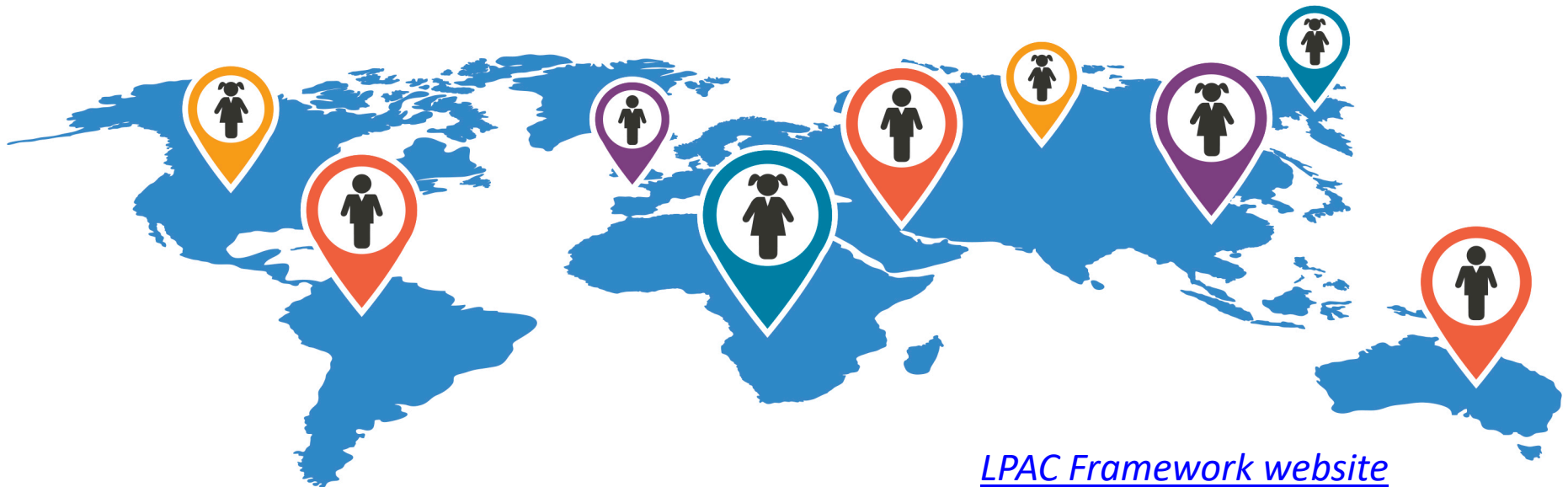


# LPAC



## LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE

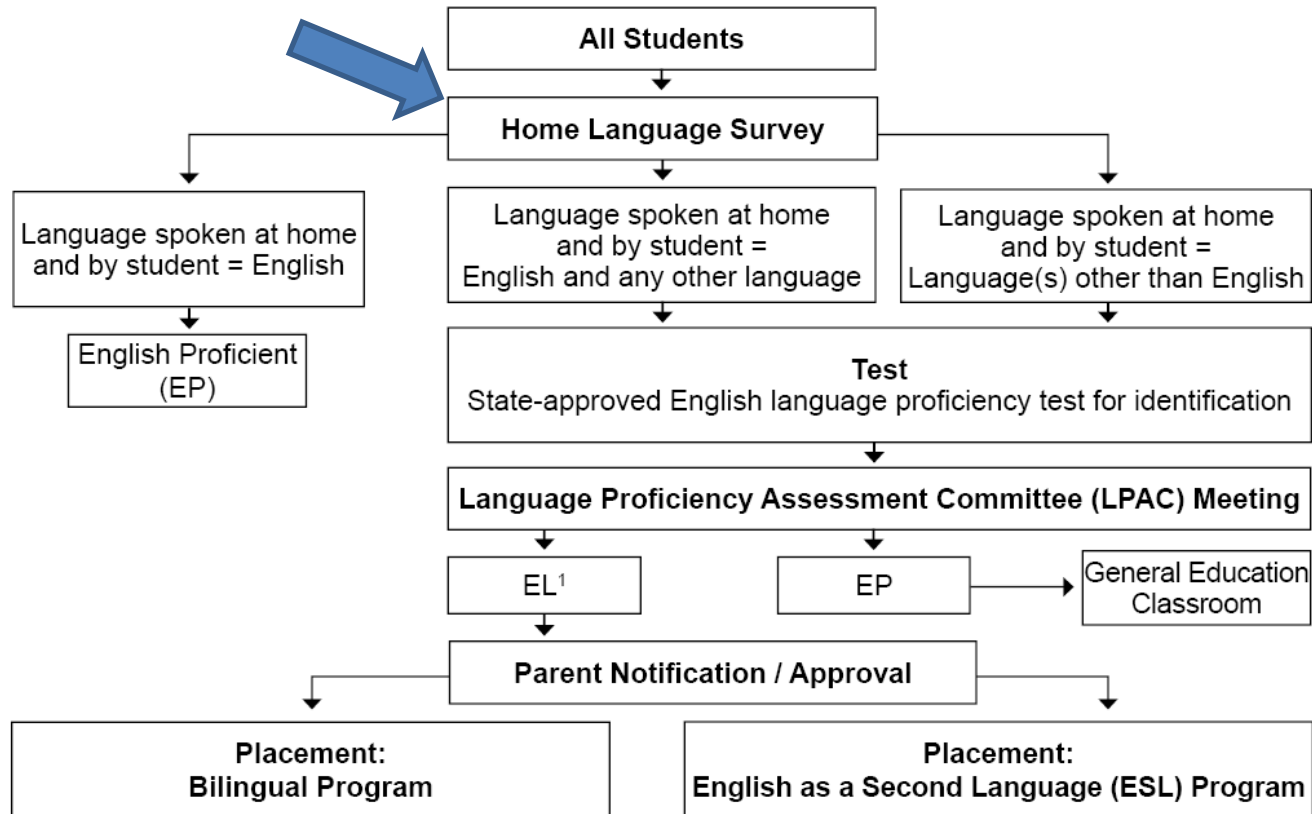
Deaf/Hard of Hearing Guidance  
2019-2020



[LPAC Framework website](#)

# Identification and Placement

# LPAC



- If the response on the HLS indicates that a language other than English is used, the student shall be tested in accordance with Texas Administrative Code (TAC) §89.1226 related to Testing and Classification of Students.\*
- The HLS shall be administered in English and the primary language whenever possible. The HLS shall contain the following questions:
  - (1) What language is spoken in the child's home **most of the time?**
  - (2) What language does the child speak **most of the time?**

*\*Parental permission for language proficiency testing is not required.*

American Sign Language (ASL) or other sign languages are considered languages other than English.

Therefore, Deaf/Hard of Hearing (DHH) students who have a language (or languages) other than English on their Home Language Survey (HLS), including American Sign Language or other sign languages, are assessed with the state-approved English language proficiency assessment.

For identifying English learners, school districts shall administer to each student who has a language other than English identified on the home language survey:

- (1) in prekindergarten through Grade 1, the listening and speaking components of the state-approved English language proficiency test for identification; and
- (2) In Grades 2-12, the listening, speaking, reading, and writing components of the state-approved English language proficiency test for identification.

# Testing and Classification Deaf or Hard of Hearing

# LPAC

- A DHH student is identified as an English learner (EL) if the student does not meet the level designated for English proficiency.
- The directions of the identification assessment may be signed to the student by the test administrator, but the test items as well as student responses may not be signed.
- This may cause over-identification of DHH students as English learners, but it errors on the side of service to provide access to language programs and upholds the consistency required through our Texas ESSA State Plan for Title III, Part A.

