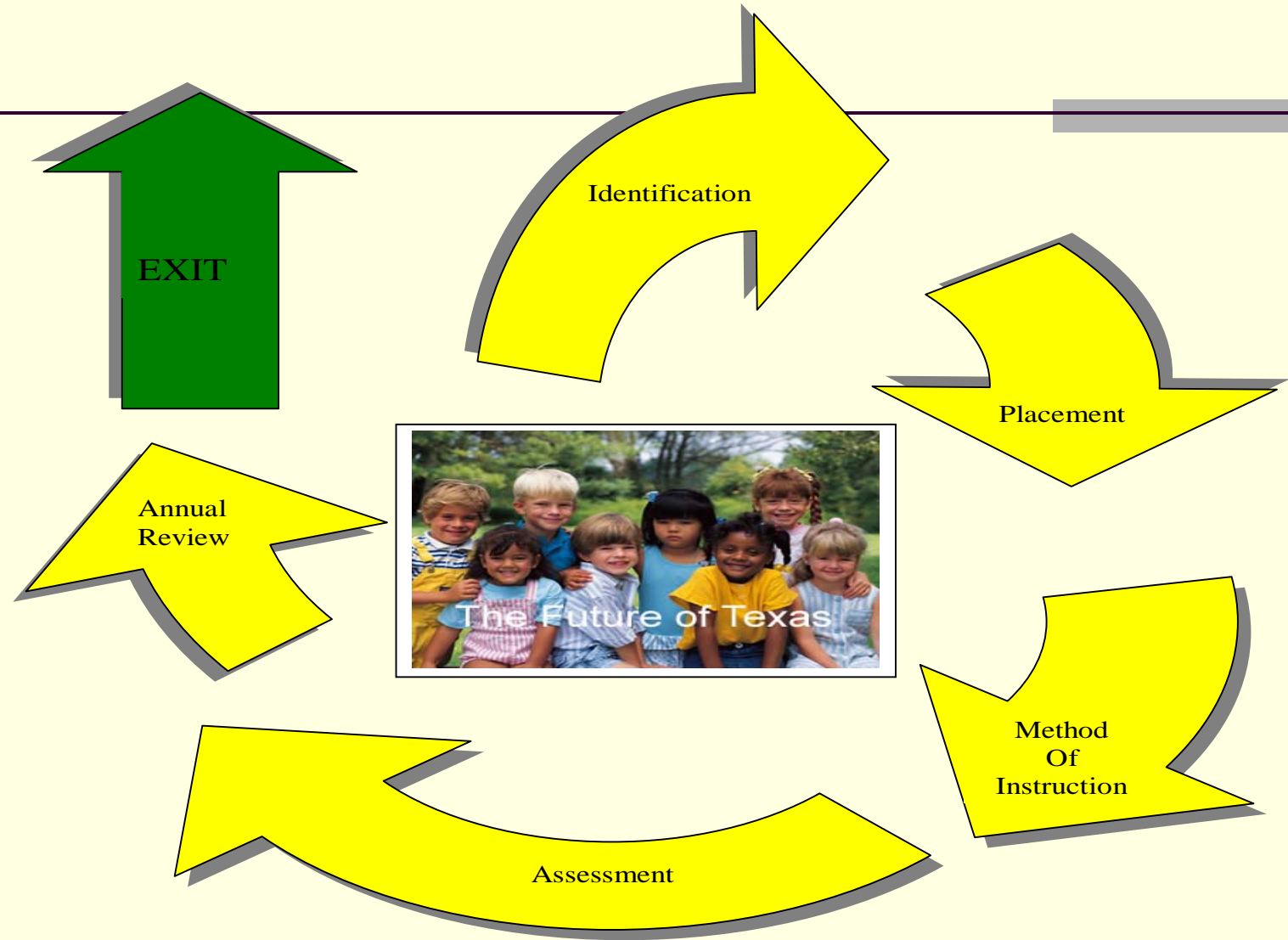


Framework for the Language Proficiency Assessment Committee (LPAC) Process



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Framework for the Language Proficiency Assessment Committee (LPAC) Process TETN Trainer of Trainers Session

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Sandra Cammarata García (ESC 6)

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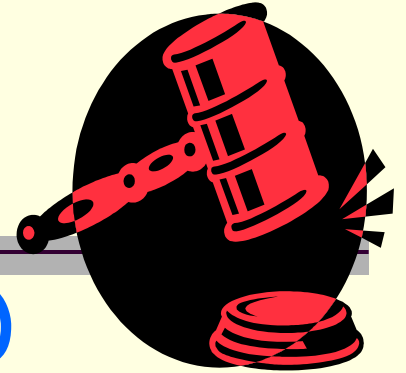
Bilingual/ESL Education Program Commonly Used Acronyms:

- **LEP** Limited English Proficient
- **ELL** English Language Learner
- **HLS** Home Language Survey
- **PEIMS** Public Education Information Management System

Bilingual/ESL Program Assessment Acronyms

- **TAKS** Texas Assessment of Knowledge and Skills
- **TELPAS** Texas English Language Proficiency Assessment System (2 components):
 - OP** - Observation Protocol (Grades K-12)
 - RPTE** - Reading Proficiency Tests in English (Grades 3-12)
- **OLPT** Oral Language Proficiency Test

Introduction



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

The Commissioner's Rules Concerning the State Plan for Educating Limited English Proficient Students state that all school districts that are required to provide bilingual education and/or English as a Second Language (ESL) programs establish and operate a Language Proficiency Assessment Committee (LPAC).

Purposes of the LPAC Process Manual

- The Framework for the LPAC Process Manual includes clarification of the legal requirements for LPAC and provides documents and forms to facilitate the training of LPAC members.
- The forms included in the LPAC Process Manual are for use by districts and are not required for the implementation of a Bilingual/ESL program. These forms, however, integrate Title III and State requirements for the LEP students being served.

Purposes of the LPAC Process Manual



The Manual integrates state and Title III Of Public Law 107-110 (No Child Left Behind) requirements regarding the:

- Identification and placement
- Parent notification
- Annual review and
- Assessment

of English language learners as they attain language and academic proficiency.

Purposes of the LPAC Process Manual

The intent of the Manual is to establish a framework which elaborates the steps necessary in the implementation of a consistent and standardized LPAC process across school districts and across the state.



Purposes of the LPAC Process Manual

The Manual delineates the steps that must be followed in the:

- identification
- processing
- placement
- monitoring

of LEP students in their intensive language instruction program as well as the determination for the exit and follow up of students as they transition into an all-English program.



LPAC Process Manual Sections

- Section 1 - Chronology of federal and state laws and policies impacting LEP students, TAC Chapter 89 and TEC Chapter 29 which outline the requirements for Bilingual/ESL programs and the LPAC.
- Section 2 - LPAC membership and recommended training
- Section 3 - LPAC duties and responsibilities
- Section 4 - Coordination with other programs
- Section 5 - The Appendix contains copies of all the forms in the manual and other resources to support the implementation of the LPAC process

The Framework for the LPAC Process Manual can be accessed through the TEA website at:

www.tea.state.tx.us/curriculum/bilingual.html



Bilingual or ESL?

How do we know if we should have a Bilingual/ESL program or an ESL program?



Bilingual or ESL?

- The law requires that each school district or charter school which has an enrollment of 20 or more LEP students of the same language classification in the same grade level district-wide shall offer a bilingual education program for LEP students in Grades Pre-K through 5
- Grade 6 shall be included when clustered with elementary grades

19 TAC §89.1205 (a)

Bilingual Education

- Content area instruction is provided in both the student's primary language and English
- Development of literacy in the primary language which transfers to English
- Oral language testing requirements in both the primary language and English
- ESL is a component of the bilingual program

English as a Second Language (ESL)

The law requires that all LEP students for whom a district is not required to offer a bilingual education program shall be provided an ESL program, regardless of the students' grade levels and home language, and regardless of the number of students.

19 TAC §89.1205 (d)

English as a Second Language (ESL)

English as a Second Language is implemented...

- through the integrated use of second language methods throughout the curriculum
- through instruction that includes TEKS based academic content as well as language development
- by differentiating instruction of content according to language proficiency levels
- through academic instruction that is on-level, not watered down

Bilingual / ESL education must address the following program components:

- **Affective** - Cultural background and positive self esteem
- **Linguistic** - Literacy skills (listening, speaking, reading, writing, comprehension)
- **Cognitive** - Academic skills

LPAC Membership

How do we know where to begin?



LPAC Membership

**Language
Proficiency
Assessment
Committee**



LPAC Membership

In a nutshell... LPAC committees are responsible for identifying students, recommending the best instructional setting, and monitoring academic and linguistic progress for Limited English Proficient (LEP) students.

All of the information available should be reviewed carefully and decisions should be made ethically and in good conscience concerning each child on an individual basis.

LPAC Membership

How is an LPAC different than an ARD* committee?



