

# Language Proficiency Assessment Committee (LPAC) 2016-2017

# Welcome

## Ice-breaker activity:

- Choose a paper doll.
- On one side, write the characteristics of your son/daughter as a bilingual student.
- On the other side, write one or two characteristics of a good bilingual education or English as a Second Language (ESL) program.

# Commissioner's Rules

- All districts must establish a Language Proficiency Assessment Committee (LPAC).
- All information must be documented:
  - norms
  - training certificates
  - number of members
  - meetings
  - decisions

# Remember that this committee...

Reviews the progress of English Language Learners (ELLs):

- that participate in a bilingual or English as a Second Language (ESL) program with parental approval; and
- who do not participate in a program due to parent denial.

# Bilingual or English as a Second Language (ESL)?

How do we know if a school district needs a bilingual education program or an English as a Second Language (ESL) program?

# Bilingual or English as a Second Language (ESL)?

- If the school district has an enrollment of 20 or more ELLs of the same language classification in the same grade level district-wide, the district shall offer a bilingual education program for ELLs in Grades Pre-K through 5.
- Grade 6 shall be included when clustered with elementary grades.

# Goal of Bilingual Education

The use of the primary language (Spanish, Arabic, Chinese, Mandarin, etc.) is to:

- provide listening, reading, writing, and speaking instruction; and
- provide math, science, and social studies instruction, etc.

The use of the second language (English) is to:

- provide listening, reading, writing, speaking, and content area instruction; and
- implement the English Language Proficiency Standards (ELPS) across the linguistic domains of listening, speaking, reading, and writing.

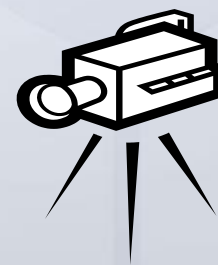
# Goal of English as Second Language (ESL) Programs

## **Objectives:**

- Enable ELLs to become competent in listening, speaking, reading, and writing in the English language.
- Acquire the essential knowledge and skills of academic language in math, science, social studies, and language arts.

These objectives are achieved by:

- The implementation of the English Language Proficiency Standard (ELPS) in listening, speaking, reading, and writing across the academic content areas.





# Bilingual and English as a Second Language (ESL) programs

The programs must:

- be an integral part of the total school program,
- use state-adopted texts,
- use supplementary materials, and
- use instructional approaches designed to meet the needs of each ELL.

# Composition of Language Proficiency Assessment Committee (LPAC)

The Bilingual LPAC is composed of a:

- campus administrator,
- professional bilingual educator,
- professional transitional language educator/ESL teacher, and
- parent of an ELL participating in the required bilingual program.

**No parent serving on the LPAC shall be an employee of the school district.**

# Composition of Language Proficiency Assessment Committee (LPAC)

The ESL LPAC is composed of:

- one or more professional personnel,
- a campus administrator, and
- a parent of an ELL participating in the program designated by the school district.

**No parent serving on the LPAC shall be an employee of the school district.**

# Language Proficiency Assessment Committee (LPAC)

## Committee members' responsibilities:

- Act on behalf of the school district
- Know the laws
- Maintain confidentiality
- Receive adequate training
- Meet when deemed necessary

# Language Proficiency Assessment Committee (LPAC)

## Committee members' responsibilities:

- Review and discuss **all** student data and information
- Meet upon the student's initial enrollment—within 20 school days
- Meet in the spring to determine appropriate assessments, immediately prior to state assessment administration to determine applicable linguistic accommodations
- Meet at the end of the year for annual review and for the following year's placement, which should include discussion of instructional linguistic accommodations
- Meet as needed to discuss student progress

# Language Proficiency Assessment Committee (LPAC)

Additional responsibilities include to:

- Indicate each student's English proficiency level
- Indicate each student's academic level
- Indicate initial instructional methodologies and/or interventions in each program

Inform parents of the above-mentioned indications, and obtain parental approval.

# Language Proficiency Assessment Committee (LPAC)

- Ensure student participation in other programs or services offered through the district
- Classify students as LEP or non-LEP according to the criteria specified in section *19 TAC § 89.1225*
- Determine if the student has met the necessary requirements to be considered for reclassification as non-LEP, and no longer participate in a Bilingual or English as a Second Language program

# Identifying English Language Learners (ELLs)

- Parents complete a Home Language Survey (HLS).
- Consideration of the student's knowledge of English and academic content is taken into account as mandated by law.

