English Learner Support Updates LEA/ESC Zoom

January 15, 2021

Participant Questions and TEA Responses

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For additional inquiries, contact
- the Assessment Division via HelpDesk for questions regarding STAAR or TELPAS administration
- the English Learner Support Division for questions regarding LPAC (LPAC@tea.texas.gov) or EL program services (EnglishLearnerSupport@tea.texas.gov)

Subject	Participant Question	TEA Response
Guest- Assessment Division		
TELPAS Writing Samples	How long should TELPAS writing collection be kept?	The TELPAS writing collections are kept in the students' permanent record files for two years from the time of rating. However, for 2020-2021 it is advisable that the two most recent years of TELPAS writing collections be maintained in a student's permanent record (to account for the optional completion of TELPAS in Spring 2020).
	Are we required to monitor the students live as they work on their writing samples?	It is not required to monitor students live as they work on their writing samples. TELPAS writing samples should reflect authentic classroom instruction, and that includes remote or digital learning in the current environment. As part of their classroom instruction, there may be cases where the student is working independently.
	Can student cover sheets for TELPAS writing collections be filled in electronically? Can verifiers and teachers initial and sign electronically or do they have to be handwritten?	Yes, the writing collection coversheet and verification checklist can be signed electronically. Districts must determine which electronic tools will be used to complete the TELPAS rating process and must ensure that all procedures are compliant with FERPA regulations. Digital signatures and initials (signatures and initials ensuring authentication) meet FERPA requirements and are allowable.
	How will K-1 students be rated?	Teachers must provide multiple opportunities throughout the assessment window for students to demonstrate their level of English language proficiency. This can be done remotely as long as raters gather sufficient information to designate an accurate rating. If permitted, districts must determine locally if electronic tools (e.g., text, email, video conferencing software, etc.) will be allowed to complete the holistic rating process. Districts must ensure that the holistic rating process is valid and that FERPA regulations are maintained.

	Can teachers rate writing samples at home?	Starting in 2020–2021, the rating process may be completed remotely. If completing the rating process remotely, districts should follow the TELPAS administration procedures to ensure validity and reliability. Refer to page 14 in the TELPAS Rater Manual for additional information on the rating process being conducted remotely.
	Can TELPAS Alternate be conducted remotely?	Refer to question #2 in the Spring 2021 Assessment Guidance document.
	Where can the Observable Behaviors (notes version) and Observable Behaviors and Classroom Examples be found?	The Observable Behaviors (notes version) and Observable Behaviors and Classroom Examples can be found on the TELPAS Alternate Resources webpage. There is also a link (outside source) to the electronic version of the Observable Behaviors.
	If a teacher is not a certified teacher, are they able to be a rater?	No. A rater must hold valid Texas education credentials, such as a teacher certificate or permit. Refer to pages 14-15 in the TELPAS Rater Manual for additional information TELPAS rater credentials.
	How can a student who receives remote instruction be administered a STAAR, STAAR Alternate 2, TELPAS, or TELPAS Alternate assessment during the spring and summer 2021 administration windows?	Refer to question #2 in the Spring 2021 Assessment Guidance document.
	Can a student take the TELPAS listening and speaking test in the morning and the reading test in the afternoon when they come to test?	Yes. However, it is important to keep in mind that the tests are untimed, and students should have all the time they need to complete their tests. Another factor to consider is student fatigue, the actual time the student will actually be starting their test in the afternoon, and the student's proficiency level. Districts should exercise judgment about a student starting his or her test after lunch, as some students may not have enough time to work at their individual speed to respond to the test questions before the end of the school day. **Once a student begins a test, he or she must complete it on the same day.**
TELPAS Training / Calibration	Do raters need to calibrate every year?	Yes. Online calibration activities must be completed by new and returning raters.
TELPAS Data Entry Deadline	I know that the assessment window for the TELPAS holistic components and the TELPAS listening and speaking test is from Feb. 22- April 2. However, the online reading has been extended until April 9th. Should all ratings be entered by April 2nd?	Holistic ratings must be submitted and verified (including district validity and reliability checks) must be completed by April 2nd. **Ratings will not be able to be entered after this date.**
Student Participation	For our EL students that are currently home-schooled but are "active" in our systems as ELs as they are receiving speech services, do they have to take TELPAS even when they are homeschooled?	Students that are only receiving drop-in services (ADA 0) are not required to take TELPAS.
	Students who are pending identification due to COVID-19 are not	Students must be identified as ELs in order to take TELPAS. For identification, students new to the state or