***ARD is the Admission, Review, and Dismissal committee for Special Education.**

LPAC Membership

- The LPAC can discuss multiple children in the same meeting
- The LPAC has a parent representative for all LEP kids, not just the individual child's parent
- The Bilingual/ESL Program does not need parent permission for testing language proficiency
- The ARD committee places student in the Special Education Program; LPAC member must be present at the ARD of any LEP student (an ARD committee member does not need to be present at an LPAC, but it is encouraged)

LPAC Membership

What are the roles and responsibilities of an LPAC?



LPAC Membership

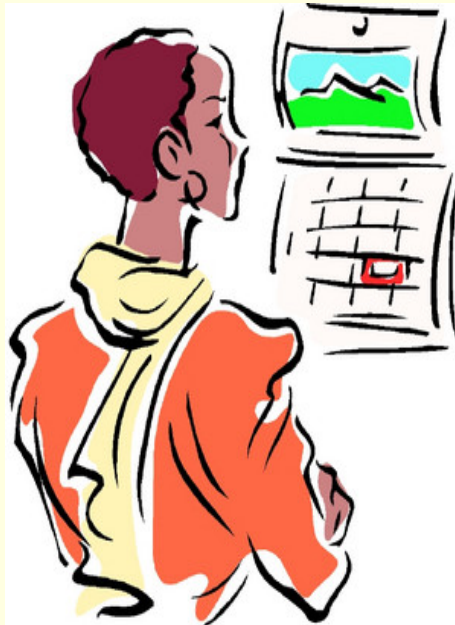
- *Determines LEP status* after reviewing scores of entry criteria
- *Recommends* the appropriate educational program for each LEP student
- *Notifies the parent* about classification and obtains permission in writing for program entry
- *Determines* the best state testing option for each LEP student (immediately prior to state assessment)

LPAC Membership

- *Facilitates and reviews* student participation and *progress* in the district's Bilingual or ESL program
- *Facilitates the participation* of eligible LEP students in *other special programs* provided by the district with either state or federal funds.
- *Determines exit* status (reclassification as Non-LEP) upon reaching state exit criteria.
- *Monitors progress* of exited students for 2 years

LPAC Membership

LPAC COMMITTEE MEETINGS



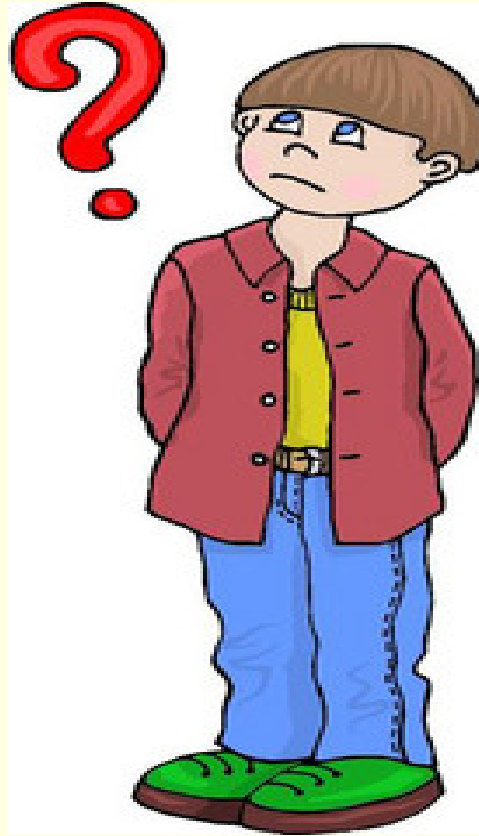
When does the
LPAC convene?

LPAC Membership

- Upon initial enrollment- within the student's first 4 weeks (20 school days)
- Immediately prior to assessments
- At the end of the year for annual review and for the following year's placement decision
- As needed to discuss student needs

LPAC Membership

Who serves on an LPAC committee?



LPAC Membership

Composition of the LPAC:

For Bilingual Programs (at least 4 members):

- *A campus administrator
- *A professional bilingual educator
- *A professional transitional language educator
- *A parent of a current limited English proficient student (this parent may not be an employee of the school district)

*All must be present

LPAC Membership

For ESL Programs (at least 2 members):

- *One or more professional personnel (it is recommended that this include a campus administrator and a certified ESL teacher)
- *A parent of a limited-English proficient student participating in the program designated by the district (this parent may not be an employee of the school district)

*must be present

Framework for the Language Proficiency
Assessment Committee (LPAC) Process

LPAC Membership

LPAC Training:

- All LPAC members must be trained
- If one of the members does not understand English (parent), the training should be developed in the member's primary language
- At the LPAC meeting, an interpreter should be available in case the parent is LEP
- The parent volunteers his/her participation in the LPAC.

