Updates for 2020-2021

- Updates for 2020-2021
- LPAC Decisions Educator 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
LPAC Decisions Educator Guide 2020-2021

- Educator Guide
  - New name
  - New cover
  - On LPAC Resources webpage by end of October
New Student Assessment Help Desk

- Will allow us to improve our response to district inquiries
- Includes a searchable list of FAQs
- Will eventually replace the need for multiple email addresses
- Found at: Helpdesk.tea.texas.gov
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</tbody>
</table>
Overview

- The regulatory procedural guide is based on:
  - 19 TAC 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 LPAC Decisions Educator Guide.
- Educator guide includes the following:
  - Overview
  - Test Participation Decisions
  - Designated Supports Decisions
  - Other Assessment Decisions
  - Documenting and Communicating Decisions
Participation Decisions for the STAAR Program

- Updates for 2020-2021
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- Additional Documentation
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)
- LPACs make and document test participation decisions in accordance with the STAAR program requirements.

| STAAR | 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 | 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 | 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 on the STAAR Alternate 2 Resources webpage.
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
  - Native language helps students understand language of test
STAAR Spanish Decisions

- In addition to being appropriate for students in bilingual programs who are receiving most of their academic instruction in Spanish, STAAR Spanish may sometimes be appropriate for an EL in an ESL program.

- Examples
  - a Spanish speaker who has recently moved to the U.S.
  - an EL who recently moved from a campus with a Spanish bilingual education program to a campus with only an ESL program
  - a student in an ESL program who receives substantial academic support in Spanish
Non-ELs in Spanish Bilingual Programs

- Non-ELs in a state-approved bilingual education program may be administered STAAR Spanish if the LPAC determines the Spanish assessment to be the most appropriate measure of the student’s academic progress.
  - 19 TAC Chapter 101.1005 requires the LPAC to make the decision when a request of this type is made for a non-EL.
- This is most common in two-way dual language program models but is not necessarily limited to these program models.
- The LPAC is not responsible for performing the many other LPAC functions they carry out for ELs.
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 testing accommodation that is not possible to provide in an online setting
    - Consider accessibility features, locally-approved designated supports, and designated supports requiring TEA approval
    - Refer to Accommodation Resources webpage
  - Technology access is precluded—
    - Districts must make every effort to administer STAAR online with Embedded Supports (English and Spanish).
    - In rare situations where computers or technology are absolutely not available

**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.
Participation Decisions for the TELPAS Program

- Updates for 2020-2021
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- Additional Documentation
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.
ELs in Grades K–2

- For ELs in Kindergarten through grade 2 who do not have ARD or Section 504 committees, the LPAC is not required to meet to determine TELPAS participation decisions regarding unmodified English language proficiency assessments.
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

- Students 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
  - Like all LPAC considerations, decisions must be made individually and not consider that the student's score would be low
  - 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
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
Rare, unavoidable circumstances where students can’t access online assessment:

- Accommodations cannot be applied—
  - A testing accommodation that is not possible to provide in an online setting
  - Consider accessibility features, locally-approved designated supports, and designated supports requiring TEA approval
  - Refer to Accommodation Resources webpage
- Technology access is precluded—
  - Districts must make every effort to administer TELPAS online assessments.
  - In rare situations where computers or technology are absolutely not available
- Unable to participate in one domain
  - Student ARD exempt in a domain

Special Administration of an Online Assessment form found in DCCR

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: K–1

- Grades K–1
  - ELs in K–1 assessed with general TELPAS
  - Holistically rated in listening, speaking, reading, and writing
  - Decision based on stakeholder feedback
    - General TELPAS accessible and appropriate for this age
    - Some K–1 not yet identified with disability (i.e. non-categorical)
  - Overall reluctance to assign labels to young students that would make them eligible for alternate assessment
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

- For grades 2–12 and available on TEA’s TELPAS Alternate Resources webpage
- Guides ARD committee in conjunction with the LPAC in determining appropriate English language proficiency assessment for ELs
- Documentation of eligibility different for students in grade 2 compared to students in grades 3-12
- For students in grades 3-12, ARD committee in conjunction with the LPAC will
  - answer question 1: “Is the student identified in PEIMS as LEP/EL?”, and
  - initial assurances in Step II.
Understanding Accessibility

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Accessibility Policy Documents

- Accessibility policies found on the 2020-2021 Accommodation Resources webpage and DCCR

- Policies divided into 3 main categories
  1. Accessibility Features
     - Available to all students who need them
  2. Designated Supports
     - The appropriate team of people at campus level determine and document that the student meets the eligibility criteria
  3. Designated Supports Requiring TEA Approval
     - Appropriate team of people at campus level determine student eligibility and submit Accommodation Request Form (ARF) to the TEA
Accessibility Features

2020-2021 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 three main categories. Within each category are links to policy documents that provide more specific information.

