

English Learner Support Updates_3_5_21

Good morning, everyone. Thank you all for joining us today. We are going to go ahead and get started. We have the PowerPoint up. I'm looking at two different decks-- I mean, I'm sorry, two different screens. We good?

[INAUDIBLE] registered with everybody else. And I'm supposed to send you an email, a link?

Carlene, do we have the--

Did it go to your spam or anything?

I don't know.

Yes, the PowerPoint is up. And we're on the slide-- are you all seeing the PowerPoint?

There we go. Yeah, now I'm seeing it.

And also, please, panelists, will you mute your microphones? We're hearing some conversations.

Thanks, y'all. Great. So again, thank you. Good morning, everyone, for being-- thank you for being here.

I'm Julie Lara-Martinez, the Director of English Learner Support Division. And I'll pass it over to the team to go ahead and introduce themselves for those of you who may not know them.

Good morning. I'm Amy Johnson. I'm the Bilingual Program Coordinator.

Good morning. I'm Xóchitl Rocha. I'm the Dual Language Coordinator.

Good morning. I'm Carlene Thomas, ESL Program Coordinator.

And good morning. Rickey Santellana, Title III Coordinator.

And we have Roberto Manzo, who is our EL Initiative Coordinator. He is not here today, though. But he does send his best wishes.

And so as we begin our time together this morning in this webinar format, please, again, make sure your mics are muted. If you're a panelist, or maybe on the off chance that you're out there and mic is not muted, please go ahead and mute it.

And as you'll notice, we're shifting from our meeting in January, where we had-- we request-- we collected questions via Padlet. But it took us, I think, almost two weeks to be able to turn that around to you all. So this time we will have questions and answers live here at the end of the session. But I did want to give some context around the shift.

I feel like our goal as the EL support division is to support LEAs and ESCs as you all do-- engage in efforts to support English learners across the state. It's really important, though, to me, that we maintain consistent messaging. And in my previous role in special education I was very compliance oriented. And we did a lot-- we did elicit questions in advance so that we could respond in writing and everybody got the same information.

I feel somewhat nervous that there's opportunities for miscommunication and misinterpretation when there's 300, 500, 800 people on a call and many of us are multitasking. And so that's my rationale for seeking questions in advance. But I do understand the need and the value in live question and answer sessions as well.

So moving forward, we will be soliciting some information and input from ESC contacts as well as you all at the LEA level to identify the best, most efficient and effective way that we can communicate consistent messaging across this really big state. So that will be coming in the next month or two. And then

hopefully, in the '21-'22 school year, we will have a system that meets as many of the needs as possible-- again, in a consistent manner.

So also, if you haven't already seen the newly designed web portal, you can access this PowerPoint in the web portal on the link there, the live meetings link. We have a couple of guest speakers. And their slides, if they have any, are not embedded in the PowerPoint that is posted here. But immediately following the meeting, we will go ahead and embed those and make sure you have access to that as well. Finally, if you're experiencing any technical difficulties during this live meeting, please reach out directly to your regional ESC distance learning support staff.

So as Julie has mentioned, we have launched our enhanced EL web portal. And so our EL web portal went live yesterday. But I also want to let you all know-- please take note that the web address did not change. So it is still txel.org. So if you log in there you're going to be able to go straight here, to this home page.

There are some new changes. And so one of the first things that you'll see is that there are two pathways. We have an educator pathway. And you also have parents and families pathway.

So if we click on the educator pathway you are also going to see that we have revised our menu bar across the top. There is also a new section called Calendars. And we will be building out more dates coming soon. And then you'll also be able to find a lot of great direct links to other TA programs and resources right there on the educator homepage. We have articles that we'll also be adding more to. So just take the opportunity. Please explore it. Check out the new features, the new information.

And then also, we've-- not during this time, we won't, but we have also enhanced a lot of the resources on the parents and family side. And like I said, none of the links have changed. So if you have them saved or as a favorite, those will still be working. If you have links in a newsletter going out, those will still be working. So we just encourage you to take the time to explore after this meeting.

Thank you. And so we have our True North statement, which is the statement that we read in every presentation that represents the Office of Special Populations and Monitoring. "Together, we are committed to high expectations and strong systems that achieve equitable outcomes for students in special populations." And this is the statement that we firmly stand behind as an office. We are grateful to have colleagues in special ed and other special pops, as well as leaders, that are focused on equity and achievement.

Next slide, please. Thank you. The English Learner Support Division's goal, as you've seen this before, is to lead the increase in academic achievement of English learners throughout the state. And we invite you and will always invite each one of you to join us on that journey. Together we can-- we have to create an impact together that will reach all areas of the state.

And I think it's really important, before-- norms and logistics aside, that before we get into the content of the meeting, that we take some time to reflect on the recent trauma that our students, colleagues, teachers-- we ourselves, many of us-- and are probably still experiencing some of the lasting effects of the freeze that happened a few weeks ago, in addition to the devastating loss of a sixth grader, [INAUDIBLE] from [INAUDIBLE]. So it's been a heavy couple of weeks.

And we invite you to take part in a small, one-minute long reflection. If you can see here on the slide, menti.com-- we're going to do a word cloud just to, again, recognize the trauma and just the heaviness of the recent weeks. Menti.com, there's three ways you can access this. You can do the website, the QR code that is there. And there's also a link that I think was going to be dropped into the chat.

So we're going to go ahead and start this one-minute reflection in silence and invite you to offer one word that represents, describes your feelings.

[MUSIC PLAYING]

Apologies. Thank you all for that. We have overwhelmed, hopeful, exhausted, blessed, grateful, anxious. I think all of those-- there's obviously many, many more-- unsupported, empathetic, let down, powerful, frustrated. Those are all very real and valid feelings. Resilient. And thank you for just taking the time to-- aside, again, from every-- the purpose of this meeting, but to really just take time to be a community and express our feelings. Thank you all.

And as we continue to, as somebody mentioned, be resilient in our commitment to English learners, here is just a list of a couple of helpful websites-- sorry, resources-- again, on our portal. We have the Community Partners page that offers some health and support services. Project AWARE-- our colleagues in Special Populations have developed some resources for Project AWARE, "Coping After Disaster." They're available in English and Spanish. This is getting national recognition and acclaim. So we'd really love for some Texans to continue to use this as well. Also there is listed some guidance for experiencing-- students experiencing homelessness as a result of the severe weather.

But I will leave you with one other consideration. It's been almost a year since we have endured this pandemic and have been very disheartened by this cosmic inequities that our students have experienced and are just more highlighted now as a result of the pandemic, and then the additional crises that we've just endured. But out of crisis, we can have change.

And so I think I would challenge you, encourage you to, as we start to plan for the safe return of whenever that happens for schools in your community, and we go back to this sense of normalcy, that we remember and take in the innovation and the strengths that we've identified from this pandemic and help that to build a better experience and reshape the educational experiences of English learners and their families.

Again, we thank you very much for your commitment to students. And just wanted to, again, recognize the difficulty that we've all gone through, but also this idea of resilience and positivity moving forward.

Our agenda for today is posted there. Rickey will start off with some Title III updates. Then we have Carly with the LPAC updates. We'll invite our guest speakers to share some information. We'll have some agency updates, announcements. And then, again, at the end, live question and answer. So I think it's time for Rickey. You can go ahead and take it away.

Good morning again. So, yes, let's talk about some Title III updates here. One of the first ones I want to talk about is that we have released our first Title III Part A FAQ. And that is able to be located under the new web portal under What's New section, along with all the other FAQs that we've also continued to keep updated for you all.

So just know that this is new. We still have other FAQs around other federal programs. And so there are times when Title III is referenced and it does follow those guidelines. But just know that this is really focused on just Title III.

And you can see there, bulleted, the sections that it covers, from just general Title III questions to any of you all who draw the Title III ELA funds or draw Title III immigrant funds. And then there's also a section with additional resource links. And those are very helpful, especially for those who are overseeing and managing the federal part of services for ELs.

Next slide. Then, right now, we are in the middle of our Title III validation process. The validation process has been enhanced. It has been transitioned with a new focus. The focus is really shifting from what we have done historically in the past of really just ensuring and just checking the box and make sure that school districts are in compliance with their federal funds.

But we are now moving towards creating a support system. We're really wanting to be a partner with you all, especially during these times, as many of you all are having to transition new things, try new things, be flexible, and overcome many obstacles and barriers. So like I said, we took the opportunity to really transition from validating what is currently happening, the current year. So this year's validation is focusing mostly on what is happening for the 2021 school year.

Now, if we go to the next slide you will see a timeline of where we are in our process. So the validation as far as being selected is-- it was still the same as far as using the previous ESSA compliance report. So school districts have been selected off of what you input in those compliance reports.

