



English Learner Frequently Asked Questions

Language Proficiency Assessment Committee (LPAC)

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II. Identification

A. General

II. A-1. Are Foreign Exchange Students (FES) eligible for Bilingual/ESL services?

Yes, upon initial enrollment, the school district must initiate the Language Proficiency Assessment Committee (LPAC) process for any new student to Texas public schools (including FES) to identify English learners and recommend appropriate program placement.

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09-14-2018

II. A-2. What is the purpose of the shift from 20 school days for the identification process to four calendar weeks, and how are the four calendar weeks calculated?

The USDE requires an assurance that all students are assessed within thirty days of enrollment. In Texas, Texas Education Code (TEC) Chapter 29 requires that this process be completed within four weeks.

Example of four calendar weeks calculation:

Student A enrolls for the first time in Texas public schools on Wednesday, August 15th, 2018. To calculate the four-week time frame, count ahead one week to August 22nd, then the second week to August 29th, the third week to September 5th, and the fourth week to Wednesday, September 12th. In this example, the LPAC shall identify and place Student A by September 12th.

Please note: the calculation for the four-week period shall not be adjusted for school days missed due to illness, holidays, school-wide testing, variance in school start/end dates, etc.

2018 AUGUST						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

2018 SEPTEMBER						
						1
Holiday	2	3	4	5	6	7
	8	9	10	11	12	13
	14	15	16	17	18	19
	20	21	22	23	24	25
	26	27	28	29	30	

www.freshcalendars.com

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09-14-2018

II. A-3. When does the English learner identification process begin? Can students served in an Early Education (EE) setting be identified as English learners (ELs)?

Beginning with enrollment in any 3- or 4- year old program (including EE), students should go through the state’s identification process as described in TAC 89.1226 and can be identified as English learners regardless of placement in a pre-kindergarten program or EE setting. More details are available in the [Guidance on Identification and Placement of English Learners Prior to Kindergarten.](#)

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08-21-2020

II. A-4. How has the English learner identification criteria changed with the shift to a single, statewide assessment?

Beginning in the 2019-2020 school year, Texas Administrative Code (TAC) Chapter 89.1225 on Testing and Classification of Students has been replaced with TAC 89.1226. This [resource](#) on the shift from 89.1225 to 89.1226 provides a chart on slide 3 to explain changes in English learner identification criteria.

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II. A-5. What is the state's single, statewide assessment for English learner identification?

Data Recognition Corporation (DRC) LAS Links Battery of Assessments is the statewide assessment for EL identification.

Resource: The [LAS Links Texas](#) site (laslinks.com/texas) provides districts with all information necessary for training and purchasing of the LAS Links Battery of Assessments.

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II. Identification**B. Home Language Survey (HLS)****II. B-1. What if a parent lists two languages for one or both of the questions on the HLS?**

Each question on the HLS should have only one language listed for the language used most of the time. If a parent, for example, answers a question with: "English/Spanish," the school district shall ask the parent to indicate (in writing or through documented phone conversation) which language is spoken most of the time in response to that question.

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II. B-2. Is a new HLS administered when a student is transferring from another Texas public school and the sending district does not provide the original?

There is no need to administer a new HLS if there is sufficient LPAC documentation from the sending district that shows that the student was identified as an English learner.

Examples of documentation include the following:

- TELPAS Scores
- LPAC documents, such as parental approval /denial forms and reports on student progress
- Prior PEIMS Student Data

The school district would need to document that the original HLS is not included in the student's cumulative folder and document the attempts and/or the reason why the HLS was not obtained.

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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
- Amy Johnson, Bilingual Program Coordinator: Amy.Johnson@tea.texas.gov
- Roberto Manzo, English Learner Program Coordinator: Roberto.Manzo@tea.texas.gov
- Rickey Santellana, Title III Program Coordinator: Rickey.Santellana@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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VII. Resources

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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VII. Resources

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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