English Learner Frequently Asked Questions

Language Proficiency Assessment Committee (LPAC)

II. Identification

A. General

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

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

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

The USDE requires an assurance that all students are assessed within thirty days of enrollment. In Texas, Texas Education Code (TEC) Chapter 29 requires that this process be completed within four weeks. The previous practice in Texas (prior to TAC Chapter 89 revisions effective July 15, 2018) of allowing twenty school days for this process to occur does not guarantee that every student in Texas will be identified and placed within the required thirty (calendar) days.

Example of four calendar weeks calculation:

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

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

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

Beginning with enrollment in any 3- or 4- year old program (including EE), students should go through the state's identification process as described in TAC 89.1226 and can be identified as English learners regardless of placement in a pre-kindergarten program or EE setting. In the past, an attempt to code a student as EE and EL resulted in a PEIMS fatal error, but this error has been corrected for the 2019-2020 school year. More details are available in the [Guidance on Identification and Placement of English Learners Prior to Kindergarten.](#)

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

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

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II. A-5. What is the state's single, statewide assessment for English learner identification, and when must districts begin to administer the new assessment?

Data Recognition Corporation (DRC) LAS Links Battery of Assessments has been selected as the statewide assessment for EL identification. The To the Administrator Addressed (TAA) correspondence on May 23rd, 2019 announced this selection to begin for the 2019-2020 school year. An update TAA letter was provided on August 8th, 2019, providing districts an extension through October 31st, 2019 for this implementation.

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

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II. Identification

B. Home Language Survey (HLS)

II. B-1. What if a parent lists two languages for one or both of the questions on the HLS?

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

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

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

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

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

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

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

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

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

NEW 11-08-2019

VII. Resources

A. Texas Education Agency

English Learner Support Web Resources

- [TEA Bilingual and ESL Programs](#) webpage
- [LPAC Framework](#)
- Newly Re-designed! [Supporting English Learners in Texas (EL Portal)](#)
- [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
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- Roberto Manzo, English Learner Program Coordinator: Roberto.Manzo@tea.texas.gov
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Assessment Division

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

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Curriculum Division

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

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Certification Division

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

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VII. Resources

B. State Statute and Rule

Texas Education Code

- [Chapter 29, Subchapter B: Bilingual Education and Special Language Programs](#)

Texas Administrative Code

- [Chapter 89, Subchapter BB: Commissioner's Rules Concerning State Plan for Educating English Learners](#)
- [Chapter 231. Requirements for Public School Personnel Assignments](#)

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VII. Resources

C. Professional Development and Certification

Pearson (NEW Test Administrator as of September 1, 2018)

 [Texas Educator Certification Examination Program](#)

Texas Gateway

- [Home](#) webpage
- [Sheltered Instruction Training Series](#)
- [Title III Early Childhood Education for English Learners](#)
- [Title III, Part A: Strengthening and Increasing Parental Outreach](#)

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VII. Resources

D. English Learner Data

PEIMS Standard Reports

- [ELL Student Reports by Category and Grade](#)
- [ELL Student Reports by Language and Grade](#)

Texas Assessment Management System – **Analytic Portal**

- [Data Intersection for Texas Student Assessments](#)

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