But then, like I said, the conversation is really focused on this academic year. So in January is when school districts were selected. In February notifications went out to the school districts that were selected. And that notification went to superintendents. But also, this year we included program leads and also an ESL designated person. So then that way, that was able to really speed up the process of next steps, which was scheduling some virtual meetings.

So the virtual meetings are what is occurring right now, in the month of March. They will continue into April. And then in May is when we will definitely have that closure as far as how the district can do for the 2021 Title III Part A validation process.

Now, note at the bottom that you are not being asked, as we have done in the past, to submit any documentation. So we are actually just jumping straight to conversations. So on the next slide you can see that the virtual meetings that are being requested and that have already been scheduled-- so I really appreciate you all who really jumped on there and grabbed some dates, because it was a first come, first serve, and many of you all-- and I've actually met with quite a few already this week.

So just know, during those 30 minutes, which go pretty fast, that we are really focusing on that particular question you were selected for and what activities you have in place for this year, what have occurred, or what is scheduled to occur. And so you also had the opportunity to invite your ESC person to be a part of that conversation. And like I said, this is really to strengthen and build that partnership between the state, your supporting ESC. And then you are welcome to invite any of your staff at your level to also be a part of that conversation.

So just know that that's where we are with the validation process. And the closure will happen in May for sure. And then we are only focusing on the current school year. That is what I have. Thank you.

Very quickly, before we start the LPAC updates, I just want to remind everyone from the LEAs that as you have questions coming up during this meeting we want you to submit them to your ESC. Your ESC has a point of contact who can submit the questions to us. We have a special document just for that. And the ESCs will have a chance to--

She froze. The ESC will ask on your behalf. I think that's what she's finishing up her sentence. We can go ahead and move on to the LPAC. Did Carly freeze as well? Bear with me for a second while we get the technology sorted out.

Hi, ladies and gentlemen. This is the TETN Office. Thank you for bearing with us. Dealing with a brief internet outage. And we will be back with you in just a moment.

I'm going to cover a lot of information in the next 15 minutes. But rest assured that all of this information, with additional details, will be provided via the Texas Tuesday newsletter that will be launched out on Tuesday, the 9th. So please don't feel overwhelmed by the information I'm about to share, because again, a lot more detail will be available to you starting on the 9th through the Texas Tuesday newsletter.

So with that in mind, the first thing I wanted to talk about this morning is preparing for kindergarten orientation, which we know starts very soon. I've had a few questions from the field about whether preLAS may be utilized for kindergarten orientation. And it may-- both preLAS and preLAS Online. And if you do-- are still needing remote testing with preLAS, that is still available to you. You can find guidance documents on preLAS Remote Testing on our website, at LASLinks.com/Texas.

And we will be providing three opportunities for training on the preLAS this month. They will be conducted as statewide webinars via Zoom. We will include the registration links for the training in the Texas Tuesday newsletter this next Tuesday.

We will record the webinars and post them, as we always do, to our Professional Development section of our website. But from the webinars, we actually don't provide you with certificates. To obtain a certificate, as in all past trainings, we ask you, if you do require a certificate at your LEA, that you go into our Professional Learning portal and achieve that certificate through the professional learning course.

So you see there the training schedule. So we have a preLAS Online training on March 17 from 9:00 to 11:00. You'll also notice that it has a 500 max capacity. So quite a large capacity that we will be able to manage. We'll follow that with a preLAS Paper administration training that afternoon, from 2:00 to 4:00. And then we will follow up with another preLAS Online training on March 24 from 2:00 to 4:00 as well. So again, registration for any one of those trainings, or all of those trainings, will be available in the Texas Tuesday newsletter. So you'll be able to click on the registration link and register that way.

As far as remote and reclassification updates go, again, you'll be able to find that remote testing guidance on our website. For identification, remote testing with preLAS and LAS Links Online continues to be available for the purpose of English learner identification. So that has not changed. If you are still having students in a remote setting and you need to identify them, then that is available to you in a remote setting.

So reclassification-- as you probably all know, there's been some updates recently. Whereas LAS Links is going to be able to be used after TELPAS window has closed for the purpose of reclassification for students who are in a remote setting-- so you will be able to use LAS Links for your classification after May 28, when the TELPAS window closes, and in the remote setting.

So a few program specifics I have here listed on the screen. And again, much more information in the Texas Tuesday newsletter this March 9th. So LAS Links Online Form B will be utilized for the purpose of reclassification testing.

We will post an updated 2021 reclassification order form to our website. Many of you are familiar with that order form. It will just be an updated one based on what we did last year for 2021. We will offer DRC scoring services, much like we did last year. And pricing for those scoring services will be available on that order form.

If you already have licenses that you want to transfer from your ID account to your Reclass account, we will be able to provide you with a link where you just request that transfer. We transfer those licenses to your Reclass account. But let's say you don't use up all of those Reclass licenses. At the end of the

Reclass window, per TEA, when that closes, then we will move all of your remaining licenses back to your ID account. So you're not going to lose any of your licenses.

So most of you who did reclassification will notice that all of this is very similar, if not exactly the same, as what we did last year. So no new learning curve, really. It's just, we're mirroring what we did last year for reclassification with the exception of it must be remote testing.

So here are some key dates to keep in mind. So on the 9th, as I've mentioned, Texas Tuesday newsletter will provide you with a lot of detailed information. This month we will repost the reclassification guidance on our website. We removed that when the reclassification window for 2020 closed. We will repost that guidance on our website this month.

On the 17th of May we will reactivate all of your reclassification accounts. So when you get into INSIGHT and you do your dropdown menu of districts, you'll see your ID account and you'll see your Reclass account starting on May 17. That will allow you to add additional users-- so other test administrators, school users, other district users that you need to add. It allows you some time to do that before the test window actually opens.

You also will be able to start registering students in anticipation of testing those students remotely after May 28th, when the TELPAS window closes. So you know who those students are. You can register them in the system at that point.

What you are not able to do on May 17 is you're not able to create test sessions. And you're not able to start testing students. That will not happen until May 29th, as soon as the TELPAS window closes. So you see on the 28th, it closes. The 29th-- that's when we will allow-- flip the switch on your Reclass accounts, where you will be able to create your test sessions and start testing students immediately.

We will provide statewide virtual trainings on both remote and reclassification training. We're determining when the dates and times will be. And we'll make sure that we publish that information, not only in another Texas Tuesday newsletter down the road, but also, we'll post that information on our website as well.

So moving past and looking forward-- past this year, looking forward to next year, I wanted to make sure that everybody was aware that we do have trainings to prepare for your 2021-22 school year. I've read through all of this information when I talked about the preLAS trainings where it will be all statewide via Zoom. We'll have the registration links in the March 9 Texas Tuesday newsletter.

We will record all of our trainings and post them to the Professional Development section of our website. And then certificates are obtained through the Professional Learning portal. But I wanted to make you aware of all of these dates. So you see we have a robust schedule where we are offering preLAS Online, LAS Links Online multiple times, preLAS Paper, LAS Links Paper multiple times.

So we're covering all of our bases. And you can attend any or all of these trainings, as needed. They will follow pretty much the same flow and format that we followed before, where we do talk about how to get into the portal on the online webinars, how to schedule test sessions, register students, administer the test, score the test, and get your reports for the online versions. And then Paper, of course, we go through each section on how to administer the test and how to score those tests as well. So nothing new there. It's just the same information, except for it may be new to your new test administrators, of course.

And another exciting update is that our FAQs are getting a makeover. So those of you who have visited our FAQs, they've usually just been like a Google Sheet where you scroll through to find the information

that you're trying to find. We're going to make it much more user friendly and prettier, if you will. So you'll be able to go in there, find the topic.

You see the screenshot that I have there of the makeup of, as of right now-- identification, preLAS, LAS Links, progress monitoring, remote testing. And you'll be able to click on that. And then you'll go and see the list of questions that you'll be able to then click on. And it takes you to another place where you'll be able to find your information.

So we're really excited about that, because we've had feedback from you all that you would like it to be a little bit easier to navigate, to find the answers more quickly to your questions. So we feel like this new look and feel of our FAQs will serve that purpose. Until we update them, as we're working on them right now-- but until we update them, please go ahead and continue to use the current FAQs that we have on our website. And we will make sure to let you know when the new FAQs are available.

As always, please go to our website. We have so much information on there. So please always go to our website. But we also do have our dedicated Texas customer support that you can call or email at any time.

And then we also do have field representatives that are available to assist as well. So we have Jennifer Milliner. And you see the regions that she supports there. Email her, call her, whatever you need. She's able to be there to help you. And then Stephany Barber. And you see her regions as well.

