



## 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 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.

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 *Student History Worksheet* form 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. 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 if appropriate.

The campus testing 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 grade 1 ELs should never be higher than "1<sup>st</sup> 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 one 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. schools 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 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, Washington, D.C., and U.S. Department of Defense (DoD) schools are to 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 in Campus A in early March 2019. The student remains enrolled for 37 school days and then withdraws. The student is not enrolled in any school for seven days. The same student then enrolls in Campus B and remains enrolled through the remainder of the school year. The student was enrolled for a total of more than 60 school days in the 2018–2019 school year and was not un-enrolled for a time period of 10 or more school days. Therefore, the LPAC at Campus B must count the 2018–2019 school year as year one in U.S. schools for that student. The following 2019–2020 school year, the student is considered to be year two.

**Example 2:**

A student arrives from out of the country and enrolls for the first time in a U.S. school in Campus A in early April 2019. The student remains enrolled for the rest of the school year. Because the student was enrolled for only 49 consecutive school days, the LPAC at Campus A cannot count the 2018–2019 school year as year one in U.S. schools. The following 2019–2020 school year, the student is still considered to be in his or her first year in U.S. schools.

**School Year 2020–2021 TELPAS and TELPAS Alternate Years in U.S. Schools Data Collection**

<b>Document for Each EL as Applicable:</b>	<b>Data Definitions</b>
<b>1<sup>st</sup> school year</b>	Has been enrolled in U.S. schools for all or part(s) of one school year
<b>2<sup>nd</sup> school year</b>	Has been enrolled in U.S. schools for all or part(s) of two school years
<b>3<sup>rd</sup> school year</b>	Has been enrolled in U.S. schools for all or part(s) of three school years
<b>4<sup>th</sup> school year</b>	Has been enrolled in U.S. schools for all or part(s) of four school years
<b>5<sup>th</sup> school year</b>	Has been enrolled in U.S. schools for all or part(s) of five school years
<b>6<sup>th</sup> school year or more</b>	Has been enrolled in U.S. schools for all or part(s) of six or more school years