	marked LEP on PEIMS. Do we give TELPAS to them?	country can take preLAS/LAS Links in person or remotely. For students transferring from other Texas public schools, the LPAC shall continue with identification if sufficient evidence of identification has been received.
MOY LPAC	In the fall we were given some flexibility for parents at LPAC meetings. Is that allowable for MOY Assessment Decision LPACs as well?	Per the SY 20-21 English Learner Guidance FAQ, the LPAC may use the following provisions in the 2020-2021 school year. 1) Alternative meeting methods, such as phone or video conferencing and use of electronic signatures that adhere with LEA policy; 2) Optional LPAC parent representation (although highly encouraged)
	Does the LPAC need to meet for MOY for English learners in K-2 to determine participation in TELPAS?	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 participation decisions regarding unmodified English language proficiency assessments. Refer to page 4 in the LPAC Decisions Educator Guide.
	Does the LPAC need to meet to discuss TELPAS for English learners in grades 3-12?	Yes, even though the majority of English learners will take the general TELPAS, the LPAC will meet to document assessment decisions for both STAAR and TELPAS. In the case of an EL who receives special education services, the LPAC is responsible for working in conjunction with the student's ARD committee to make and document assessment participation decisions. 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).
	Does the LPAC need to take place prior to TELPAS window opening, or just before writing collection is collected/assessed online?	The LPAC must meet prior to the assessment window to make participation and/or designated supports decisions. Keep in mind, as applicable, the LPAC may need to work in conjunction with an ARD committee or other specialized committee to make participation and/or designated supports decisions for TELPAS.
	Can the LPAC assessment form be used for STAAR as well?	There are two separate assessment forms, K-5 and 6-12. The assessment forms include STAAR, STAAR Alternate 2, TELPAS, and TELPAS Alternate. The forms can be found on the LPAC Resources webpage.
	ELs with parental denial must have LPAC for STAAR and TELPAS, right?	Yes, during the LPAC's meeting(s) to determine STAAR and TELPAS decisions, documentation of participation for ELs with parental denial of services will be included.
STAAR Exemption for Asylees / Refugees	Is there a specific form for a campus to use to document that a student is exempt from STAAR in grades 3-8 if they qualify as an asylee or refugee?	There is not a certain form. However, there is certain documentation of the student's asylee/refugee's status that must be kept in the situation's permanent record. In cases where the district has compelling evidence of the student's asylee refugee status but has not received official documentation by the time of testing, there is a TEA form. Refer to page 9 in the LPAC Decisions Educator Guide for additional asylee/refugee information.
Years in US Schools	When counting the 60 consecutive school days for counting years in US schools, does that include holidays and weekends?	No, holidays and weekends do not count. Refer to the Instructions for Years in U.S. Schools Data Collection document for additional information.