And with that, I think that was it. So thank you so much.

Thank you so much, Nina, for all that information. Yes, Nina's slides will be added to the presentation.

And it'll be sent out after this meeting. It will be complete.

Thank you to those of you who are sending your questions for Nina to your ESC. I see them already populating on our common document. So we'll be able to give all of those to Nina and answer them all in one place. It may even add to their FAQ.

Absolutely.

Thank you so much, Nina.

Thank you.

So our next guest is Jessica Petter from Riverside Insights. And I'm not going to share my screen so that she can do that. Riverside Insights, of course, is the company that is responsible for the Iowa Test. And so I know everyone is excited to hear what Jessica has to say.

Thank you, Amy. Hello, everyone. My name's Jessica Petter. I'm a project manager with Riverside Insights. I do believe I've met a decent amount of you. But for those that I haven't, I look forward to meeting you. So I will be talking to you today about assessments for grades 1, 2, 11, and 12.

So Riverside Insights was approved as the provider for the state standardized achievement test for English learner reclassification with the Iowa Assessments form F. There are multiple forms of the Iowa. But for reclassification we have those custom order forms. And it only includes the form F on there. So we don't need to worry about anybody purchasing their own materials. And I do like to highlight it's grades 1, 2, 11, and 12 only.

We try to make the implementation process as smooth as possible so it's as easy as [AUDIO OUT]. So the first step for the LEA-- advise them to visit the website. On our website has all the information you need. It includes the order forms, some additional documentation that's needed for ordering, access to the training site, a couple TA resources, and a question submission form. I will give you a quick overview of the website after this.

Step 2 is for the LEAs to submit their order. We do recommend that they submit their order as soon as possible just to make sure that they have enough time for planning, scheduling, to complete training, and also [AUDIO OUT] they have all the materials that are needed.

Step 3 is to complete that training. So training did begin this week. And it will be hosted through May. But with that update for EL reclassification into the first 60 days of the fall semester, we will be extending training through the summer months. But again, we do recommend that districts complete it as soon as possible, because we are offering multiple trainings a week. And again, I'll go into a little more detail on that training here in just a second.

So let me show you the website. So we did change our website from last year. So here's the look and feel of it. It's just the basic information with the first three steps.

We have here the required subtests that the students need to complete for reclassification. And then as you scroll down you see your order forms with some additional documentation as well as an ordering FAQs. Here, the districts can access the Training Academy. A couple resources from TEA.

And then the question submission form. If you can't find my email, if for some reason-- if you basically can't find my email, submit your question here. And these go directly to me. And I can help you out.

So for ordering, we have two order forms. There's one for online and one for paper. Here we have everything that's required for the different admin types. So for online administration, all you have to purchase is that testing license and you're good to go. Along with that testing license, if they have not completed training, then they will need to purchase a seat or a group for the training academy. But other than that, those are the only two items needed for online administration.

For paper administration, hand scoring, we have these three-- five items here. So you're looking at the test books, answer documents for grades 11 and 12 only. For grades 1 and 2 they are consumable books. And for grades 11-12 they are reusable. They will also need a Scoring Key and a Norm and Score Conversion Guide. And then there is also a Score Interpretation Guide that is optional. All of these three extra items are listed on the order form with little checkboxes to make sure that the districts do include these on their order.

And then again, the last item is the Texas Reclassification Training Academy, the TXRTA. So this is a new training offering that we created this year because we understand that everybody is virtual. Well, I guess not everybody. Some people are home. Some people are in office.

So we created this TXRTA, where all of the required trainings are offered multiple times a week. So your proctor, your test administrator can choose whichever offering works best with their schedule. Once they have access to the TXRTA there is an unlimited amount of registration that can happen. So say your proctor attended that proctor training, but they went three weeks and they realized, oh, I forgot some of the information. They can log back in and register for that training again so they can get a little refresher.

So here, on the left, we have all of the required trainings for online administration. The first two are recommended for the account holder and data contact. And that is the Technical Readiness and Introductory and Data Set-Up. And then the next three are recommended for the account holder and test administrators. So it's the Data Manager Set-Up and Test Administration, Proctor Training, and then Remote Testing if applicable.

The Remote Testing, obviously, is a new training this year for those that do plan to test remote. So if you're not remote testing then you're only looking at four trainings. If you are, then you're looking at five.

For the paper administration there's only one required training. And that is the Paper Administration and Hand Scoring. It touches briefly on the administration of the assessment but focuses mostly on the hand scoring portion.

And then also included with the TXRTA are office hours. So these will be held twice a week. And they'll be hosted by myself and/or an implementation specialist. We do req-- or, recommend to attend an office hour after training for additional assistance.

So there is additional time at the end of each training for asking questions. However, we understand that some other questions may come to mind a day or two after attending a training. So we do host these office hours to answer any other questions that you may have.

So let me jump over here to give you a sample of the Training Academy. One second. Here we go. So here is the TXRTA. The available courses are listed right here. You scroll down, you'll see a couple quick reference guides, a couple FAQs.

We will be posting some videos to view as well. So if one of your proctors doesn't have enough time to complete another training or the times just don't fit with their schedule, they can go back and look at that video. And hopefully that'll answer their questions.

So to register for one of these you just have to click on that course. It'll take you to a new window. And you'll drop down and choose whichever time works for you.

We are setting the times two weeks in advance. So the schedule won't be-- you can't-- you won't be able to see the schedule all the way through May. I'll be updating these dates later today so you can see the schedule for the next two weeks and so on.

So let's go back here. A couple of FAQs that I've been receiving that I wanted to cover-- so will Iowa be used for reclassification this year? And the answer is yes. This question came from the assessment being waived last year, in spring 2020. But moving forward, the Iowa Assessment will be used for grades 1, 2, 11, and 12.

Next question-- is remote testing available? And the answer is yes. We understand that almost all districts are doing some form of virtual learning this year. So we do recommend that those districts that still have those students in virtual learning and need to be reclassified-- you can continue with that same format of virtual learning. And you can remote proctor the assessment that way.

Will trainings be offered at the ESC? No, they will not. This year, all trainings will be hosted on the TXRTA. How do I access the TXRTA? So you are required to purchase a seat or a group for the TXRTA. And so let me show you what that looks like. So we have a tiered model for purchasing for the TXRTA.

So if there's only a couple seats that are needed for a district, you can buy up to four seats at \$40 a seat. Or you can bump it up to a small group, which you can do up to 19 people. And that's \$200. And then if you bump it up a little more, you can get up to 29 people for a medium group. And then a large group with 30 and up.

So again, we understand that there's very large districts in this state. There's very small districts. So each district can decide which best fits their needs and choose from there.

Can I use the materials license purchased in 2020? Yes, you may. Especially since the assessment was waived last year, anything that was purchased last year can be used for testing this year. If there's any questions on, did we purchase last year? I'm not sure if I purchased everything I needed-- just shoot me an email. And I can definitely look into that.

And then, finally, is there a deadline for placing an order? I understand that there was a little confusion on the order forms because there was a note that's dated February 15 to submit an order. That was listed on there more as a recommendation just to make sure that you had enough time to get everything you needed and for planning. But so, no, there is no deadline for placing an order. But we do recommend that you place an order as soon as possible so you can get everything you need.

And so that's all that I have. But I do want, again, to highlight that I will be the main contact for this program. If you are a larger district and you have an account executive, you can still come to me and I can forward you to somebody else that makes more sense. But I am here to answer any and all of your questions.

But also, please direct your districts to the website, because it does have all of the information they need. And if they can't find my email, they can submit a question that way. And thank you.

Thank you. I think we got Carly back and we sorted out some of the issues that were-- well, we didn't sort them out. I think there was a larger issue with Spectrum, it sounds like. But Carly's back on. She has control of the screen and can share some information about LPAC updates.

Absolutely. Got to love when that happens, right? So thanks, [INAUDIBLE]. And thank you to both of our guests, both Tanita and to Jessica, for providing that information.

I also want to remind everyone that if you have not already pulled up the PowerPoint for today, we will be updating later with the slides from our guests. However, you can follow along and see a lot of the links that we're referring to if you go to [TXEL.org/DivisionSupportMeetings](https://txel.org/DivisionSupportMeetings). So make sure you are following that and know that that hopefully will be helpful for you.

So let's talk about LPAC updates. And somewhat connected, of course, to what both Nina and Jessica were sharing, as well, we're going to start by going straight to the updated 2021 English Learn Reclassification Criteria and Guidance document. Again, it is linked in the PowerPoint. Just click right there on that screenshot of the document. And so this is posted on our TXEL.org portal as well as our TEA bilingual ESL web page and the coronavirus TEA site, as well.

