

# LPAC



## LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE

### Parent Training 2018-2019



## Ice-breaker activity:

- Choose a paper doll.
- On one side, write the characteristics of your son/daughter as an English learner (EL).
- On the other side, write one or two characteristics of a good bilingual education or English as a second language (ESL) program.

The LPAC training is organized into the following sections:

- **Introduction**

- Establishment of the LPAC
- General English learner policies

- **Identification**

- Procedures and assessment practices
- Decision-making for identification

- **Placement**

- Parent notification and approval
- Establishment of Bilingual and ESL programs

- **English Learner Services**
  - Bilingual and ESL program models
  - Staffing and staff development
- **Review and Reclassification**
  - Ongoing and annual review
  - Reclassification and exit
- **Monitoring and Evaluation**
  - Monitoring of reclassified English learners
  - Program evaluation

- Introduction
- Identification
- Placement
- English Learner Services
- Review and Reclassification
- Monitoring and Evaluation

All districts must establish a Language Proficiency Assessment Committee (LPAC).

[Chapter 89: Subchapter BB](#)  
[Commissioner's Rules Concerning State Plan for Educating English Learners](#)

*19 TAC §89.1220 (a)*

# Composition of the LPAC (Bilingual Program)



- The bilingual LPAC is composed of
  - an appropriately certified bilingual educator,
  - a parent of an English learner participating in a bilingual or ESL program, and
  - a campus administrator.

**No parent serving on the LPAC shall be an employee of the school district.**

*19 TAC §89.1220 (b-d)*

# Composition of the LPAC (ESL Program)



- The ESL LPAC is composed of
  - an appropriately certified ESL educator,
  - a parent of an English learner participating in a bilingual or ESL program
  - a campus administrator.

**No parent serving on the LPAC shall be an employee of the school district.**

*19 TAC §89.1220 (b-d)*



- The LPAC reviews the progress of English learners (ELs)
  - who participate in a bilingual or English as a second language (ESL) program with parent approval, and
  - who do not participate in a program due to denial of services by the parent.

- LPAC members' responsibilities:
  - Act for the school district
  - Observe the laws
  - Maintain confidentiality
  - Receive annual training
  - Meet when deemed necessary

# Required LPAC Meetings



- LPAC members are required to meet
  - within four weeks of initial enrollment, for identification and/or review;
  - prior to state assessments, for determination of appropriate assessments and designated supports;
  - at the end of the year, for annual review and for the following year's placement decisions; and
  - as needed, to discuss student progress.

*19 TAC §89.1220 (e) (g)*

- LPAC members have the following responsibilities:
  - Designate the language proficiency level of each English learner
  - Designate the level of academic achievement of each English learner
  - Designate the initial instructional placement of each English learner, subject to parent approval
  - Facilitate the participation of English learners in other special programs
  - Reclassify students, at the end of the school year only

# Required Documentation of the LPAC



- All information must be documented:
  - Norms
  - Training certificates
  - Number of members
  - Meetings
  - Decisions

*19 TAC §89.1220 (f)*

- Introduction
- **Identification**
- Placement
- English Learner Services
- Review and Reclassification
- Monitoring and Evaluation

- Parents complete a Home Language Survey (HLS).
- If the response on the HLS indicates that a language other than English is used, the student shall be tested.
- The LPAC reviews the scores of the assessments given to the student to determine eligibility as an English learner.

- Introduction
- Identification
- **Placement**
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After the LPAC reviews the results of the assessment/s, the LPAC recommends participation in a bilingual education or ESL program if the results indicate that English proficiency is not at a required level. The parent or legal guardian

- is notified of the child's classification.
- is notified of the child's placement into the required bilingual education or English as a second language (ESL) program.
- shall be provided information describing the bilingual education or ESL program recommended.

# Training Agenda

**LPAC**

- Introduction
- Identification
- Placement
- **English Learner Services**
- Review and Reclassification
- Monitoring and Evaluation

How do we know if a school district needs to implement a bilingual education program or an English as a second language (ESL) program?

- If the school district has an enrollment of 20 or more ELs of the same language classification in the same grade level district-wide, the district shall offer a bilingual education program for ELs in grades pre-kindergarten through 5.
- Grade 6 shall be included when clustered with elementary grades.
- If the district is not required to implement a bilingual education program, the district shall provide an ESL program for English learners.

- The goal of bilingual education programs shall be to enable English learners to become competent in listening, speaking, reading and writing in the English language through the development of literacy and academic skills in the primary language and English.
- Such programs shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English learners to participate equitably in school.

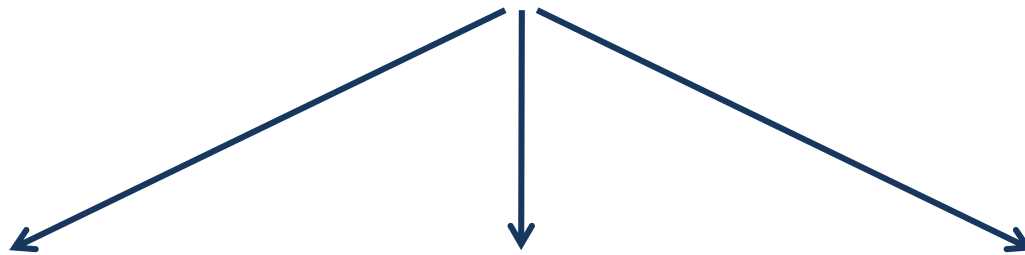
- The goal of ESL programs shall be to enable English learners to become competent in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods.
- The ESL program shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English learners to participate equitably in school.

# Training Agenda

**LPAC**

- Introduction
- Identification
- Placement
- English Learner Services
- **Review and Reclassification**
- Monitoring and Evaluation

At the end of the year, the LPAC reviews every



English learner being served in a bilingual or ESL program.

English learner with a parent denial.

child who has been reclassified as English proficient.



- The LPAC reviews the following:
  - Oral language proficiency test data
  - The student's academic proficiency level
    - grades
    - classroom tests
  - English or Spanish Reading state assessment
  - English Writing state assessment data
  - Subjective teacher evaluation

Students in a pre-kindergarten and kindergarten may not be exited from a bilingual education or English as a second language program (ESL).

- Introduction
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- Review and Reclassification
- **Monitoring and Evaluation**

- Once the LPAC reclassifies a student as English proficient, parents must be notified that the student has met the state criteria for reclassification.
- The LPAC must monitor the reclassified student's progress for two years.

*19 TAC §89.122 (g)(5); 89.1220 (k)*

- LPAC members must engage in the following:
  - Know the laws concerning ELs
  - Maintain confidentiality
  - Advocate for ELs
  - Contribute to the LPAC meeting so that members can make the best decisions for the student

Thank you for your participation.