Assessment Updates TETN	Where can I sign up for the Feb 3rd TETN?	Districts need to reach out to their respective Education Service Center.
LPAC Updates		
2020-2021 Reclassification	Will TELPAS & STAAR continue to be used for reclassification in the 2020-2021 school year?	At this time, the 2020-2021 EL Reclassification Criteria Chart includes TELPAS and STAAR.
	Where can we find a list of approved Norm-Referenced Standardized Achievement Test for reclassification for the EOY students?	Iowa Assessments, Form F has been selected as the single, statewide norm-referenced test for reclassification in grades 1, 2, 11, and 12. See the Riverside Insights Texas site for details.
ARD/LPAC	Does the LPAC representative meet with ARD on a special education student who has graduated but receiving transition services until age 21?	No, once an English learner has met all course requirements for graduation, the EL program service requirements are complete.
	When is the latest possible date we can set reclassification criteria through the ARD/LPAC Collaborative Process (for students with a significant cognitive disability)?	For English learners with a significant cognitive disability (who take TELPAS Alternate/STAAR Alternate), the LPAC in conjunction with the ARD committee must follow the steps as indicated in the Individualized Process for EL Reclassification, setting individualized criteria as early in the current school year as possible or at the end of the year to be applied the next school year (Step 2). At the very latest, the meeting for this step must occur prior to the student's participation in the identified assessments.
Iowa Form F - Riverside Insights (Norm Referenced Test)	Will the vendor be able to offer another training for free at the ESCs since we got the training last February and then we did not use the ITBS.	Please contact Riverside Insights for questions regarding trainings.
LPAC Committee	MUST a core teacher attend the LPAC to discuss student failure even though core teacher did complete an acceleration plan to the LPAC committee? Is the acceleration plan enough for the committee?	The LPAC required members include an administrator, EL parent representative, and a bilingual teacher for a bilingual program or ESL teacher for an ESL program. Each LEA can establish systems for coordinating with other classroom teachers of ELs in order to make informed decisions. In addition to required LPAC members, other staff may attend.
	I was under the impression that the LPAC was not required to have the parent rep this year due to COVID-19. Is this incorrect?	Correct. The parent representative is optional, per the SY 20-21 English Learner Guidance FAQ.
	What are the requirements for the LPAC meeting minutes?	Please see the LPAC training resources site: LPAC Framework-Training Resources (txel.org)
	Do we LPAC all Two-Way Dual Language (English Proficient) students?	Per §89.1228 (e)(2), for English proficient students, the appropriate assessment option for the administration of the state criterion-referenced test each year is determined through a school district-developed process. In practice, the LPAC may be determined as the most appropriate committee for these assessment decisions.
	Is it still a requirement that the Administrator for LPAC is paid from function code 23 and has staff responsibility?	Yes. That is the requirement for the LPAC Administrator. For more information on LPAC please visit: LPAC Framework-Training Resources (txel.org)

Bilingual Exception / ESL Waiver	What do districts do with the Bilingual/ESL Waiver approval that they receive via email?	The approval will be sent through an email. Approval procedures can be found in TAC Chapter 89.1207.
	If my data has changed since filing the exception, can it be amended?	No, just keep the amended data on file at the district level.
	What is the recommendation for the effective date to be used for ending the Alt. Language Program PEIMS coding? Should we use the day after the last day of school or the first day of school for the following school year? If we use the first day of school for the following school year it may interfere with coding for Bil/ESL summer school coding if the teacher for that is appropriately certified.	When a change is occurring, end dates for program participation will be the first day of the following school year. Summer school participation does not impact program participation coding. If a student is under an Alternative Language Program and his/her teacher becomes appropriately certified during the school year, the program participation coding can be adjusted at the time of the teacher's certification completion. See #12 in this Bilingual Exception/ESL Waiver FAQ.
	If we hire teachers after the ESL Waiver/Bilingual Exception deadline who are not certified, do we need to update our application or do a new one for that teacher?	No, just keep record of teachers that were hired at the district level.
	It was mentioned that districts do not have to change the LEP coding if there is a change from a certified teacher to a uncertified teachers. Did I understand it correctly?	If a student has been participating in a bilingual or ESL program for which the teacher is appropriately certified but after November 1st (the deadline for bilingual education exceptions/ESL waivers) the teacher changes to one who is not appropriately certified, the program participation coding will not change because the new teacher is not under the district's exception/waiver. However, the LEA will document the changes locally and actively support the new teacher in becoming appropriately certified in a timely manner.
	For teachers under an ESL waiver, is the start date the first day of school or November 1st the date of the waiver submission?	For students participating in an Alternative Language Program due to their teacher being under a bilingual education exception or ESL waiver, their Alternative Language Program coding starts on the first day of school (as they have been participating in the Alternative Language Program prior to the district's submission of the application).
Assessment File - Alternative Language Program	Can you please repeat the coding for the students in an Alternative Language Program for program participation in the Assessment data file?	Since Alternative Language Program participation is not yet included in the Assessment Data File, these students will be marked as a 0 for bilingual and a 0 for ESL. The TEA will be cross-referencing PEIMS data to ensure these students are included as program participants in performance reporting and accountability.

