



LPAC PARENT ANNUAL TRAINING



Overview Conroe ISD Bilingual/ESL Programs

Conroe ISD Bilingual/ESL Program Mission



- To enhance and accelerate the natural transition of language acquisition from the first language to the second language (English) while ensuring long term linguistic, affective, and cognitive development.



Policy and Facilities

Each school district shall:

- Identify English Language Learner (ELL)
- Provide bilingual and ESL programs as integral parts of the regular program
- Seek certified teaching personnel
- Assess achievement for essential knowledge and skills to ensure accountability for ELLs
- Locate programs in the regular public schools of the school district rather than in separate facilities



Bilingual Education Program

- ⦿ The law requires that each school district or charter school which has an enrollment of 20 or more ELLs of the same language classification in the same grade level district-wide shall offer a bilingual education program for ELLs in Grades Pre-K through 5.
- ⦿ Grade 6 shall be included when clustered with elementary grades.

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>



Bilingual Education Program

- Content area instruction is provided in both the student's primary language and English.
- Literacy development in the primary language facilitates the transfer from primary language (L1) to second language (L2).
- Oral language testing requirements in both the primary language and English ***must be reviewed for placement.***
- ESL is a component of the bilingual program.



ESL Program

The law requires that all ELLs for whom a district is not required to offer a bilingual education program shall be provided an ESL program, regardless of the students' grade levels and home language, and regardless of the number of students.

19 TAC §89.1205 (d)§89.1210

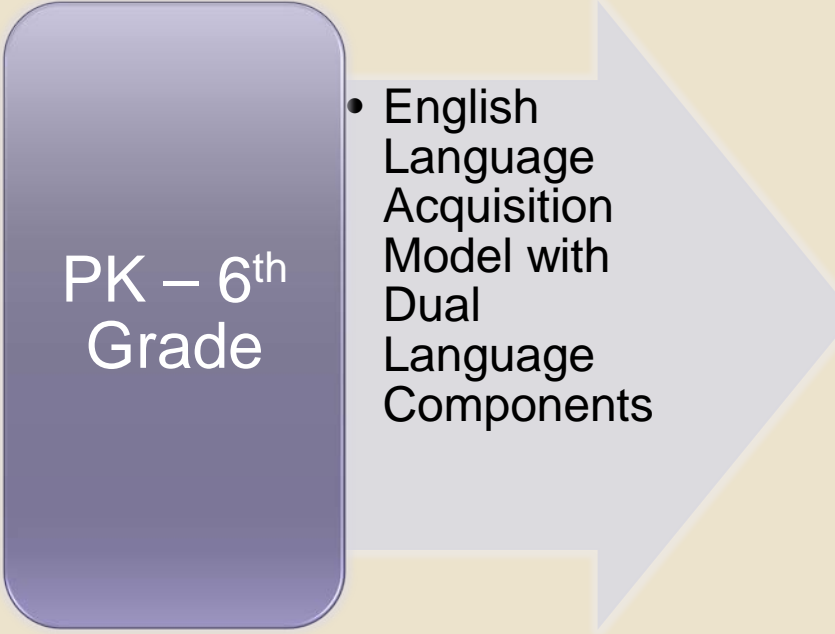


ESL Program

- Uses second language methods throughout the curriculum
- Provides instruction that includes TEKS based academic content, as well as, language development
- Differentiates instruction of content according to language proficiency levels
- Provides academic instruction that is on grade level

<http://ritter.tea.state.tx.us/rules/tac/chapter074/c074a.html#74.4>

Conroe I.S.D. Bilingual/ESL Programs

Bilingual Education	ESL Education
 <p data-bbox="218 768 446 891">PK – 6th Grade</p> <ul data-bbox="504 606 813 946" style="list-style-type: none">• English Language Acquisition Model with Dual Language Components	<p data-bbox="1070 494 1731 536">ESL Content-Based Instruction</p> <p data-bbox="1012 601 1319 639">PK – 12 Grades</p> <p data-bbox="1012 651 1769 1175">ESL/content-based instruction is an English program that serves students identified as students of limited English proficiency in English only by providing a full-time teacher certified under TEC §29.061(c) to provide supplementary instruction for all content area instruction; it integrates English-as-a-second-language instruction with subject matter instruction which focuses not only on learning a second language, but using that language as a medium to learn mathematics, science, social studies, or other academic subjects.</p>

More than One Way?