So we're going to talk through a few points here. First of all, it's important that we really note there is a big difference in the federal guidance this year than there was last year. We've linked to the federal guidance there that was posted in January 18 of this year regarding our English language proficiency assessments for English learners.

So note that last year, that was generally waived. There was an opportunity from the federal government to waive that requirement completely. That guidance is not in place for this school year. So it's important to recognize that that is not an allowable possibility based on federal guidance.

However, again, there was other guidance that was also shared February 22 of this year that did provide some other allowances, such as extending the testing window. So we have been able to extend the testing-- the TELPAS testing window through May 28. And again, that is fulfilling the federal English language proficiency assessment requirement, ensuring that our English learners are demonstrating their proficiency each year. And so that is in conjunction with that federal guidance. Also, if you just want to stay up to date on what guidance that the Office of Elementary and Secondary Education is sending out, I've popped into the chat a link that actually posts all of their guidance so that you can also follow along to any of those things.

Keep in mind that some of the flexibilities for the LPAC have been in place all year long. For the '20-'21 school year, we have had some flexibilities in place that have been posted on our school year '20-'21

Strong Start document. So it's important to recognize that you can utilize alternative meeting methods for your LPAC meetings, when you're making your decisions, using phone, video conferencing, Zoom, all such things, using electronic signatures.

And also, it's important to keep in mind that, although highly encouraged, the incorporation of your LPAC parent is still optional through the duration of the '20-'21 school year. So we do encourage that-- we value that participation. However, it is optional during this school year. So keep that in mind.

Notice also, here, at the start of this document, that we have also extended the timeline for making your decisions. Typically we make the decisions for reclassification at the end of the school year, as per our TAC 89s-- tells us that that is when we should be doing those. However, we have extended that into the first 60 calendar days of the '21-'22 school year in order for you to be able to complete reclassification from this school year. So those are important to keep in mind.

Now, as we scroll down here, looking itself at the criteria, it's important to keep in mind that the criteria itself didn't change. But what we've been able to do is provide as many allowances about that criteria as possible and as feasible. So you'll notice here that our statewide English language proficiency assessment is TELPAS. That's per our ESSA state plan for Title III Part A. And our state standardized reading assessment for grades 3 through 10 is STAAR. And of course, as Jessica was referring to, our Iowa Form F for grades 1, 2, 11, and 12 is that single statewide assessment for those grade levels for the reading assessment component.

Also, really pointing out-- it's important to recognize last year was our grace period in implementing the ESSA state plan from 2018. So last year was our grace period in using up other norm referenced assessments that you have. But this year, we have to move all into using the Iowa Form F for grades 1, 2, 11, 12 for that state standardized reading assessment portion. So it's important to note that.

I also just want to highlight that in the state standardized reading portion, this is in place because of TEC 29.056-- delineates out the requirement for that state standardized reading assessment portion of our reclassification criteria. That's why that's there. And keeping in mind that that component is not subject to a commissioner's waiver. So it actually would take legislative action in order to remove that component from our criteria. So that was not an allowance that we were able to provide. So it's important to keep that in mind.

And of course, we still have our subjective teacher evaluation utilizing the English Learner Reclassification rubric. These notes are the same. And I encourage you to make sure you take a look about the important information of our English learners who are deaf or hard of hearing, as well as blind and visually impaired, and keeping those things in mind.

Now let's talk about the allowances. So the first thing I really want to highlight here is that these are individual allowances. So per student, their individual circumstance, situation. This is a shift. Last year we had to really take into account, for reclassification, individual student situations. And this year we're doing the same.

However, in years past we've always known that the guidance was that we had to make district-wide decisions about reclassification and ensure that everyone had the same criteria. But it's in these circumstances last year, and now this year as well, that that is shifted, because we really had to think individually about each student's situation and what opportunities that each student has to demonstrate reclassification criteria.

So this is different. We will eventually get back to district-wide same criteria for every student across the district, ensuring that that is consistent. However, in these times we are providing allowances that really have to be taken on an individual basis based on that student's situation and circumstance.

So the first allowance-- keep in mind, these are for the English language proficiency assessment component, and so related to our TELPAS criteria. Allowance number 1 is where you can combine some of the TELPAS scores from last year with this year's results. It's important to note that they must have some TELPAS completed this year in order to combine with any domains from last year that were also-- that were completed. And again, they would still have to have-- between last year's scores and this year's scores for each of those score domains, they would have to have advanced high in each of them. But you can, in this allowance, combine those.

For allowance number 2-- now, keep in mind, I'm reading these in order, but there's not a particular order. In a sense, you can think that allowance 1 may be an easiest check. Did they have last year's and this year's that we could combine? If not, well, what about allowance number 2?

So allowance number 2 is, after the TELPAS testing window has closed-- and that is through May 28. Keep in mind that because the option to provide TELPAS is now through May 28, the window to begin using LAS Links for reclassification will not begin until May 29. And we recognize that's the end of your school year. And this may bleed into whether it's testing during the summer or even-- that's why we've extended those reclassification decisions into the fall. You may be then testing into the fall with LAS Links. The priority here is to complete TELPAS if at all possible. And if not, and you do need that remote option after the TELPAS testing window has closed, LAS Links could be utilized. Now, keep in mind, this is about students who did not complete each of the four domains. It's not about their performance. It's just whether or not they did not complete.

We are not going to administer LAS to a student who had all four domains of TELPAS completed. This is not a let's pick or choose which one. It's just simply, this student did not have an opportunity to complete all four domains of TELPAS.

So because of that, the student has demonstrated potential for reclassification. And so after the TELPAS testing window, we are going to administer LAS Links remote and see if we can get this kiddo to be able to demonstrate proficiency and be reclassified utilizing that component. So that's allowance number 2. And for allowance number 3-- this only affects the TELPAS reading portion-- is that if the student did come and take STAAR reading, either STAAR reading grades 3 through 8 or English 1 and 2 ESC for grades 9 and 10, and they actually get to the meets or masters level-- so not approaching, but meets or masters-- then that can be used to cover the TELPAS reading score. And so that's one less TELPAS test that wouldn't have been needed. So those are the allowances that can cover the English language proficiency assessment.

Then, we also want to keep in mind for our students, our English learners with a significant cognitive disability-- of course, these decisions about their criteria is based on the ARD and LPAC decision jointly that need to happen-- have happened at the beginning of the year in order to utilize the criteria at the end of the year. But notice that there was not a need for additional allowances for the English language proficiency assessment portion of that criteria simply because of the nature of TELPAS Alternate-- itself can be completed remotely. And also, of course, for grade 1 TELPAS, being holistic, can also be done remotely. So there was not a need for additional allowances there.

I also just want to highlight the websites and resources here at the bottom, especially if you're looking for that information from Riverside Insights on Iowa. That's here. LAS Links is here as well. And some other good information there. And additional examples on the allowances. So hopefully that-- hopefully those allowances are beneficial in ensuring that our students who have demonstrated potential for reclassification are given the opportunity to reclassify this year as best as possible.

So just a few other updates and resources. Obviously, want to continue to highlight-- this is linked there in your PowerPoint-- our LPAC training modules. So if you've not taken advantage of looking at those, please be sure to go there.

And additionally, we do have, currently posted, our beginning of the year and middle of the year checklists. Why am I still mentioning the beginning of the year checklist? Well, keep in mind we have students enrolling all year long. So although it's called beginning of the year, there are things that are pertinent for any student enrolling at any time. And middle of the year, with decision making related to assessments, is important. So keep in mind that those are posted and available.

Also just want to highlight our certification requirement resources that are located on our Bilingual Exceptions and Waivers page. The scenario chains and even videos explanations-- although they reference the exceptions and waivers that were due in November, they also talk through certification requirements. So as you're thinking about hiring for next school year and your continual hiring practices, those can be resources that can assist you with that.

Coming up soon, based on today, your questions that you're asking-- any of the questions that don't get-- we don't have time to answer openly at the end of this meeting with our Q&A session-- those questions that you've been submitting to the ESCs will help for us to inform our FAQs. Particularly, we will be posting-- our hope here is within the next week, if not two weeks, to be posting an updated version of our school year '20-'21 English Learner Guidance FAQ updated with more information and explanation about reclassification and all the other elements for implementing our programs in this school year.

And also, coming soon also, is our end of the year checklist. You'll be seeing those being posted very soon. We want to make sure that you have that information. But we appreciate all of your questions, because it really informs those resources.

