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)

TEA
Texas Education Agency

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-5 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 classroom instruction and students' linguistic needs.
- o the admission, review, and dismissal (ARD) committee for students receiving Special Education services to determine TELPAS/TELPAS Alternate and STAAR/STAAR Alternate 2 participation and designated support decisions.
- o other specialized committees, such as Section 504 Committee, Response to Intervention team, or student assistance team for eligible students to determine TELPAS and STAAR participation and designated support decisions.

☐ **Remember** that
- o for End-of-Course (EOC) assessments, designated support decisions can be carried over from fall to the spring and summer administrations.
- o for grades 5 and 8 retest opportunities, designated supports decisions can be carried over from April to the May and June administrations.
- o students for whom the LPAC recommends the following designated supports for any STAAR English reading or English EOC assessments, may not be considered for reclassification at the end of the school year:
  - Oral Administration
  - Content and Language Supports, and/or
  - Extra Time

☐ **Ensure** that
- o LPACs do not recommend designated supports, special assessment considerations or accountability provisions for an English learner whose parents have denied bilingual or ESL services (no designated supports, no testing in Spanish, no English I special provision, and no unschooled asylee refugee provisions).
- o the LPAC considers STAAR Spanish for eligible students in grades 3-5.
- o a district-developed process is in place for determining appropriate STAAR/STAAR Spanish participation options for English proficient students participating in a Spanish bilingual program.

☐ **Obtain** content teacher signatures for applicable STAAR designated supports to
- o signify agreement of necessity and
- o confirm the use of these designated supports as instructional linguistic accommodations during classroom instruction and assessment throughout the year.

☐ **Maintain** required LPAC documentation of STAAR, STAAR Spanish, STAAR Alternate 2, TELPAS, and TELPAS Alternate participation decisions and the decisions to provide STAAR designated supports in each student's permanent record file (*any disability-related information is maintained by ARD committee*).

TELPAS PREPARATON

- ☐ **Review** training and resources on the [TEA TELPAS Resources webpage](#).
- ☐ **Coordinate** with testing coordinators to ensure completion of
  - o training for test administrators, other campus testing personnel, raters, assemblers, and verifiers on administration procedures.
  - o online basic training course for new raters.
  - o online calibration for new and returning raters.
  - o online verification of student identification, demographic, and program information including Years in U.S. Schools.
- ☐ **Prepare** English learners (including ELs with parental denial) for utilizing the TELPAS online platform.
  - o **Utilize** the [TELPAS Tutorials, Released Tests, and Practice Sets](#).
  - o **Communicate** TELPAS test features and allowable activities so that ELs are familiar with assessment procedures as explained in the *TELPAS Online Tests* section of the [TELPAS Updates PowerPoint](#).
- ☐ **Ensure** that LPAC coordination with the ARD committee for ELs receiving Special Education services has determined
  - o if eligibility for [TELPAS Alternate](#) has been met or if the student will take general TELPAS.
  - o if the student taking general TELPAS will be exempted on a domain-by domain basis, providing well-supported and documented reasoning based on the student's special education related needs.
- ☐ **Provide** resources and training to teachers of English learners to ensure that available accessibility features for TELPAS (*as well as designated supports assigned to students with an ARD or other specialized committee*) are being utilized in classroom instruction.

STAAR PREPARATION

- ☐ **Prepare** and maintain documentation to ensure that
  - o STAAR exemptions have only been applied to English learners who meet the following criteria:
    - Qualify as an unschooled [asylee or refugee](#),
    - Are in the first year of enrollment in U.S. schools, and
    - Are in grades 3-8.
  - o STAAR [English I special provisions](#) have only been applied to English learners who meet the following criteria:
    - Are enrolled in an English I course or an English for Speakers of Other Languages (ESOL) I course,
    - Have been enrolled in U.S. schools for 3 years or less or qualify as an unschooled asylee or refugee enrolled in U.S. schools for 5 school years or less, and
    - Have not attained a TELPAS Advanced High reading rating in grade 2 or above.
- ☐ **Ensure** that LPAC coordination with the ARD committee for ELs receiving Special Education services has
  - o distinguished between disability-related needs and supports for second language acquisition-related needs.
  - o only assigned [STAAR Alternate 2](#) to eligible students with a significant cognitive disability.
- ☐ **Provide** resources and training to teachers of English learners to ensure that available accessibility features as well as designated supports assigned for STAAR are being utilized in classroom instruction.

QUICK LINKS TO TEA RESOURCES

- ➤ [Information on State Assessments for English Learners](#)
- ➤ [Language Proficiency Assessment Committee Resources](#)
- ➤ [2019-2020 Accommodation Resources](#)
- ➤ [TELPAS Resources](#)
- ➤ [TELPAS Alternate](#)
- ➤ [STAAR Resources](#)
- ➤ [STAAR Spanish Resources](#)
- ➤ [STAAR Alternate 2](#)