# Coordination Dual-Identified Students

# LPAC

When recommending program services for an English learner who is also served through special education, the LPAC in conjunction with the Admission Review and Dismissal (ARD) committee shall:

- establish placement procedures that ensure that placement in a bilingual education or ESL program is not refused solely because a student has a disability.
- facilitate student participation in other special programs (Advanced Academics/Gifted and Talented, Special Education, Career and Technical Education, Dyslexia, etc.) while ensuring full access to the language program services.

*19 TAC §89.1230 (b)*

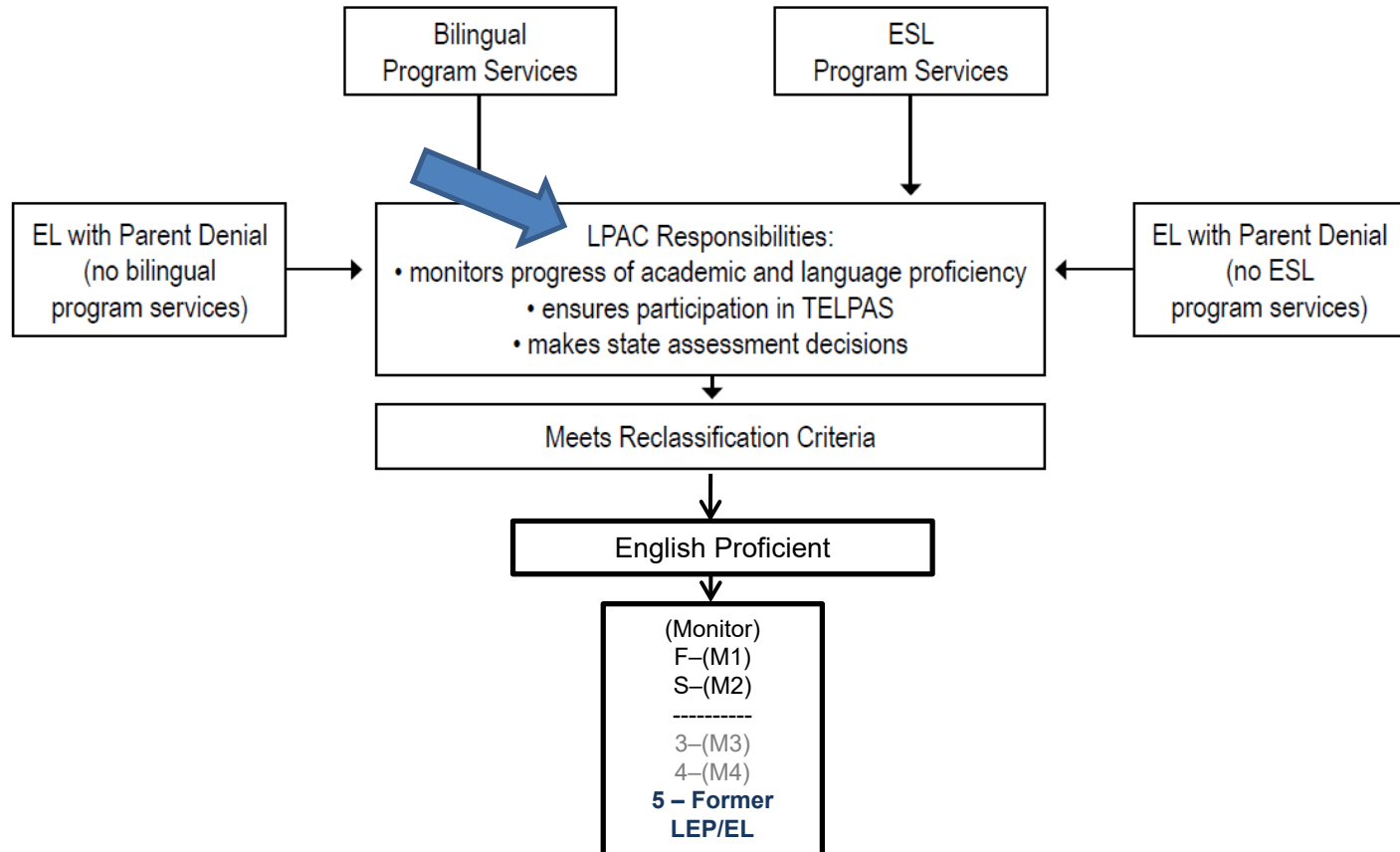
*19 TAC §89.1220 (g)(4)*

The campus/charter school has, within **four calendar weeks** of initial enrollment, to complete identification assessment and convene as an LPAC to determine the English learner status of each student and recommend program placement.