One Way



It is a model that incorporates students with higher levels of English proficiency with the Spanish speaking students with less English proficiency.

Two Way

Native English proficient students with Spanish proficient students. Both groups of students work towards the common goal of becoming bilingual and biliterate.




Conroe ISD

English Language Acquisition Model

	Spanish	English	Year of Implementation
○ PK	50%	50%	2007-2008
○ K	50%	50%	2007-2008
○ 1 st	50%	50%	2008-2009
○ 2 nd	50%	50%	2008-2009
○ 2 nd	40%	60%	2009-2010
○ 3 rd	40%	60%	2009-2010 (fall)
○ 3 rd	30%	70%	2009-2010 (spring)
○ 4 th	20%	80%	2010-2011
○ 5 th	10%	90%	2011-2012
○ 6 th	10%	90%	2011-2012

Conroe ISD Ten Step LPAC Process



Please make the
best decision you
can for me.

**Student identification,
testing, placement
and monitoring
process**

Step 1 - Identification

- Students are identified by the school registration process, in which the parent/guardian fills out the Home Language Survey (HLS)
- **ALL students must have a Home Language Survey (HLS) completed in their permanent record. *IF* the HLS indicates a language other than English then testing must be initiated to determine English Proficiency. There is only one original home language survey.**
- **The Home Language Survey consists of, but is not limited to, two basic questions:**
 1. **What language is spoken in your home most of the time?**
 2. **What language does your child speak most of the time?**




Identification of Transferring Students

If the student transfers from a school outside of Texas:

- Review any documentation brought in by the student.
- Proceed with Texas law, including HLS, for identification as outlined for Texas students new to the district.

Step 2 – Assessment

- Students in PK-1 must be administered an oral language proficiency test (OLPT).
 - Pre-K – Pre-Oral LPT (WMLS-R) English/Spanish
 - Beginning of the Year
 - *Pre-K – Oral LPT (WMLS-R) English/Spanish*
 - *End of the Year*
 - K and 1st grade – Oral LPT (WMLS- R) English/Spanish
 - Beginning and End of the Year



**PK – 1st
Grade**

Step 2 - Assessment (continued)

**Grades
2nd – 12th**

- ◎ Students in grades 2-12 must be administered an OLPT
 - 2nd – 6th grade Oral LPT 1 (WMLS) – English/Spanish
 - 7th – 12th grade Oral LPT 2 (WMLS) – English/Spanish

AND

- ◎ In addition students must be administered the reading and language arts portions of the norm-referenced standardized achievement from the State approved list.
 - Stanford – English
 - Aprenda - Spanish

Step 2- Assessment (continued)

- 2-12 grade students

Who score below the cut-off (4) for English proficiency on the OLPT (WMLS) are classified as LEP.

Negligible

(non-English speaker)

Limited

(limited English speaker)