- 2019-2020 Accommodation Resources (archived)

Accessibility Policy documents listed on the Accommodation Resources webpage are currently located in the District and Campus Coordinator Resources online.

2020-2021 Accommodations Documents

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.
Designated Supports

- Policy documents contain 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

2020-2021 Accommodations Documents

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/Refreshable 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

- The “Authority for Decision and Required Documentation” section indicates the committee authorized to recommend the designated support.
Designated Supports Decisions for the STAAR Program

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LPAC Responsibilities with Designated Supports Decisions

LPACs are responsible for making appropriate designated supports decisions:

- Coordinate with content area teachers of ELs
- Make designated supports decisions in accordance with TEA policies
  - STAAR Accessibility Educator Guide,
  - Accessibility Policy Documents on TEA’s 2020-2021 Accommodation Resources webpage or DCCR, and
  - LPAC Decisions Educator Guide
- Maintain required documentation of decisions
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.
ELs and STAAR in English

For ELs taking STAAR in English

- LPAC has sole authority to make designated supports decisions for
  - Content and Language Supports,
  - Extra Time, and
  - Oral/Signed Administration.

**NOTE**: LPAC decisions must be based on a student’s particular needs for second language acquisition support.
ELs and STAAR Spanish

For ELs taking STAAR Spanish

- LPAC does not have sole authority to make designated supports decisions for
  - Content and Language Supports,
  - Extra Time, nor
  - Oral/Signed Administration.

- ELs taking STAAR Spanish may be eligible for content and language supports, extra time and/or oral/signed administration if the appropriate team of people at the campus level (i.e., ARD committee, section 504 committee, RTI team) determines eligibility.

- Decisions are made by the student’s special committee, in conjunction with the LPAC.
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 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 LPACs recommend oral/signed 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.
English Learner Reclassification

For guidance on EL reclassification contact the Division of English Learner Support:

512-463-9414
EnglishLearnerSupport@tea.texas.gov

2020–2021 English Learner Reclassification Criteria Chart

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 instruction program with no second language acquisition supports as determined by satisfactory performance in the following assessment areas below and the results of a subjective teacher evaluation using the state’s English Learner Reclassification Rubric. An English learner may not be recategorized as English proficient in pre-kindergarten or kindergarten unless Texas Administrative Code §116.102(b).

<table>
<thead>
<tr>
<th>EL Language Proficiency Assessment</th>
<th>STAAR Proficiency Standardized Achievement Test (Reading, Language) Scoring or above 40th percentile or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas English Language Proficiency Assessment System (TELPAS) Advanced High</td>
<td>STAAR Reading (English)</td>
</tr>
</tbody>
</table>

**Academic Language**

- **Description of Receptive Skills: Listening and Reading**
  - Grade appropriate with no second language acquisition support needed to be successful: Student demonstrates listening and reading comprehension skills comparable to English proficient grade-level peers. Student is able to construct meaning when reading grade-appropriate texts, and student rarely needs speakers to slow down, repeat, or rephrase during conversations and academic discussions. Student receives written and oral information with no need for second language acquisition support to be successful with grade-appropriate content.
  - Grade appropriate with some second language acquisition support needed to be successful: Student demonstrates listening and reading comprehension skills that are meeting but not yet comparable to English proficient grade-level peers. Student sometimes relies on linguistically accommodated test features to construct meaning from grade-appropriate texts. Student demonstrates conventions and discussions but relies at times on page references, requests for repetition, and visual cues, and requests for clarification with less familiar topics.

