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Texas Education Agency

Susie Coultriss
State Director, Bilingual/ESL/Title III/Migrant
Special Populations Division
Texas Education Agency

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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

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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

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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).

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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

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LPAC Framework Website

The LPAC website components:

- Home
- LPAC Framework
- Parent Resources
- Video Vignettes 
- Frequently Used Resources
- Decision-Making Manual

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LPAC Responsibilities

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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

19 TAC §89.1201

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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

19 TAC §89.1201

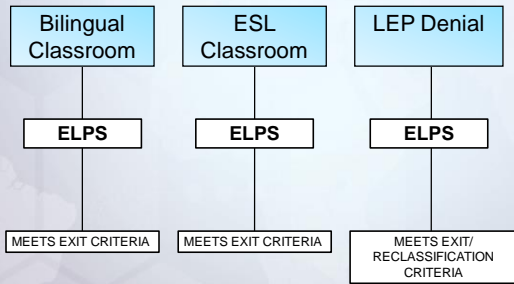
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Required LPAC Meetings

- 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

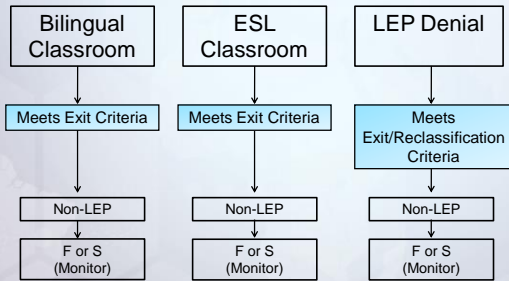
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State Assessments



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Annual Review



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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)

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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)	Middle of Year (MOY)	End of Year (EOY)
		Date: _____		
Campus:	Grade:	<input type="checkbox"/> peer and native language support	<input type="checkbox"/> peer and native language support	<input type="checkbox"/> peer and native language support
		<input type="checkbox"/> graphics for added emphasis	<input type="checkbox"/> graphics for added emphasis	<input type="checkbox"/> graphics for added emphasis
		<input type="checkbox"/> simple conversations (one-to-one)	<input type="checkbox"/> simple conversations (one-to-one)	<input type="checkbox"/> simple conversations (one-to-one)
		<input type="checkbox"/> visual and/or verbal cues to reinforce spoken or written words	<input type="checkbox"/> visual and/or verbal cues to reinforce spoken or written words	<input type="checkbox"/> visual and/or verbal cues to reinforce spoken or written words
		<input type="checkbox"/> pre-teach vocabulary	<input type="checkbox"/> pre-teach vocabulary	<input type="checkbox"/> pre-teach vocabulary
		<input type="checkbox"/> short sentences and single words	<input type="checkbox"/> short sentences and single words	<input type="checkbox"/> short sentences and single words
		<input type="checkbox"/> provide phrases or simple sentence frames	<input type="checkbox"/> provide phrases or simple sentence frames	<input type="checkbox"/> provide phrases or simple sentence frames
		<input type="checkbox"/> negative, repeat, or slow down	<input type="checkbox"/> negative, repeat, or slow down	<input type="checkbox"/> negative, repeat, or slow down
		<input type="checkbox"/> wait time	<input type="checkbox"/> wait time	<input type="checkbox"/> wait time
		<input type="checkbox"/> extra time for complex material and/or assignments	<input type="checkbox"/> extra time for complex material and/or assignments	<input type="checkbox"/> extra time for complex material and/or assignments
		<input type="checkbox"/> non-participation in simple conversations	<input type="checkbox"/> non-participation in simple conversations	<input type="checkbox"/> non-participation in simple conversations
		<input type="checkbox"/> word bank of key vocabulary	<input type="checkbox"/> word bank of key vocabulary	<input type="checkbox"/> word bank of key vocabulary
Academic Year:	Prior Year TELPAS	<input type="checkbox"/> model pronunciation	<input type="checkbox"/> model pronunciation	<input type="checkbox"/> model pronunciation
		<input type="checkbox"/> formal sentence stems	<input type="checkbox"/> formal sentence stems	<input type="checkbox"/> formal sentence stems
		<input type="checkbox"/> organize reading in chunks	<input type="checkbox"/> organize reading in chunks	<input type="checkbox"/> organize reading in chunks
		<input type="checkbox"/> subject headers	<input type="checkbox"/> subject headers	<input type="checkbox"/> subject headers
		<input type="checkbox"/> clarification of words(s) or phrases(s)	<input type="checkbox"/> clarification of words(s) or phrases(s)	<input type="checkbox"/> clarification of words(s) or phrases(s)
		<input type="checkbox"/> oral translation	<input type="checkbox"/> oral translation	<input type="checkbox"/> oral translation
		<input type="checkbox"/> bilingual dictionary or glossary	<input type="checkbox"/> bilingual dictionary or glossary	<input type="checkbox"/> bilingual dictionary or glossary
		<input type="checkbox"/> study directions	<input type="checkbox"/> study directions	<input type="checkbox"/> study directions
		<input type="checkbox"/> translate words(s), phrases(s), or sentences(s)	<input type="checkbox"/> translate words(s), phrases(s), or sentences(s)	<input type="checkbox"/> translate words(s), phrases(s), or sentences(s)
		<input type="checkbox"/> read and model from aloud	<input type="checkbox"/> read and model from aloud	<input type="checkbox"/> read and model from aloud
		<input type="checkbox"/> drawing or pictorial representation	<input type="checkbox"/> drawing or pictorial representation	<input type="checkbox"/> drawing or pictorial representation
		<input type="checkbox"/> writing on familiar, concrete topics	<input type="checkbox"/> writing on familiar, concrete topics	<input type="checkbox"/> writing on familiar, concrete topics
<input type="checkbox"/> scaffold writing assignments	<input type="checkbox"/> scaffold writing assignments	<input type="checkbox"/> scaffold writing assignments		