LPAC Membership

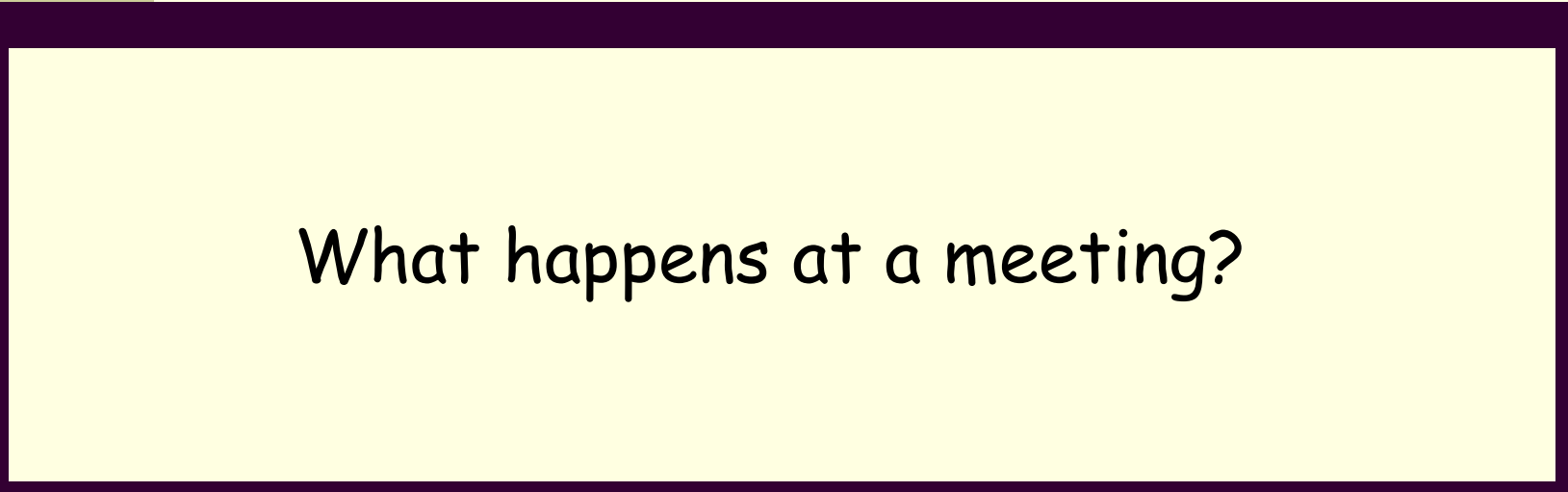
- Conferencing with parents at some point about children's success is encouraged, however, it is not necessary to invite the parent of each of the students being discussed to the LPAC meeting.
- Parents are encouraged to become involved in the education of their son/daughter. Information related to meetings or conferences such as the Title III Management Institute serves to increase the parents' involvement in the education of their children.

LPAC Membership

- The trained LPAC parent serves as the representative parent for all LEP students. Anyone that is at these meetings must be trained in order to follow the process accordingly. (A recommended training agenda and LPAC quiz are included in the Manual.)
- Each trained member should also sign an oath of confidentiality (sample included in the Manual) because test and other information that is shared and analyzed for all students must be considered with respect to each student and his/her family's right to confidentiality.



The LPAC Process



What happens at a meeting?

LPAC Membership

LPAC meetings*:

- All required members are given prior notification of meeting
- All required members meet and a chair is selected for the meeting
- Members review and discuss student data and information
- Members arrive at appropriate decisions
- Members sign and date all documentation/LPAC forms
- Decisions are included in LPAC minutes
- Committee meeting is adjourned
- Documentation is filed in appropriate student folder

* Sample **forms** for LPAC meetings are included in the Manual.



A Closer Look at the LPAC Responsibilities

What decisions do we make?

LPAC Responsibilities

- Identification
- Assessment and documentation review
- Placement
- Instructional methodologies and/or interventions
- Coordination
- Parental Notification/Consent
- Annual Review (linguistic & academic progress)



**LEP Decision
Chart in Manual**

LPAC Responsibilities

Identification

- Home Language Survey (HLS)
- If the HLS indicates a language other than English, testing must be initiated to determine English proficiency*

*Parent permission for language proficiency testing is not required.