# Program Services to Reclassification and Monitoring

# LPAC



# Program Services Dual-Identified Students

# LPAC

As an English learner with special needs is served through both special education and language programs, the district shall:

- Facilitate that support is provided within the language program to ensure access to the content of the student's Individualized Education Program (IEP) goals.
- Ensure that special educators who serve English learners in a self-contained setting are appropriately certified in bilingual education or ESL, in addition to certification in special education.

[FAQ for English Learners and LPAC](#)

- TAC Chapter 101 requires the LPAC to work in conjunction with the ARD Committee to make assessment decisions for dual-identified students.
- This collaboration helps ensure that factors related to a student's special education services and second language acquisition are both carefully considered.

[LPAC Decision-Making Resources – Student Assessment Division](#)

The LPAC is responsible for making designated supports decisions for the STAAR program and TELPAS in conjunction with the student's ARD, Section 504, RTI, or other applicable committee.

- Designated supports decisions related to the student's particular needs for second language acquisition support.
- Designated supports decisions related to the student's special education-related needs.

The LPAC in conjunction with the ARD committee may exempt a student from one or more language domain(s) of TELPAS based on the student's specific disability.

- These decisions must be made individually and should not be based on the fact that the student's score would be low. If the student can participate in the assessment item, the student should be assessed.
- For example, when considering exemption of the listening domain of TELPAS for DHH students, the LPAC and ARD committee should consider the student's level of hearing loss and whether the student would be able to appropriately hear the assessment items with the use of amplification devices, which are an accessibility feature.

Federal regulation requires that a State administer an alternate English Language Proficiency (ELP) assessment for English learners with the most significant cognitive disabilities who cannot participate in the ELP assessment, even with appropriate accommodations.

Texas developed the **TELPAS Alternate**, a holistic inventory that assesses English language proficiency to

- satisfy the alternate ELP assessment requirement for students with the most significant cognitive disabilities **AND**
- reduce exemptions from specific language domains on TELPAS.

[TELPAS Alternate](#)

Texas Education Agency

34 CFR §200.6(h)(5)

For each English learner, the LPAC reviews the progress of academic and language proficiency, determines if reclassification criteria has been met, and notifies the parent of progress and reclassification/exit, as applicable.

If ELs who are DHH do not qualify for participation in TELPAS Alternate, they will take the general TELPAS and will need to meet the state's criteria for reclassification as English proficient.

[Guidance on LPAC and ARD Committee Collaboration](#)

The 2019-2020 [criteria for reclassification](#) is as follows:

- Advanced High in all language domains (listening, speaking, reading, and writing) on the TELPAS;
- Meeting passing standard on STAAR Reading (grades 3-8), meeting passing standard on STAAR English I/II EOC (grades 9-10), or reaching at/above 40<sup>th</sup> percentile on reading and language components of the state-approved norm-referenced test (grades 1, 2, 11, 12); and
- Subjective Teacher Evaluation using the English Learner Reclassification Rubric.



# Reclassification Deaf or Hard of Hearing

# LPAC

If an EL who is DHH meets all state criteria for reclassification but is exempt from listening and/or speaking domains of TELPAS **due to the inability to perform these components**, the DHH English learner may be reclassified as English proficient.

By allowing this provision, ELs who are DHH have access to reclassification. Otherwise, the DHH ELs would be restricted from reclassification based on their special education needs.

## Contact

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