



2019-2020 MOY LPAC ADMINISTRATOR TRAINING

STATE ASSESSMENT DECISION MAKING UPDATE SESSION

January 2020

Facilitated by the Bilingual/ESL Department

Reminders

- This session replaces the face – to – face LPAC Administrator session at the administration building.
- Place “Do Not Disturb” Sign outside your door.
- Make sure video option is on.
- Type your name and campus in the chat box for attendance.
- If you have any questions, please use the chat feature and we will get them answered.
- Please refrain from checking emails or responding to emails while at your computer, during the online session.

TRAINING MATERIALS



Instructions for Years in U.S. Schools Data Collection

The language proficiency assessment committee (LPAC) is required to determine and document the number of school years in which each English learner (EL) has been enrolled in a U.S. school. This information, which is reported to TEA through the Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate, is used for TELPAS and TELPAS-Alternate reporting and STAAR assessment decisions, and for defining accountability and performance-based monitoring measures.

It is important for LPACs to follow state-defined policies and procedures to determine and annually document this critical student data element. Steps must be taken to document the information in a manner that shows clear evidence of consistent and accurate annual updating. The information must be kept in the student's LPAC documentation file. Districts may wish to use the TEA-provided form titled Student History Worksheet or a similar form to document and annually update this information. This form may be found on the Language Proficiency Assessment Committee Resources webpage at <http://tea.texas.gov/student-assessment/ell/wp/>.

School records or signed verification from the child's parent or guardian must be used by the LPAC to indicate the number of school years of enrollment in the U.S. Information that cannot be obtained from the parent or guardian may be supplied instead by the person standing in parental relation (such as the relative with whom the student is living). When a school has been unsuccessful in obtaining the requested information in writing, a school official or representative may speak to the parent, guardian, or person standing in parental relation to obtain the information and then sign a statement describing the information obtained, which must be kept in the student's LPAC documentation file. If the student is 18 or older, the LPAC may permit the student to provide his or her own signed verification if appropriate.

The campus coordinator is responsible for submitting this information through the TELPAS and TELPAS-Alternate Assessment Management System during the TELPAS and TELPAS Alternate window. Together, the campus coordinator and LPAC must ensure that steps are in place to annually verify the information for accuracy and consistency.

The number of school years of enrollment in a U.S. school starts with grade 1, or the first school year thereafter if the first school year of enrollment in the U.S. is later than grade 1. The value for first grade ELs should never be higher than "1" school year unless the student was retained in grade 1.

Beginning with the 2013-2014 school year, a student must have been enrolled for 60 consecutive school days in order for that year to be counted as one year in the calculation. When counting 60 consecutive school days for students who withdraw from a U.S. school and then re-enroll in another U.S. school, districts should restart the count at day 1 only in cases in which the student was not enrolled in another school for 10 or more consecutive school days. Students that re-enroll in another school in less than 10 days continue to be counted within the one year of the years in U.S. school calculation. However, once a student has been enrolled for 60 consecutive school days within a school year, that school year will count as one year in the calculation of years in U.S. schools regardless of any subsequent periods of unenrollment. For purposes of this calculation, only schools (including home schools and private schools) based within the 50 states, Washington, D.C. and U.S. Department of Defense (DoD) schools are to be considered U.S. schools. Please note that Puerto Rico and Guam are not included in this count.

LPAC Administrator Checklist State Assessment LPAC

Check box and date when completed	Steps for conducting the State Assessment LPAC for Re-testers
<input type="checkbox"/>	1. Determine which students will need to retake the STAAR EOCS in December.
<input type="checkbox"/>	2. Go to LPAC Meeting Manager to create a new meeting. The reason for meeting will be "State Assessment Review"
<input type="checkbox"/>	3. Add the students that will need to the STAAR EOC in December.
<input type="checkbox"/>	4. Click on a student that is in the LPAC meeting and I will be taken to screen 8 (State Assessment Review)
<input type="checkbox"/>	5. Enter in the date of the LPAC meeting.
<input type="checkbox"/>	6. Enter in the reason for the LPAC meeting.
<input type="checkbox"/>	7. Answer the question regarding the Asylee/Refugee status of the student. If the student has an inadequate foundation of learning document the additional information in the section titled "supporting documentation of inadequate foundation of learning".
<input type="checkbox"/>	8. For students that are both ESL/SPED document the date of the last ARD/LPAC collaboration meeting. LPAC Assessment Recommendations for Students with Disabilities Date of ARD/LPAC collaboration meeting: <input type="text"/> Date of 504/LPAC collaboration meeting: <input type="text"/>



GOOSE CREEK
CONSOLIDATED INDEPENDENT SCHOOL DISTRICT



BILINGUAL/ESL EDUCATION
GOOSE CREEK CISD

2019-2020 DECISION-MAKING GUIDE FOR LPACS

STAAR, STAAR SPANISH, STAAR ALTERNATE 2,
TELPAS, AND TELPAS ALTERNATE



Teacher Directions for MOY LPAC:
State Assessment Review – STAAR and TELPAS
FACILITATED BY BILINGUAL / ESL DEPARTMENT

TRAINING MATERIALS



TELPAS ALTERNATE PARTICIPATION REQUIREMENTS

Student Name _____ Grade _____ Date _____

Name of District Personnel Completing Form _____ Position _____

This document is intended to guide the admission, review, and dismissal (ARD) committee, in conjunction with the language proficiency assessment committee (LPAC), when determining the appropriate English language proficiency assessment to administer to English learners (ELs) in grades 2-12.

Grade 2	<p>If TELPAS Alternate is being considered for a student's grade 2 year, the ARD committee, in conjunction with the LPAC, must review questions 1-6 below and select Yes or No as it applies to the student. Each Yes answer requires justification that contains evidence that the student meets the criterion. To be eligible to participate in TELPAS Alternate, the answer to questions 1-6 must be Yes. If the answer to any one of the questions is No, the student must be assessed with TELPAS.</p> <p>If the ARD committee determined that the student met eligibility criteria for TELPAS Alternate and also qualifies for "No Authentic Academic Response" or a "Medical Exception," the student will not be required to participate in the administration of TELPAS Alternate.</p>
Grades 3-12	<p>If a student entering grades 3-12 has been identified in PEIMS as limited English proficient (LEP), and the ARD committee has followed state guidelines to determine the student's participation in STAAR Alternate 2, the student will be assessed with TELPAS Alternate. The STAAR Alternate 2 participation requirements satisfy guidelines for these students, so questions 1-6 below do not need to be answered.</p> <p>If the ARD committee determined that the student met eligibility criteria for STAAR Alternate 2 and also qualifies for "No Authentic Academic Response" or a "Medical Exception," the student will not be required to participate in the administration of TELPAS Alternate.</p>
<p>1. Is the student identified in PEIMS as LEP? <input type="radio"/> Yes <input type="radio"/> No</p>	
<p>2. Does the student have a significant cognitive disability? <input type="radio"/> Yes <input type="radio"/> No</p>	

2019-2020 MIDDLE OF YEAR LPAC GUIDANCE

**LPAC Decision-Making for State Assessments:
State of Texas Assessment of Academic Readiness (STAAR) and
Texas English Language Proficiency Assessment System (TELPAS)**



LPAC DECISION-MAKING: PRIOR TO STATE ASSESSMENTS

- Train** all members of the Language Proficiency Assessment Committee (LPAC) using the *2019-2020 Decision-Making Guide for LPACs* and associated training presentation found on the [TEA Language Proficiency Assessment Committee Resources webpage](#).
- Meet** as an LPAC to make participation and designated support decisions for state assessments of English Learners (ELs).
 - o **Refer** to the [2019-2020 Accessibility Policies](#) located on the [TEA 2019-2020 Accommodation Resources webpage](#).
 - o **Document** decisions using the *2019-2020 LPAC Participation and Designated Supports Form for grades K-9 and grades 6-12*. (Ensure that components of required state documentation are included in the sample forms if they are modified by the school district.)
 - o **Make** STAAR designated support decisions on an individual student basis and as close as possible to the assessment to account for the student's progress in acquiring the English language.
- Coordinate** with
 - o content area teachers of ELs to make STAAR designated support decisions based on



LPAC Administrator MOY Checklist

LPAC Event	Online in eStar	Comments	Date Completed
MOY LPAC	<p>Complete the following screen in eStar: 8 Reason for Missing: MOY LPAC - State Assessment Review (STAAR and TELPAS)</p> <p>Important Note: The Admission, Review, and Dismissal (ARD) Committee and the LPAC are jointly responsible for collaborating in making assessment decisions considering both the student's special education needs and second language acquisition needs.</p>	<p>Before the LPAC:</p> <ul style="list-style-type: none"> -Train all members participating in MOY LPAC procedures. Keep oaths and documentation in place. -Ensure that all content area teachers have entered any designated supports for state assessments (STAAR and TELPAS) into eStar. -Ensure that all content area teachers have entered participation of the language domains of TELPAS and designated supports as applicable for TELPAS reading. -Ensure that all content area teachers have entered the "NONE" for students that do not need designated supports on STAAR and TELPAS. -Ensure that all teachers have electronically drawn signature. <p>*High School LPAC Administrators:</p> <ol style="list-style-type: none"> Ensure that English I EOC Special Provisions have been completed for those ELs in the second semester ESOL 1 and those students with 3 years or less years in US schools. Review any students that are SIFE. eStar screen 4 student educational history 2 of 3. <p>During the LPAC:</p> <p>Review the following information:</p> <ul style="list-style-type: none"> • Most recent OLPT in English (and Spanish if applicable) • Most recent Terra Nova scores if available • Most recent TELPAS data • Curriculum Based Assessments and Benchmark scores in reading, math, writing, science and social studies • Writing samples in both English and Spanish (if applicable) • Designated supports provided for the students by teachers (for those EL students who may need them). • Instructional Linguistic Accommodation entered by teachers into eStar. • Student's IEP and Special Exit Criteria documentation (if applicable). This includes Response to Intervention and SON data. • Other relevant data that will provide information of students' level of performance in English and Spanish (ISIP, DRA, EDL2, running records, ...) • Review STAAR and TELPAS designated supports entered by teachers. • Review exit button to ensure that is shifted to right position depending upon designated supports entered by teachers. <p>After the LPAC:</p> <p>Notify Pre-K – 12th LPAC Specialist to get an excel report of designated supports entered by teachers and LPAC decisions. The LPAC administrator will give the report to the campus testing coordinator. Once LPAC administrator, Campus Testing Coordinator, and Pre-K to 12th LPAC Specialist have reviewed all information entered into eStar: archive and close completed MOY LPAC.</p>	<p>Notify Pre-K – 12th LPAC Specialist and PEMS data Clerk when LPACs are completed.</p>



Administrator Directions for MOY LPAC:
State Assessment Review – STAAR and TELPAS

FACILITATED BY BILINGUAL / ESL DEPARTMENT

TRAINING MATERIALS INCLUDED

TRAINING MATERIALS



Content and Language Supports

TEA approval is NOT required.