LPAC Responsibilities

- Grades PK-1 = a TEA approved oral language proficiency test (OLPT) in English (and primary language for bilingual programs)
- Grades 2-12 = a TEA approved oral language proficiency test (OLPT) in English (and primary language for bilingual programs) and the reading and language arts sections of an English norm-referenced standardized achievement test approved by the state (unless the English ability is so low that it would invalidate the test)

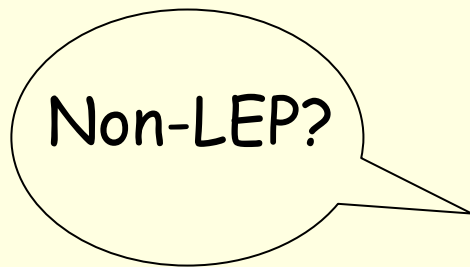
LPAC Responsibilities

- The person administering the oral language proficiency test must have documentation of training in the administration and scoring of the test AND must be proficient in the language of the test.

LPAC Responsibilities

Timeline

- The campus/charter school has 4 weeks (20 school days) to complete the testing and meet to determine the LEP status of each student.



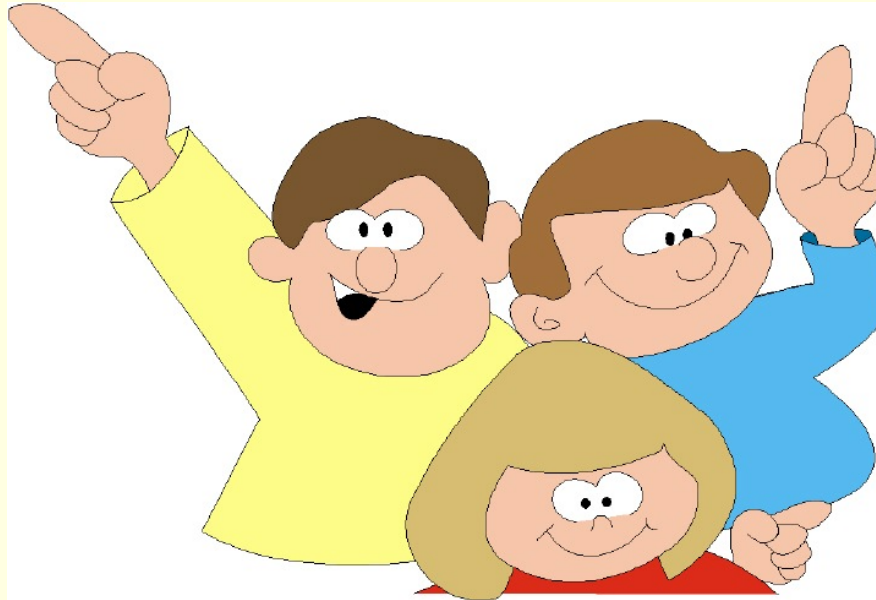
LPAC Responsibilities

**Results must be evaluated to
determine
if student is LEP...**

HOW?

LPAC Responsibilities

PK-1 students whose OLPT score indicates limited English proficiency are identified as LEP.



LPAC Responsibilities

- Grades 2-12 students are identified LEP if their OLPT score indicates limited English proficiency
- and/or
- If they score below the 40th percentile on the reading and/or language arts sub-test of a state-approved norm-referenced standardized achievement test even if their OLPT score indicates English proficiency

LPAC Responsibilities

**Results must be evaluated to
determine
if student is LEP...**

By whom?

LPAC Responsibilities

By the LPAC... that's who!

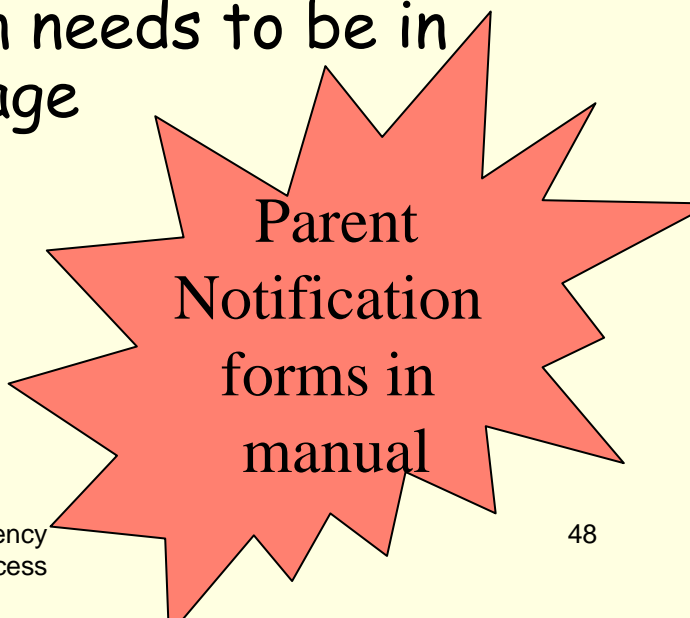
The committee must meet and review the test results to determine LEP status...not the tester!



