



English Learner Frequently Asked Questions

Language Proficiency Assessment Committee (LPAC)

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III. Placement

A. General

III. A-1. What are the requirements for English learners with parental denials?

ELs with parental denials cannot:

- participate in a bilingual or ESL program,
- participate in required summer school programs for English learners (TAC 89.1250), and
- receive designated supports from the LPAC on state assessments.

ELs with parental denials shall:

- receive the English Language Proficiency Standards (ELPS) in all content area instruction, including classroom linguistic accommodations as needed commensurate with the English proficiency level of the student;
- take the Texas English Language Proficiency Assessment System (TELPAS);
- be reviewed by the LPAC at least annually to measure linguistic and academic progress that is communicated to parents;
- be reclassified as English proficient when reclassification criteria are met;
- enter two years of monitoring by the LPAC after reclassification; and
- enter additional two years of PEIMS monitoring for federal purposes.

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III. A-2. If a student qualifies to participate in a prekindergarten program based on identification as an English learner by the LPAC but the parent denies bilingual and ESL services, can the student still participate in the pre-kindergarten program?

Yes. Eligibility for the pre-kindergarten program in this case is based on identification as an EL and not on participation in a bilingual or ESL program.

Resources:

More information regarding ELs (referenced as LEP) in prekindergarten programs is available on the [TEA General Prekindergarten FAQ #13, 14, and 15](#). Full prekindergarten program information is found in Section 7 of the [Student Attendance Accounting Handbook](#).

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III. A-3. Can students served in bilingual education and ESL programs be combined in the same class? Can English proficient students be combined in the bilingual education program classroom?

Students served through bilingual education and ESL programs cannot be combined in the same general education classroom. The LPAC makes a recommendation for participation in one program or the other based on the individual student's needs. The goals, as well as teacher certification requirements, of each program are different. Therefore, bilingual education and ESL program models cannot be implemented with fidelity within the same classroom. Additional factors that would impede the joining of bilingual and ESL programs include students participating in ESL with a primary language other than the language of the bilingual program and students participating in ESL with a parental denial of the bilingual program that have accepted ESL program placement.

The bilingual education program model designed for English proficient student participation is the two-way dual language immersion program model. It is the district's discretion (and should be elaborated in district policy) to allow an English proficient student to participate in any other bilingual education or ESL program model with parental approval.

While it is common and appropriate for English learners in an ESL program to receive program services alongside English proficient students in the same general education classroom, English proficient student participation in a bilingual education program must be part of an intentional instructional design to align with bilingual education program model goals, including dual-language instruction.

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VII. Resources

A. Texas Education Agency

English Learner Support Web Resources

- [Supporting English Learners in Texas \(EL Portal\)](#)
- [TEA Bilingual and ESL Programs](#) webpage
- [LPAC Framework](#)
- [Title III, Part A](#) webpage

Quick Access to Key Resources

- [Parent Brochures](#) for Bilingual Programs and ESL Programs in English, Spanish, and Vietnamese
- [Building Bilingual and ESL Programs](#) LEA Leader Tool
- House Bill (HB) 3 Bilingual Education Allotment [Video](#)

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English Learner Support Division

- EL Support Email: EnglishLearnerSupport@tea.texas.gov
- LPAC Framework questions: lpac@tea.texas.gov
- Phone: 512-463-9414
- Julie Lara-Martinez, Director of English Learner Support: Julie.Martinez@tea.texas.gov
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- Roberto Manzo, English Learner Program Coordinator: Roberto.Manzo@tea.texas.gov
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- Carlene Thomas, ESL Program Coordinator: Carlene.Thomas@tea.texas.gov

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Assessment Division

- [Student Assessment](#) webpage
- [Information on State Assessments for English Learners](#) webpage
- [LPAC Student Assessment Resources](#) webpage
- General Email: student.assessment@tea.texas.gov
- State Assessments for English Learners Email: assessment.specialpopulations@tea.texas.gov
- Phone: 512-463-9536

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Curriculum Division

- [TEA Curriculum](#) webpage
- General Email: curriculum@tea.texas.gov
- Phone: 512-463-9581
- Spanish Language Arts and Reading ([SLAR](#)) [TEKS Resources](#)

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Certification Division

- [TEA Certification](#) webpage:
- General Email: curriculum@tea.texas.gov
- Phone: 512-936-8400

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VII. Resources

B. State Statute and Rule	
Texas Education Code	
<ul style="list-style-type: none"> • Chapter 29, Subchapter B: Bilingual Education and Special Language Programs 	
Texas Administrative Code	
<ul style="list-style-type: none"> • Chapter 89, Subchapter BB: Commissioner's Rules Concerning State Plan for Educating English Learners • Chapter 231. Requirements for Public School Personnel Assignments 	
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C. Professional Development and Certification	
Pearson	
<ul style="list-style-type: none"> • Texas Educator Certification Examination Program 	
Texas Gateway	
<ul style="list-style-type: none"> • Home webpage • Sheltered Instruction Training Series • Title III Early Childhood Education for English Learners • Title III, Part A: Strengthening and Increasing Parental Outreach 	
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D. English Learner Data	
PEIMS Standard Reports	
<ul style="list-style-type: none"> • ELL Student Reports by Category and Grade • ELL Student Reports by Language and Grade 	
Texas Assessment Management System – Analytic Portal	
<ul style="list-style-type: none"> • Data Intersection for Texas Student Assessments 	
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