Description of Designated Support

This designated support allows for various types of assistance (e.g., scaffolded directions, assistance with tracking, graphic organizers, simplified language, graphic representations of vocabulary and concepts) to support a student's understanding of selections, test questions, and answer choices.

Assessments

For a student who meets the eligibility criteria, this designated support may be used on

- STAAR
- STAAR Spanish

NOTE: Not available for Algebra II and English III

Student Eligibility Criteria

A student may use this designated support if

Instructional and assessment decisions are made by a Section 504 committee, ARD committee, or an LPAC for an EL taking an English test. he or she routinely, independently, and effectively uses it during classroom instruction and classroom testing.

NOTE: ELs taking STAAR Spanish may be eligible for content and language supports if the the section 504 or ARD committee determines eligibility



Extra Time (Same Day)

TEA approval is NOT required.



Description of Designated Support

This designated support allows a student to have extra time until the end of the regularly scheduled school day to complete a state assessment.

Assessments

For a student who meets the eligibility criteria, this designated support may be used on

- STAAR
- STAAR Spanish

Student Eligibility Criteria



Oral/Signed Administration

TEA approval is NOT required.



Description of Designated Support

This designated support allows test material to be read aloud or signed to a student. All references to reading support during an oral administration also apply to signing during a signed administration. In addition, an online oral/signed administration is administered via text-to-speech (TTS) or American Sign Language (ASL) videos.



Agenda

- Changes for 2019-2020
- Decision-Making Guide Overview
- Participation Decisions for the STAAR Program
- Participation Decisions for the TELPAS Program
- Understanding Accessibility
- Designated Supports Decisions for the STAAR Program
- Designated Supports Decisions for the TELPAS Program
- Other Assessment Decisions
- Documenting and Communicating Decisions
- Additional Documentation
- eStar Screens



2019-2020 DECISION-MAKING
GUIDE FOR LPACS

STAAR, STAAR SPANISH, STAAR ALTERNATE 2,
TELPAS, AND TELPAS ALTERNATE

Student Assessment Division
October 2019



2019-2020 DECISION-MAKING
GUIDE FOR LPACS

STAAR, STAAR SPANISH, STAAR ALTERNATE 2,
TELPAS, AND TELPAS ALTERNATE

2019-2020 Decision-Making Guide for LPACs

- **NEW**
 - **One combined guide for STAAR and TELPAS programs**
 - **Condensed**
 - **User friendly**

Agenda: Decision-Making Guide Overview

- Changes for 2019-2020
- Decision-Making Guide Overview
- Participation Decisions for the STAAR Program
- Participation Decisions for the TELPAS Program
- Understanding Accessibility
- Designated Supports Decisions for the STAAR Program
- Designated Supports Decisions for the TELPAS Program
- Other Assessment Decisions
- Documenting and Communicating Decisions
- Additional Documentation
- eStar Screens

Overview

- **The regulatory procedural guide is based on:**
 - 19 TAC Chapter 101, Subchapter AA for STAAR, and
 - (TAC) Section 101.1003 for TELPAS and TELPAS Alternate
 - LPACs should be familiar with these Commissioner of Education rules
- **LPACs are responsible for —**
 - following administrative procedures in the guide
 - making decisions on an **individual student basis**
 - working as a committee to make decisions
 - maintaining required documentation

Overview: LPAC Responsibilities

- **LPACs must review each section of the decision-making guide.**
- **Decision-making guide includes the following:**
 - Overview
 - Test Participation Decisions
 - Designated Supports Decisions
 - Other Assessment Decisions
 - Documenting and Communicating Decisions

Agenda: Participation Decisions for the STAAR Program

- Changes for 2019-2020
- Decision-Making Guide Overview
- Participation Decisions for the STAAR Program
- Participation Decisions for the TELPAS Program
- Understanding Accessibility
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STAAR, STAAR Spanish, STAAR Alternate 2

The STAAR program encompasses

- **STAAR**
- **STAAR Spanish**
- **STAAR Alternate 2**
- **Grades 3–8**
 - mathematics, reading, writing, science, and social studies
- **STAAR end-of-course (EOC)**
 - Algebra I, Algebra II, biology, English I, English II, English III, and U.S. history
- **LPACs make and document test participation decisions in accordance with the STAAR program requirements.**

STAAR (grades 3–8 and EOC)	<ul style="list-style-type: none"> • General statewide assessment • Designated supports available for students who meet eligibility can be found at https://tea.texas.gov/accommodations/. • Taken by ELs not eligible for an assessment listed below
STAAR Spanish (grades 3-5)	<ul style="list-style-type: none"> • Available for students in grades 3–5 for whom a Spanish version of STAAR most appropriately measures their academic progress • Designated supports available for students who meet eligibility can be found at https://tea.texas.gov/accommodations/. • Not permitted for an EL whose parent or guardian has declined bilingual/ESL program services
STAAR Alternate 2 (grades 3-8 and EOC)	<ul style="list-style-type: none"> • Available for students receiving special education services, including those who are ELs, who meet requirements for an alternate assessment based on alternate achievement standards • Participation requirements and information regarding available accommodations can be found the STAAR Alternate 2 Resources webpage.

Assessment Decisions for Different Subjects

- **Decisions will often vary by necessity because of the design of the STAAR program.**
 - For example, sometimes it may be appropriate to give STAAR Spanish in some subjects and STAAR in English in other subjects.
- **LPAC decisions to give a student one type of assessment for one subject and another type of assessment for another subject should be well-justified in the required documentation.**

STAAR with Embedded Supports Online Assessments: Special Administration

- **Rare, unavoidable circumstances where students can't access online assessment:**
 - Accommodations cannot be applied—A student may need a testing accommodation that is not possible to provide in an online setting. Prior to requesting a [special administration](#) of the assessment, consideration should be given to accessibility features, locally-approved designated supports, and designated supports requiring TEA approval. For information regarding these testing accommodations, refer to the [Accommodation Resources](#) webpage.
 - Technology access is precluded—Districts must make every effort to administer STAAR with Embedded Supports (English and Spanish). In rare situations where computers or technology are absolutely not available, districts may seek permission for a special administration.

Note: Special administration is dependent upon TEA approval.

ELs Receiving Special Education Services

An EL who receives special education services:

- **May be administered any assessment depending on whether they meet the participation requirements.**
 - STAAR
 - STAAR Spanish
 - STAAR Alternate 2
- **The LPAC is responsible for working in conjunction with the student's admission, review, and dismissal (ARD) committee to make and document assessment participation decisions.**
 - This collaboration helps ensure that factors related to a student's disability and second language acquisition are both considered.
- **The decision may be made by key members of each committee if necessary.**

Agenda: Participation Decisions for the TELPAS Program

- Changes for 2019-2020
- Decision-Making Guide Overview
- Participation Decisions for the STAAR Program
- Participation Decisions for the TELPAS Program
- Understanding Accessibility
- Designated Supports Decisions for the STAAR Program
- Designated Supports Decisions for the TELPAS Program
- Other Assessment Decisions
- Documenting and Communicating Decisions
- Additional Documentation
- eStar screens

TELPAS Participation Requirements

- **TELPAS and TELPAS Alternate:**
 - Fulfill federal requirements for annually assessing English language proficiency of ELs in K-12
 - Assess language proficiency in listening, speaking, reading and writing
- **For ELs receiving special education services, the LPAC works in conjunction with the admission, review, and dismissal (ARD) committee**
- **LPACs are responsible for making and documenting participation decisions**

TELPAS: Holistically Rated Assessments

- **Based on student classwork and classroom observations during daily instruction**
- **Teachers use proficiency level descriptors (PLDs) from Texas English Language Proficiency Standards (ELPS)**
- **K–1 (all language domains)**
 - Listening, speaking, reading and writing holistically rated
- **2–12 Writing**
 - Teachers use classroom-based student writing collections

TELPAS: Holistically Rated Assessments and ELs Receiving Special Education Services

- **Student evaluated relative to how well he or she understands and uses English to access general curriculum at enrolled grade level in accordance with individualized education program (IEP)**
- **With rare exceptions, student should be able to be observed and rated meaningfully in each holistically rated domain**
 - LPAC and ARD committee collaboratively decide that assessment in a particular domain is not appropriate due to a student's disability
 - Decision recorded at the time of testing and student is not assessed in applicable domain
- **Participation considered on domain-by-domain basis**
 - Reason for not assessing must be well-supported and documented in student's IEP by ARD committee and permanent record file by LPAC
 - Only applicable for EL receiving special education services who does not meet participation requirement for TELPAS Alternate

TELPAS: Online TELPAS Assessments

- **Appropriate for vast majority of ELs receiving special education services**
- **However, there are exceptions.**
 - 2–12 Reading
 - Braille versions not available
 - 2–12 Listening and Speaking
 - Braille versions not available
 - Need signed administration
 - Are deaf or hard of hearing (DHH)

TELPAS: Online Assessments and ELs Receiving Special Education Services

- **The ARD committee in conjunction with the LPAC may determine that an EL receiving special education services should not be assessed in listening, speaking, and/or reading due to student's particular disability**
 - Rare cases
 - Participation considered on domain-by-domain basis
 - Reason for not assessing must be well-supported and documented in the student's IEP by ARD committee and permanent record file by LPAC
 - Only applicable for EL receiving special education services who does not meet participation requirement for TELPAS Alternate

TELPAS: Online Assessments: Special Administration

- **Rare, unavoidable circumstances where students can't access online assessment:**
 - Accommodations cannot be applied—A student may need a testing accommodation that is not possible to provide in an online setting. Prior to requesting a special administration of the assessment, consideration should be given to accessibility features, locally-approved designated supports, and designated supports requiring TEA approval. For information regarding these testing accommodations, refer to the [Accommodation Resources](#) webpage.
 - Technology access is precluded—Districts must make every effort to administer TELPAS reading and TELPAS listening and speaking online. In rare situations where computers or technology are absolutely not available, districts may seek permission for a special administration.

Note: Special administration is dependent upon TEA approval.

