The Language Proficiency Assessment Committee (LPAC) Decision-Making Process for STAAR and TELPAS

Texas Education Agency
Student Assessment Division
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Beginning with 2018-2019, language proficiency assessment committee (LPAC) decisions will be applicable for all assessments administered in the 2018-2019 school year (December 2018, April/May 2019, and June 2019).
LPAC’s Role and Collaboration with Others

- The LPAC’s role should not be to simply make decisions and process paperwork.

- The LPAC should –
  - provide opportunities for guide teachers,
  - support the English language proficiency standards (ELPS), and
  - determine needs for professional development.

- LPACs must also coordinate with testing coordinators so that participation and designated supports decisions are available in time to make testing arrangements.
Decision-Making Guides for LPACs

- TEA is required to develop administrative procedures to implement assessment requirements for English learners (ELs).

- The regulatory procedural guides are based on 19 TAC Chapter 101, Subchapter AA. LPACs should be familiar with these Commissioner of Education rules.

- There are two decision-making guides for LPACs:
  - STAAR Decision-Making Guide
  - TELPAS Decision-Making Guide
LPACs must review and address each section of the applicable decision-making guide.

Each decision-making guide includes the following:
- Overview of the applicable assessment program(s)
- Test Participation Decisions
- Designated Supports Decisions
- Documentation of Decisions
- Additional considerations for the applicable assessment program(s)
LPACs are required to make assessment participation decisions for English learners (ELs) based on the participation criteria.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Participation Criteria</th>
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<tbody>
<tr>
<td><strong>STAAR</strong></td>
<td>• General state assessment required for ELs not administered another assessment below</td>
</tr>
<tr>
<td><strong>STAAR Spanish</strong></td>
<td>• Available for ELs in grades 3–5 for whom a Spanish version of STAAR most appropriately measures their academic progress</td>
</tr>
<tr>
<td></td>
<td>• Not permitted for an EL whose parent or guardian has declined bilingual/ESL program services</td>
</tr>
<tr>
<td><strong>STAAR Alternate 2</strong></td>
<td>• Available for students receiving special education services, including those who are ELs, who meet requirements for an alternate assessment based on alternate academic achievement standards</td>
</tr>
<tr>
<td></td>
<td>• Participation requirements found on the <a href="#">STAAR Alternate 2 Resources webpage</a></td>
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<td><strong>TELPAS</strong></td>
<td>• General state English language proficiency assessment required for ELs not administered the alternate language proficiency assessment below</td>
</tr>
<tr>
<td><strong>TELPAS Alternate</strong></td>
<td>• Available for ELs in grades 3–12 who meet the participation requirements for an alternate English language proficiency assessment.</td>
</tr>
<tr>
<td></td>
<td>• Participation requirements found on the TELPAS Resources and Language Proficiency Assessment Committee Resources webpages</td>
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**TELPAS Alternate NAAR or Medical Exception**

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, therefore the student will not be required to participate in the administration of TELPAS Alternate.
Designated Support Decisions

- Accommodation Decisions
  - Accessibility Features (available to all students)
  - Designated Supports (locally approved)
  - Designated Supports (requiring TEA approval)

- For the purpose of LPAC decision-making responsibilities, refer to the “Authority for Decision and Required Documentation” section of accommodation document to determine if the LPAC is authorized to recommend the designated support.
  - There are some designated supports in which the LPAC is the sole authority for making recommendations for ELs. Other designated supports require the LPAC to work in conjunction with another committee.
LPAC’s designated supports decisions must be made on an individual student basis and in accordance with the applicable decision-making guide.

Decisions must be based on —
- the student’s particular needs for second language acquisition support, and
- whether the student routinely, independently, and effectively uses the designated support in instruction and classroom testing.

LPACs must coordinate with subject-area teachers (when applicable).
- Providing unfamiliar accommodations may hinder rather than help a student.

Designated supports decisions should be made as close as possible to the assessment to account for student’s progress in acquiring the English language.
The LPAC needs to have a record of designated supports decisions for STAAR and TELPAS programs.

There are separate forms for STAAR and for TELPAS. This is a snippet of how STAAR designated supports can be documented.

PART II: Record of Designated Supports Decisions for STAAR Program

Place a check mark to the applicable supports below and indicate for which subject(s)/course(s) the designated support and test format is to be used. The LPAC’s decisions must be made in accordance with the state policies and procedures outlined in the following TEA publications: STAAR Decision-Making Guide for LPACs and Educator Guide to Accessibility within the STAAR Program. Testing designated supports for EIs who have a disability and qualify for other supports must be attached or documented separately in the student’s permanent record file.