PreLAS/ LASLinks Spanish	For identification, if a student doesn't take preLas or LAS Links Spanish this year due to not coming in person will we be allowing preLas or LASLinks Spanish to be given remotely? Will we require them to take it the following year? Or Will we move forward with just the English Assessment that was given?	The remote testing option for identification is only provided for the English assessment, since only the English assessment is used in determining English learner identification. The Spanish assessment, used to inform instructional practices and progress monitoring of primary language proficiency, may be administered in person as soon as feasible.
Early Education and ELs	How are English Learners who are in EE coded when not in membership?	For identified ELs who are in EE but do not attend the minimum of 2 instructional hours per day (ADA 0 – not in membership), these students will be LEP/EL Indicator 1, and parental permission and program coding will not be required due to implementation of an updated business validation rule. Only ELs with ADA greater than 0 will be required to have parental permission and program codes.
	I understand that a parent permission code for EE/EL students who are non-membership is not required, but is it allowed at the district's discretion for tracking purposes?	If the LEA's SIS vendor is implementing the new business validation rule that only has parental permission coding for students whose ADA is greater than 0, the parental permission code will not be an option.
Summer School	Summer School requirements if we did not do Summer School in the 2019-2020 school year?	Districts will need to document the justification why the summer school program was not held and keep that information at the district level.
Bilingual/ESL Non-Certified Teacher Letters	Where can I find a template for sending letters to parents of EL students who are being taught by a Non-Certified BIL/ESL Teacher for more than 4 weeks?	There is not a suggested template, since this is not a requirement, but a district can always create their own if they wish to send out this information to parents.
LPAC Framework Training	Do the videos have to be done in order?	No, the videos can be taken in any order. If you are a new LPAC member, then it is strongly suggested that they be taken in order.
Title III Updates		
Private/Non-Profit (PNP)	Can you highlight key action items for identifying, reclassifying, and serving ELs in PNP Schools who are participating in Title III Part A equitable services? (Especially during COVID-19 when visitors are not being allowed, including district staff.)	**Identifying Potential ELs in PNP Schools** An LEA is responsible for assisting PNP schools to identify potential English learners. The LEA will use the same identification assessment (purchased with local/state funds) to assess PNP students to determine if the student qualifies for language services. Federal funds are not allowed to be used to purchase or conduct any activities related to identifying potential English learners (e.g., costs related to assessment tools, salaries of staff administering the assessment, travel costs, etc.). **After Identifying an EL in a PNP Schools** Now that a student has be identified and consultation between the LEA and PNP school has occurred, the LEA can begin providing supports to the PNP school using Title III, Part A – ELA federal funds. Supports will vary and are dependent on what was agreed upon during consultation. The most common supports seen are

		professional development opportunities offered to PNP staff who are serving identified English learners.
		Note: Due to COVID-19, routine supports to PNP schools may have been interrupted or postponed. The LEA and the PNP school will need to collaborate on what are alternative ways the LEA can still support ELs attending the PNP school during COVID-19. LEAs are not exempted from providing designated supports agreed upon because of COVID-19.
		Reclassification of an EL in a PNP school PNP schools are not required to follow the same reclassification process as Texas public schools. During the consultation between the LEA and the PNP school, consider using the PNP Planning Tool to ensure plans for determining eligibility/exit and assessment(s) if applicable are addressed.
		Accounting for ELs in PNP Schools related to Funding As we know, Bilingual Education Allotment (BEA) funds are generated by counts reported in PEIMS of those enrolled in Texas public schools. Students identified and enrolled in PNP schools are captured in the ESSA Consolidated Federal Grant Application (PS3099). An LEA will report in their PS3099 the number of PNP schools participating and the number of identified ELs from participating PNP schools. The PS3099 will formulate the amount of Title III funds to be allocated to serve English learners attending PNP schools.
	What about PNP guidance for Title III? Is what posted on the portal current information?	Yes. The guidance and resources accessible in the EL web portal at Title III, Part A Services for Private Non-Profit Schools are current. For technical assistance related to Title III PNP supports, please reach out to your designated ESCs.
Consumables	Regarding materials and the EDGAR disposition of equipment, I want to know if we could classify Dual Credit textbooks we purchase for our ELs in High School, and Bilingual and ESL dictionaries we give to recent immigrants students to take home. Can these two items be CONSUMABLE materials?	Per EDGAR policy §200.311(c) *Disposition* – Instructions must be provided from the federal awarding agency when real property is no longer needed for the originally authorized purpose. TEA has provided guidance in General and Fiscal Guidelines (page 21) in the use and disposition of equipment/supplies purchased with grant funds.
EL Portal	Do you have a Spanish link for the EL Web Portal?	No. All users will use the same txel.org web address to access the EL web portal. Users will be able to select another language at the top right corner of the EL web portal page.
Immigrant Students	Are there resources/suggestions for ideas to provide enhanced instructional opportunities for immigrants?	Supplemental activities to support enhanced instructional opportunities for immigrant students may include – • tutorials, mentoring, and academic or career counseling • educational or language software programs • technology to be used in the program