TELPAS Alternate Holistic Inventory

- **Alternate English language proficiency assessment for ELs in grades 2–12 with significant cognitive disabilities**
 - Aligned to ELPS
 - Alternate PLDs created to address specific needs of these students
- **ARD committee in conjunction with LPAC determines eligibility based on TELPAS Alternate Participation Requirements**
 - No domain specific exemptions

TELPAS Alternate Participation: Grades 2–12

- **Grade 2**
 - ARD committee in conjunction with the LPAC make assessment decision using [participation requirements](#)
 - No STAAR Alternate 2 for this grade
- **Grades 3–12**
 - ELs meeting STAAR Alternate 2 eligibility will take TELPAS Alternate

Note: ELs in grades 11 or 12, who have previously met STAAR Alternate 2 eligibility and completed all STAAR testing requirements, will take TELPAS Alternate.

TELPAS Alternate Participation Requirements

This form is located on the side of SPED.

- For grades 2–12
- Available on TEA's [TELPAS Alternate Resources](#) webpage
- Intended to guide ARD committee in conjunction with the LPAC in determining appropriate English language proficiency assessment for ELs
- Documentation of eligibility is different for students in grade 2 compared to students in grades 3-12
- **UPDATE:** For students in grades 3-12, the ARD committee in conjunction with the LPAC will now answer question 1: "Is the student identified in PEIMS as LEP?" and initial the assurances in Step II.

TELPAS ALTERNATE PARTICIPATION REQUIREMENTS		State-Required Form
Student Name _____ Grade _____ Date _____		Grade _____ Date _____
Name of District Personnel Completing Form _____ Position _____		Justification that must include from the EL's IEP, progress monitoring, and/or the FIE: text box has a 550-character limit
Grade 2	<p>This document is intended to guide the admission, review, and dismissal (ARD) committee, in conjunction with the language proficiency assessment committee (LPAC), when determining the appropriate English language proficiency assessment to administer to English learners (ELs) in grades 2-12.</p> <p>If TELPAS Alternate is being considered for a student's grade 2 year, the ARD committee, in conjunction with the LPAC, must review questions 1-4 below and select Yes or No as it applies to the student. Each Yes answer requires justification that contains evidence that the student meets the criterion. To be eligible to participate in TELPAS Alternate, the answer to questions 1-6 must be Yes. If the answer to any one of the questions is No, the student must be assessed with TELPAS.</p> <p>If the ARD committee determined that the student met eligibility criteria for TELPAS Alternate and also qualifies for "No Authentic Academic Response" or a "Medical Exception," the student will not be required to participate in the administration of TELPAS Alternate.</p>	Justification that must include from the EL's IEP, progress monitoring, and/or the FIE: text box has a 450-character limit
Grade 3-12	<p>If a student entering grades 3-12 has been identified in PEIMS as limited English proficient (LEP), and the ARD committee has followed state guidelines to determine the student's participation in STAAR Alternate 2, the student will be assessed with TELPAS Alternate. The STAAR Alternate 2 participation requirements satisfy guidelines for these students, so questions 2-4 below do not need to be answered.</p> <p>If the ARD committee determined that the student met eligibility criteria for STAAR Alternate 2 and also qualifies for "No Authentic Academic Response" or a "Medical Exception," the student will not be required to participate in the administration of TELPAS Alternate.</p>	Justification that must include from the EL's IEP, progress monitoring, and/or the FIE: text box has a 450-character limit
1. Is the student identified in PEIMS as LEP? <input type="radio"/> Yes <input type="radio"/> No		Justification that must include data from the FIE as evidenced by intellectual and adaptive evaluation information: This text box has a 550-character limit.
2. Does the student have a significant cognitive disability? <input type="radio"/> Yes <input type="radio"/> No		
<p>• A determination of significant cognitive disability is made by the ARD committee and must be based on the student's most recent full and individual evaluation (FIE) conducted by the multidisciplinary team that includes a licensed specialist in school psychology (LSSP), educational diagnostician, or other appropriately certified or licensed practitioner with experience and training in the area of the disability. AND</p> <p>• Results from the FIE must indicate a deficit in the student's ability to plan, comprehend, and reason. FIE results must also indicate adaptive behavior deficits that limit a student's ability to apply social and practical skills such as personal care, social problem-solving skills, dressing and eating, using money, and other functional skills across life domains. It is unlikely to see these types of results in an FIE of a student with a high-incidence disability only, such as a specific learning disability or speech impairment.</p>		Justification that must include data from the EL's individualized education program (IEP), progress monitoring, and/or the FIE: This text box has a 450-character limit.
3. Does the student require specialized, extensive supports to access the grade-level curriculum and environment? <input type="radio"/> Yes <input type="radio"/> No		
<p>• Federal regulations mandate that all students have access to grade-level curriculum. A student with a significant cognitive disability requires extensive, repeated, specialized supports and materials beyond the support typical peers require. The student uses substantially modified materials to access information in alternate ways to acquire, maintain, generalize, demonstrate and transfer skills across all settings. AND</p> <p>• A student with a significant cognitive disability demonstrates adaptive behaviors that are significantly impaired. This most likely will impact the student's ability to live independently and will require specialized supports for the student to function safely in daily life across all life domains, not just the school environment.</p>		IS Alternate.
Copyright © 2016, Texas Education Agency. All rights reserved. Page 1 of 2		Justification that must include data from the EL's IEP, progress monitoring, and/or the FIE: text box has a 450-character limit.

If the ARD committee, in conjunction with the LPAC, determines that the student will take TELPAS Alternate, eligibility that is based on the information in this form and the student's individual allowable accommodations must be documented in the student's IEP and appropriate LPAC documentation.

Agenda: Understanding Accessibility

- Changes for 2019-2020
- Decision-Making Guide Overview
- Participation Decisions for the STAAR Program
- Participation Decisions for the TELPAS Program
- **Understanding Accessibility**
- Designated Supports Decisions for the STAAR Program
- Designated Supports Decisions for the TELPAS Program
- Other Assessment Decisions
- Documenting and Communicating Decisions
- Additional Documentation
- eStar Screens

Understanding Accessibility

- **Accessibility policies found on the [2019-2020 Accommodation Resources](#) webpage and [DCCR](#)**
- **Policies divided into 3 main categories**
 - Accessibility Features
 - Available to all students who need them
 - Designated Supports
 - The appropriate team of people at campus level determine and document that the student meets the eligibility criteria
 - Designated Supports Requiring TEA Approval
 - Appropriate team of people at campus level determined student eligibility and submit Accommodation Request Form (ARF) to the TEA

Accessibility Features

[Home](#) / [Student Testing & Accountability](#) / [Testing](#) / [2019–2020 Accommodation Resources](#)

2019–2020 Accommodation Resources

[Student Assessment Home](#) | [Student Assessment Directory](#) | [Contact Student Assessment](#)



TEA accessibility policies may apply to any student taking STAAR or TELPAS depending on his or her needs and whether or not the student meets the eligibility criteria, if applicable. These policies are divided into 3 main categories. Within each category are links to policy documents that provide more specific information.

NOTE: The 2019–2020 Accessibility Policy Documents are currently being updated and the links to the PDFs will be available soon on this web page. To view ARCHIVED spring 2019 policy documents, use the following link:

- [2019 Accommodation Resources](#) (archived)

Accessibility Policy documents listed on the Accommodation Resources webpage are currently located in the [District and Campus Coordinator Resources](#) online.

To view or print out the accessibility policies as one file, use the following link: [2019–2020 Accessibility Policies](#)

1. **Accessibility Features:** These are procedures and materials that are allowed for any student who needs them.
2. **Designated Supports:** These are locally-approved supports for students who meet eligibility criteria.



2019–2020 Accessibility Features

During state assessments for STAAR, STAAR Spanish, and TELPAS, certain accessibility features may be provided to students based on their needs. In general, these procedures and materials are available to any student who regularly benefits from the use of them during instruction. A student cannot be required to use them during testing and there is no need to document their use on the answer document or in the [Texas Assessment Management System](#) for online administrations. Coordinators are responsible for ensuring that test administrators understand the proper implementation of these procedures and use of these materials. In some cases, a student who uses them may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the security and confidentiality of the test. In addition, if the administration of an accessibility feature requires a trained test administrator to view secure test content, he or she must sign the appropriate part of the security oath.

A list of the accessibility features is provided below.

- signing test administration directions for a student who is deaf or hard of hearing
- translating test administration directions into the native language of an English learner
- allowing a student to use a bilingual dictionary on mathematics, science, and social studies assessments (word-to-word translations; no definitions or examples; no applications on tablets or other devices)
- allowing a student to read the test aloud to facilitate comprehension (includes use of PVC pipe or recording device)
- reading aloud or signing the expository or persuasive writing prompt to any student who requests this assistance
- providing reading assistance on the grade 3 mathematics test for any student:
 - The test administrator may read a word, phrase, or sentence in a test question or answer choice to any grade 3 student but only when asked to do so by the individual student.
 - If a student needs the entire test read aloud, the eligibility criteria for an oral administration must be met.
- typing a student's response to the writing prompt into the online test for any grade 4 student who is taking STAAR writing online and cannot type proficiently:
 - The test administrator transcribing the student's response must do so in accordance with guidelines for transcribing found on the [Transcribing](#) page of the Complete Paper Administrations section in these [District and Campus Coordinator Resources](#).
 - Students taking the grade 7 writing test, English I, English II, or English III must meet the eligibility requirements for Basic Transcribing if this type of support is needed.
- making the following assistive tools available:
 - various types of scratch paper, dry erase boards, or any other medium that can be erased or destroyed
 - colored overlays and the color settings for online tests
 - blank place markers and the guideline tool for online tests
 - magnifying devices and the zoom feature for online tests
 - various types of highlighters, colored pencils, or any other tool that can be used to focus attention on text
 - amplification devices (e.g., speakers, frequency-modulated [FM] systems)
 - projection devices (e.g., closed-circuit televisions [CCTVs] or LCD projectors for online tests)

Designated Supports Policy Documents

- **Contain the information needed to make decisions for all students taking STAAR, STAAR Spanish and TELPAS**
- **Each document organized the same way**
 - Description of Designated Support
 - Assessments
 - Student Eligibility Criteria
 - Authority for Decision and Required Documentation
 - Examples/Types
 - Special Instructions/Considerations

1. **Accessibility Features:** These are procedures and materials that are allowed for any student who needs them.
2. **Designated Supports:** These are locally-approved supports for students who meet eligibility criteria.
 - Basic Transcribing
 - Braille
 - Calculation Aids
 - Content and Language Supports
 - Content and Language Supports Guidelines
 - Extra Time
 - Individualized Structured Reminders
 - Large Print
 - Manipulating Test Materials
 - Mathematics Manipulatives
 - Oral/Signed Administration
 - Spelling Assistance
 - Supplemental Aids
3. **Designated Supports Requiring TEA Approval:** These supports require the submission and approval using the Accommodation Request Process below.
 - Complex Transcribing
 - Extra Day
 - Mathematics Scribe
 - Other

LPAC Decision-Making Authority

Update

- The “Authority for Decision and Required Documentation” section indicates the committee authorized to recommend the designated support.
- The LPAC is sole authority for:
 - Content and Language Supports
 - Extra Time
 - Oral/Signed Administration



Content and Language Supports

TEA approval is NOT required.