The signature of the student’s teacher affirms that the supports marked are based on both the student’s need and the student’s routine use of the support in classroom instruction and testing, as outlined in the TEA publication titled Educator Guide to Accessibility within the STAAR Program.

- STAAR Spanish is administered in paper only.
- STAAR Alternate 2: Any language or other communication method routinely used with the student is permitted.

<table>
<thead>
<tr>
<th>Grades 3-5</th>
<th>English (VI or Spanish VI)</th>
<th>Oral/Signed Administration*</th>
<th>Content and Language Supports*</th>
<th>Extra Time</th>
<th>Braille Transcribed</th>
<th>Large Print</th>
<th>Manipulating Test Materials</th>
<th>Mathematics Manipulative</th>
<th>Manipulating Structured Response</th>
<th>Supplemented AIDS</th>
</tr>
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| Writing    |                           |                            |                               |            |                   |            |                            |                      |                     |                 |
| Reading    |                           |                            |                               |            |                   |            |                            |                      |                     |                 |
| Mathematics|                           |                            |                               |            |                   |            |                            |                      |                     |                 |
| Science    |                           |                            |                               |            |                   |            |                            |                      |                     |                 |

* Students eligible for an Oral Administration and Content and Language Supports should take STAAR online since these supports are only offered online.

* These designated supports are available on STAAR online tests only. Students for whom the LPAC recommends Oral Administration, Content and Language Supports, or Extra Time as an accommodation for any reading or writing assessment, may not be considered for exit at the end of the school year.

Signature of Student’s Teacher for Subject/Course
Decisions for Assessments with Multiple Administrations

- For STAAR EOC assessments designated supports decisions can be carried over from the fall to the spring and summer administrations.
  - LPACs should meet to document any changes in a student's situation that have occurred between administrations, especially if a student no longer requires designated supports.
  - Remember, some supports may prevent the student from being considered for reclassification at the end of the year.
Designated Supports Impact on Reclassification (Exit) Criteria for ELs

- Students for whom the LPAC recommends any of the following designated supports for any reading or writing assessment (including English I and English II) may not be considered for reclassification at the end of the school year.
  - Oral Administration
  - Content and Language Supports
  - Extra Time
ELs with Parental Denials

- For STAAR assessments, LPACs may not recommend designated supports for an EL whose parents have denied bilingual or ESL services.
  - No designated supports
  - No testing in Spanish
  - No English I special provision
  - No unschooled asylee/refugee provisions

- For TELPAS assessments, all ELs are assessed regardless of whether their parents have denied bilingual or ESL services.
Suggested Forms for LPAC Use

STAAR Forms for LPAC Use
- STAAR Participation and Designated Supports Decisions
- Eligibility for STAAR English I Assessment Special Provision
- Affirmation of Asylee/Refugee Status When Official Documents Delayed

TELPAS Forms for LPAC Use
- TELPAS Participation and Designated Supports Decisions
- LPAC Student History Worksheet

These forms may be modified and reformatted for local use (Microsoft Word format). School districts may require additional supporting documentation and evidence.

These documents will be posted at: http://tea.texas.gov/student.assessment/ell/lpac/.
The LPAC Student History Worksheet is a multiple-year student record that includes:

- number of school years of enrollment in U.S.
- TELPAS reading rating
- assessment decisions
- whether student has been enrolled for 60 consecutive school days in a school year
- 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

The LPAC Student History Worksheet can be found at https://tea.texas.gov/student.assessment/ell/lpac/.
Assessment Decisions for ELs Receiving Special Education Services

- ELs receiving special education services may be administered any assessment depending on whether they meet the participation requirements.
  - STAAR
  - STAAR Spanish
  - STAAR Alternate 2
  - TELPAS (ARD decisions per language domain)
  - TELPAS Alternate

- 19 TAC Chapter 101 of the TAC requires the LPAC to work in conjunction with the ARD committee to make assessment decisions for these students.
  - This collaboration helps ensure that factors related to a student’s disability and second language acquisition are both carefully considered.
STAAR Spanish
Alignment of STAAR and STAAR Spanish

**Same:**
- Assessed curriculum and item types
- Blueprints for building tests
- Achievement standard alignment
- Focus on readiness for next grade level or course with goal of postsecondary readiness.

**Different:**
- Language accessibility
  - STAAR Spanish native language helps students understand language of test.
When making STAAR Spanish decisions, LPACs must
- make individual student decisions (grade-based decisions or program-based decisions are not authorized),
- use input from student’s teacher(s), and
- determine STAAR Spanish to be the most appropriate measure of student’s academic progress.