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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

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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

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Required Documentation

The student's record shall contain:

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

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Required Documentation

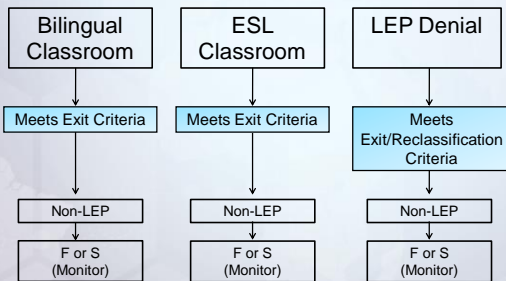
- Where is the required documentation maintained?
- What is the transition process as a student moves from:
 - grade level to grade level
 - campus to campus

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Annual Review

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Annual Review



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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) or second (S) year of monitoring



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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, TPRI, Tejas LEE, 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

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LPAC Decisions about End-of-Year (EOY)

LPACs shall conduct EOY 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.
- 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.

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LPAC Decisions about End-of-Year cont.

- Please remember that this process applies to students who have met all other exit criteria and are solely awaiting STAAR Reading and/or STAAR Writing scores.
- Students for whom the LPAC recommends the use of Dictionaries, Oral Administration, Language and Vocabulary Supports, or Extra Time as an accommodation for any reading or writing assessment, may not be considered for exit at the end of the school year.
- Once the LPAC documents have been completed, the district can then follow up with letters of exit approval to parents whose students met exit criteria.
- 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/>

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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.

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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)**

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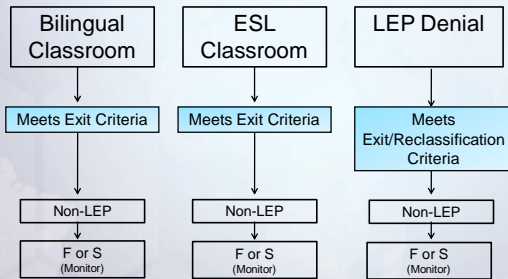
Reclassification of ELLs

- 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 (f)

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Parental Notification/Approval



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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**.

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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

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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)

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Reclassified Students

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)

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Reclassified Students

- (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)

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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)

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End-of-Year Requirements

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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

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Commissioner Mike Morath
1201 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9938 FAX • tea@tea.state.tx.us

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 each 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 materials with other state and federal programs. Districts required to offer a bilingual education or English language program during the 2016-2017 school year, including those with approved exceptions, must offer the summer school program. Reimbursement for costs of providing 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 full-semester system are required to offer the program for one half day for high-need students as needed 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 recessions 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, [TEA 89.1250](#) sets the criteria for testing and classification of students that is 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/education/ell/ell/assessment> under the Documents section.

Funding for the program will be on a teaching unit basis with 15 students or a fraction thereof constituting a unit. Since the appropriation for this program is a fixed amount, it will be necessary to provide an estimate of enrollment needs by September 1, 2016. It is suggested that districts plan for reimbursement of approximately \$1,100 per unit. Business managers should be informed that the fund code is 205 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 [BILLBOARD/EL-SUMMER-SCHOOL-INDICATOR-CODE](#) is reported in the Student Program Enrollments 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 14, 2017.

If you have any program questions, please contact Susan Coulhouse, State Director of Bilingual/English as a Second Language/TEA Bilingual Education, at (512) 463-9651. Please submit questions regarding the PEIMS submission requirements to the TEDS Incident Management System (TIMS), which is available within the SIS portal. Funding questions may be submitted to the TEA_SIS@TEA.TX.GOV.

Sincerely,

Justin Porter, Ed.D.
Executive Director
Special Populations Division
Office

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).

19 TAC §89.1265

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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.

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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

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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.

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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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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

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Language Objectives

- Engage in discussion about 19 TAC Chapter 89 related to End-of-Year LPAC activities
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For More Information

Contact your local Education Service Center.

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