



## English Learner Frequently Asked Questions

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Language Proficiency Assessment Committee (LPAC)

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## VI. Monitoring and Evaluation

### A. General

#### VI. A-1. Do LPACs have full monitoring responsibilities, such as meeting to review progress, for students who are in years 3 and 4 of monitoring after reclassification?

No, for students who are in years 3 and 4 of monitoring after reclassification, the LPAC is not responsible for full monitoring responsibilities as with students in years 1 and 2 after reclassification. The LPAC's only responsibility for students in years 3 and 4 of monitoring is to report their status to PEIMS. These data are collected in PEIMS in compliance with federal accountability requirements under ESSA.

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#### VI. A-2. What is the purpose of the Former LEP/EL Student PEIMS LEP Indicator code, and what is the responsibility of the LPAC for these students?

The PEIMS LEP Indicator Code 5 (new as of the 2019-2020 school year) is to be assigned to former English learners who have completed their 4<sup>th</sup> year of monitoring after reclassification. This code (5) Former LEP/EL status will apply to the student through the remainder of his/her school years in Texas. The LPAC is not responsible for monitoring these students. With this code, a district will be able to track the progress of former English learners in order to evaluate the effectiveness of the district's bilingual education and/or ESL programs. The 2019-2020 school year was the first year to implement the new code, only including students who were a LEP Indicator Code 4 for the reclassified student's fourth year of monitoring in the 2018-2019 school year.

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#### VI. A-3. When are parental reports on progress sent and for what purpose?

Based on federal requirements in the Every Student Succeeds Act (ESSA), parental reports on English learner progress are provided within the first 30 days of the school year. The purpose is to ensure parents are informed about their student's language acquisition progress and the continued placement within bilingual education and ESL programs. This [2020-2021 Beginning-of-Year \(BOY\) LPAC Checklist](#) begins with information provided within the [2019-2020 End-of-Year \(EOY\) LPAC Checklist](#) on sending home parental reports on student progress.

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## VII. Resources

### A. Texas Education Agency

#### English Learner Support Web Resources

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

#### Quick Access to Key Resources

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

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#### English Learner Support Division

- EL Support Email: [EnglishLearnerSupport@tea.texas.gov](mailto:EnglishLearnerSupport@tea.texas.gov)
- LPAC Framework questions: [lpac@tea.texas.gov](mailto:lpac@tea.texas.gov)
- Phone: 512-463-9414
- Julie Lara-Martinez, Director of English Learner Support: [Julie.Martinez@tea.texas.gov](mailto:Julie.Martinez@tea.texas.gov)
- Amy Johnson, Bilingual Program Coordinator: [Amy.Johnson@tea.texas.gov](mailto:Amy.Johnson@tea.texas.gov)
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- Rickey Santellana, Title III Program Coordinator: [Rickey.Santellana@tea.texas.gov](mailto:Rickey.Santellana@tea.texas.gov)
- Xóchitl Anabel Rocha, Dual Language Coordinator: [Xochitl.Rocha@tea.texas.gov](mailto:Xochitl.Rocha@tea.texas.gov)
- Carlene Thomas, ESL Program Coordinator: [Carlene.Thomas@tea.texas.gov](mailto:Carlene.Thomas@tea.texas.gov)

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### **Assessment Division**

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

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### **Curriculum Division**

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

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### **Certification Division**

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

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**VII. Resources**

<b>B. State Statute and Rule</b>	
<b>Texas Education Code</b>	
<ul style="list-style-type: none"> <li>• <a href="#">Chapter 29, Subchapter B: Bilingual Education and Special Language Programs</a></li> </ul>	
<b>Texas Administrative Code</b>	
<ul style="list-style-type: none"> <li>• <a href="#">Chapter 89, Subchapter BB: Commissioner's Rules Concerning State Plan for Educating English Learners</a></li> <li>• <a href="#">Chapter 231. Requirements for Public School Personnel Assignments</a></li> </ul>	
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**VII. Resources**

<b>C. Professional Development and Certification</b>	
<b>Pearson</b>	
<ul style="list-style-type: none"> <li>• <a href="#">Texas Educator Certification Examination Program</a></li> </ul>	
<b>Texas Gateway</b>	
<ul style="list-style-type: none"> <li>• <a href="#">Home</a> webpage</li> <li>• <a href="#">Sheltered Instruction Training Series</a></li> <li>• <a href="#">Title III Early Childhood Education for English Learners</a></li> <li>• <a href="#">Title III, Part A: Strengthening and Increasing Parental Outreach</a></li> </ul>	
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<b>D. English Learner Data</b>	
<b><a href="#">PEIMS Standard Reports</a></b>	
<ul style="list-style-type: none"> <li>• <a href="#">ELL Student Reports by Category and Grade</a></li> <li>• <a href="#">ELL Student Reports by Language and Grade</a></li> </ul>	
<b><a href="#">Texas Assessment Management System</a> – Analytic Portal</b>	
<ul style="list-style-type: none"> <li>• <a href="#">Data Intersection for Texas Student Assessments</a></li> </ul>	
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