LPAC/ARD Communication, Collaboration, and Compliance: Three Keys to Success

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Documentation of the process for considering special entry or exit criteria from Bilingual/English as a Second Language (ESL) Services Under 19 TAC §89.1225 (f)(4), and TAC §89.1225(k)

DATE OF ARD: ______________

Name of Student: ___________________ ID# __________ Date of Birth: ______________

Special Education Eligibility:

ENTRY DOCUMENTATION TAC §89.1225 (f)(4) /if applicable

(4) The admission review and dismissal (ARD) committee in conjunction with the language proficiency assessment committee shall determine an appropriate assessment instrument and designated level of performance for indicating limited English proficiency as required under subsection (d) of this section for students for whom those tests would be inappropriate as part of the individualized education program (IEP). The decision for entry into a bilingual education or English as a second language program shall be determined by the ARD committee in conjunction with the language proficiency assessment committee in accordance with §89.1220(g) of this title (relating to Language Proficiency Assessment Committee).

Does this student have a disability that significantly impacts the acquisition of English listening, speaking, reading, and writing? (For PK, K & 1, listening & speaking only)        YES ___       NO ___

If yes, explain how the disability is affecting appropriate language acquisition:
____________________________________________________________________________

Is there a need to modify the Texas ELL Entry Criteria because tests are inappropriate as part of the individualized education program (IEP)?    YES ___       NO ___

If yes, explain why there is a need to alter the criteria:
____________________________________________________________________________

What will be an appropriate oral language proficiency assessment instrument for this student?
____________________________________________________________________________

Decision for entry into a bilingual education or English as a second language program as determined by the ARD committee in conjunction with the LPAC.
____________________________________________________________________________
DATE OF ARD: ______________

Name of Student: ________________ ID# __________ Date of Birth: _______________

Special Education Eligibility:

EXIT Documentation TAC §89.1225(k) / if applicable

(k) The ARD committee in conjunction with the language proficiency assessment committee shall determine an appropriate assessment instrument and performance standard requirement for exit under subsection (h) of this section for students for whom those tests would be inappropriate as part of the IEP. The decision to exit a student who receives both special education and special language services from the bilingual education or English as a second language program is determined by the ARD committee in conjunction with the language proficiency assessment committee in accordance with applicable provisions of subsection (h) of this section.

Is there a need to modify the Texas ESL Exit Criteria?  YES ___  NO ___

Evidence of the need for use of 89.1225 (k) (evidence must include historical formal and informal data, teacher input, and formative evaluations.

Specify Assessments and English Language Proficiency Test Standards

Academic content assessment of Reading and Writing:

English Language Proficiency Assessments:

Listening: _____________________________________________________________

Speaking: ____________________________________________________________

Reading: _____________________________________________________________

Writing: _____________________________________________________________

At the end of the year, the ARD committee, with key LPAC members, meets to review the assessment results and subjective teacher evaluation required under TAC §89.1225(h) to determine whether the student has met the modified exit criteria.
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Session Overview

The State requires the Admission Review and Dismissal (ARD) committee to work closely with the Language Proficiency Assessment Committee (LPAC) to determine entry and exit criteria for students who are receiving special education services and identified as limited English proficient (LEP). This session will highlight and clarify key requirements in this decision-making process that support the best interest of the student.

The LPAC Framework Manual can be accessed through the TEA ELL Web Portal at:

www.elltx.org
INTRODUCTION

19 Texas Administrative Code (TAC) Chapter 89
Adaptations for Special Populations, Subchapter BB

The Commissioner’s Rules concerning the state plan for educating Limited English proficient (LEP) students state that all school districts that are required to provide bilingual education and/or English as a Second Language (ESL) programs establish and operate a LPAC.

LIVEINDER

• http://www.livebinders.com/play/play?id=1364360 &backurl=/shelf/my

PURPOSE OF THE LPAC FRAMEWORK

The Framework delineates the steps that must be followed in the:

• Identification – Assessing students whose Home Language Survey has a language other than English and who are determined to have limited English proficiency

• Processing – LPAC meets to review assessment information in order to make placement decisions
PURPOSE OF THE LPAC FRAMEWORK, CONT.

- **Placement** – Determining the appropriate program for students identified as limited English proficient (LEP)

- **Monitoring** – Reviewing progress and performance of LEP students in their intensive language instruction program as well as the determination for exit and follow up of students as they transition into an all-English program

ELIGIBILITY FOR STUDENTS WITH DISABILITIES

Students with disabilities whose scores indicate limited English proficiency on the assessment determined by the key members of the ARD committee in conjunction with the key members of the LPAC are identified as LEP.