Lastly, of course, I wanted to link here to the updated Spring 2021 Assessment Guidance that was also posted recently to the COVID-19 support page on the assessment portion. But keep in mind, of course, that if you do have questions related to TELPAS test administration or STAAR for English learners, anything related to assessment, you'll want to be sure to contact the assessment division directly. That will be the speediest way-- I don't know if speediest is a word. But it'll be the fastest way for you to be able to get your questions answered. And preferably using their help desk, which is that the best way to contact their team.

So that was the close of the LPAC updates.

Yes. Miss Carly, if I may--

Yes, please, Xóchitl.

Just very quickly, to add onto what Miss Carly has been sharing in regards to reclassification and end of the year, one of the things that we need to be mindful of is that we know that all of us have been going through this pandemic and have incurred traumatic situations based not only on the pandemic, but now the winter storm. But keeping all of that in mind, please, when you go back to your LEAs and your LPAC committees, emphasizing the importance of the end of the year-- this is really going to tap into that

collective data that you can gather as far as how our ELs have been doing. Because let's not forget that the main purpose of end of the year is to really do those individualized informed decisions for the child. So is program continuity going to be the best? I think that should be the focus, and not necessarily the urgency of finding the means to reclassify a child, because I think that we're looking at the collective data across academic language and content attainment and progress for the child. Specifically, last year and this year, how the child has been progressing. Those instructional accommodations and the program continuity of the child in that specific programs are really alluding to, has a child mastered not only the English proficiency, but has the child mastered the language and content based on the program that they're being served? Because this will then inform the placement for next year.

We're also looking into the different types of-- one of the additional factors this year is the learning environment that children are in. So that may definitely impact that reclassification. Even though a child may demonstrate potential of reclassification, however, if they were remote learning, hybrid learning, that really perhaps impacted the assessment pieces.

So we want you to walk off today knowing that we know the supporting factor of informed decisions to support our ELs. So we're looking into really being mindful of the additional impact students have been going through and looking at program continuity to really side on the err of doing what's right for our children. So again, this is a good time, an opportunity to really collect that internal data to see the progression of our students-- of all our students, because it's on a one student, individualized place. So I just wanted to share that out there.

Thank you so much, Xóchitl. Absolutely. Thank you for those great reminders. We want to make sure that we're erring on the side of service, that-- if we're just trying to squeeze every bit out of that reclassification criteria we have to really think, yes, maybe? Yes, they technically met it. But is it the best for the student at the time? Absolutely. And that LPAC can make that decision. So that is a really important emphasis. Let's err on the side of service. Let's ensure that our students are-- truly have the readiness for reclassification. Great reminders. Thank you so much, Xóchitl.

So now, moving on to agency updates just very briefly, I want to provide a bit of an update. The last time that we met, in January, we mentioned the proposed revisions to the Results Driven Accountability manual. And some of those revisions have been adjusted.

Keep in mind, there will be a public comment period coming, as well as public hearings. So anything that-- once it is public you'll be able to see all of the revisions and add your input. So that's really valued.

But I just want to update a few things that are a little different than what we had originally thought. And that is, first of all, in indicators 1 to 3-- which are mostly, then, about STAAR performance-- keep in mind that those are actually now proposed to be report only, with no performance level assigned. This is an updated revision than the last time that we talked about that.

And the main reason for that is really because of the fact that our-- based on the timing of the data with STAAR and with TELPAS this year, they will not be able to add in the alternative language program students, as we previously thought, in the RDA data initially. And so, instead of not having our full data that really captures all of our students served in bilingual and ESL programs that are under an exception or waiver, it was best to just go to report only so that it's then not impacting.

However, that information and that data will be shared in all of the appendices. So you will receive that data. But those indicators will only be report only. Also, indicator 5 has been renamed from EL Years after

Exit to Years after Reclassification, just aligning to updated terminology. And then indicators 4 and 11, that are related to dyslexia, will be report only, with no performance level assigned.

So just wanted to give some of those updates. Again, be watching for those public comment periods and those public hearings, even, that you can participate in to make your voice heard. And make sure that you're expressing how this impacts your district and your community.

Another agency update-- just be aware, our Highly Mobile and At-Risk team has an upcoming live webinar on April 1. The link is there, in the PowerPoint, for you to register. And you can also subscribe to their highly mobile and at-risk newsletters. I want to highlight that as they're all part of our Office of Special Populations at the agency. Really great information that they're providing.

And Xóchitl, announcements.

Yes. So once again, we are very proud and happy to announce that our dual language immersion initiative is-- it's on its way. We have begun the work with our small groups and all the members and pretty-- extremely leveraging the expertise of the field and creating this framework really focused on making sure that it's going to tap into the effective implementation of dual language programming. But most importantly, also, the importance of increasing student outcomes-- are we really making sure that we're tapping into the biliteracy piece and social-cultural competence of our students as they're retaining content and demonstrating content attainment?

We are definitely excited, also, that once the framework has been created, assuming, as we did with the rubrics, we're going to pilot out in the fall, hopefully 2021, depending on the situation that we're in at the moment. But we're definitely looking forward. And again, just a quick reminder of the three markers that we're looking for the piloting schools are those schools that are very close to that 20-student rule and that want to begin a bilingual program, talking about making sure that we have that additive lens there. And schools that have just started dual language-- we can have those schools, as well. And then, of course, schools that have been implementing dual language but may find a need that they need to revamp or refine some of their tools.

So this framework will, in essence, provide the guidance to measure their effectiveness and provide tools and resources that will support a new dual language implement-- and, of course, that those experience. So we're very excited about the work. And we'll continue to keep you abreast of our ongoing efforts, because three things that we're definitely looking forward is to increase dual language, increase student achievement, but of course, [AUDIO OUT] the students and educators and professionals that are working in dual language spaces.

I also just want to reiterate, it's been a theme for a variety of reasons, different instances in the last few weeks, that dual language-- the framework that we are developing with the great practitioners that comprise the committee will really firmly state and reiterate that dual language implementation and any bilingual program really does and should prioritize the English learner. And so I don't know-- I'm sure that that is an issue in a variety of regions and communities. But I just want to firmly state that we are working toward prioritizing English learners always, especially in terms of bilingual education. So that theme and that sentiment will be very clearly delineated and reiterated in the dual language framework. Just wanted to say that.

Absolutely. Thank you so much, Dr. Lara, for those words, because that is very important. And another piece, very important, they we're also wanting to gravitate towards is the family empowerments, making sure that we are building those spaces of communities and families that are well abreast of it. So I

welcome you and I thank those of you that have reached out. Yes, this framework-- we're hoping that this framework not only supports pre-K-5, but also the districts that are going pre-K-12 dual language.

So absolutely-- and please call if you have any questions. I'd be more than happy to support you in any dual language questions that you may have. And we are here to serve. And remember, just keep in mind that, like Dr. Lara mentioned, our program focus is primarily on our EL population. But we do know that we do have, in some areas, a one-way and two-way.

And I think the next slide is mine as well. We are also very excited about our free-- free virtual 2021 Title III symposium that will be held Thursday, July 22, and July 23. We are really going to tap into some of the points that we-- checkpoints that we have shared with you all in a couple-- multiple times when we have met.

And the focus is going to be increase of collaborative efforts in driving achievement of our English learners. We really want to exemplify and start writing the narrative of Texas and how our ELs are-- we're driving our ELs to success. The strands are going to continue to target teachers, administrators, and a very new strand of family empowerment. I think that that's going to be key and huge. If we really promote awareness for our EL families, they will feel empowered and therefore support the dual language programs or bilingual programs that their children are participating in.

We want to offer you the opportunity to present. We will be providing, very soon, a flyer And within the flyer there will be an embedded link where you can submit your proposal.

So again, just a quick reminder. It's going to be free. So we welcome each and every one of you.

We're also going to do-- we really want to showcase the wonderful student performances, student talent that we have out there, especially representative of a multilingual-- or, the multiple languages that we serve across the state. So artists showing and demonstrating their bilingualism, their biliteracy across the artwork. The dancers of cheerleaders, [SPANISH], all types and ranges-- we really want to showcase the multiple cultures that we serve. Poets writing their-- from the heart, through English or Spanish, Vietnamese, Japanese-- any language is welcome. And of course, musicians. The musicians of the mariachi, the choirs, any type of conjunto that you may have in your district that you really want to showcase.

We need to elevate our students because amid COVID and the pandemic, and amid their varied learning platforms they have been resilient, I think, more than us as adults. So I think we really want to make sure that we celebrate them across our Title III symposium. So for more information-- that's going to be in the flyer as well. But please, if you have any students right now that you think of, please feel free to email us. And our main contact right now with Mr. Roberto Manzo. Thank you.