Description of Designated Support

This designated support allows for various types of assistance (e.g., scaffolded directions, assistance with tracking, graphic organizers, simplified language, graphic representations of vocabulary and concepts) to support a student’s understanding of selections, test questions, and answer choices.

Assessments

For a student who meets the eligibility criteria, this designated support may be used on

- STAAR
- STAAR Spanish

NOTE: Not available for Algebra II and English III

Student Eligibility Criteria

A student may use this designated support if

- instructional and assessment decisions are made by a Section 504 committee, ARD committee, or an LPAC for an EL taking an English test.
- he or she routinely, independently, and effectively uses it during classroom instruction and classroom testing.

NOTE: ELs taking STAAR Spanish may be eligible for content and language supports if the the section 504 or ARD committee determines eligibility

Authority for Decision and Required Documentation

- For a student who is an EL, the decision is made by the LPAC based on the eligibility criteria and is documented in the student’s permanent record file.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student’s IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student’s IEP.
- In the case of an EL with a disability, the decision is made by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student’s permanent record file and by the other applicable group, as described above.

Agenda: Designated Supports Decisions for the STAAR Program

- Changes for 2019-2020
- Decision-Making Guide Overview
- Participation Decisions for the STAAR Program
- Participation Decisions for the TELPAS Program
- Understanding Accessibility
- Designated Supports Decisions for the STAAR Program
- Designated Supports Decisions for the TELPAS Program
- Other Assessment Decisions
- Documenting and Communicating Decisions
- Additional Documentation
- eStar Screens

LPAC Responsibilities with Designated Supports Decisions

LPACs are responsible for making appropriate designated supports decisions:

- **Coordinate with content area teachers of ELs and other committees as applicable.**
- **Make designated supports decisions in accordance with the TEA policies**
 - [Educator Guide to Accessibility within the STAAR Program](#),
 - Accessibility Policy Documents on TEA's [2019-2020 Accommodation Resources](#) webpage or [DCCR](#), and
 - [2019-2020 Decision-Making Guide for LPACs](#)
- **Maintain required documentation of decisions**

Designated Supports Decisions for STAAR

- **The LPAC's designated supports decisions must be made on an individual student basis.**
- **Decisions must be based on—**
 - a student's particular needs for second language acquisition support, and
 - whether the student is routinely provided the support in classroom instruction and testing.
- **Providing unfamiliar supports may hinder rather than help a student.**
- **Designated supports decisions should be made as close as possible to the assessment to account for the student's progress in acquiring the English language.**
 - EOC designated supports decisions carry over from fall to spring and summer administrations.
 - Grade 5 and 8 designated supports decisions carry over from April to May and June.

Designated Supports for ELs Receiving Special Education Services

LPACs are responsible for making designated supports decisions for the STAAR program in conjunction with the student's ARD committee, Section 504 committee, RTI team, or other applicable committee.

- **Designated supports decisions related to the student's particular needs for second language acquisition support**
- **Designated supports decisions related to the student's disability or need**

Committees should become familiar with all information on the TEA's [Accommodation Resources](#) webpage.

Designated Supports and Reclassification

Students for whom the LPAC recommends the following designated supports for any English reading or English EOC assessments, may not be reclassified at the end of the school year.

- ✓ Oral Administration
- ✓ Content and Language Supports
- ✓ Extra Time

If the LPACs recommend oral administration, content and language supports, or extra time for the grade 4 and grade 7 writing assessments, they need to consider the degree to which the student relies on these designated supports during language arts writing assignments or testing when making reclassification decisions.

Dictionary Policy and Impact on EL Reclassification

- **The use of dictionaries on reading and writing assessments does not prevent an EL from being considered for reclassification at the end of the year. However, it is important for LPACs to consider the degree to which the student relies on a dictionary during language arts instruction or testing when making reclassification decisions.**

EOY English Learner Reclassification

Screen: **21. LPAC: Reclassification Rubric** Application: **LPAC Student Records**

Reclassification Rubric

School Year: Status:

Academic Language

Description of Receptive Skills: Listening and Reading
(Select one description from the choices below)

Grade appropriate with **no second language acquisition support** needed to be successful.

Grade appropriate with **some second language acquisition support** needed to be successful.

Clear

Description of Expressive Skills: Speaking and Writing
(Select one description from the choices below)

Grade appropriate with **no second language acquisition support** needed to be successful.

Grade appropriate with **some second language acquisition support** needed to be successful.

Clear

Comments:

This student routinely demonstrates the readiness for reclassification as English proficient and the ability to successfully participate in grade-level content instruction that is delivered with no second language acquisitions supports.

Yes
 No
 Clear

Teacher Signature

Name: Date of Completion: Signature:

2019–2020 English Learner Reclassification Criteria Chart												
<p>At the end of the school year, a district may reclassify an English Learner (EL) as English proficient if the student is able to participate equally in a general all-English instructional program with no second language acquisition supports as determined by satisfactory performance in the assessment areas below and the results of a subjective teacher evaluation using the state's English Learner Reclassification Rubric (linked below).¹</p> <p>For State of Texas Assessments of Academic Readiness (STAAR) English reading and English end-of-course (EOC) assessments, the performance standard for reclassification is the student meeting any of the following:</p> <ul style="list-style-type: none"> • Masters Grade Level • Meets Grade Level • Approaches Grade Level 												
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11 th /12 th	
English Language Proficiency Assessment	Texas English Language Proficiency Assessment System (TELPAS) Advanced High in each domain of Listening, Speaking, Reading and Writing											
State Standardized Reading Assessment	TEA Approved Norm-Referenced Standardized Achievement Test (Reading/Language) 40 th percentile or above ²		STAAR Reading (English)						STAAR English I EOC ³	STAAR English II EOC ³	TEA Approved Norm-Referenced Standardized Achievement Test (Reading/Language) 40 th percentile or above ²	
Subjective Teacher Evaluation	<p>Form: English Learner Reclassification Rubric</p> <p>Training Video: English Learner Reclassification Rubric Training Video Presentation (35 minutes)</p> <p>Training PowerPoint: English Learner Reclassification Rubric Introduction and Training PowerPoint</p>											
<p>¹ 19 TAC §89.1226(j)(3)</p> <p>² Effective in school year 2019-2020, students in grades 1-2 and in grades 11-12 shall be assessed using the state's single TEA Approved Norm-Referenced Standardized Achievement Test: http://tea.texas.gov/bilingual/esl/education/</p> <p>³ For STAAR, English reading refers to the grade-level tests in grades 3-8, and English EOC refers to the applicable end-of-course English I for grade 9, and English II for grade 10.</p> <p>Note: ELs may be reclassified no earlier than at the end of first grade based on 19 TAC §89.1226(j).</p> <p>Note: Students for whom the LPAC recommends the use of Oral Administration, Content and Language Supports, or Extra Time as designated supports for English reading or English EOC assessments, may not be considered for reclassification at the end of the school year.</p> <p>Note: English learners with significant cognitive disabilities who are receiving special education services may qualify to be reclassified using the following: Individualized Reclassification Process for a Student with a Significant Cognitive Disability.</p>												

IOWA Test Is the New State Approved Norm Reference Test. Goose Creek will start using the IOWA in the 2020 – 2021 school year for reclassification purposes. We will phase out Terra Nova in the 2019-2020 school year.

Agenda: Designated Supports Decisions for the TELPAS Program

- Changes for 2019-2020
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- Participation Decisions for the STAAR Program
- Participation Decisions for the TELPAS Program
- Understanding Accessibility
- Designated Supports Decisions for the STAAR Program
- Designated Supports Decisions for the TELPAS Program
- Other Assessment Decisions
- Documenting and Communicating Decisions
- Additional Documentation
- eStar Screens

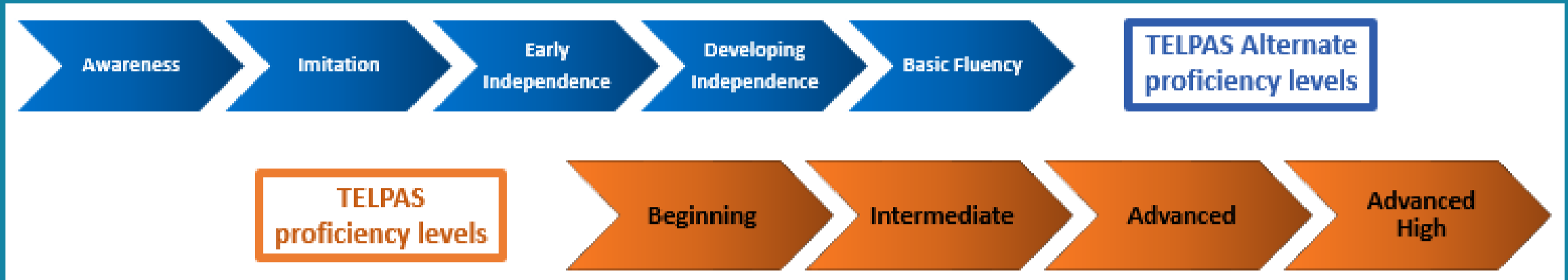
TELPAS and TELPAS Alternate

For TELPAS, all designated supports decisions **MUST** be made in conjunction with the ARD committee, Section 504 committee, or appropriate team of people at the campus level (e.g., RTI team or student assistance team).

For TELPAS Alternate, the student performance described in the Observable Behaviors occurs while students have access to the instructional accommodations indicated in their individualized education program (IEP).