19 TAC §89.1225 (f)(4) and (g), §89.1230

19 TAC §89.1225 (F)(4),

(4) The ARD committee in conjunction with the LPAC shall determine an appropriate assessment instrument and designated level of performance for indicating limited English proficiency as required under subsection (d) of this section for students for whom those tests would be inappropriate as part of the individualized education program (IEP). The decision for entry into a bilingual education or English as a second language program shall be determined by the ARD committee in conjunction with the LPAC in accordance with §89.1220(g) of this title (relating to Language Proficiency Assessment Committee).
19 TAC § 89.1225 (G),

(g) Within 20 school days of their initial enrollment in the school district, students shall be identified as English language learners and enrolled into the required bilingual education or English as a second language program. Prekindergarten and kindergarten students preregistered in the spring shall be identified as English language learners and enrolled in the required bilingual education or English as a second language program within 20 school days of the start of the school year in the fall.

§89.1230 (A)

(a) School districts shall implement assessment procedures that differentiate between language proficiency and handicapping conditions in accordance with Subchapter AA of this chapter (relating to Commissioner's Rules Concerning Special Education Services) and shall establish placement procedures that ensure that placement in a bilingual education or English as a second language program is not refused solely because the student has a disability.

ELIGIBILITY FOR STUDENTS WITH DISABILITIES

19 TAC §89.1225 (f)(4), and (g) §89.1230

LPAC Framework steps: Identification; Processing; Placement; Monitoring

Documentation

LEA Documentation Sped-ELL Entry-Exit form.docx
ASSESSMENT DECISIONS FOR ELLS RECEIVING SPECIAL EDUCATION SERVICES

- ELLs receiving special education services may be administered any assessment depending on whether they meet the participation requirements
  - STAAR
  - STAAR Spanish
  - STAAR L
  - STAAR Modified
  - STAAR Alternate
- Chapter 101 of the TAC requires the LPAC to work in conjunction with the ARD committee to make assessment decisions for these students
- The collaboration helps ensure that factors related to disabling conditions and second language acquisition are both carefully considered

STAAR MODIFIED & STAAR ALTERNATE

- ELLs receiving special education services may be administered these assessments if they meet the specific participation requirements for these assessment programs
- ARD committee forms for determining whether students meet the participation requirements are on the TEA STAAR Modified and STAAR Alternate webpages
- The participation requirements for these assessments are very specific
- Few students receiving special education are eligible; the number of eligible ELLs will be very small

**Important:** ELLs participate in these assessments **only** on the basis of their disability, not second language acquisition

- The LPAC’s involvement in assessment decision-making for ELLs served by special education should help ensure that ELL participation in these assessments is appropriate
NOTE REGARDING TELPAS

• All students coded LEP on PEIMS will participate in TELPAS

• Some LEP students receiving Special Education services may qualify for an ARD exemption for TELPAS by domain based on the handicapping condition.

STAAR MODIFIED OR STAAR ALTERNATE STUDENTS

• Once criteria for one of these alternate assessments is met the committee may choose to discuss the process for considering a special exit criteria.

• Under 19 TAC §89.1225(k)

PROCESS FOR CONSIDERING SPECIAL EXIT CRITERIA FROM BILINGUAL/ENGLISH AS A SECOND LANGUAGE (ESL) SERVICES UNDER 19 TAC §89.1225(K)

[k] The ARD committee in conjunction with the LPAC shall determine an appropriate assessment instrument and performance standard requirement for exit under subsection (h) of this section for students for whom those tests would be inappropriate as part of the IEP. The decision to exit a student who receives both special education and special language services from the bilingual education or English as a second language program is determined by the ARD committee in conjunction with the LPAC in accordance with applicable provisions of subsection (h) of this section.

ACCOMMODATIONS FOR ELLS WITH DISABILITIES

• For these students, LPACs are responsible for making accommodation decisions for the STAAR program in conjunction with the student’s ARD or Section 504 committee, as applicable
  • Linguistic accommodation decisions
  • Accommodation decisions related to the student’s disability
• These committees should become familiar with all accommodation information on the TEA Accommodation Resources webpage

ANNUAL REVIEW

At the end of the year, the Committee reviews every child identified as limited English proficient
  • being served
  • with parental denials
  • exited during the previous 2 years that are being monitored
  • who has met exit criteria. The LPAC will continue to monitor the student for 2 additional years

ANNUAL REVIEW

The LPAC should review:
  • Benchmarks
  • Classroom Tests
  • State Criterion Test Data (TAKS/STAAR)
  • Norm-referenced English and Spanish (when applicable)
  • Standardized Achievement Test Data
  • Oral Language Proficiency Test Data
  • TELPAS, TPRI, Tejas LEE, etc.
  • Grades
  • Any input that will give a well-rounded picture of the student’s growth and progress
  – What about SPED/LPE students and the end of the annual review?

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