the school year:
 - Oral Administration
 - Content and Language Supports
 - Extra Time
- Please be sure that an LPAC representative that will be in the district or on the campus knows about this process so that it can be completed.
- The following link is for the 2017-2018 school year testing calendar: <http://tea.texas.gov/student.assessment/calendars/>

LPAC Decisions about End-of-Year cont.

- For assessments with multiple administrations (e.g., EOC or SSI grades), STAAR designated supports decisions can be carried over from the spring to the summer administrations. However, the LPAC should meet to document any changes in a student's situation that have occurred between administrations, especially if a student no longer requires designated supports. Remember, some supports may prevent the student from being considered for exit at the end of the year.

Annual Review

The LPAC should

- discuss and plan linguistic accommodations for the current and following year,
- discuss, develop, and execute an EOY process,
- discuss ELPS implementation and student support, and
- determine the needs for professional development to ensure student success.

Reclassification (Exiting) of ELLs

A student may only be considered for reclassification, as Non-ELL, at the end of the school year based on the following criteria:

- proficiency in oral English language;
- at or above the 40th percentile in both the reading and language arts sections of the TEA-approved norm-referenced measure; and
- consideration of a subjective teacher evaluation.

See Exit Criteria Chart for grade-specific requirements. 19 TAC §89.1225 (h-j)

End of Year LPAC Decision Flowcharts

As an additional support to the Exit Criteria Chart, the End of Year LPAC Decision Flowcharts provide further guidance to LPACs on exit decisions for the 2017-2018 school year.

The flowcharts are available on the LPAC Framework website under *Frequently Used Resources, Documents*. An explanation of the flowchart is available under *Video*.

https://projects.esc20.net/page/lpac_resources

This information can also be found on the EL Portal under *Bilingual/ESL, LPAC Information*.