It's going to be exciting. Also, just wanted to update-- we are still calling-- do you hear the call? We're calling out to you because we really would love to highlight the amazing teaching that's happening by our Texas teachers and the way that you're instructing students-- whether it's in person, virtually, hybrid-- through our bilingual and ESL programs. We want to highlight your teaching, and really to help others to see best practices in action.

We are extending the deadline. We know that there's been many factors that have been happening at the start of this year. And we just want to give you time to be able to submit your videos. The flyer is embedded here, which has additional information about the application process and the guidelines. So please be sure to do that.

Keep in mind, we're going to have an ongoing call for videos. This will be ongoing. The reason we're trying to put a deadline to it is we want to have a good group of videos that we can use as our first set to get posted all together. There's actually a special place already on the redesigned portal, txel.org, that has a place where all of those will be housed. So we've already got space for it. So this deadline is really just to help us to get the initial set posted. But keep in mind, if you miss this window, there will be other opportunities to do that.

And let me just also say that the call right now is for the five instructional strategies. As we continue to develop different instructional guidance and supports, we would like for the videos to reflect the updated or newer things that we do. So this is-- we really just want to have teachers supporting teachers and highlight that on our portal. And so we will continue to ask for a variety of topics and areas, videos, as we move forward.

Absolutely. Absolutely. And before we start the Q&A portion, I just realized that I forgot to mention an important point during the agency updates as it relates to the accountability, but also performance reporting. I just wanted to make it clear that although the alternative language program students will not be included in those numbers for RDA initially-- and that's why those indicators were report only-- we have ensured that-- within the agency that performance reporting will be able to add in our alternative language program students in all of the reports, such as TAPR. So those will be disaggregated out. So I want to just make sure I didn't forget to tell you, don't worry. They will be also included in performance reporting. So you'll be able to see all of those students who are participating in our programs but under an exception waiver. They will not be lost. I want to make sure that you recognize that we'll be able to see that data. So thank you for letting me clarify that. And now--

We now are going to go with our question and answer time. Hopefully-- well, not hopefully. I know that questions have been added to the ESCs because I see them popping up. We're going to go through sort of a roll call. I'm going to start with region 1. And I just want you guys to-- each of you to think of maybe one to two questions that I can lob to my teammates and we can answer here.

If there are questions about Riverside and DRC in terms of their websites or test administration, those are questions that are going to be better directed to them. Of course, how those tests are used within the context of reclassification-- that's all us. But maybe save those questions. And we'll get those all together to Riverside. And so-- and DRC. So as usual, Miss Chapa, you're up first with region 1.

Thank you. Buenos días, everybody. Thank you for having us here. So I do have a few questions for Riverside. So I'll put those on the side. They're on the document. But let me ask the team right now, can districts-- connecting it to what Xóchitl was saying before, can districts administer preLAS to pre-K at end of the year for purposes of monitoring progress? Are they still allowed to continue doing that?

Yes.

I'm glad to answer. I would say yes, they can. And that's a great pre and post assessment. Of course, the districts have the choice to determine how they're going to monitor that. But that is a great pre and post assessment.

Very good. And maybe, even though it's Riverside, I think it's on you guys to answer this question-- do they have to wait to finish TELPAS to start administering Riverside? Or, because there's no connection on allowances, can they start testing Iowa even before they finish TELPAS?

You're correct, Karina. There is not a correlation, because the norm reference test, the Iowa for math, is related to the STAAR component. So they're not competing. Absolutely.

Perfect. Those are my two. Thank you.

Great. ESC 2, can you let us know you're here and if you have any questions at this time? We will come back to ESC 2. How about 3? Are you here? And do you have any questions?

Good morning, everyone. I have a couple of-- I have a TELPAS question about just, like, when do we think the results might be posted? Not sure if y'all know that answer. I'm sure that will be coming soon, that information.

I think Assessment Division will be having to communicate that information on that extended timeline. They'll be updating that.

Thank you. And my second question is to Rickey. Do we know when the 2021 entitlements might be posted?

I would say usually what has occurred in the past-- now, last spring was different because of COVID. But normally those are posted, usually, late April, those planning amounts. And so once we get an idea of when those will get posted we'll definitely disseminate that out to ESCs to then pass on to LEAs. But probably late April.

Thank you.

Thank you, Lisa. ESC 4, are you guys here? And do you have any questions at this time?

Yes. Good morning, everyone. I do have-- I have a few questions. But I'm just going to choose two. So if the district is combining last year's TELPAS scores with this year due to incomplete scores for both years, but has a-- and the student has a domain score that was higher last year-- for example, if the student got advanced high in reading for 2020-- can they use the 2020 score? Or do they have to use the most recent score?

So thank you for asking, Nicole. They actually have to use the most recent score. The only reason for combining is when the domain was not completed.

So it's important that we're only looking at-- for instance, maybe the student was unable to come in to take TELPAS reading, and but they did take the other. And so but last year they did take TELPAS reading before everything shut down. And so I can grab that score if they had that advanced high last year. But it's really only about replacing or mixing when domains were not completed. But the most recent scores for any completed domains need to be utilized.

Thank you. And then another question is, can we test earlier? This is in terms of using the LAS Link. Can they test earlier if their district timeline for TELPAS closes earlier?

Unfortunately, no. They will need to wait until the full opportunity for TELPAS testing has completed statewide, which is May 28.

Thank you.

Thank you. Region 5, let us know you're here. And do you have any questions right now?

I am here. I did have a couple of questions. If students do not complete all four domains of TELPAS in the spring, do we have to use remaining TELPAS scores that might be available from spring 2020 for reclassification? Or can we just make the decision to use the LAS Links?

It's a choice. It's an individual choice. So you can determine whether you're going to use allowance 1 or allowance 2 in that case. So you do not have to choose any of the particular allowances. They're not in a particular order. You don't have to check allowance 1 first. You can determine what's the best for that individual student.

And if we do have all four domains of TELPAS completed, can we still use approaches grade level for reclassification criteria in grades 3 through 10?

Repeat that one more time. I want to process that.

If we do have all four domains of TELPAS completed, can we still use the approaches grade level for reclassification criteria in grades 3 through 10?

I see what you're saying. Yes. Keep in mind that for that allowance number 3, it's only if the student did not complete TELPAS reading. But let's say the student did come in and complete STAAR reading, and they had gotten that meets or masters. That could cover that component. But it only covers that component when TELPAS reading was not completed.

Thank you.

Thank you.

Great questions, you guys. ESC 6, are you here? And do you have any questions at this time? They have submitted some questions. We'll go back to 6. ESC 7, are you--

Oh, I'm here. Sorry. I had myself muted. I'm sorry. Wait.

That never happens.

Never. Never. Sorry. Yes, a late breaking one came in. Let me open it. Thank you. And then-- actually, two came in.

This one is LPAC updates. Will TELPAS composite scores be calculated if less than four domains are available?

I believe that will be actually directed to Assessment Division question. So I don't want to answer without certainty.

Great.

And we can pass that on to Assessment.

Fantastic. And then another question is-- that we'll ask is, will the criteria change this year for a fifth grade dual language student to earn a LOTE credit?

No, ma'am. The criteria has not changed. Based off of the Curriculum Department, they will continue with the same criteria.

Thank you so much. That's my two allotted.

Thank you, Christina. Carmen, you have something from region 7?

One-- I think we did touch on this. But I'm going to go ahead and ask this for the district. If there's a student that is virtual, so they won't come in for TELPAS and I don't have STAAR scores, would they be able to use LAS to reclassify after May 28?

We had nothing, nothing until [INAUDIBLE]

So keep in mind-- keep in mind that the-- unfortunately, no, because keep in mind that without that state standardized reading component, either-- in those grades, so for instance, grade 5 for STAAR-- if they don't have that STAAR score they will not be able to reclassify. Again, keep in mind that that is because that portion of TEC 29, again, is not subject to a commissioner's waiver. So we do not have an availability to excuse that component this year because the STAAR was not in total waived like it was last year. So if they do not have that STAAR component in grades, really, 3 through 10, then unfortunately, they will not have the opportunity to reclassify.

Thanks for hitting that one more time.

How many times before it sticks, right? We need to hear it. Region 8, are you here? And do you have any questions at this time?

Good morning, everyone. We do not have questions at this time.

Thank you. As we get further on, your questions may have been answered. Region 9, are you here and do you have any questions?

There we go. Good morning, everyone. Thank you for taking our questions. We do have two questions.

The first one is under LPAC updates. And the next one is under Riverside. But I think you can answer that. We'll see if we can answer that.

The first question under LPAC is, is there an anticipated date when the end-of-year LPAC checklist will be made available?