LPAC Responsibilities

Placement/Permission

- After the LPAC recommends placement for the LEP student, written parental permission must be obtained!
- Remember the parent notification needs to be in both English and the native language of the parent!



Parent
Notification
forms in
manual

LPAC Responsibilities

Parental Rights

- Parent notification includes information regarding the English proficiency level of the student and a description of the program as well as the benefits of the program.
- These benefits are to be described on each parent notification form and supplemented through brochures or other publications in the community.

Bilingual/ESL program brochures are available in English and Spanish through the Texas Education Agency at: www.tea.state.tx.us/curriculum/bilingual.html.

LPAC Responsibilities

So... when students first enroll, where do we place them while we are carrying out this process and waiting for permission?



LPAC Responsibilities

Placement

Pending parent approval of a LEP student's entry into the Bilingual/ESL program, the district/charter school will place the student in the recommended program, but may count only LEP students with parental approval to receive the Bilingual/ESL education allotment.

LPAC Responsibilities

- The LPAC may also recommend other programs or services offered through the district, such as tutoring, supplemental services, etc...
- The LPAC is also responsible for facilitating student participation in other special programs - Advanced Academics (G/T) or Special Education, CATE (Career and Technology)

LPAC Responsibilities

Parental Approval/Denial PEIMS Date

The date that the parent notification form is signed is the date the student's official PEIMS status becomes LEP (when they can be counted as LEP), regardless of permission or denial.

LPAC Responsibilities

Parent Denials

- If a parent denies the placement decision, then the student is identified in PEIMS as LEP with a parent denial until the student meets exit criteria.
- It is recommended that the progress of the LEP student with a parent denial on file be closely monitored.

LPAC Responsibilities

To clarify

- “LEP” is a *status of identification*
- PEIMS is an *identification* system used to report to the state
- “ESL” or “Bilingual” is *a program* used to provide services required to serve eligible students

LPAC Responsibilities

What do we have to do for students with
parent denials?



LPAC Responsibilities

Parent Denials

- Monitor and facilitate the educational process - we want all students to be successful
- Rate student's listening, speaking, reading, and writing proficiency with the Observation Protocols (beginning at Grade K through Grade 12)
- Administer the RPTE beginning at Grade 3, until the child scores "advanced"

LPAC Responsibilities

Parent Denials

- The LPAC must review student's RPTE/TAKS scores at the end of each year
- Once a student meets exit criteria (TAC Chapter §89.1225) he/she is reclassified as non-LEP in PEIMS
- Students with parent denials are also monitored for two additional years (Title III, Part A, Subpart 2.Sec.3121(a)(4))

LPAC Responsibilities

What do we do when a student **transfers** in from another school?



LPAC Responsibilities

If the student **transfers** from a school in Texas...

- Review the withdrawal form, if available, to see if he/she was being served in a program or identified LEP in PEIMS
- Try to get as much original documentation as possible, especially the HLS (document your attempts)
- LPAC identifies and places student within the first 4 weeks of enrollment. Be sure that all of the necessary signed documents are in the student's LPAC folder.

LPAC Responsibilities

If the student **transfers** from a school outside of Texas...

- Review any documentation brought in by the student
- Proceed with Texas law for identification as outlined for Texas students new to the district

LPAC Responsibilities

Annual Review



Annual Review
Forms in Manual

LPAC Responsibilities

Annual Review

At the end of the year, the committee reviews every LEP child

- being served
- with parental denials
- exited during the previous 2 years that are being monitored
- who has met exit criteria and continues to monitor students for 2 additional years

LPAC Responsibilities

What is reviewed?

Any data that is available that can be used to make good, sound decisions on the following year's placement, for example:

- Benchmarks
- Classroom Tests
- State Criterion Test Data (TAKS)
- Norm-referenced Standardized Achievement Test Data (ITBS, SAT, MAT-8, etc.)
- Oral Language Proficiency Test Data
- Reading Proficiency Test Data (RPTE, TPRI, Tejas Lee etc.)
- Observation Protocols Data
- Grades
- Anything that will give a well-rounded picture of the student's growth and progress

LPAC Responsibilities

When do we make decisions about state assessments?