TELPAS Assessments

Assessments	Grades and Language Domains
TELPAS Holistically Rated	K–1 Listening, Speaking, Reading, and Writing 2–12 Writing
TELPAS Online	2–12 Reading 2–12 Listening and Speaking
TELPAS Alternate Holistic Inventory	2–12 Listening, Speaking, Reading, and Writing



TELPAS Proficiency Levels

- For each language domain, TELPAS Alternate measures five levels, or stages, of increasing English language proficiency versus the four levels in TELPAS (the general English language proficiency assessment).
- Some TELPAS Alternate proficiency levels overlap some of the TELPAS proficiency levels.
- By stretching out the Beginning and Intermediate levels of TELPAS, TELPAS Alternate provides more granular information about English language proficiency for students with significant cognitive disabilities. This can help educators more specifically assess growth and target instruction from year to year.

Who will be assessed with TELPAS Alternate?

Grades K – 1	<ul style="list-style-type: none">• No TELPAS Alternate for K-1 at this time.• All ELs, including students receiving special education services, will take TELPAS K-1 holistically rated assessment for all four language domains.
Grade 2	<ul style="list-style-type: none">• Participation requirements are available on TEA's TELPAS Alternate Resources webpage.• ARD committees, in conjunction with the LPAC, are required to review the participation requirements and determine and document student eligibility for TELPAS Alternate.
Grades 3 - 12	<ul style="list-style-type: none">• Participation requirements are available on TEA's TELPAS Alternate Resources webpage.• ARD committees, in conjunction with the LPAC, are required to determine and document student eligibility for TELPAS Alternate. If the student is LEP and is eligible for STAAR Alternate 2, he or she will take TELPAS Alternate.

TELPAS Alternate Participation Requirements

State-Required Form

TELPAS ALTERNATE PARTICIPATION REQUIREMENTS

Student Name _____ Grade _____ Date _____
 Name of District Personnel Completing Form _____ Position _____

This document is intended to guide the admission, review, and dismissal (ARD) committee, in conjunction with the language proficiency assessment committee (LPAC), when determining the appropriate English language proficiency assessment to administer to English learners (ELs) in grades 2-12.

Grade 2	<p>If TELPAS Alternate is being considered for a student's grade 2 year, the ARD committee, in conjunction with the LPAC, must review questions 1-6 below and select Yes or No as it applies to the student. Each Yes answer requires justification that contains evidence that the student meets the criterion. To be eligible to participate in TELPAS Alternate, the answer to questions 1-6 must be Yes. If the answer to any one of the questions is No, the student must be assessed with TELPAS.</p> <p>If the ARD committee determined that the student met eligibility criteria for TELPAS Alternate and also qualifies for "No Authentic Academic Response" or a "Medical Exception," the student will not be required to participate in the administration of TELPAS Alternate.</p>
Grade 3-12	<p>If a student entering grades 3-12 has been identified in PEIMS as limited English proficient (LEP), and the ARD committee has followed state guidelines to determine the student's participation in STAAR Alternate 2, the student will be assessed with TELPAS Alternate. The STAAR Alternate 2 participation requirements satisfy guidelines for these students, so questions 1-6 below do not need to be answered.</p> <p>If the ARD committee determined that the student met eligibility criteria for STAAR Alternate 2 and also qualifies for "No Authentic Academic Response" or a "Medical Exception," the student will not be required to participate in the administration of TELPAS Alternate.</p>

- Is the student identified in PEIMS as LEP? Yes No
- Does the student have a significant cognitive disability? Yes No

A determination of significant cognitive disability is made by the ARD committee and must be based on the student's most recent full and individual evaluation (FIE) conducted by the multidisciplinary team that includes a licensed specialist in school psychology (LSSP), educational diagnostician, or other appropriately certified or licensed practitioner with experience and training in the area of the disability. AND

Results from the FIE must indicate a deficit in the student's ability to plan, comprehend, and reason. FIE results must also indicate adaptive behavior deficits that limit a student's ability to apply social and practical skills such as personal care, social problem-solving skills, dressing and eating, using money, and other functional skills across life domains. It is unlikely to see these types of results in an FIE of a student with a high-incidence disability only, such as a specific learning disability or speech impairment.

Enter justification that must include data from the FIE as evidenced by intellectual and adaptive evaluation information:
 This text box has a 550-character limit.
- Does the student require specialized, extensive supports to access the grade-level curriculum and environment? Yes No

Federal regulations mandate that all students have access to grade-level curriculum. A student with a significant cognitive disability requires extensive, repeated, specialized supports and materials beyond the support typical peers require. The student uses substantially modified materials to access information in alternate ways to acquire, maintain, generalize, demonstrate and transfer skills across all settings. AND

A student with a significant cognitive disability demonstrates adaptive behaviors that are significantly impaired. This most likely will impact the student's ability to live independently and will require specialized supports for the student to function safely in daily life across all life domains, not just the school environment.

Enter justification that must include data from the EL's individualized education program (IEP), progress monitoring, and/or the FIE:
 This text box has a 450-character limit.

Grade _____ Date _____	<p>Instruction in all instructional settings? <input type="radio"/> Yes <input type="radio"/> No</p> <p>is a highly individual and academic</p> <p>is classroom all methods to tion of discrete</p> <p>is individualized tific content areas.</p> <p>Enter justification that must include data from the EL's IEP, progress monitoring, and/or the FIE: This text box has a 550-character limit.</p>
Grade _____ Date _____	<p>Grade-level TEKS through prerequisite skills? <input type="radio"/> Yes <input type="radio"/> No</p> <p>a highly individual and modifications e and Skills (TEKS) grade-level 3-4 levels below y be 7-9 levels</p> <p>Enter justification that must include data from the EL's IEP, progress monitoring, and/or the FIE: This text box has a 450-character limit.</p>
Grade _____ Date _____	<p>Student's significant cognitive disability and disorders? <input type="radio"/> Yes <input type="radio"/> No</p> <p>of on a student's sences, location of onal distress, or</p> <p>Enter justification that must include data from the EL's IEP, progress monitoring, and/or the FIE: This text box has a 450-character limit.</p>

Step II: Discuss Assurances

If **Yes** is indicated for all six eligibility criteria, the ARD committee, in conjunction with the LPAC, must discuss the following assurances. All assurances must be initiated by district personnel for the EL to participate in TELPAS Alternate.

Under 34 Code of Federal Regulations (CFR) §300.320(a)(6) and 19 Texas Administrative Code (TAC) §89.105(b), if the ARD committee, in conjunction with the LPAC, determines that the student will take an alternate assessment, the IEP must provide a statement of why the student cannot participate in the general assessment (TELPAS) with or without allowable accommodations, and why the alternate assessment is appropriate for the student, including that all six eligibility criteria are met.

If the ARD committee, in conjunction with the LPAC, determines that the student will take TELPAS Alternate, justification that is based on the information in this form and the student's individual allowable accommodations must be documented in the student's IEP and appropriate LPAC documentation.

- Participation requirements (in English and Spanish) for grades 2-12 are available on TEA's [**TELPAS Alternate Resources**](#) webpage and have been created to determine an EL's eligibility for TELPAS Alternate.
- Participation requirements are intended to guide the ARD committee, in conjunction with the LPAC, when determining the appropriate English language proficiency assessment to administer to ELs.
- Documentation of eligibility is different for students in grade 2 compared to students in grades 3-12.

Agenda: Other Assessment Decisions

- Changes for 2019-2020
- Decision-Making Guide Overview
- Participation Decisions for the STAAR Program
- Participation Decisions for the TELPAS Program
- Understanding Accessibility
- Designated Supports Decisions for the STAAR Program
- Designated Supports Decisions for the TELPAS Program
- **Other Assessment Decisions**
- Documenting and Communicating Decisions
- Additional Documentation
- eStar Screens

STAAR Exemptions

Exemptions

As indicated in 19 TAC §101.1005, an EL who meets the eligibility criteria below shall not be required to take a STAAR assessment in grades 3-8.

Eligibility Criteria

This exemption applies to an EL who

- qualifies as an unschooled asylee or refugee,
- is in the first year of enrollment in U.S schools, and
- is in grades 3-8.

Section 101.1005 of the TAC allows exemption of qualifying EL asylees and refugees from being administered a STAAR assessment in grades 3–8.

STAAR Exemptions: Asylee/Refugee

Screen: **4. LPAC Student History 2 of 3** Application: LPAC Student Records

Date of **ORIGINAL** Home Language Survey: [LPAC Info](#) [Assessment Results](#)

Requested Home Language Survey: Received Home Language Survey:

Yes No NA - Requested Home Language Survey from Previous District?
 Yes No Not Known - Previously Identified as English Language Learner (LPAC)?
 Yes No NA - Qualifies for PK under Language Guidelines?

Country of Birth: Country Code:
Home Language: Home Language Code:
Student Language: Student Language Code:

Yes No NA - SIFE (Students with Interrupted Formal Education)?

Students with interrupted formal education (SIFE) or those who are classified as unschooled asylees and refugees are given one additional year (up to a maximum of five years) to reach proficiency. Additionally, students being assessed with English I and English II EOC assessments are given an additional year in their plan to account for the high level of English proficiency required to be successful on those assessments. Please note that students qualifying as asylees, refugees, or SIFE taking English I and II only receive one additional year total. Additional information can be found on the Texas Education Agency website (<http://www.tea.state.tx.us>).

Hide Asylee/Refugee Status

Asylee Refugee NA Clear

I-94 Departure/Arrival Record
Successor Document with stamp of "Asylee," "Refugee," or "Asylum":
 Permanent Resident Card Special Immigrant Visa Other:

Asylee/Refugee grades PK-KG: Schooled Unschooled Clear
Asylee/Refugee grades 1-6: Schooled Unschooled Clear
Asylee/Refugee grades 7-12: Schooled Unschooled Clear

PEIMS Definition E1076
Unschooled-Asylee/Refugee-Code indicates whether a student's initial enrollment in a school in the United States in grades 7 through 12 was as an unschooled asylee or refugee per TEC Section, 39.027(a-1). "Unschooled asylee or refugee" means a student who:

- initially enrolled in a school in the United States as:
 - an asylee as defined by 45 Code of Federal Regulations, Section 400.41; or
 - a refugee as defined by 8 United States Code Section 1101;
- has a Form I-94 Arrival/Departure record, or a successor document, issued by the United States Citizenship and Immigration Services that is stamped with "Asylee," "Refugee," or "Asylum" and
- as a result of inadequate schooling outside of the United States, lacks the necessary foundation in the essential knowledge and skills of the curriculum prescribed under TEC Section 28.002, as determined by the language proficiency assessment committee.