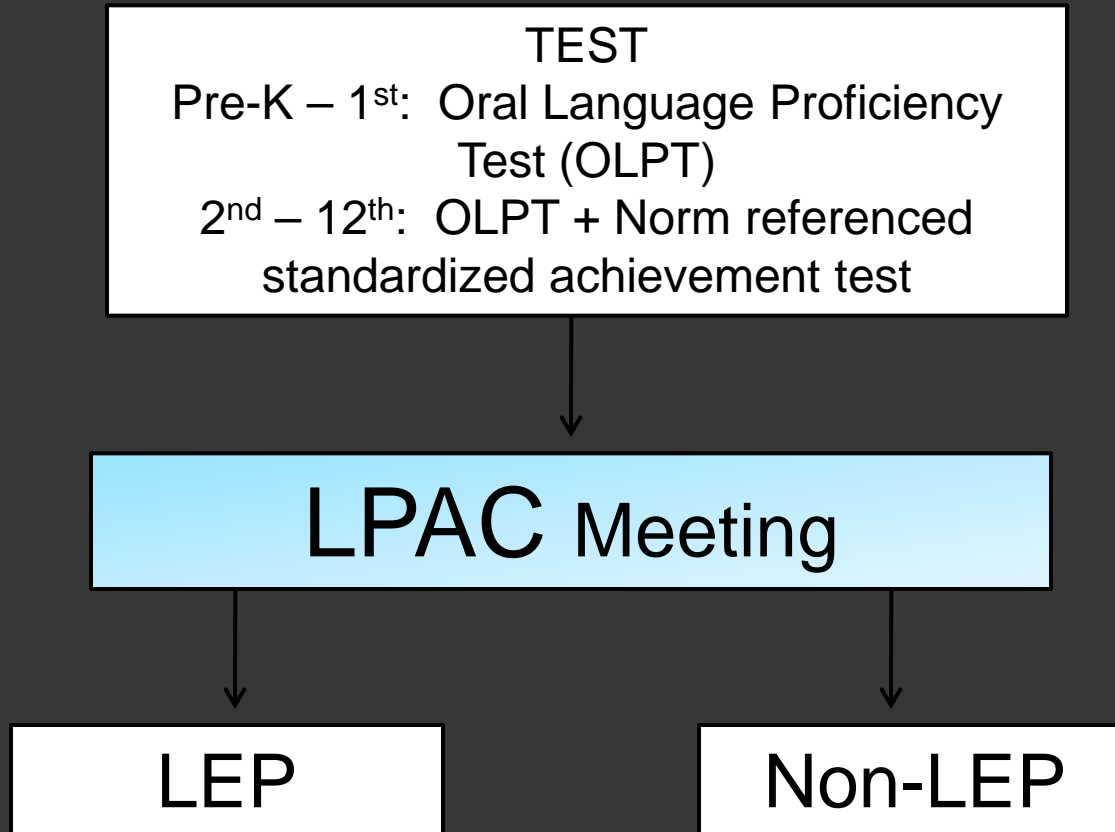
AND

- Who Score below the arts portion of the Stanford (even if they have scored 4 on the OLPT) they are still LEP.



**Grades
2nd – 12th**

LPAC Meeting (Membership)

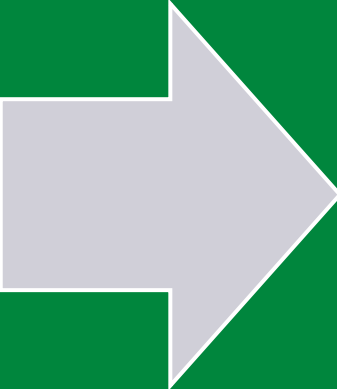


The Role of the LPAC

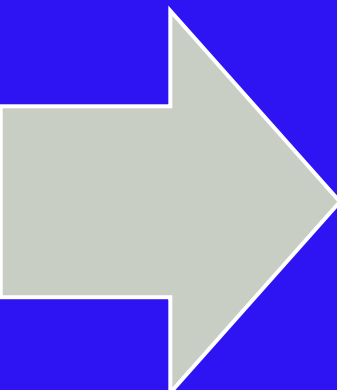


LPAC Campus Membership

Bilingual Campus (all members listed are required)

- 
- a campus administrator
 - a professional bilingual educator
 - a professional transitional language educator (a bilingual teacher or ESL teacher)
 - a parent of a limited English proficient student (not employed by the school district or charter school)

ESL Campus (all members listed are required)

- 
- a campus administrator
 - one or more professional personnel, including an ESL teacher
 - a parent of a limited English proficient student (not employed by the school district or charter school)



Membership Guidelines

- ⦿ All LPAC members shall be trained.
- ⦿ If one of the members does not understand English (parent), the training should be developed in the member's primary language.
- ⦿ At the LPAC meeting, an interpreter should be available if the parent representative is not proficient in English.
- ⦿ The parent representative volunteers his/her participation in the LPAC.
- ⦿ The student's parents are not required to attend the LPAC meeting.