LPAC Responsibilities

Assessment decisions are made sometime in early spring before testing

What are some options for assessment?



LPAC Responsibilities

Exemptions and Postponement

(3-10)

(exit)

- For complete exemption policies - see the policy manual entitled

LPAC Decision-Making Process for the Texas Assessment Program (grades 3-12)



This manual is available at the TEA website:

<http://www.tea.state.tx.us/student.assessment/resources/guides/lpac/index.html>

LPAC Responsibilities

When do students **exit** the bilingual or ESL program?



LPAC Responsibilities

Exiting from the Program

19 TACS 89.1225(h)

The student's oral and written language proficiency development must be taken into account by the LPAC when making determinations regarding the student's LEP status.

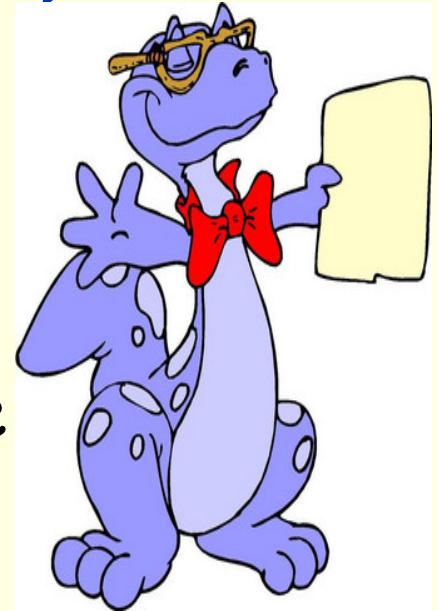


LPAC Responsibilities

Exiting from the Program (continued)

in conjunction with one of the following two criteria:

1) A student who has been determined as Limited English Proficient (LEP), must achieve in the 40th percentile or higher on the language arts and reading portions (only) of a norm-referenced standardized achievement test.



LPAC Responsibilities

Exiting from the Program (continued)

2) The student meets state performance standards on the reading and writing portions (when available) on the English Language criterion referenced test (TAKS).
TEC § 39.023



LPAC Responsibilities

Exiting from the Program (continued) Bilingual Program Only

In addition to the stated exit criteria, the student's proficiency in his/her native oral and written language must be assessed. 19TAC § 89.1225(h)(1)



LPAC Responsibilities

- Once the LPAC reclassifies a student as non-LEP, **parents must be notified** that the student has met state criteria for exit and will be monitored for 2 years.
- Parent notification of the student's exit must be present in the student's record folder



LPAC Responsibilities

Requirements for lower grades

Students in Pre-Kindergarten, Kindergarten, and 1st grade may not be exited from a bilingual education or English as a second language program. An annual review is still conducted by the LPAC, but the LEP student cannot be reclassified as English proficient (non-LEP) at these grade levels.

LPAC Responsibilities

- The LPAC must ensure that the exit decisions are appropriate so that reclassification as LEP and re-entry to a Bilingual/ESL program can be avoided.
- All members should be confident in the decision to exit each student using the state criteria.

"An ounce of prevention is worth a pound of cure"

Ben Franklin

LPAC Responsibilities

What happens after LEP students exit the Bilingual or ESL program?



LPAC Responsibilities

Monitoring Exited Students

- The LPAC committee is also responsible for monitoring exited students for the two years that follow the year that they exit the Bilingual or ESL program.
- Monitoring consists of incremental, documented review of grades, academic progress, TAKS scores, etc...

LPAC Responsibilities

What if exited students are not successful in the mainstream classroom?



LPAC Responsibilities

Reclassifying Exited Students

- Newly exited students naturally experience adjustments to the mainstream classroom environment.
- Districts should be aware of this and utilize all available resources to ensure former LEP students continue to achieve academic success.
- Communication between the Bilingual /ESL teacher and the regular mainstream teacher during the year is important in case an LPAC meeting is needed to discuss the student's reclassification or to discuss any other needed interventions.
- Districts receiving Title III funding also need to follow any parental notification requirements as specified in the federal law when placing and exiting LEP students.

Coordination

Effective communication and coordination will ensure that LEP students receive on-going and consistent support from all of the programs in which they are participating.



Coordination

- The LPAC does not work in isolation.
- The LPAC seeks, inquires, shares, assesses and recommends viable strategies to other entities working with the student.
- LPAC committee decisions impact overall instruction of LEP students.

