MIDDLE OF YEAR LPAC GUIDANCE

LPAC Decision-Making for Texas Assessment Program:
State of Texas Assessment of Academic Readiness (STAAR) and
Texas English Language Proficiency Assessment System (TELPAS)

Questions on STAAR and TELPAS? Contact the Assessments for Special Populations [Help Desk](#).

LPAC DECISION-MAKING: PRIOR TO STATE ASSESSMENTS

☐ **Train** all members of the Language Proficiency Assessment Committee (LPAC) using the *LPAC Decisions Educator Guide* 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 emergent bilingual (EB) students.
  - o **Refer** to the [Accommodations Policy Documents](#).
  - o **Make** STAAR designated support decisions on an *individual* student basis and as close as possible to the assessment based on the student's current language proficiency levels.
  - o **Document** decisions using the *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.)

☐ **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 when the LPAC recommends the following designated supports for any STAAR English reading or English EOC assessments, the student may not be considered for [reclassification](#) at the end of the school year: Oral Administration and/or Content and Language Supports.

☐ **Coordinate** with
  - o content area teachers of emergent bilingual students 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 (RtI) team, or the appropriate team of people at the campus level for eligible students to determine STAAR participation decisions and designated support decisions for STAAR and TELPAS.

☐ **Ensure** that
  - o LPACs do not recommend designated supports, special assessment considerations or accountability provisions for an emergent bilingual student 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 non-EB 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 are used routinely and effectively 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 designated supports for linguistic needs in each student's permanent record file.

TELPAS PREPARATION

☐ **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 at district's discretion.
    - o online basic training course and calibration for new raters.
    - o online calibration for returning raters.
    - o online verification of student identification, demographic, and program information including [Years in U.S. Schools](#).
- ☐ **Prepare** emergent bilingual students (including EB students with parental denials) for utilizing the TELPAS online platform.
    - o **Utilize** the online TELPAS Practice Sets and Released tests located on the [Texas Assessment website](#). Multiple opportunities to use the practice sets and released tests are strongly encouraged since the online testing system has changed from last school year.
    - o **Communicate** TELPAS test features and allowable activities so that EB students are familiar with assessment procedures.
- ☐ **Ensure** that LPAC coordination with the ARD committee for EB students 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 emergent bilingual students 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 a STAAR exemption has only been applied to emergent bilingual students 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 the STAAR [English I special provision](#) has only been applied to emergent bilingual students 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 EB students 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 emergent bilingual students 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](#)
- ➢ [Accommodation Resources](#)
- ➢ [TELPAS Resources](#)
- ➢ [TELPAS Alternate](#)
- ➢ [STAAR Resources](#)
- ➢ [STAAR Spanish Resources](#)
- ➢ [STAAR Alternate 2](#)
- ➢ [Guidance on Identification and Reclassification of Dual-Identified Students](#)