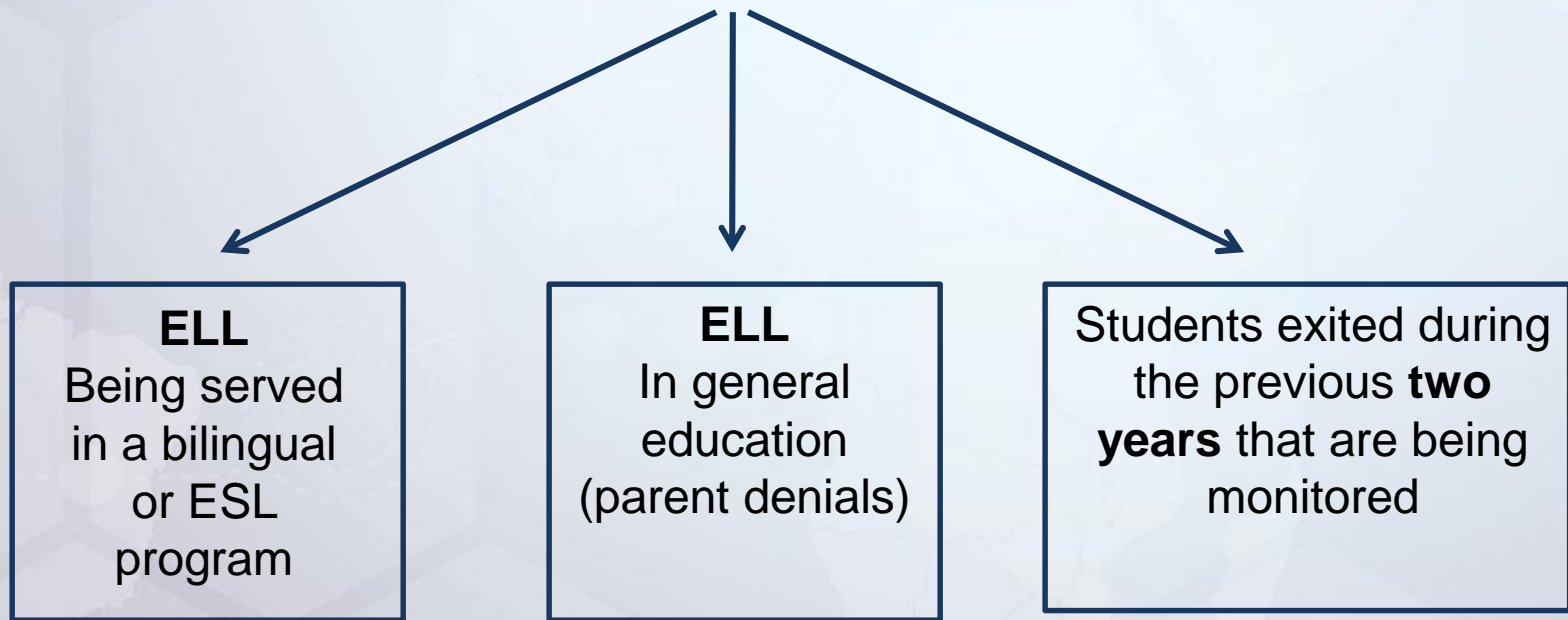


# Language Proficiency Assessment Committee (LPAC)

The committee will recommend participation in a bilingual or ESL program if the test results indicate that English proficiency is not at a required level.

# Language Proficiency Assessment Committee (LPAC)

At the end of the year, the Committee reviews every child



# Language Proficiency Assessment Committee (LPAC)

## Reviews:

- Oral language proficiency test data
- The student's academic proficiency level
  - grades
  - classroom tests
- English or Spanish Reading state assessment
- English Writing state assessment data

# Language Proficiency Assessment Committee (LPAC)

- The student can be reclassified when he/she has met the exit criteria
- A student may only be considered for reclassification at the end of the year

# Language Proficiency Assessment Committee (LPAC)

Students in a pre-kindergarten and kindergarten may not be exited from a bilingual education or English as a second language program (ESL).

