

LPAC

Language Proficiency Assessment Committee Bilingual/ESL Program Year-at-a-Glance

August	September	October	November	December	January
<ul style="list-style-type: none"> <input type="checkbox"/> Attend required annual ESC LPAC Framework Training <input type="checkbox"/> Review teacher certifications, credentials, and renewal certifications <input type="checkbox"/> Provide LPAC Framework training for faculty and designated parents <input type="checkbox"/> Provide Oral Language Proficiency Test (OLPT) and Norm-Reference training for test proctors as well as order extra materials, if necessary <input type="checkbox"/> Review student records and disseminate appropriately: <ul style="list-style-type: none"> - Pending state assessment results for Exit/Reclassification*¹ of ELL - Review End-of-Year (EOY) LPAC documentation - Transitioning to another campus - Proper program placement - ELPS/TELPAS proficiency level descriptors (PLDs) - ELL Instructional Accommodation Checklist - First (F), Second (S) year monitoring, and parent denials - Personal Graduation Plans in grades 8 to 12 <input type="checkbox"/> Collaborate with counselors and administrators to create class schedules for new ELLs <input type="checkbox"/> Review campus improvement plan to identify and schedule staff professional development activities accordingly <input type="checkbox"/> Identify staff in need of ELPS or other types of Bilingual/ESL professional development <input type="checkbox"/> Add Bilingual/ESL TEA TETN dates to calendar 	<ul style="list-style-type: none"> <input type="checkbox"/> Schedule parent LPAC training as needed <input type="checkbox"/> Schedule and conduct Beginning-of-Year (BOY) LPAC meetings for newly enrolled (required) and returning ELLs (best-practice) <input type="checkbox"/> Review teacher certifications and credentials to prepare for State Bilingual Exceptions and ESL Waivers <input type="checkbox"/> Confirm staff knows and understands the instructional and linguistic needs of their ELLs (including F, S, and parent denials) <input type="checkbox"/> Provide professional development in ELPS/TELPAS <input type="checkbox"/> Collaborate with ARD/SPED Committee to review and discuss identified ELLs <input type="checkbox"/> Review Public Education Information Management System (PEIMS) coding 	<ul style="list-style-type: none"> <input type="checkbox"/> Review and update PEIMS data for Snapshot Date <input type="checkbox"/> Schedule and conduct LPAC meetings to review academic progress for struggling ELLs and identify appropriate interventions <input type="checkbox"/> Review teacher certifications and credentials to prepare for State Bilingual Exceptions and/or ESL Waivers <input type="checkbox"/> Review the annual Exceptions and Waivers webinar on the ELL portal <input type="checkbox"/> Complete paperwork for waiver and exception, if necessary <input type="checkbox"/> Collaborate with District Testing Coordinator (DTC) <input type="checkbox"/> Identify TELPAS verifiers and returning TELPAS raters <input type="checkbox"/> Monitor and review students grades after 1st 6/9 weeks grading period <input type="checkbox"/> Prepare for Performance Based Monitoring Analysis System (PBMAS) reports and update improvement plans 	<ul style="list-style-type: none"> <input type="checkbox"/> November 1st, submission deadline for State Bilingual Exceptions and ESL Waivers <input type="checkbox"/> Schedule and conduct LPAC meetings for End-of-Course (EOC) Assessments only, as needed 	<ul style="list-style-type: none"> <input type="checkbox"/> Review TELPAS data, informal assessments, and anecdotal notes to certify classroom instruction is aligned to the linguistic and academic needs of ELLs <input type="checkbox"/> Continue to monitor ELL linguistic and academic progress (including F, S, and parent denials) <input type="checkbox"/> Verify years in U.S. schools, current ELLs, monitored F, S, and parental denials 	<ul style="list-style-type: none"> <input type="checkbox"/> DTC attends annual assessment training for ELL updates <input type="checkbox"/> Designated LPAC members attend LPAC Decision-Making training <input type="checkbox"/> Schedule Middle-of-Year (MOY) LPAC Decision-Making for ELLs in grades 3 to 12 <input type="checkbox"/> Prepare for TELPAS window <input type="checkbox"/> Finalize plan for training of TELPAS verifiers and returning TELPAS raters
				<ul style="list-style-type: none"> <input type="checkbox"/> Provide LPAC Framework training for new LPAC members <input type="checkbox"/> Review LPAC video vignettes for MOY and EOY 	
<p>Note:</p> <p>*¹ Due to release of state assessments results, LPACs shall conduct end of year LPAC meetings for all ELLs, including those who are possible candidates for exit from the bilingual or ESL program, even though results from the spring STAAR administration 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 results in order to make a final exit decision. 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. The LPAC must revisit pending ELLs in August, prior to the beginning of the school year.</p>			<p>On-going Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> LPAC for new enrollees within 20 school days <input type="checkbox"/> Monitor linguistic and academic progress <input type="checkbox"/> On-going collaboration with special programs such as Special Education, Advanced Academics-Gifted and Talented, etc. to ensure student success <input type="checkbox"/> PEIMS up-to-date and accurate <input type="checkbox"/> On-going professional development 		

