

Years in U.S. Schools

Instructions for Data Collection

The language proficiency assessment committee (LPAC) is required to determine and document the number of school years in which each emergent bilingual (EB) student has been enrolled in a U.S. school. This information, which is reported to the Texas Education Agency (TEA) through the Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate, is used for TELPAS and TELPAS Alternate reporting and State of Texas Assessments of Academic Readiness (STAAR®) assessment decisions. It is also used for defining accountability and performance-based monitoring measures.

LPACs must follow state-defined policies and procedures to determine and annually document this critical student data element and must take steps 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. District personnel may use the TEA-provided Student History Worksheet or a similar form to document and annually update this information.

School records or signed verification from the student's parent or guardian must be used by the LPAC to indicate the number of school years of enrollment in U.S. schools. 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). If 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. The statement 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.

District testing personnel are responsible for submitting this information in the Test Information Distribution Engine (TIDE) during the TELPAS and TELPAS Alternate testing windows. Together, the LPAC and district personnel 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 grade 1 EB students should never be higher than "1st school year" unless the student was retained in grade 1. For students in kindergarten, the Years in U.S. Schools field should be left blank.

A student must have been enrolled for 60 consecutive calendar days in order for that school year to be counted as one year in the calculation. When counting 60 consecutive calendar days for students who withdraw from a U.S. school and then reenroll in another U.S. school, district personnel should restart the count at day one only in cases in which the student was not enrolled in another school for 10 or more consecutive calendar days. Students who reenroll in another school before 10 days have elapsed continue to be counted within the one year of the years in U.S. schools calculation. However, once a student has been enrolled for 60 consecutive calendar days within a school year, that school year will count as one year in the years in U.S. schools calculation 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 and Washington, D.C. and U.S. Department of Defense schools may be considered U.S. schools. Puerto Rico and Guam are not included in this count.

Example 1:

A student arrives from out of the country and enrolls for the first time in a U.S. school at Campus I in early March of school year A. The student remains enrolled for 37 days and then withdraws. The student is not enrolled in any school for seven days. The student then enrolls at Campus II and remains enrolled through the rest of the school year. The student was enrolled for a total of more than 60 days in school year A and was not unenrolled for a period of 10 or more days. Therefore, the LPAC at Campus II must count school year A as year one in U.S. schools for that student. The next year, school year B, the student is considered to be in year two.

Example 2:

A student arrives from out of the country and enrolls for the first time in a U.S. school at Campus I in early April of school year A. The student remains enrolled for the rest of the school year. Because the student was enrolled for only 49 consecutive calendar days, the LPAC at Campus I cannot count school year A as year one in U.S. schools. The next year, school year B, the student is still considered to be in his or her first year in U.S. schools.

TELPAS and TELPAS Alternate Years in U.S. Schools Data Collection	
Document for Each EB Student, as Applicable:	Data Definitions
1st school year	Has been enrolled in U.S. schools for all or part of one school year
2nd school year	Has been enrolled in U.S. schools for all or part of two school years
3rd school year	Has been enrolled in U.S. schools for all or part of three school years
4th school year	Has been enrolled in U.S. schools for all or part of four school years
5th school year	Has been enrolled in U.S. schools for all or part of five school years
6th school year or more	Has been enrolled in U.S. schools for all or part of six school years

Student History Worksheet

Student Name:	Initial Date of Enrollment in U.S. Schools:
Student ID:	Date Identified as an EB Student:

School Year	Grade	Schooling Outside U.S.			Schooling in U.S.						
		Where	All or Partial School Year? (A,P)	Total Time Enrolled if Partial (NS=No schooling)	Where	Enrolled 60 Consecutive Days (Y or N)	Program Participation	School Year of Enrollment in U.S. <i>(Designated LPAC member to sign and date each year)</i>	TELPAS/TELPAS Alternate Reading Rating	Test Decision	

This form can help:

- keep track of a student’s EB status, program participation, years in U.S. schools, and TELPAS or TELPAS Alternate reading rating;
- monitor extensive absences of schooling outside the U.S. and the schooling patterns of students who move in and out of the U.S.; and
- summarize a student’s test history.