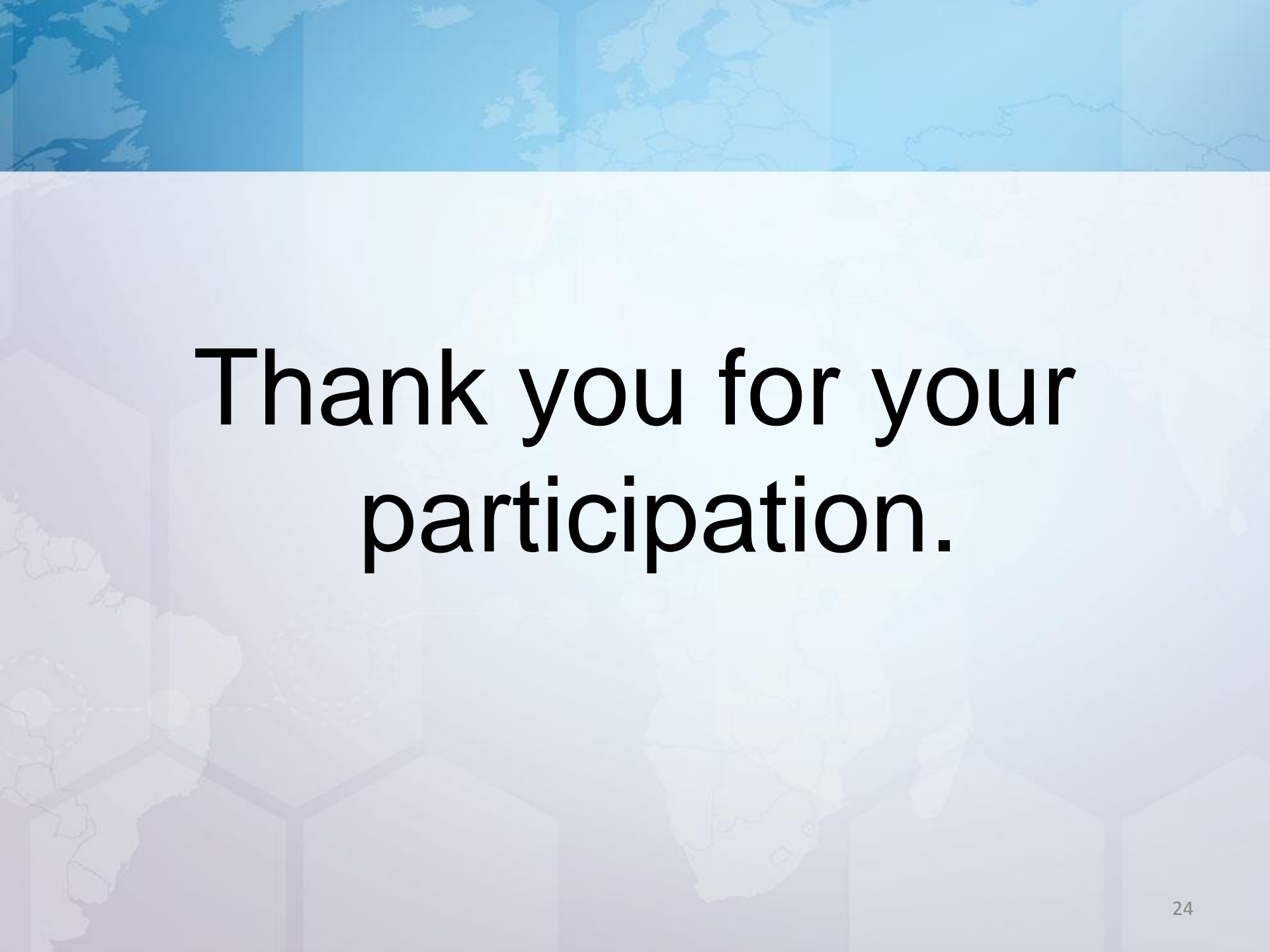
# Language Proficiency Assessment Committee (LPAC)

- Once the LPAC reclassifies a student as non-LEP, parents must be notified that the student has met the state criteria for exit.
- The LPAC must monitor the exited student's progress for two years.

# In Summary

LPAC members must:

- Know the laws concerning English language learners
- Maintain confidentiality
- Advocate for the English language learner
- Contribute to the meeting so that members can make the best decisions for the student

A world map is visible in the background, rendered in a light blue and white color scheme. The map is centered and shows the outlines of continents. The top portion of the image has a darker blue header area.

**Thank you for your  
participation.**