Soon. Was that a date? No, I'm just kidding. We're hoping soon. We really wanted to be able to also hear a lot of and see a lot of the questions today in order to make sure that everything's captured in that document. Our hope is within the next couple of weeks that that will get posted. So I appreciate your patience. And we do hope to get it posted very soon.

Excellent. Thank you. Next question is for Riverside. Similar districts have very few ELs. And they do still have the Form E. So the question is, is there any allowances that can be made for using the Form E instead of Form F?

No. Oh, Jessica, great. You're there.

Yes. Is this paper materials? Or is it online licenses?

Not very specific. I would need to make sure. But would there be a difference between online and paper? So if they're online licenses we can do a transition request. So if they have 10 Form E online licenses and they want to transfer those to a Form F, that can't be done. Just shoot me an email for that. But if it is paper materials then that is a no. They do have to use the Form F.

Thank you very much. Appreciate it.

You're welcome.

We're up to region 10. I know you're here. What are your questions?

Good morning. I think some of them have been answered. But I have two more. One of them is about summer school. Do we have guidance as to whether LEAs will need to offer the 120 hours in person, virtually, or as a hybrid, or there is any flexibility with an LEA have the option to offer the 120 hours only in person or online?

We expect that there will be some specific guidance that comes out. We don't expect much changes, though. Though as soon as it's out, we will provide it to you all, hopefully before ESC meeting.

Thank you so much. And the next question is about TELPAS. Since the TELPAS window has been extended through May 28, are districts required to test new enrollees identified as ELs coming from outside of Texas or outside of the US through May 28?

I want to direct that question directly to Assessment just to be certain. They have some guidance about the timing of when students enroll. So I don't want to misspeak. I would direct that question directly to Assessment. And of course, we'll be communicating any of those questions to them as well. But they do have guidance in their LPAC decision-making documents and TELPAS manual documents that explain the timing of all of that.

Thank you so much.

Thank you, region 10. There are more questions coming up in the chat. And we really encourage you to send those to your ESCs so that they can put them on this document. If we say the question's for Assessment, we will forward it to Assessment and have them answer it. If you are still looking for, OK, I have a question I need to ask, we have our-- the last slide in our PowerPoint has our English learners support box. That's a great place to go. It gets farmed out to the right person on our team. So that is always open to you. We're up to 11.

Good morning from region 11. Our question is-- or one of them is about those LEAs that were still completing their 120 hours of EL summer school from '19-'20. Will there be an exception or a waiver for those snow days in regards to those 120 hours? Or do they need to just continue to complete those hours?

I'll need to do some research and get that answer back to you.

Thank you.

Thank you.

And then getting a lot of questions, as well, about just with timing and everything going on, is there an opportunity to start testing for identification for our pre-K, kindergarten roundup earlier than April?

That's a very good question. I think we may need to coordinate with the Early Childhood Division in order to make sure that that answer is clear.

Thanks, guys.

Thank you, Melanie.

Melanie, very good questions. One thing I can always say about 11 is it's always about the coordination. And I can tell you guys have good-- you're very aligned there. So I'm happy to coordinate with Early Childhood so that they can answer that question as well. ESC 12.

Hi. We just have one question that hasn't been answered. And it may be for the Assessment Division. But is there a process for reporting to TEA if a district is unable to get a complete writing collection for TELPAS?

There is a process. But you'll need to, yeah, direct-- that will need to be answered directly by Assessment Division. Thank you, Faith.

And that was it, right, Faith? You said just one? OK. I don't want to cut you off. 13.

Good morning, everybody. One of the questions-- well, actually-- and you can see the document. There's different districts asking the same question. But it has to do with the EL summer school. More than anything, I think the concern is that some information has been sharing other meetings, I think with superintendents and things like that, where the information or concerns have trickled down.

And so some of my directors have received information where one, the date when the TAA letter is going to come out-- the TAA letter is coming out-- because information has been shared with them that supposedly summer school will not be happening this year, which we all know that cannot happen. I mean, it has to happen no matter what. But concerns because of money, because of teachers-- and so more than anything, what would be the date for the TAA letter to come out? And whether the option for virtual, remotely-- or what flexibilities would they be given this year? So that's one of the questions. And then I don't know if you want me to pause to get an answer or--

Yeah. I think all things EL summer school I'm going to need to ensure that I have this-- again, to my reference my point earlier in the conversation, I want to have something in writing very specific to these questions so that everybody gets, consistently, the same message. So we're going to capture that. And I

don't imagine-- certainly, we're going to have EL summer school. I don't see that that's going to change. But there likely will be some flexibilities as to how. But again, I'll need some time to talk with leadership and identify some of those flexibilities if they are.

OK. The other question-- because most of them have actually been answered. It's in regard to scenarios for EL students that may be needing for-- wanting to reclassify. But let's say that they're virtual and the LPAC has made a decision for the student to test-- take STAAR on paper, but the student does not come in. So then they now have the option to maybe have them test remotely online. Would the LPAC need to meet again to change that decision?

Not when it comes to testing mode, if you will, because that's not dependent on the LPAC when it comes to whether or not they're going to test on paper versus online. So that would not necessarily require an additional LPAC meeting to make that change from paper-based to online.

But if it is a support between LPAC and-- let's say they receive services from SPED, and maybe that's something that's coming from them, then the LPAC does not need to be there?

It would just be a part of the-- if it's for a student who is served in special education, then they would just have the traditional LPAC representative coordinating with the ARD. Or it could be an amendment.

Thank you.

I'm thinking also, Elisa, that whatever linguistic accommodations that are in place are in place regardless of the mode. And so if the ARD is meeting, then definitely, there will be LPAC representation. And that will be the opportunity to ensure that everything transfers over, that the same accommodations will happen.

Great questions you guys. ESC 14.

Hello. Good morning. We do have two questions. The first question is in regards to allowance 2. For students that aren't able to take TELPAS either because they are attending remotely, parents didn't bring them, or they chose-- those attending school missed the window, or maybe because they're quarantined, then can they use the LAS Links for the purpose of reclassification?

Yes. If the student did not take-- did not complete all four of the TELPAS domains during the testing window, then they can utilize LAS Links for the English language proficiency assessment portion.

Thank you, Carlene. And then the second question we have is in regards to English learners and reclassification. What guidance can be provided to districts for English learners that don't fall under that significant cognitive disability definition and yet aren't able to pass STAAR or TELPAS due to a disability?

Perhaps they don't qualify for STAAR Alt, but they do have an identified disability. These English learners may not ever reach reclassification criteria. So as far as guidance, what can be provided for our LEAs?

Well, on that one, Andrea, we know that the students who do qualify for STAAR Alt and all of that-- that is a very small group. It is the larger group who maybe is dually identified but does not qualify for that group that is very-- that is significantly cognitively disabled. And so what-- as students who are dually identified are receiving special ed services and are receiving English learner services. There's not a straight line about, well, this is only disability, this is only language, because the reality is it's probably a mixture of the two, correct?

So as the student is working to gain academic achievement and do better on STAAR, then that student, in theory, is going to need support from the special ed lens as well as from a language support lens. And as that student is working to advance their English proficiency and have that reflected on TELPAS, there's probably going to be a mixture of supports from both programs as well. That student may never exit from special education. ARD, dismissed-- they may never be dismissed from special education. And in the

same way, they may never reclassify, because they may be in need of services all the way through-- all of those supports.

So I think as we consider dually identified students-- not as a group, as individuals-- we need to think about what supports are appropriate for that student. And it may be that supports from both divisions, both departments are appropriate all the way through. And that's why it's so important that ARD and LPAC is in communication, not just for the meeting, to check the box, but in planning instruction for that student, because it may look different from other students who are EL only or LD only.

Thank you so much, ladies.

So now we're up to ESC 15.

Good morning, Amy. And good morning, everybody. I do have two questions. And these are just questions that have popped up. The first one is, if we have a monitored student, year one and two-- so these are the kiddos that, if they fail of course subject area, we meet as an LPAC. And we always meet at the end of the year.

The question came up was, if this child is also served by special ed, during those two years of monitoring, does an LPAC representative need to be at the ARD? Now, I can answer very quickly, when we hold an LPAC, we want an ARD or need an ARD representative at those LPACs. But for the other way around, at the ARD, does there need to be an LPAC representative because this child is in year one or year two of monitoring?

I would say that, to err on the side of best pra-- or, what's best for the individual student, to have intentional collaboration. I've been chatting with somebody-- a couple of you all in the chat individually about the clear need for continued guidance, specific guidance on intentional collaboration between-- whether it's 504, students who are served through 504, or students who are served through special education. And so had a conversation just, I think, yesterday with our SPED colleagues. And so we'll be looking-- please be looking for some updated guidance. But again, intentional collaboration around the individual student need is our immediate answer in response to that.