LPACs recommend certain accommodations for students taking STAAR Spanish.
- Accommodations policies documents can be found on the Accommodation Resources webpage.
STAAR Spanish Decisions

- STAAR Spanish may sometimes be appropriate for students in ESL programs.
  - Spanish speakers who have recently moved to the U.S.
  - ELs who have recently moved from a campus where they were enrolled in a bilingual program.
  - Students who receive substantial academic support in Spanish.

- Non-ELs in a state-approved bilingual education program may be administered STAAR Spanish if the LPAC determines the assessment in Spanish to be the most appropriate measure of the student’s academic progress.
  - 19 TAC Chapter 101 requires the LPAC to make the decision when a request of this type is made for a non-EL.
  - The LPAC is not responsible for performing the many other LPAC functions they carry out for ELs.
Decisions will often vary by necessity because of the design of the STAAR program.

- 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.
The English I EOC Special Provision is for ELs who —
- have been enrolled in U.S. schools 3 school years or less (5 or less if qualifying unschooled asylee/refugee), and
- have not yet attained TELPAS reading advanced high rating in grade 2 or above.

When enrolled in an English I/ESOL I course, an eligible EL shall not be required to retake the assessment each time it is administered if the student passes the course but does not pass the test.
- Students are not exempt from testing while in the course.
- This provision does not apply to English II or English III.
- This provision is not tied to any particular graduation plan.
The English I Assessment Special Provision form includes eligibility criteria.

Course participation (semester or school year) and assessment date must be documented for each EL that meets eligibility criteria.

Documentation must be completed and discussed with student as close to the time of the assessment as possible.

Special provision only applies when student meets eligibility criteria and passes the course.

The student may opt to retake the assessment during any scheduled administration if the student passes the course but fails to meet the passing standard on the test.
Amendment to 19 TAC §101.1005 allows for the exemption of certain qualifying EL asylees and refugees from being administered a STAAR assessment in grades 3–8 only.

This exemption only applies to those unschooled asylees and refugees in their first year in U.S. schools.
Decisions about TELPAS and TELPAS Alternate
## TELPAS Assessments

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<tr>
<th>Assessments</th>
<th>Grades and Language Domains</th>
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<tbody>
<tr>
<td>TELPAS Holistically Rated</td>
<td>K–1 Listening, Speaking, Reading, and Writing</td>
</tr>
<tr>
<td></td>
<td>2–12 Writing</td>
</tr>
<tr>
<td>TELPAS Online</td>
<td>2–12 Reading</td>
</tr>
<tr>
<td></td>
<td>2–12 Listening and Speaking</td>
</tr>
<tr>
<td>TELPAS Alternate Holistic Inventory</td>
<td>2–12 Listening, Speaking, Reading, and Writing</td>
</tr>
</tbody>
</table>

*New*
In rare circumstances that prevent a student from testing online, TEA may grant approval for a special administration of a TELPAS online test (reading or listening and speaking) for grades 2–12.

- 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, 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.

The decision to recommend a special administration of TELPAS must be determined by the appropriate team of people at the campus level (e.g., RTI team, student assistance team, 504 team).
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.

The number of years in U.S. schools on record for a student will never decrease. The value will either remain the same or increase by 1.
In addition to years in U.S. schools, other information that will be collected includes:

- Unschooled 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.
The ARD committee, in conjunction with the LPAC, is required to make TELPAS Alternate decisions for ELs with significant cognitive disabilities.

For ELs enrolled in grade 2, the ARD committee, in conjunction with the LPAC, must review the TELPAS Alternate Participation Requirements to determine whether a student is eligible to participate in TELPAS Alternate.
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 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.

If the ARD committee determined that the student met the 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.
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.

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.
1. Is the student identified in PEIMS as LEP?
2. Does the student have a significant cognitive disability?
3. Does the student require specialized, extensive supports to access the grade-level curriculum and environment?
4. Does the student require intensive, individualized instructions in all instructional settings?
5. Does the student access and participate in the grade-level TEKS through prerequisite skills?
6. Is the assessment determination based on the student’s significant cognitive disability and English learner status and NOT an extenuating factors?
LPAC Decision-Making Resources:
https://tea.texas.gov/student.assessment/ell/lpac/

Accessibility Features and Designated Supports:
https://tea.texas.gov/accommodations/

TELPAS Resources:
https://tea.texas.gov/student.assessment/ell/telpas/
Contact Information

Information regarding assessments for ELs: http://tea.texas.gov/student.assessment/ell/

Email: assessment.specialpopulations@tea.texas.gov
       Student.Assessment@tea.texas.gov

TEA Student Assessment Division: (512) 463-9536
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