**Academic Language**

- **Description of Expressive Skills: Speaking and Writing**
  - Grade appropriate with no second language acquisition support needed to be successful: Student demonstrates expressive writing and speaking skills comparable to English proficient grade-level peers. Student expresses thoughts and ideas in speaking and in writing at a level comparable to English proficient grade-level peers. Student uses grade-appropriate content-based vocabulary and grammar effectively in oral and written communications. Student communicates orally with few pauses and minimal errors that block communication. Student produces oral and written materials with few need for second language acquisition support to be successful with grade-appropriate content.
  - Grade appropriate with some second language acquisition support needed to be successful: Student demonstrates listening and speaking skills that are meeting but not yet comparable to English proficient grade-level peers. Student sometimes relies on linguistically accommodated test features to construct meaning from grade-appropriate texts. Student demonstrates conventions and discussions but relies at times on page references, requests for repetition, and visual cues, and requests for clarification with less familiar topics.

**Notes:**
- Students for whom the LPC recommends the use of Dual or English Immediacy Interventions or Dual Language Support may still have the opportunity to be reclassified using the following Individualized Reclassification Process for a Student with Significant Cognitive Disability.
- For an EL who is a fluent Ear of hearing (EOH) and exempt from participating in the testing and/or speaking domain of TELPAS due to the necessity to perform these components of the exam, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
- For an EL who is a significantly impaired (SI) and exempt from participating in the reading domain of TELPAS due to the inability of the EL to perform this component of the exam based on the EL’s disability, the decision to recategorize as English proficient should be based on the information from the remaining components of the state criteria for reclassification.

**Additional Information:**
- STAAR Proficiency Standardized Achievement Test
- State Assessments for English Learners
- Guidance Resources for K-12 Administrators and ELD Collaboration
- TEA Guidance for Use of Texas English Language Proficiency Proficiency Rubric
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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).
Other Assessment Decisions

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- Designated Supports Decisions for the STAAR Program
- Designated Supports Decisions for the TELPAS Program

Other Assessment Decisions

- Documenting and Communicating Decisions
- Additional Documentation
### STAAR Exemptions: Grades 3–8

<table>
<thead>
<tr>
<th>Exemptions</th>
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<tbody>
<tr>
<td>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.</td>
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</table>

<table>
<thead>
<tr>
<th>Eligibility Criteria</th>
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<tbody>
<tr>
<td>This exemption applies to an EL who</td>
</tr>
<tr>
<td>• qualifies as an unschooled asylee or refugee,</td>
</tr>
<tr>
<td>• is in the first year of enrollment in U.S schools, and</td>
</tr>
<tr>
<td>• is in grades 3-8.</td>
</tr>
</tbody>
</table>

Section 101.1005 of the TAC allows exemption of qualifying EL asylees and refugees from being administered a STAAR assessment in **grades 3–8**.
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 Decisions Educator Guide.
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.”
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.
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
Documenting and Communicating Decisions

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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 applicable committee
  - 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

NOTE: For electronic documents and files, districts must ensure the Family Educational Rights and Privacy Act (FERPA) requirements are met.
Documentation Forms

- Sample forms provided
  - assist LPACs in meeting documentation requirements,
  - are available on the Language Proficiency Assessment Committee Resources webpage, and
  - include separate sample forms for grades K–5 and grades 6–12.

- LPACs may modify or reformat the forms.
  - Components of required state documentation need to be included.

- School districts may require additional supporting documentation and evidence.

**NOTE:** LPACs are responsible for providing STAAR, STAAR Alternate, TELPAS and TELPAS Alternate assessment coordinators with assessment decisions as well as STAAR designated supports information for ELs in time for appropriate testing arrangements to be made.
Documentation Forms: STAAR

**Part I: STAAR Participation and Designated Supports Decisions for grades 3–5 and grades 6–12**

### Decisions Regarding Assessment Participation and Designated Supports (Grades K–5)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>LPAC Date</th>
<th>School District/Charter School</th>
<th>Campus</th>
<th>Student Name</th>
<th>Grade</th>
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<tbody>
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**PART II: STAAR Participation and Designated Supports Decisions**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Designed Supports</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>[ ]</td>
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<tr>
<td>Spanish</td>
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<td>Content and Language Support</td>
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<tr>
<td>Extra Time</td>
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<tr>
<td>Oral/Visual Administration</td>
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<td>None</td>
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**State of Texas Assessments of Academic Readiness (STAAR)**

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing (Grade 4 only)</th>
<th>Science (Grade 4 only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
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</tbody>
</table>

**STAAR Alternate 2**

- The admission, review, and dismissal (ARD) committee, in conjunction with the language proficiency assessment committee (LPAC), has determined that the student is eligible and will participate in STAAR Alternate 2.