Coordination

- Written documentation becomes invaluable for collaborating and coordinating programs for LEP students.
- Parent input and notification is necessary throughout the LPAC process.

Coordination

- Integration of Chapter 89 and Title III of NCLB Program Requirements
- Special Program Coordination
- LEP/Special Education Program
- Gifted and Talented Program
- Summer Program for K-1 LEP Students
- PEIMS

Coordination

Comparison of State Bilingual Education and NCLB Title III Requirements

- A side-by-side chart of activities for LEP students as required by state law and Title III of No Child Left Behind (NCLB) is found in the Manual.

Coordination

The Special Program/Content Area Collaboration **form** will facilitate coordination among all teachers who serve LEP students.

Components addressed:

- Linguistic
- Cognitive
- Affective/Behavior

Coordination

Prior to the identification of a student as LEP, the LPAC can determine that a...

student has a disability that is not related to limited English proficiency and that the student is not LEP, therefore the student should be served in special education and NOT in the Bilingual/ESL education program.

Coordination

Coordination with the Special Education Program

Included in the Manual are:

- Variables to address when making special education placement decisions
- Articles regarding special education and English language learners

Coordination

The LPAC can determine that a...

student was identified as LEP and does not appear to have any disability therefore, the student should be served by the Bilingual/ESL education program and *NOT referred to special education unless there is data that indicates a disability.*

Coordination

The LPAC can determine that a...

student has a disability identified by the special education program and is limited English proficient (LEP). The student could be served by both programs, special education and Bilingual/ESL education.

Coordination

Coordination with the Special Education Program

- For LEP students referred to special education, an LPAC professional member must serve on the Admission, Review and Dismissal (ARD) committee whenever the ARD meets.

Coordination

What about G/T
services?



Coordination

- Districts should have policies in place for identifying gifted LEP children.
- Teachers need to be trained to observe cues that indicate giftedness and follow up with referrals.
- Schools should have access to non-verbal intelligence tests and native language tests available for LEP children.
- Refer to Chapter 89, Chapter 29, Chapter 42 and TAC Title 19, Part II.

Coordination

Summer School Programs

- 19TAC §89.1250 Required Summer School Programs
- TEA Correspondence/Summer School Program for Limited English Proficient students for Kindergarten and first grade
- Samples of Summer Program Parent Surveys included in Manual

Coordination

PEIMS Data

PEIMS required submissions for LEP students are included in the Manual. Also included is a listing of PEIMS:

- LEP related data elements
- Data element definitions
- Home language codes
- Parental permission codes

Coordination

PEIMS Division information can be accessed at:

www.tea.state.tx.us/peims/

APPENDIX

A set of **forms** are included for ease in duplication and training

- Student folder checklist
- LEP student documentation checklist
- Answers to LPAC quiz
- List of approved tests for assessment of LEP students
- ESC and district personnel directories

Instructional Services Bilingual Education/ESL

**How are school districts required
to serve LEP students?**

What are districts required to do?

- Provide programs that are integral parts of the total school program.
- Utilize instructional approaches designed to meet the needs of LEP students.
- Base the curriculum content of the program on the Texas Essential Knowledge and Skills (TEKS) curriculum as required by the state.
- Follow the program design criteria per policy provided by the state for limited English proficient students (19 TAC, Chapter 89, Subchapter BB).

Student Information

Who is responsible for getting all of the LPAC information, maintaining it, and following up?



Who is responsible?

This is a local decision.

Whoever the school district deems responsible...

- Registrar
- Counselor
- Administrator
- Teacher
- Etc...

Who is really accountable for the English language learner's success?



EVERYBODY!



Accountability for ALL

- All school personnel must be involved in ensuring appropriate instruction for LEP students.
- All teachers (monolingual, bilingual, and ESL) need extensive, ongoing training on the instruction of LEP students.
- Counselors must be trained to understand and address the needs of LEP students.

Accountability for ALL

- Collaboration between bilingual and/or ESL and content area teachers is essential
- Administrators must be trained and updated on a regular basis to be effective instructional leaders regarding the implementation of the LPAC

School Administrators

- School administrators should provide training opportunities for mainstream teachers to address LEP students.
- Comprehensive staff development plans should be developed.
- Additional resources should be channeled for training (Title I, Title III, State Compensatory Ed., Etc.)
- Opportunities for collaboration among Bilingual/ESL and content area teachers should be provided.
- Training should include how to modify schedules to include enrollment/placement of LEP students.

Any questions?



Thank you and have a great day!



Goodbye