Membership Guidelines

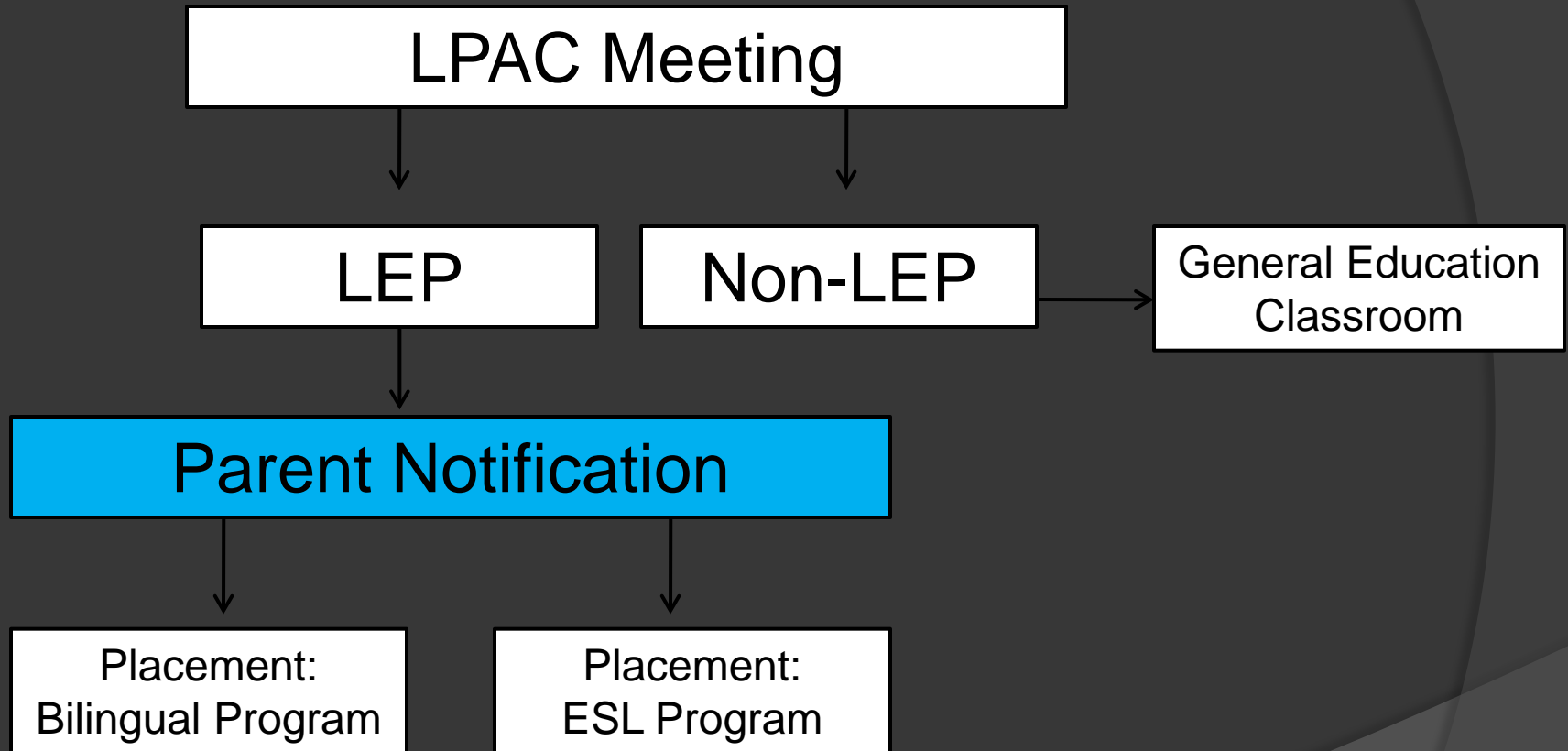
- The trained LPAC parent serves as the representative parent for all ELLs. Anyone that is a designated LPAC member at these meetings must be trained in order to follow the process accordingly.
- Each trained member shall also sign an oath of confidentiality (sample included in the manual) because test and other information that is shared and analyzed for all students must be considered with respect to each student and his/her family's right to confidentiality.