Qualifying As An Unschooled Asylee/Refugee

- **To qualify as an unschooled asylee or refugee**
 - student must be identified as limited English proficient (LEP/EL) as defined by state law in TEC, Section 29.052, and must participate in a state-approved bilingual or ESL program, and
 - student's permanent record file must contain appropriate documentation of asylee/refugee status. The student must
 - be an asylee as defined by 45 Code of Federal Regulations, Section 400.41 or a refugee as defined by 8 United States Code, Section 1101, *and*
 - have a Form I-94 Arrival/Departure record, or a successor document, issued by the United States Citizenship and Immigration Services that is stamped with "Asylee," "Refugee," or "Asylum."

Unschoolled Asylee/Refugee

The student's permanent record file must document that

- **the student had little or no formal schooling outside the U.S. and lacked basic primary language literacy upon enrollment in school in the U.S.; *and***
- **the student is being provided designated supports and other ongoing interventions by the district to meet the student's unique affective, linguistic, and cognitive needs; *and***
- **as of the semester of the test administration, the student continues to lack the necessary foundation in the TEKS as a direct result of the student's inadequate schooling outside of the U.S.**

English I Special Provision

- **Acknowledges unique circumstances of specific ELs**
 - insufficient time in the U.S. and insufficient time to learn English
- **These students**
 - depend heavily on instructional scaffolding, including linguistic supports based on their second language acquisition needs
 - needs cannot be provided as designated supports during the standardized English I EOC assessment
- **LPACs must maintain documentation of eligibility for the special provision.**
- **Eligibility must be determined in conjunction with the student's enrollment in English I/ESOL I.**

Note: An EL who qualifies as an unschooled asylee or refugee may be eligible for the English I EOC special provision during the student's fourth or fifth school year of enrollment in a U.S. school if all other requirements are met. Additional information on unschooled asylee/refugee students can be found in Appendix B in the *LPAC Decision-Making Guide*.

English I Special Provision

Date of LPAC Meeting: Reason for Meeting:

EL Status: EL Indicator:

TESTING INFORMATION

Years in US Schools (grades 1-12):

Yes No Not known Clear Based on student history, is there evidence of periods of absence of schooling outside of U.S.?

Yes No Not known Clear Based on student history, is there evidence of inadequate foundation of learning?

Supporting documentation of inadequate foundation of learning:

An EL who meets all of the following eligibility criteria shall not be required to take a STAAR assessment in grades 3-8:
1) qualifies as an unschooled asylee or refugee,
2) is in the first year of enrollment in U.S. schools, and
3) is in grades 3-8 (19 TAC §101.1005).

LPAC Assessment Recommendations for Students with Disabilities

Date of ARD/LPAC collaboration meeting: Date of 504/LPAC collaboration meeting:

LPAC Comments:

LPAC Assessment Recommendations

1:57:27

If checked, print the Eligibility for STAAR English I Assessment Special Provision report

Eligibility for STAAR English I Assessment Special Provision

Eligibility for the special provision under 19 TAC §101.1007 is to be determined by the LPAC and documented in the student's permanent record file.

- Complete this form to document that eligibility criteria are met.
- Keep the completed form in student's permanent record file.
- Provide a copy to the campus testing coordinator.

Name of District Personnel Completing Form: School Year:

Position: Date: Grade:

English I End-of-Course Assessment Special Provision under 19 TAC §101.1007

An ELL who meets the eligibility criteria below shall not be required to —
retake the assessment each time it is administered if the student passes the course but fails to meet the passing standard.

Eligibility Criteria under 19 TAC §101.1007

The provision applies to an ELL enrolled in an English I or an English for Speakers of Other Languages (ESOL) I course if the ELL—

- has been enrolled in U.S. schools for three school years or less or qualifies as an unschooled asylee or refugee enrolled in U.S. schools for five school years or less, and
- has not yet attained a TELPAS advanced high reading rating.

An ELL whose parent or guardian has declined bilingual/ESL program services is **NOT** eligible for this provision.

Complete prior to receipt of test scores (before test administration if possible)

1. Indicate when the English course and assessment the student meets the eligibility criteria for will be taken. Note that this form is applicable only to the course the student is currently taking

English I/ESOL I course and English I end-of-course assessment
Course participation from: to:
Assessment date:

2. Sign below to affirm that the student qualifies for the special provision for the course and assessment checked above and that school personnel have explained the provision to the student.

Designated LPAC Member: Date: *Click to sign*

Student's Teacher for Applicable Course ¹: Date: *Click to sign*

After receiving the test scores, the student may opt to retake the assessment during any scheduled administration if the student passes the course but fails

ELs with Parent Denials

LPACs may not recommend designated supports, special assessment considerations, or accountability provisions for an EL whose parents have denied bilingual or ESL services.

This
includes:

- No designated supports
- No testing in Spanish
- No English I special provision
- No unschooled asylee/refugee provisions

Agenda: Documenting and Communicating Decisions

- Changes for 2019-2020
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- Additional Documentation
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Documenting Decisions

For each EL, the LPAC must maintain documentation of

- STAAR, STAAR Spanish, STAAR Alternate participation and designated supports decisions
- TELPAS and TELPAS Alternate participation decisions
- Decisions kept in student's permanent record file

For participation and designated supports decisions LPACs make in conjunction with the ARD committee, 504 committee, RTI team, or student assistance team

- ARD committee documents decisions in the student's IEP
- Section 504 committee documents decision in the student's IAP
- Other student assistance teams document decision in student's permanent record file

Documentation : eStar Screen 8

Date of LPAC Meeting: Reason for Meeting:

EL Status: EL Indicator:

TESTING INFORMATION

Years in US Schools (grades 1-12):

Yes No Not known Clear Based on student history, is there evidence of periods of absence of schooling outside of U.S.?

Yes No Not known Clear Based on student history, is there evidence of inadequate foundation of learning?

Supporting documentation of inadequate foundation of learning:

An EL who meets all of the following eligibility criteria shall not be required to take a STAAR assessment in grades 3-8:

- 1) qualifies as an unschooled asylee or refugee,
- 2) is in the first year of enrollment in U.S. schools, and
- 3) is in grades 3-8 (19 TAC §101.1005).

LPAC Assessment Recommendations for Students with Disabilities

Date of ARD/LPAC collaboration meeting: Date of 504/LPAC collaboration meeting:

Documentation Forms: eStar Screen 8

NEW

Part II: TELPAS Participation and Designated Supports Decisions

- TELPAS grades K–12
- TELPAS Alternate grades 2–12

PART II: TELPAS Participation* and Designated Supports Decisions		
Assessment	Participation	
TELPAS	<input type="checkbox"/>	The student will take the general TELPAS in all four language domains.
	<input type="checkbox"/>	The ARD, in conjunction with the LPAC, has determined that the student will not be assessed in one or more of the four language domains, as noted in student's IEP.
	<input type="checkbox"/>	The ARD, in conjunction with the LPAC, has determined that the student will receive designated supports, as noted in student's IEP.
	<input type="checkbox"/>	The ARD, in conjunction with the LPAC, has determined that the student may need a special administration of an online TELPAS assessment pending TEA approval, as noted in student's IEP.
TELPAS Alternate	<input type="checkbox"/>	The ARD, in conjunction with the LPAC, has determined that the student meets the TELPAS Alternate eligibility and will be assessed with TELPAS Alternate, as noted in student's IEP.

Student Educational History: Screen 5

- **Multiple-year student record of:**
 - number of school years of enrollment in U.S.
 - TELPAS/TELPAS Alternate reading rating
 - test decisions
 - whether student has been enrolled for 60 consecutive school days in a school year
- **Includes signature and date area for each year's updated years in U.S. schools information to help ensure annual accuracy of this important data collection**

Initial US Enrollment Date:

Years in US Schools (grades 1-12 for testing purposes): Years in US Schools (grades PK-12):

Immigrant Status: Immigrant Tracking: End Date for Immigrant Status:

School History:

	Add Entry	Year	Grade	School	City	Country	Schooling		Schooling Inside US		
							All or Partial School Year	Enrolled	Program Participation	TELPAS Reading Rating	State Assessment Decision
1.		2012-2013	03	Miguel Hidalgo Costilla		MX	All	From: <u>Aug</u> To: <u>Jun</u>			
2.		2013-2014	04	Miguel Hidalgo Costilla		MX	All	From: <u>Aug</u> To: <u>Jun</u>			
3.		2014-2015	05	Miguel Hidalgo Costilla		MX	All	From: <u>Aug</u> To: <u>Jun</u>			
4.		2015-2016	06	Miguel Hidalgo Costilla		MX	All	From: <u>Aug</u> To: <u>Jun</u>			
5.		2016-2017	07	Highlands Junior	Highlands	USA	All	From: <u>Aug</u> To: <u>May</u>	ESL: <u>Yes</u>	Beginning	R: STAAR W: STAAR M: STAAR
6.		2017-2018	08	Highlands Jr.	Highlands	USA	All	From: <u>Sept</u> To: <u>May</u>	ESL: <u>Yes</u>	Intermediate	R: STAAR M: STAAR L SCI: STAAR SS: STAAR
7.		2018-2019	09	GCM HS	BAYTOWN	USA	All	From: <u>Sept</u> To: <u>May</u>	ESL: <u>Yes</u>	Intermediate	ELA: STAAR M: STAAR L SCI: STAAR

Coding: Transfer Students

During the STAAR / TELPAS, the Bilingual PEIMS will code students as Bilingual/ESL using EL documents from the previous school district until LPAC has been conducted.

