

LPAC

LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE



LPAC 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 TEA-approved oral language proficiency test (OLPT) and TEA-approved norm-referenced standardized achievement instrument for test proctors, and review inventory of materials <input type="checkbox"/> Review student records and disseminate accordingly: <ul style="list-style-type: none"> - Pending state assessment results for reclassification criteria*1 of EL - End-of-year (EOY) LPAC documentation - Transitioning to another campus - Proper program placement - ELPS/TELPAS proficiency level descriptors (PLDs) - EL Instructional Accommodation Checklist - First (F), Second (S) year monitoring, 3rd (3) year, 4th (4) year monitoring, and parent denials - Personal Graduation Plans for grades 8 to 12 <input type="checkbox"/> Collaborate with counselors and administrators to create class schedules for new ELs <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 ELs (best-practice) <input type="checkbox"/> Review teacher certifications and credentials to prepare for state bilingual exceptions and/or ESL waivers <input type="checkbox"/> Confirm staff knows and understands the instructional and linguistic needs of their ELs (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 ELs <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 ELs 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 EL portal <input type="checkbox"/> Complete paperwork for waiver and/or 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/or 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 ELs <input type="checkbox"/> Continue to monitor EL linguistic and academic progress (including F, S, and parent denials) <input type="checkbox"/> Verify years in U.S. schools, current ELs, monitored F, S, 3, 4 and parent denials 	<ul style="list-style-type: none"> <input type="checkbox"/> District Testing Coordinator attends annual assessment training for EL updates <input type="checkbox"/> Designated LPAC members attend the Training on the LPAC Decision-Making Process for the Texas Assessment Program <input type="checkbox"/> Schedule and conduct middle-of-year (MOY) LPAC decision-making meetings for ELs 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 	

Note:
 *1 Due to release of state assessments results, LPACs shall conduct end-of-year LPAC meetings for all ELs, including those who are possible candidates for exit from the bilingual and/or ESL program, even though results from the spring STAAR administration will not yet be available. For students being considered for reclassification, the LPAC will document that all the necessary criteria has been met and that they are awaiting the necessary STAAR results in order to make a final reclassification decision. Once scores are received, a member of the LPAC will enter the scores into the documentation, and complete the reclassification process for eligible students without the need for another LPAC meeting. The LPAC must revisit pending ELs in August, prior to the beginning of the school year.

On-going activities:

- Schedule LPAC meeting for new enrollees within four weeks of initial enrollment
- Monitor linguistic and academic progress for ELs
- Collaborate with special programs, such as special education, gifted/talented, etc., to ensure student success
- Ensure PEIMS data is up-to-date and accurate
- Provide professional development

LPAC

LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE



LPAC Year-at-a-Glance

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 ELs <input type="checkbox"/> Identify designated supports routinely used in the classroom and recommend for state assessment purposes <input type="checkbox"/> Schedule and conduct middle-of-year (MOY) LPAC decision-making meetings for ELs 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 meeting for ELs in grades 3 to 12 <input type="checkbox"/> Conduct required TELPAS window activities <input type="checkbox"/> Review EL 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 ELs, parent denials, and monitored ELs <input type="checkbox"/> Initiate prekindergarten (PK) and/or kindergarten (K) round-up activities to identify potential ELs <input type="checkbox"/> Collaborate with counselors and administrators to create class schedules 	<ul style="list-style-type: none"> <input type="checkbox"/> Send Parent Report on Student Progress <input type="checkbox"/> Send Parent Notification and Approval for Reclassification <input type="checkbox"/> Conduct a comprehensive bilingual/ESL annual program evaluation (present to school board, if denoted in local board policy) <input type="checkbox"/> Update improvement plans based on results of the comprehensive evaluation to determine professional development and program needs 	<ul style="list-style-type: none"> <input type="checkbox"/> Implement summer school if minimum size of EL numbers are met <input type="checkbox"/> Ensure documentation is properly filed in student records <input type="checkbox"/> Conduct 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 program reclassifications 	<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 ELs <input type="checkbox"/> Review PEIMS coding for immigrant students <input type="checkbox"/> Monitor PEIMS rollover
<ul style="list-style-type: none"> <input type="checkbox"/> Schedule/conduct EOY LPAC meetings for participating ELs, parent denials, and monitored ELs <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"/> Conduct program planning for next school year 					
<p>On-going activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Schedule LPAC meeting for new enrollees within four weeks of initial enrollment <input type="checkbox"/> Monitor linguistic and academic progress for ELs <input type="checkbox"/> Collaborate with special programs, such as special education, gifted/talented, etc., to ensure student success <input type="checkbox"/> Ensure PEIMS data is up-to-date and accurate <input type="checkbox"/> Provide professional development 					