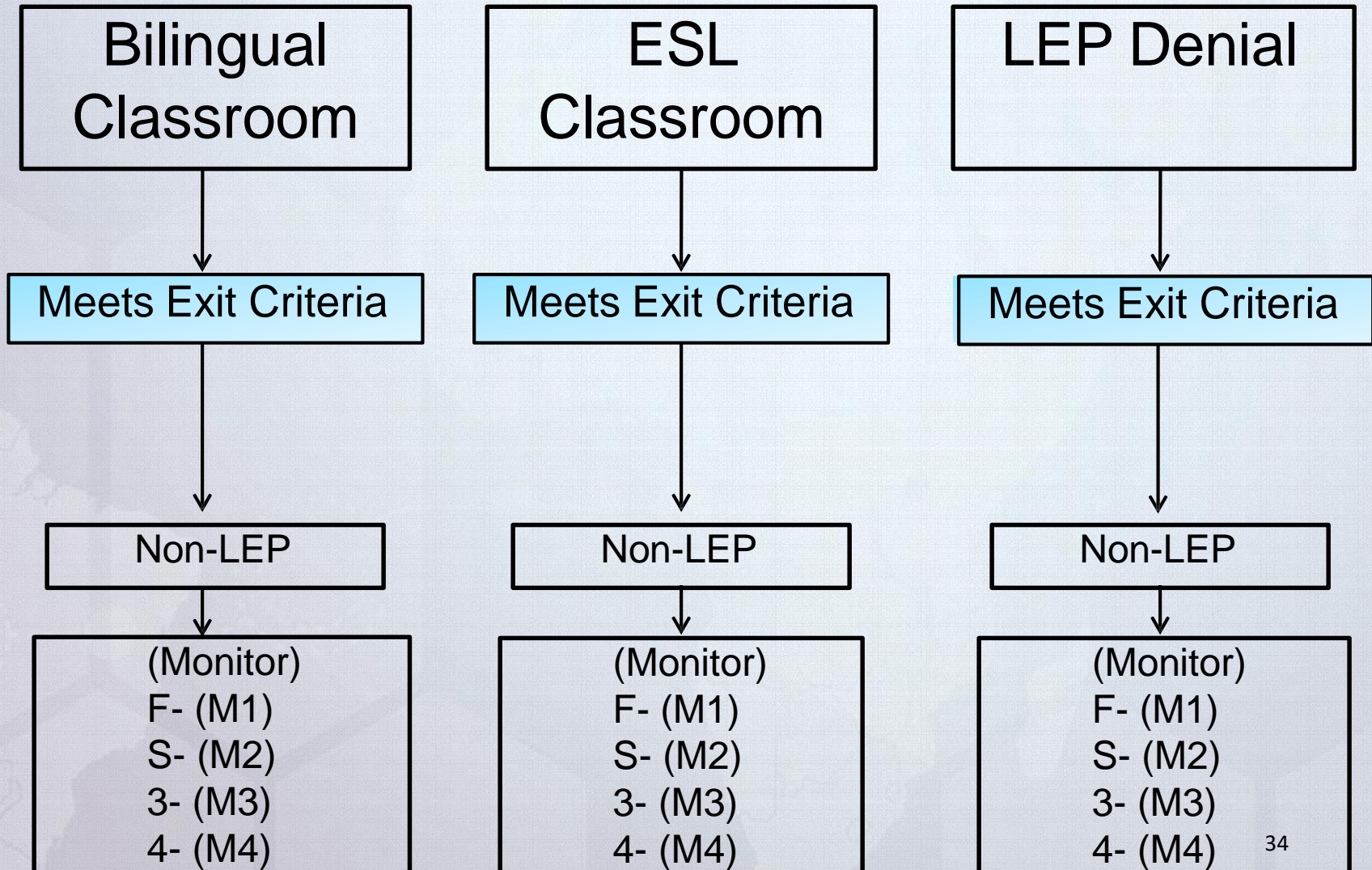
<http://www.elltx.org/lpac.html>

Reclassification of ELLs

- Students in pre-kindergarten and kindergarten **may not be exited** from a bilingual education or English as a second language program.
- An annual review is still conducted by the LPAC for all students identified as ELL in order to assess and document progress.

19 TAC §89.1225 (i)

Parental Notification/Approval



Parental Notification/Approval

- Once the LPAC reclassifies a student as Non-ELL, **parents must be notified** that the student has met state criteria for exit and will be monitored for two years*.
- Parent **approval** of the student's exit must be present in the student's record.
- Sample letters are found under **Suggested Forms**.

* **Note:** LPAC will continue to coordinate with PEIMS for an additional 2 years after meeting state requirements in order to meet federal monitoring requirements.

Reclassifying ELLs with Disabilities

- The ARD committee, in conjunction with the LPAC, shall determine an appropriate assessment instrument and performance standard requirement for exit.
- The decision to exit a student is determined by the key members of the ARD in conjunction with the key members of LPAC.

<http://tea.texas.gov/index2.aspx?id=4098>

19 TAC §89.1225 (k)
§89.1230

Evaluation of Reclassified Students

The LPAC shall reevaluate a student who is transferred out of a bilingual education or special language program under Section 29.056(g) if the student earns a failing grade in a subject in the foundation curriculum under Section 29.002(a) during any grading period in the first two school years after the student is transferred to determine whether the student should be reenrolled in a bilingual education or special language program.

TEC §29.0561(a)

Reclassified Students (F & S Only)

During the first two school years after a student is transferred out of a bilingual education or special language program under Section 29.0561 (b), the LPAC shall review the student's performance and consider:

- (1) The total amount of time the student was enrolled in a bilingual education or special language program;
- (2) The student's grades each grading period in each subject in the foundation curriculum under Section 29.002 (a) (1);

TEC §29.0561(b)

Reclassified Students (F & S Only)

- (3) The student's performance on each assessment instrument administered under Section 39.023 (a) or (c);
- (4) The number of credits the student has earned toward high school graduation, if applicable; and
- (5) Any disciplinary actions taken against the student under Subchapter A, Chapter 37.

TEC §29.0561(b)

Note: LPAC does not need to monitor the student's performance for students whose LEP indicator code is a (3) or (4) in PEIMS.

Reclassified Students

After an evaluation under this section, the LPAC may require intensive instruction for the student or reenroll the student in a bilingual education or special language program.

TEC §29.0561(c)

Monitor (3) and (4) Students

LPAC will continue to coordinate with PEIMS for the additional 2 years required by federal statute. Students who complete their second (S) monitored year, required by state, will then have their LEP Indicator Code changed to a (3) and then a (4) the following academic year.

ESEA Section 3121(a)(5)

LEP Indicator Codes

0	Not LEP
1	Identified as limited English proficient (LEP)
F	Student exited from LEP status – Monitored 1 (M1) – student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, and is in his or her first year of monitoring as required by 19 TAC §89.1220(l) and is not eligible for funding due to the fact that they are not LEP
S	Student exited from LEP status – Monitored 2 (M2) – student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, and is in his or her second year of monitoring as required by 19 TAC §89.1220(l) and is not eligible for funding due to the fact that they are not LEP
3	Student exited from LEP status – Monitored 3 (M3) – student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, and is in his or her third year of monitoring as required by ESEA Section 3121(a)(5) that LEAs report on the number and percentage of ELs meeting the challenging State academic standards for four years after such students are no longer receiving Title III services.
4	Student exited from LEP status – Monitored 4 (M4) – student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, and is in his or her fourth year of monitoring as required by ESEA Section 3121(a)(5) that LEAs report on the number and percentage of ELs meeting the challenging State academic standards for four years after such students are no longer receiving Title III services.

State
Monitoring
Requirement

Federal
Monitoring
Requirement

Examples of Changing LEP Indicator Code

Student Names	ID Number	2017-2018 School Year	2018-2019 School Year	2019-2020 School Year	2020-2021 School Year	2021-2022 School Year
Angel Hernandez	000123	1	F	S	3	4
Frankie Jones	000234	F	S	3	4	0
Angie Gonzales	000345	S	3	4	0	
Wayne Voo *	000456	0	4	0		

Important Note:

* This student represents students who finished their second (S) monitored year in the 2016-2017 school year and were coded a (0) for the 2017-2018 school year (the student's third year after exit). Due to new federal requirements, the student's data will be captured in the 2018-2019 school year when their LEP indicator code is changed to (4) for their fourth required monitored year.