		• access to programs of introduction to educational systems and civics education • professional development (PD) to LEA personnel who are trained or being trained to provide services to immigrant students, including targeted PD on supporting the affective/social-emotional aspects of the students as well as using students' funds of knowledge during instruction to support their cultural identity • coordination with community organizations that advocate for immigrant students and families • opportunities that foster authentic social engagement with peers • opportunities that elevate immigrant students' voices (such as authorship of writing activities) • strong family and community engagement opportunities
Years in US Schools for Recent Immigrants	What is the policy governing the counting of years in US schools for recent immigrants (not for assessment)?	TEA follows the guidance provided by the U.S. Department of Education Part I: Non-Regulatory Guidance on Implementation of Title III State Formula Grant Program addressing section J: Immigrant Children and Youth. J-11 Addresses how 3 full academic years are defined for immigrant children and youth. **Note:** Enrollment in Texas schools for immigrant children and youth is defined as 10 months = 1 full academic year.
Other		
LOTE DLI Credit	For students who satisfy a LOTE graduation credit by completing a Dual Language Immersion Program, the criteria states that the student must achieve proficiency in both E & S reading and speaking domains. What assessment do you recommend using?	For English learners, it may be most applicable to use a TELPAS Advanced High score in speaking and reading to demonstrate English proficiency. The district may choose and document locally their language proficiency instrument to assess the reading and speaking proficiency.
	In regard to the LOTE question about how often should they be assessed? Is this a yearly assessment?	In terms of requirement III (scoring proficient or higher in the reading and speaking domains of language proficiency or achievement tests in both languages), that proficiency can be demonstrated once at the end of a student's time in a dual language immersion (DLI) program, usually 5th grade, so language proficiency has the most time to develop. However, in a DLI program setting, it is best practice to monitor Spanish academic language development yearly as TELPAS does in English to track the biliteracy growth of all DLI students.
	Guidance is needed for how a district can provide credit to DL students without STAAR results. Should we use report cards?	This guidance comes from the TEA Curriculum Division: During the 2019-2020 school year, a one-time provision was made due to the lack of a statewide assessment: *For students who had otherwise met all the criteria for the credit at the end of the last academic year and since*

		the STAAR administration did not occur, districts were allowed to use other evidence available to determine the award of credit. This is a once only provision due to lack of the statewide assessment.
		For the 2020-2021 school year, the STAAR is set to be administered this spring, so there are no changes to the guidance established in TAC §74.12(5)(F): *In order to receive the credit, student must achieve either meets or masters on the STAAR reading and mathematics assessments in either English or Spanish as applies to the student, at some point during the 5 consecutive years of the program.*
	Will the LOTE credit for dual language be similar to last year or years past? With regards to criteria?	TAC §74.12(5)(F) contains the August 2020 update of the LOTE credit requirements for DLI students. Clarification was added to the STAAR requirement (meets or masters on Math and Reading STAAR in English or Spanish in at least one grade level). The rest of the requirements remain the same. *There are no changes to the guidance established in the rules, as per TEA Curriculum Division.*
Waiver to take the ESL certification test	Who can we contact to request a waiver for a teacher who has exceeded the number of tests for certification?	This Test-Limit Waiver Information webpage provides information on this process and provides the Help Desk for Educator Testing.
Cultivating Oral Language and Literacy Talents in Students (COLLTS) Program	Will the COLLTS materials eventually be free?	That is not a goal at this time. Contact pgarcia-arena@air.org for confirmation.
	Would the COLLTS be available to use with ESL PK & KG students? Maybe even 1st grade? Please let me know.	The program does seem to be flexible enough to be used with students in any program model. Contact pgarcia-arena@air.org to find out how she would recommend the materials could be best used within ESL.
	What would be the district commitment?	1. Let Dr. Garcia-Arena know you are interested by 1-29-2021 pgarcia-arena@air.org. 2. Complete a brief log indicating frequency and description of materials use. 3. Participate in a 1 hour virtual debrief.
Call for EL Methods Videos	Would we need parent permission to release these videos with students for the application?	The Application Process and Guidelines document provides information on TEA Photo Release requirements, including forms in English and Spanish.