---

### Decisions Regarding Assessment Participation and Designated Supports (Grades 6–12)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>LPAC Date</th>
<th>School District/Charter School</th>
<th>Campus</th>
<th>Student Name</th>
<th>Enrolled Grade</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
</tbody>
</table>

**PART II: STAAR and EOC Participation and Designated Supports Decisions**

<table>
<thead>
<tr>
<th>Participation</th>
<th>Designed Supports</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Algebra I</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Algebra II</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>English I</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>English II</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Science</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Social Studies</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Math 7/8</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

**STAAR Alternate 2**

- The admission, review, and dismissal (ARD) committee, in conjunction with the language proficiency assessment committee (LPAC), has determined that the student is eligible and will participate in STAAR Alternate 2.

---

**Signature of Student’s Teacher for Subject Area**

**Math:** [ ]

- [ ] Reading
- [ ] Writing

**Science:** [ ]

- [ ] Social Studies

---

**Notes:**

1. Students for whom the LPAC recommends Content and Language Support, EOC Time, or Oral Administration for any English reading assessment, may not be considered for reclassification at the end of the school year.

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

3. Students eligible for an Oral Administration and Content and Language Supports should take STAAR online since these supports are only offered online.
Documentation Forms: TELPAS

Part II: TELPAS Participation and Designated Supports Decisions

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

<table>
<thead>
<tr>
<th>PART II: TELPAS Participation* and Designated Supports Decisions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td>TELPAS</td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>TELPAS Alternate</td>
</tr>
</tbody>
</table>

* For English Learners (ELs) in kindergarten through grade 2 who do not have ARD or Section 504 committees, the LPAC is not required to meet to determine participation decisions regarding unmodified English language proficiency assessments.
Documentation Forms: Part III and Part IV

Part III: Notes Section
- Record other information pertinent to assessment

Part IV: LPAC Signatures
- Affirms decisions made in accordance with state policies and procedures
- Digital signatures meet FERPA requirements
Only applies when student meets eligibility criteria and passes the course.

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

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.
Student History Worksheet

- 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

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<table>
<thead>
<tr>
<th>School Year</th>
<th>Grade</th>
<th>All or Partial School Year? (Yes/No)</th>
<th>Total Enrolled if Partial (70% or more schooling)</th>
<th>Where</th>
<th>Enrolled at Consistent School Days (2 or 4)</th>
<th>Program Participation</th>
<th>School Year of Enrollment in U.S.</th>
<th>TELPA/TELPAS Alternate Reading Rating</th>
<th>Test Decision</th>
</tr>
</thead>
</table>

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This form can help:
- Keep track of a student’s LEP/EL status, program participation, years in U.S. schools, and Texas English Language Proficiency Assessment System (TEPSA/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.
Additional Documentation

- Updates for 2020-2021
- LPAC Decisions Educator 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
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
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.
Data Collection for Spring

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.
Frequently Asked Questions
Juniors and Seniors

- We have Junior and Senior ELs in our district who are required to take a TELPAS assessment. These ELs have previously met the participation requirements for STAAR Alternate 2 but have completed their EOC testing requirements and therefore not testing this spring. Should they take TELPAS Alternate?

*If these ELs met participation requirements for STAAR Alternate 2 in the past, then they will be assessed with TELPAS Alternate.*
Years in U.S. Schools

- Are Department of Defense (DoD) schools included when calculating years in U.S. schools?

Yes, U.S. Department of Defense (DoD) schools are considered U.S. schools and those years are counted.
Is TELPAS required for high school ELs who have met course requirements for graduation but need to pass STAAR if they attend school only for STAAR remediation?

ELs in grades K-12 are required to be assessed with TELPAS. However, as an exception, high school ELs attending ONLY for STAAR remediation are not required to take TELPAS because they have met their high school course requirements.
We have ELs in our district, in kindergarten through grade 2, who do not have either an ARD committee or Section 504 committee. Is the LPAC required to meet to make TELPAS participation decisions for these students?

For ELs in kindergarten through grade 2 who do not have ARD committees or Section 504 committees, the LPAC is not required to meet to determine participation decisions regarding unmodified English language assessments.
Contact Information

Email: assessment.specialpopulations@tea.texas.gov

Help Desk: Helpdesk.tea.texas.gov

Student Assessment Division: (512) 463-9536

Information on State Assessments for English Learners: Assessments for English Learners
Questions
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