Required LPAC Meetings

- Upon initial enrollment- within the student's first 20 school days
- In the spring to determine appropriate assessments, immediately prior to state assessments
- At the end of the year for annual review and for the following year's placement decisions, which may include the use of linguistic accommodations, as appropriate
- As needed to discuss student progress

Parent Notification/Program Placement



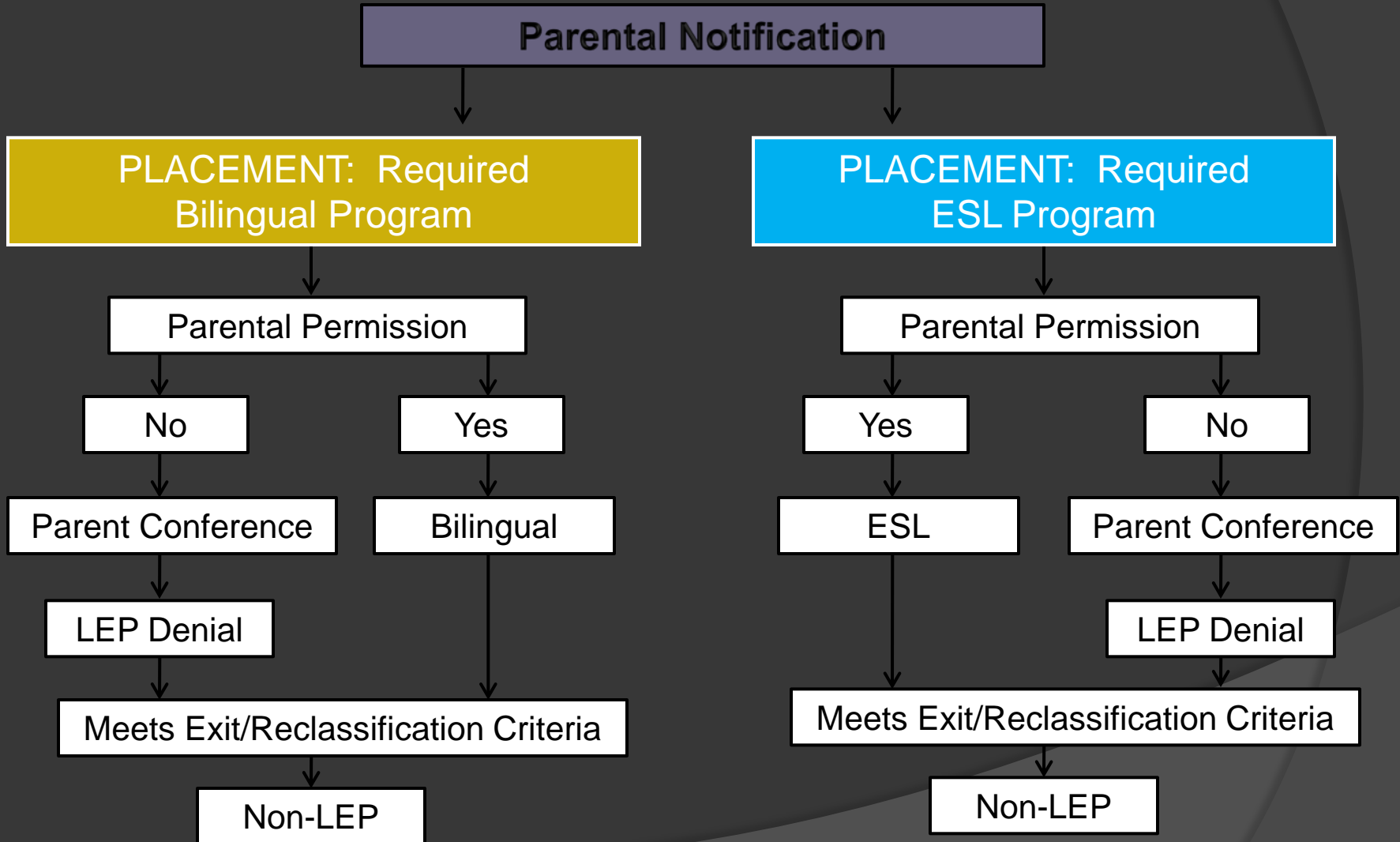
Parent Permission – Step 4

- ▶ After the LPAC recommends an appropriate Bilingual Education or English as a Second Language program placement for the LEP student then parent permission must be obtained.
- ▶ An approval/disapproval of program placement must be kept in the student's permanent record folder.
- If a parent denies placement in the bilingual education and English as a second language program this is considered a PARENT DENIAL.