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February	March	April	May	June	July
<ul style="list-style-type: none"> <input type="checkbox"/> Revisit Instructional Accommodations Checklist and update based on linguistic and academic progression of ELLs <input type="checkbox"/> Identify linguistic accommodations routinely used in the classroom and recommend for State assessment purposes <input type="checkbox"/> Schedule and conduct Middle-of-Year (MOY) LPAC Decision-Making for ELLs in grades 3 to 12 <input type="checkbox"/> Conduct TELPAS required rater activities <input type="checkbox"/> Conduct required TELPAS window activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct MOY LPAC Decision Making for ELLs in grades 3 to 12 <input type="checkbox"/> Conduct required TELPAS window activities <input type="checkbox"/> Review ELL enrollment numbers to anticipate new Bilingual/ESL classrooms and staff 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct required TELPAS window activities <input type="checkbox"/> Attend annual EOY training <input type="checkbox"/> Schedule End-of-Year (EOY) LPAC meetings for participating ELLs, parent denials, and monitored ELLs <input type="checkbox"/> Initiate Pre-kindergarten (PK) to Kindergarten (K) round-up activities to identify potential ELLs <input type="checkbox"/> Collaborate with counselors and administrators to create class schedules 	<ul style="list-style-type: none"> <input type="checkbox"/> Send Parental Report on Student Progress <input type="checkbox"/> Send Parental Notification and Approval of Exit <input type="checkbox"/> Conduct a comprehensive Bilingual/ESL Annual Program Evaluation (present to school board, if denoted in local board policy) <input type="checkbox"/> Create program evaluation and update improvement plans to determine professional development and program needs 	<ul style="list-style-type: none"> <input type="checkbox"/> Implement summer school if minimum size of ELL numbers are met <input type="checkbox"/> Ensure documentation is properly filed in student records <input type="checkbox"/> Program planning for upcoming school year <input type="checkbox"/> Create and provide procedural updates <input type="checkbox"/> Conduct professional development <input type="checkbox"/> Follow-up with pending exits 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct professional development <input type="checkbox"/> Provide procedural updates <input type="checkbox"/> Review Public Education Information Management System (PEIMS) coding for ELLs <input type="checkbox"/> Review PEIMS coding for Immigrant students status <input type="checkbox"/> Monitor PEIMS rollover
<ul style="list-style-type: none"> <input type="checkbox"/> Schedule/conduct EOY LPAC meetings for participating ELLs, parent denials, and monitored ELLs <input type="checkbox"/> Plan, recruit, and conduct required summer school program for grades PK and K <input type="checkbox"/> Review teacher certifications , credentials, and renewal certifications <input type="checkbox"/> Program planning for following school year 					

On-going Activities:

- LPAC for new enrollees within 20 school days
- Monitor linguistic and academic progress
- On-going collaboration with special programs such as Special Education, Advanced Academics-Gifted and Talented, etc. to ensure student success
- PEIMS up-to-date and accurate
- On-going professional development