Texas Student Record

District ID: 101921 District Name: Tomball ISD Campus ID: 101921109 Campus Name: Northpointe Intermediate School Campus Address: 11855 Northpointe Boulevard City/State/Zip: Tomball TX 77377 Campus Phone: (281) 357-3020 Campus Fax: (281) 357-3026 CBI/ACT:	Student Name: Date of Birth: Gender: Race/Ethnicity: English Proficiency: Limited Home Language: 01-Spanish Student Language: 98-English Home Language Survey Migrant Indicator: Homeless Indicator: Dyslexia: Military Connected: No Foster Care: No
Texas Student Unique ID: 1368864885 Student ID: 479393852 Prior ID: Local ID: 166060 Student Address: 12302 Newpark DR City/State/Zip: Tomball TX 77377 Parent/Guardian: Blanca Paola Murillo	Original Entry Date: 08/20/2019 Last Date of Attendance: Last Withdrawal Date: 11/11/2019 Withdrawal Reason: 98-Other Total Days Absent: 5.0 Total Days Present: 52.0 Current Grade Level: 6 Promoted to Grade: Placed in Grade: Grades of Retention (K-8): Graduation Date: Speech Requirement Met Date: IGC Review Code: FHSP College Career Instruction: Associate Degree: On Ramps Enrollment: Section 504: PO Instr Date: CPR Date: Star of Texas Award: High School Program:

Special Programs	
Program	Participation Description
LEP/English learner (EL)	1 - Identified as LEP/English learner (EL)
Alternative	00 - Student does not participate in the alternative language program

Student Withdrawal / Record Transfer Form Page 1 of 2

District Name: Tomball ISD	Campus Name: Northpointe Intermediate School
County-District-Campus: 101921109	Campus Phone Number: (281) 357-3020(L)

LEGAL NAME	ID NUMBERS	Family Contact
First: _____	Date of Birth: _____	State ID: _____
Middle: _____	Sex: _____	SSN: _____
Last: _____	Curr Grade: _____	Local ID: _____
Gen: _____	Cohort Year: _____	Unique ID: _____
Hispanic/Latino: Yes	Ethnicities: _____	

Grade	Entry Date	Withdraw Date	Withdraw Code	Suspension/Removal
06	8/20/2019	11/11/2019	80 - Enroll - Other Texas Public School	Emergency Removal: No Out of School Suspension: No Alternative Program: No Expulsion: No

Original Leaver Reason	Withdrawal Code	Leaver Code
_____	_____	_____
Updated Leaver Reason	Withdrawal Code	Leaver Code
_____	_____	_____

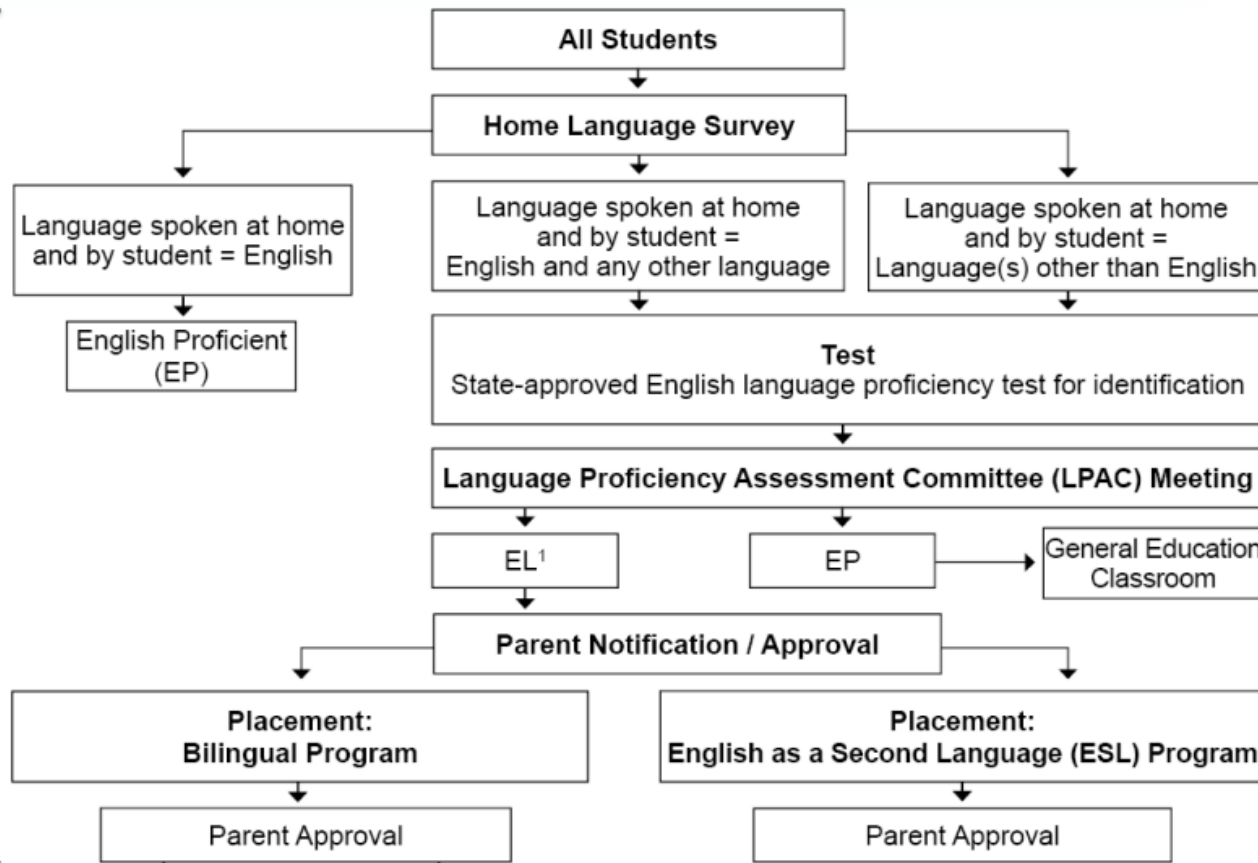
Special Program Information				
Program	Program Name	Value	Start	End
E0787	ADA Eligibility	1	8/20/2019	
E0790	LEP Indicator	1	8/20/2019	
E0896	Parental Permission	K	8/20/2019	
E0919	AT RISK INDICATOR	Y	8/20/2019	
E1030	SSI Promotion Retention	05	8/20/2019	
E1043	ESL Program Type Code	2	8/20/2019	
E1528	Foster Care Indicator	0	8/20/2019	
E1529	Military Connected Student	0	8/20/2019	
E1651	Bilingual/ESL Funding Code	BE	8/20/2019	

School Personnel Signature: *Kelly Kachew* Date: 11/21/19

Timeline

LPAC

Four calendar weeks



Texas Education Agency

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Coding: Transfer Students

Please keep in mind that campuses still have 4 weeks to LPAC students.

Agenda: Additional Documentation

- Changes for 2019-2020
- Decision-Making Guide Overview
- Participation Decisions for the STAAR Program
- Participation Decisions for the TELPAS Program
- Understanding Accessibility
- Designated Supports Decisions for the STAAR Program
- Designated Supports Decisions for the TELPAS Program
- Other Assessment Decisions
- Documenting and Communicating Decisions
- **Additional Documentation**
- eStar Screen

Years in U.S. Schools

LPACs are also required to determine and document the number of school years in which an EL has been enrolled in a U.S. school.

- Information is reported to TEA in conjunction with the TELPAS and TELPAS Alternate
- Used in TELPAS and TELPAS Alternate reporting and accountability and performance-based monitoring measures
- Vital that LPACs follow state-defined policies and procedures to determine and annually document this important data element

6 Years in US Schools (grades PK-12): 6

End Date for Immigrant Status: 

Calculating Years in U.S. Schools

- **Districts are not changing the value for years in U.S. schools submitted in a previous school year. Districts are using the data previously submitted to inform data that will be submitted this spring.**
- **U.S territories (Puerto Rico and Guam) are not included in this count.**



Instructions for Years in U.S. Schools Data Collection

The language proficiency assessment committee (LPAC) is required to determine and document the number of school years in which each English learner (EL) has been enrolled in a U.S. school. This information, which is reported to TEA through the Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate, is used for TELPAS and TELPAS Alternate reporting and STAAR assessment decisions, and for defining accountability and performance-based monitoring measures.

It is important for LPACs to follow state-defined policies and procedures to determine and annually document this critical student data element. Steps must be taken to document the information in a manner that shows clear evidence of consistent and accurate annual updating. The information must be kept in the student's LPAC documentation file. Districts may wish to use the TEA-provided form titled *Student History Worksheet* or a similar form to document and annually update this information. This form may be found on the Language Proficiency Assessment Committee Resources webpage at http://tea.texas.gov/student_assessment/ell/lpac/.

School records or signed verification from the child's parent or guardian must be used by the LPAC to indicate the number of school years of enrollment in the U.S. Information that cannot be obtained from the parent or guardian may be supplied instead by the person standing in parental relation (such as the relative with whom the student is living). When a school has been unsuccessful in obtaining the requested information in writing, a school official or representative may speak to the parent, guardian, or person standing in parental relation to obtain the information and then sign a statement describing the information obtained, which must be kept in the student's LPAC documentation file. If the student is 18 or older, the LPAC may permit the student to provide his or her own signed verification if appropriate.

The campus coordinator is responsible for submitting this information through the TELPAS and TELPAS Alternate Assessment Management System during the TELPAS and TELPAS Alternate window. Together, the campus coordinator and LPAC must ensure that steps are in place to annually verify the information for accuracy and consistency.

The number of school years of enrollment in a U.S. school starts with grade 1, or the first school year thereafter if the first school year of enrollment in the U.S. is later than grade 1. The value for first grade ELs should never be higher than "1st school year" unless the student was retained in grade 1.

Beginning with the 2013–2014 school year, a student must have been enrolled for 60 consecutive school days in order for that year to be counted as one year in the calculation. When counting 60 consecutive school days for students who withdraw from a U.S. school and then re-enroll in another U.S. school, districts should restart the count at day 1 only in cases in which the student was not enrolled in another school for 10 or more consecutive school days. Students that re-enroll in another school in less than 10 days continue to be counted within the one year of the Years in U.S. school calculation. However, once a student has been enrolled for 60 consecutive school days within a school year, that school year will count as one year in the calculation of years in U.S. schools regardless of any subsequent periods of unenrollment. For purposes of this calculation, only schools (including home schools and private schools) based within the 50 states, Washington, D.C. and U.S. Department of Defense (DoD) schools are to be considered U.S. schools. Please note that Puerto Rico and Guam are not included in this count.

Data Collection for Spring

In addition to years in U.S. schools, other information that will be collected includes:

- **Unschoolled asylees/refugees**
 - These students typically lack literacy skills in their first language and basic subject-matter knowledge and skills. They may also lack basic social skills and have experienced emotional trauma as a result of their previous circumstances.
- Students with Interrupted Formal Education (SIFE)
 - These ELs attend school in the U.S., withdraw and leave the U.S. for a period of time, and then return to the U.S. The period of time outside the U.S. or the number of times the student is withdrawn from U.S. schools is significant enough that growth in English and learning of subject matter are affected.
 - These ELs may come to the U.S. with limited or no prior schooling. They typically lack literacy skills in their first language, basic subject-matter knowledge and skills, or basic social skills. For the purpose of this data collection, include ELs who did not attend school for a period of time such that the ability to learn English and new grade level subject-matter knowledge and skills is significantly affected.