Perfect. Thank you.

And again, I think for dually identified students, it's a monitor-- well, they're not dually identified anymore if it's a monitor. If the concern is-- if there's a class that is failed or if there's a concern about achievement, it makes sense for LPAC and ARD to be together, because we still want to see what is the root of this problem. And if a student is to be readmitted or reclassified-- not reclassified. Reclassified again as an English learner, reenter the program, then it's going to need to be an ARD-LPAC decision.

So let's say, to monitor one student, the ARD is meeting. And there's really not a language concern. The student's progressing on their goals. Probably no reason. Great to touch base and say, as far as grades go, things look good from our monitor status. How about you guys on the special ed end? And touch base in that way. But definitely, if there are some questions, then both should be involved.

Right. And I think their biggest concern was that once we have reclassified, exited a child, that coding changes. And so I think they were-- it's a fine line of, how does this really look? And so I think that's why they wanted clarification on that.

And I think-- I'm sorry. I'll just keep going. And if you look it up, do we have to be involved with the monitor one? Probably technically the answer is no because of that coding. But if we really do want to monitor a student who is a special ed student, then we need to be in the loop and be involved with decisions and progress regarding that student in all areas.

Exactly. Exactly. And then the last thing is, I just have a quick question about y'all's checklist. Y'all always do a beginning of the year, middle of the year, and then end of year checklist that is very beneficial and helpful to us as we train our school districts on doing end of year LPACs and just doing a plan of action.

When are y'all thinking y'all may post that?

Should be coming very soon.

Like, next week? Just kidding.

No. We do hope within the next two weeks that it will be posted.

Perfect. Thank you all so much. It's good to see everybody. I am jumping off because I'm going to go get my COVID vaccine. So--

Yay.

Have a great weekend, everybody. It's good to see y'all.

We're up to ESC 16.

Good morning. We have only one question that hasn't been answered, one that I'll submit to Assessment. But this one is-- and it may have been alluded to whenever Riverside spoke. But just for those students, once we get TELPAS scores in, since the date has been extended, school may already be out. So we may not know about giving the Iowa prior to that. And so districts sometimes don't want to guess on whether to give the Iowa if students-- if they don't know for sure that they have met the advanced high criteria for TELPAS. So will they be allowed to give the Iowa at the beginning of next school year for those students that meet the TELPAS criteria?

Jessica, I don't know if you have anything to weigh in on this as well. I think right now the answer is I'm not sure. I think we need to think that through. Typically speaking, you're right. I understand a district's process. They may not want to give students additional assessments that will be unnecessary in the end. So I can understand their desire to want to wait to know whether the student truly is a potential for reclassification based on that. But I think we'll need to just take a moment to look at and talk that through with Riverside Insights to determine the length of that testing window. Thank you for your patience on that.

And Jessica here. So we'll work with TEA, with whatever they think is best for the testing window. We can help you with whatever is needed. The districts are responsible for creating their own testing windows and administering whenever they are ready. So we're just here for your support and are OK with whatever decision is made.

And keep in mind-- thank you so much for that, Jessica. Keep in mind, too-- and thank you, Zeze, from the-- in attendance, prompting my remembrance on this. One thought is, as well, even though you have not-- if the student has completed their TELPAS writing samples, and even if they haven't been submitted for the full reporting of the score, you know whether or not that student at least got advanced high or not on TELPAS writing.

So for any student that did, that could already be a potential roster for those who then may as well get advanced high on the other component. So you could whittle down, if you will, that roster a little bit based on how they did on their TELPAS writing samples, which you will have collected sooner. So that could be something to think through as well. Thank you for asking.

That's a great tip. Thank you all. ESC 18.

Amy?

Yes.

We were on 17 and we didn't--

You skipped 17.

I'm sorry. Did I miss-- OK, 17.

[INAUDIBLE]

Counting to 20 is hard today. OK, Elda. I'm so sorry. So what are we on? Are we-- we're not on 18?

Elda, go ahead.

17.

We're on 17.

Amy, we didn't have any questions. Thank you so much.

All right. Thank you, Elda. And that was 17. Now 18.

18. Good morning. So most of our questions have already been answered. But we still have two. So the first one is, in the reclassification criteria chart, the requirement for STAAR reading is not stated if students have taken all domains of TELPAS. Do they need to get approaches, meet, or masters-- that is, if we are not using the allowance 3?

Good question. Keep in mind, on the reclassification criteria chart it just says that they have to meet standard on STAAR. And that equates to approaches, meets, or masters. So thank you for asking that question to clarify that the level that they will need to obtain in-- generally. And we're not talking about allowance number 3. Just in general, to meet that requirement in grades 3 through 10, it would be approaches, meets, or masters is good on that one.

Thank you. And the second one-- if a campus has not made use of the extended TELPAS testing days, can the LPAC still make use of the allowances for reclassification criteria?

You can utilize allowance 1 and 3. However, LAS Links-- allowance 2, for LAS Links remote testing, cannot begin until the state's extension of the testing window, till May 28. But if they're using the other allowances and you can reclassify and make decisions based on those, then that's fine.

Perfect. And there's one scenario very specific to a district, but it's been added to the document. Thank you so much.

Thank you, Maria. Now, according to my math, we're up to 19.

Good morning, Texas. We do have a couple of questions. But I will share my allotted two. The first one is, what do we do when parents notify the campus or district that they don't want their children to take the TELPAS?

Well, first of all, I would just say, the-- point them to the Assessment Division and let them answer. Just kidding.

[LAUGHTER]

No. The reality is, it is not optional. So it is an assessment that is required for the district to administer. And there is not an opt out. And there's not a statewide option for opting out of TELPAS. So that's the bottom line when it comes to TELPAS. If their child is not in attendance, they would not have the opportunity to take the assessment. Julie, would you want to add to that?

Yeah. I just wanted to add that we are working on-- that as another area of great concern, and across the state. And I would encourage you, if this happens in your LEA, to connect with your ESC. And then they can connect with us. And we can work together on a facilitated resolution. We will be looking to have some sort of dispute resolution process for just this.

It means that we have a lot of work to do around educating communities around the benefits of bilingual education and ESL. But also, we have to respect parents' rights. So know that we are-- and respect the law and commissioner code and those things. So know that that is something that we are working on with legal. And we will work on individually with LEAs as that-- and ESCs as that need arises.

Thank you, Carly and Dr. Lara. And the next question was in reference to, will there be any type of documentation required for students that will be using any of the EL assessment allowances for the updated 2021 EL reclassification criteria?

Just documenting it in their typical LPAC documentation, in their minutes from their meetings. That's the only place that they would just document that information. But I think particularly because this is a unique year, just like last year, when we're making these individual decisions and they're not state-- they're not district-wide criteria, like typically, where it could just be documented that this is-- like in a districts program manual that this is our district's reclassification, it will be really important that that is very clear and documented as they make note of that in their LPAC minutes, for sure. But there's not a specific document that they need to use. Good question.

And I still have 11 other questions in my document from my wonderful districts. Thank you.

[INAUDIBLE]. And these will be really good at informing our FAQs. Thank you.

Yes. We see them. We see them, Rita. ESC 20. Have we said everything?

Hi. Good morning. Yes, I get the lucky draw at the end, where most of our questions have already been answered. So I did want to just get a clarification on the TELPAS, on the allowance 1. So just to be clear, the student must have tested in 2021 TELPAS in order to use a prior year assessment of TELPAS, correct?

Right. There has to be some domain that they completed this year that they can combine with last year's. Perfect.

And likely-- it's probably a slim group that would actually have, last year, had advanced high on all four and not reclassified. That would have been, probably, a pretty slim chance anyhow. But they would have had to have completed at least one domain this year that they can combine with previous year-- the last year's advanced high domains. Good question.

Thank you so much for that clarification.

Is that all you guys have in region 20? OK.

Yes, ma'am.

Well, we-- just as a reminder, our goal was to have some dialogue back and forth with you all but have it also-- have, also, the opportunity to collect a large quantity of questions that we can-- where we can determine patterns and things like that. So hopefully this fit the bill of a little bit of both sides. We'll look forward to hearing your feedback. But we'll let-- I'll let Carly finish us up.

Did you have any other comments, Carly, that you wanted to make regarding the questions?

No, that's it. I think that was it. I was just--

Those of you who we've been chatting in the--

[INAUDIBLE]

--we've been chatting privately with panelists or whomever-- I sent my email to a couple of folks. Please send me a more detailed request regarding your comment. Thank you all, everybody, for being here and staying engaged. And I hope that this was a good two hours that we spent this morning. And have a great day. Thank you for all you do.