End-of-Year Requirements

Required Summer School Programs

- 19 TAC §89.1250 Required Summer School Programs
- TEA Correspondence/Summer School Program for ELLs who will be eligible for admission to kindergarten and grade 1
- A Sample of Summer Program Parent Survey is included in the LPAC Manual under the Forms section.

19 TAC §89.1250

TO THE ADMINISTRATOR ADDRESSED:

Subject: 2017 Summer School Program for English Language Learners (ELLs) in Kindergarten and First Grade

[Texas Administrative Code \(TAC\), Section 89.1250](#), Required Summer School Programs, requires districts to provide a summer school program for English language learners who will be eligible for admission to kindergarten or first grade at the beginning of the next school year. This letter is to inform school districts that funds have been appropriated for the 2016-2017 school year to reimburse school districts for operating a summer school program in accordance with TAC §89.1250.

This information is provided to help districts prepare and coordinate building services, transportation, calendars, and instruction with other state and federal programs. Districts required to offer a bilingual education or special language program during the 2016-2017 school year, including those with approved exceptions, must offer the summer school program. Reimbursement for costs of enrolling English language learners will be processed in the fall of 2017 through the Grants Administration Division.

In accordance with TAC §89.1250(3)(b), districts operating a two-semester system are required to offer the program for one-half day for eight weeks while school is recessed for the summer or for a total of 120 hours of instruction on a schedule established by the board of trustees. Districts operating year-round schools are required to offer a program during intercessions for a total of 120 hours of instruction.

For students who have not attended school previously and need to be identified as an English language learner, [TAC §89.1225](#) rules related to testing and classification of students must be followed. The *List of Approved Tests for Assessment of English Language Learners* is required for the identification process and can be found on the Bilingual/ESL webpage at <http://tea.texas.gov/bilingual/esl/education/> under the Documents section.

Funding for the program will be on a teaching unit basis with 18 students or a fraction thereof constituting a unit. Since the appropriation for this program is a fixed amount, it will be necessary to prorate unit allotments if enrollment exceeds projections. Based on 2016 program costs, it is suggested that districts plan for reimbursement of approximately \$1,100 per unit. Business managers should be informed that the fund code is 289 and that payment to the district will be provided through direct deposit.

Please note that data will be collected through the Public Education Information Management System (PEIMS) for summer school 2017. The "BILINGUAL/ESL-SUMMER-SCHOOL-INDICATOR-CODE" is reported in the Student Program Extension as documented in the 2016-2017 Texas Education Data Standards (TEDS) to identify students participating in the Bilingual/ESL Summer School Program. This indicator code is collected in Submission 4 only, and the first submission due date is **August 31, 2017**.

If you have any program questions, please contact Susie Coultriss, State Director of Bilingual/English as a Second Language/Title III/Migrant Education, at (512) 463-9581. Please submit questions regarding the PEIMS submission requirements to the TSDS Incident Management System (TIMS), which is available within the SDS portal. Funding questions may be submitted to the [TEA Help DESK](#).

Sincerely,

Justin Porter, Ed.D.
Executive Director
Special Populations Division
JP/sc

Program Evaluation

All school districts/campuses required to conduct a bilingual education or ESL program shall:

- Conduct periodic assessments in the languages of instruction to determine program impact and student outcomes in all subject areas.
- Annually report (and retain the report) the academic progress in either language of the ELLs, the extent to which they are becoming proficient in English, the number of students who have been exited from the bilingual education and English as a second language programs, and the number of teachers and aides trained and the frequency, scope, and results of the training (TEC §7.028).

Program Evaluation

- Report to parents the progress of their child as a result of participation in the program offered to ELLs in English and the home language at least annually.
- Develop, review, and revise the campus improvement plan described in the Texas Education Code §11.253, for the purpose of improving student performance for ELLs.

Program Evaluation

- §89.1267. Standards for Evaluation of Dual Language Immersion Program Models.
- (a) A school district implementing a dual language immersion program must conduct **annual formative and summative evaluations** collecting a full range of data to determine program impact on student academic success.

19 TAC §89.1267

Program Evaluation

- (b) The success of a dual language immersion program is evident by students in the program demonstrating high levels of language proficiency in English and the other language and mastery of the Texas essential knowledge and skills for the foundation and enrichment areas. Indicators of success may include scores on statewide student assessments in English, statewide student assessments in Spanish (if appropriate), norm-referenced standardized achievement tests in both languages, and/or language proficiency tests in both languages.

End-of-Year Requirements

- How does the district ensure End-of-Year LPACs are complete?
- Who completes the Program evaluation?
- What other items are important for End-of-Year activities?

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For More Information

Contact your local Education Service Center.