NOTE: It is recommended that the LEP student with a parent denial on file be monitored and reviewed for academic progress. If necessary the parent is offered the instructional program once again.



Parental Approval





Parental Approval

- ⦿ After the LPAC recommends placement of the ELLs, written parental approval must be obtained.
- ⦿ Remember the parent approval form should be in both English and the native language of the parent.

Parental Approval/Rights

- The parent *approval* letter includes information regarding the English proficiency level of the student and a description of the program as well as the benefits of the program.
- These benefits should be described on each parent *approval* letter and supplemented through brochures or other publications.
- School districts may enroll students who are non-LEP in the bilingual education program in accordance with TEC 29.058.
- A plan for when students may graduate and be exited may be included according to Personal Graduation Plan (PGP) for ELLs at high school.

19 TAC 89.1233

19 TAC 89.1240 (a)

[Title III Part C Section 3302 (a)(c)(d)]

Parent Denials

- The LPAC must review student's TELPAS and STAAR/TAKS score at the end of each year.
- Once a student meets exit criteria(19 TAC 89.1225), he/she is reclassified as non-LEP in PEIMS.
- Students with parent denials are also monitored for two additional years.

(Title III, Part A, Subpart 2.Sec.3121(a)(4): TAC §89.1220(1);TEC §29.0561



Parent Denials

- If a parent denies the placement decision, then the student is identified in PEIMS as LEP with a parent denial until the student meets exit criteria.
- It is recommended that the progress of the ELL with a parent denial on file be closely monitored.



Parent Denials

- Monitor and facilitate the educational process, as you would for all students.
- Rate student's listening, speaking and writing proficiency with TELPAS (beginning at Grade K through Grade 12).
- Administer the TELPAS Reading test beginning at Grade 2, until the child is no longer identified as LEP through Grade 12.

*Title III, Part A, Subpart 2.Sec.3121(a)(4); TAC 89.1220(k);
TEC 29.0561*



Parent Denials

- The LPAC must review student's TELPAS and state assessment scores at the end of each year.
- Once a student meets exit criteria (19 TAC 89.1225), he/she is reclassified as non-LEP in PEIMS.
- Students with parent denials are also monitored for two additional years.

*(Title III, Part A, Subpart 2.Sec.3121(a)(4);
TAC 89.1220(k); TEC 29.0561*

Step 5 - Student Placement

- ⦿ The student is placed in the appropriate classroom which provides him/her with Bilingual or ESL services.
- ⦿ LEP students served through bilingual education or English as a second language program should participate fully in the state approved curriculum. LEP students must be provided equal access to the same challenging standards for mastery of the Texas Essential Knowledge and Skills (TEKS).





Staffing and Staff Development

- School districts shall seek **certified teachers** to ensure ELLs are afforded full opportunity to master essential knowledge and skills and provide professional development.
- School districts which are unable to employ a **sufficient number** of teachers shall apply for an exception to the bilingual education program as provided in 89.1210 of this title or a waiver of the certification requirements in the English as a Second Language program as provided in 89.1210 of this title as needed.

Role of the Teacher – Step 6

- Adhere to federal, state and district guidelines by providing instruction in all content areas in both languages or using intense instruction techniques so that students master the required essential knowledge and skills and higher order thinking skills.



Modification – Step 7

- English as a second language strategies, which may involve the use of the students' home language, may be provided in any of the courses or electives required for promotion or graduation to assist the LEP students to master the essential knowledge and skills for the required subject(s). The use of English as a second language strategies shall not impede the awarding of credit toward meeting promotion or graduation requirements.

Please refer to the Stages of Second Language Acquisition chart provided.