Agenda: eStar Screens

- Changes for 2019-2020
- Decision-Making Guide Overview
- Participation Decisions for the STAAR Program
- Participation Decisions for the TELPAS Program
- Understanding Accessibility
- Designated Supports Decisions for the STAAR Program
- Designated Supports Decisions for the TELPAS Program
- Other Assessment Decisions
- Documenting and Communicating Decisions
- Additional Documentation
- eStar Screens

Updated Screen 8 : STAAR

Designated Supports for STAAR

- Extra Time
- Content / Language Support
- Oral Administration

Accommodations	Disqualify from Reclassification	Reading	Math	Science	Social Studies
NONE NEEDED		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LPAC Content and Language Supports - Online Embedded [DS]	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LPAC Extra Time: (Same Day) [DS]	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LPAC Oral/Signed Administration: READ ALL Test Questions, Answer Choices, Required Reference Materials, and allowable designated supports [DS]	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LPAC Oral/Signed Administration: READ PARTS PER STUDENT Test Questions, Answer Choices, Required Reference Materials, and allowable designated supports [DS]	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ORAL/SIGNED ADMINISTRATION - (Text to Speech) ONLINE VERSION	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Updated Screen 8 : TELPAS

TELPAS (Grade 07 - Testing Year 2019-2020)

Participation and Designated Support Decisions

- The student will take the general TELPAS in all four language domains.
- The ARD committee, in conjunction with the LPAC, has determined that the student meets the TELPAS Alternate eligibility and will be assessed with the TELPAS Alternate, as noted in the student's IEP.
- The ARD committee, in conjunction with the LPAC, has determined that the student will not be assessed in one or more of the four language domains, as noted in student's IEP.
- None of the above.

Listening: Speaking: Writing: Reading:

- The ARD committee, in conjunction with the LPAC, has determined that the student will receive designated supports, as noted in student's IEP.
- The ARD committee, in conjunction with the LPAC, has determined that the student may need a special administration of an online TELPAS assessment pending TEA Approval, as noted in the student's IEP.

Additional TELPAS Information:

Selected Accommodations:

There are no accommodations selected. Press the 'Manage Accommodations' button to select or modify accommodations.

Manage TELPAS Accommodations

Information detailing the Accessibility Features and Designated Supports allowable for TELPAS can be found on TEA's LPAC Resources webpage and Accommodation Resources webpage.

TELPAS Signature:

Teacher:



Signature:

Add My Signature

Click to Sign

eStar State Assessment Screen 8: Designated Supports

- As the teachers are entering the information into eStar, please email Joseph Rodriguez, PK – 12 LPAC specialist, to get an eStar report to see that all entries have been entered.
- Teachers need to have a digital hand drawn signature.
- Designated supports for both TELPAS/STAAR need to be entered prior to the State Assessment LPAC.

LPAC Assessment Recommendations					
State Assessment Review Date: 02/04/2019 Grade level at time of test: 09 Testing Year: 2018-2019					
Subject	Test Type	Justification			
Algebra I	STAAR online	STAAR is the most appropriate assessment for this student			
English I	STAAR online	STAAR is the most appropriate assessment for this student			
STAAR Accommodations					
	Reading	Writ/ Eng	Math	Science	Social Studies
LPAC Oral/Signed Administration - Test questions, Answer Choices, and Embedded Supports Text-to-Speech - Online Embedded [DS]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content and Language Supports - Online Embedded [DS]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LPAC Extra Time: (Same Day) [DS]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your signature below acknowledges your approval of the test type(s) and accommodation(s) stated above.					
Joseph Rodriguez Name of student's Algebra I teacher					
Joseph Rodriguez Name of student's English I teacher					
TELPAS Domain	Status				
Listening	Participating				
Speaking	Participating				
Writing	Participating				
Reading	Participating				
TELPAS Accommodations					TELPAS
NONE NEEDED					<input checked="" type="checkbox"/>

EXAMPLE

NON-EXAMPLE

Screen 5 : Educational Student History

Initial US Enrollment Date:

Years in US Schools (grades 1-12 for testing purposes): Years in US Schools (grades PK-12):

Immigrant Status: Immigrant Tracking: End Date for Immigrant Status:

School History:

	Add Entry	Year	Grade	School	City	Country	Schooling		Schooling Inside US		
							All or Partial School Year	Enrolled	Program Participation	TELPAS Reading Rating	State Assessment Decision
1.		2012-2013	02	Petronila Barrio De Cabana		Honduras	All	From: <u>Aug</u> To: <u>Jun</u>			
2.		2013-2014	03	Petronila Barrio De Cabana		Honduras	All	From: <u>Aug</u> To: <u>Jun</u>			
3.		2014-2015	04	Petronila Barrio De Cabana		Honduras	All	From: <u>Aug</u> To: <u>Jun</u>			
4.		2015-2016	05	Petronila Barrio De Cabana		Honduras	All	From: <u>Aug</u> To: <u>Jun</u>			
5.		2016-2017	06	Highlands Junior	Highlands	USA	All	From: <u>Aug</u> To: <u>May</u>	ESL: <u>Yes</u>	Intermediate	R: STAAR M: STAAR
6.		2017-2018	07	Highlands Jr.	Highlands	USA	All	From: <u>Sept</u> To: <u>May</u>	ESL: <u>Yes</u>	Intermediate	R: STAAR W: STAAR M: STAAR
7.		2018-2019	08	Highlands Junior High	Highlands, TX	USA	All	From: <u>Aug</u> To: <u>May</u>	ESL: <u>Yes</u>	Intermediate	R: STAAR Online M: STAAR Online SCI: STAAR Online SS: STAAR Online

Screen 8 : English 1 Special Provision

Screen: **8. LPAC: State Assessment Review** Application: **LPAC Student Records**

Date of LPAC Meeting: **02/15/2019** Reason for Meeting: **State Assessment Review**

EL Status: **ESL Program** EL Indicator: **1 - LEP/EL**

LPAC Info **Assessment Results** **LPAC Attendees** **School/Class Schedule - Six Week** **School/Class Schedule - Nine Week** **Parent Contact Log**

TESTING INFORMATION

Years in US Schools (grades 1-12): **4**

[View Asylee/Refugee Status](#)

Yes No Not known Clear Based on student history, is there evidence of periods of absence of schooling outside of U.S.?

Yes No Not known Clear Based on student history, is there evidence of inadequate foundation of learning?

Supporting documentation of inadequate foundation of learning: [+](#) [-](#)

An EL who meets all of the following eligibility criteria shall not be required to take a STAAR assessment in grades 3-8:

- 1) qualifies as an unschooled asylee or refugee,
- 2) is in the first year of enrollment in U.S. schools, and
- 3) is in grades 3-8 (19 TAC §101.1005).

LPAC Assessment Recommendations for Students with Disabilities

Date of ARD/LPAC collaboration meeting: Date of 504/LPAC collaboration meeting:

LPAC Comments: [+](#) [-](#)

LPAC Assessment Recommendations

Eligibility for STAAR English I Assessment Special Provision

eStar State Assessment Screen 8: Special Provisions

- Click the button, Eligibility for STAAR English 1 Assessment Special Provision if the following criteria are met:
- The student has been in the years 0 -3 years.
- The student is enrolled in either ESOL 1 or English 1.
- The student has not obtained Advanced High on TELPAS Reading.

Screen: **8. LPAC: State Assessment Review** Application: **LPAC Student Records**

Date of LPAC Meeting: Reason for Meeting:

EL Status: **ELL/LEP - ESL or Bilingual Program** EL Indicator: **1 - LEP**

LPAC Info **Assessment Results** **LPAC Attendees** **School/Class Schedule - Six Week** **School/Class Schedule - Nine Week** **Parent Con**

TESTING INFORMATION

Years in US Schools (grades 1-12): **3**

[View Asylee/Refugee Status](#)

Yes No Not known Clear Based on student history, is there evidence of periods of absence of schooling outside of U.S.?

Yes No Not known Clear Based on student history, is there evidence of inadequate foundation of learning?

Supporting documentation of inadequate foundation of learning:

An EL who meets all of the following eligibility criteria shall not be required to take a STAAR assessment in grades 3-8:
1) qualifies as an unschooled asylee or refugee,
2) is in the first year of enrollment in U.S. schools, and
3) is in grades 3-8 (19 TAC §101.1005).

LPAC Assessment Recommendations for Students with Disabilities

Date of ARD/LPAC collaboration meeting: Date of 504/LPAC collaboration meeting:

LPAC Comments:

LPAC Assessment Recommendations

Eligibility for STAAR English I Assessment Special Provision

eStar State Assessment Screen 8: Special Provisions

- Click the box at the top left-hand corner to so that the student appears on eStar reports for English I special provisions.
- Ensure all red boxes have been completed.
- Ensure that hand-drawn signatures have been entered.

Save Clear Unsaved Changes Return Reports Preview Clear All 1:57:27

If checked, print the Eligibility for STAAR English I Assessment Special Provision report

Eligibility for STAAR English I Assessment Special Provision

Eligibility for the special provision under 19 TAC §101.1007 is to be determined by the LPAC and documented in the student's permanent record file.

- Complete this form to document that eligibility criteria are met.
- Keep the completed form in student's permanent record file.
- Provide a copy to the campus testing coordinator.

Name of District Personnel Completing Form: _____ School Year: _____
Position: _____ Date: _____ Grade: 09

English I End-of-Course Assessment Special Provision under 19 TAC §101.1007

An ELL who meets the eligibility criteria below shall not be required to —
retake the assessment each time it is administered if the student passes the course but fails to meet the passing standard.

Eligibility Criteria under 19 TAC §101.1007

The provision applies to an ELL enrolled in an English I or an English for Speakers of Other Languages (ESOL) I course if the ELL—

- has been enrolled in U.S. schools for three school years or less or qualifies as an unshooled asylee or refugee enrolled in U.S. schools for five school years or less, and
- has not yet attained a TELPAS advanced high reading rating.

An ELL whose parent or guardian has declined bilingual/ESL program services is NOT eligible for this provision.

Complete prior to receipt of test scores (before test administration if possible)

1. Indicate when the English course and assessment the student meets the eligibility criteria for will be taken. Note that this form is applicable only to the course the student is currently taking

English I/ESOL I course and English I end-of-course assessment
Course participation from: _____ to: _____
Assessment date: _____

2. Sign below to affirm that the student qualifies for the special provision for the course and assessment checked above and that school personnel have explained the provision to the student.

Designated LPAC Member: _____ Date: _____ *Click to sign*

Student's Teacher for Applicable Course ¹: _____ Date: _____ *Click to sign*

After receiving the test scores, the student may opt to retake the assessment during any scheduled administration if the student passes the course but fails

Any
Questions ?