Conroe ISD Stages of Second Language Acquisition Reference Chart

TELPAS Correlation	Stage and Approximate Time Frame	Characteristics	Teacher Prompts	Student Expectations
Beginner Stage I	<i>Pre-Production</i> 0-6 months	<i>The student...</i> • Has minimal comprehension • Does not verbalize • Nods "Yes" and "No" • Draws and points	• Show me... • Circle the... • Where is...? • Who has...?	Observe, Locate, Label, Match, Show, Categorize, Classify, Draw
Beginner Stage II	<i>Early Production</i> 6 months-1 year	<i>The student...</i> • Has limited comprehension • Produces one- or two-word responses • Participates using key words & familiar phrases • Uses present-tense verb	• Yes/no questions • Either/or questions • One- or two-word answers • Lists • Labels	Name, Recall, Draw, List, Record, Point out, Underline, Organize
Intermediate Stage III	<i>Speech Emergence</i> 1-3 years	<i>The student...</i> • Has good comprehension • Can produce simple sentences • Makes grammar and pronunciation errors • Frequently misunderstands jokes	• Why...? • How...? • Explain... • Phrase or short-sentence answers	Tell, Describe, Restate, Compare, Question, Map, Dramatize
Intermediate Stage IV	<i>Intermediate Fluency</i> 3-5 years	<i>The student...</i> • Has excellent comprehension • Makes few grammatical errors	• What would happen if...? • Why do you think...?	Imagine, Create, Appraise, Express, Contrast, Predict, Report, Estimate, Explain, Evaluate
Advanced & Advanced High	<i>Advanced Fluency</i> 5-7 years	<i>The student...</i> • Has near-native level of speech	• Decide if... • Retell...	Relate, Infer, Verify, Hypothesize, Outline, Revise, Suppose, Rewrite, Assess, Judge, Critique, Summarize, Illustrate, Justify, Demonstrate

Tabla de Referencia de las Etapas de Adquisición de un Segundo Idioma-Conroe ISD

Correlación TELPAS	Etapas y periodos aproximados	Características	Indicadores del maestro (prompts)	Lo que se espera del estudiante
Principiante Etapa I	<i>Preproducción</i> 0-6 meses	<i>El estudiante...</i> • muestra comprensión mínima • no se expresa verbalmente • dice "Sí" y "No" con la cabeza • dibuja y señala con el dedo	• Muéstrame... • Encierra en un círculo... • ¿Dónde está...? • ¿Quién tiene...?	Observar, ubicar, etiquetar, relacionar, mostrar, categorizar, clasificar, dibujar
Principiante Etapa II	<i>Producción temprana</i> 6 meses-1 año	<i>El estudiante...</i> • muestra comprensión limitada • produce respuestas cortas (2-3 palabras) • participa usando palabras clave y frases familiares • Usa verbos en tiempo presente	• Preguntas Sí/No • Preguntas disyuntivas • Respuestas simples (1-2 palabras) • Listas • Etiquetas	Nombrar, recordar, dibujar, enumerar, anotar, señalar, subrayar, organizar
Intermedio Etapa III	<i>Surgimiento del discurso</i> 1-3 años	<i>El estudiante...</i> • muestra buena comprensión • puede producir oraciones simples • produce errores gramaticales y de pronunciación • interpreta erróneamente los juegos de palabras	• ¿Por qué...? • ¿Cómo...? • Explique... • Respuestas de una frase u oración corta	Contar, describir, reformular, comparar, preguntar, trazar, dramatizar
Intermedio Etapa IV	<i>Fluidez intermedia</i> 3-5 años	<i>El estudiante...</i> • muestra una excelente comprensión • produce pocos errores gramaticales	• ¿Qué pasaría si...? • ¿Por qué piensas que...?	Imaginar, crear, valorar, expresar, contrastar, predecir, informar, calcular, explicar, evaluar
Avanzado y Avanzado Superior	<i>Fluidez avanzada</i> 5-7 años	<i>El estudiante...</i> • muestra un nivel de discurso cercano al del hablante nativo	• Decide si... • Cuenta de nuevo...	Relatar, inferir, verificar, hacer hipótesis, bosquejar, nuevo, evaluar, juzgar, criticar, revisar, suponer, redactar de resúmenes, ilustrar, justificar, demostrar



Step 8 - Required Annual Assessment

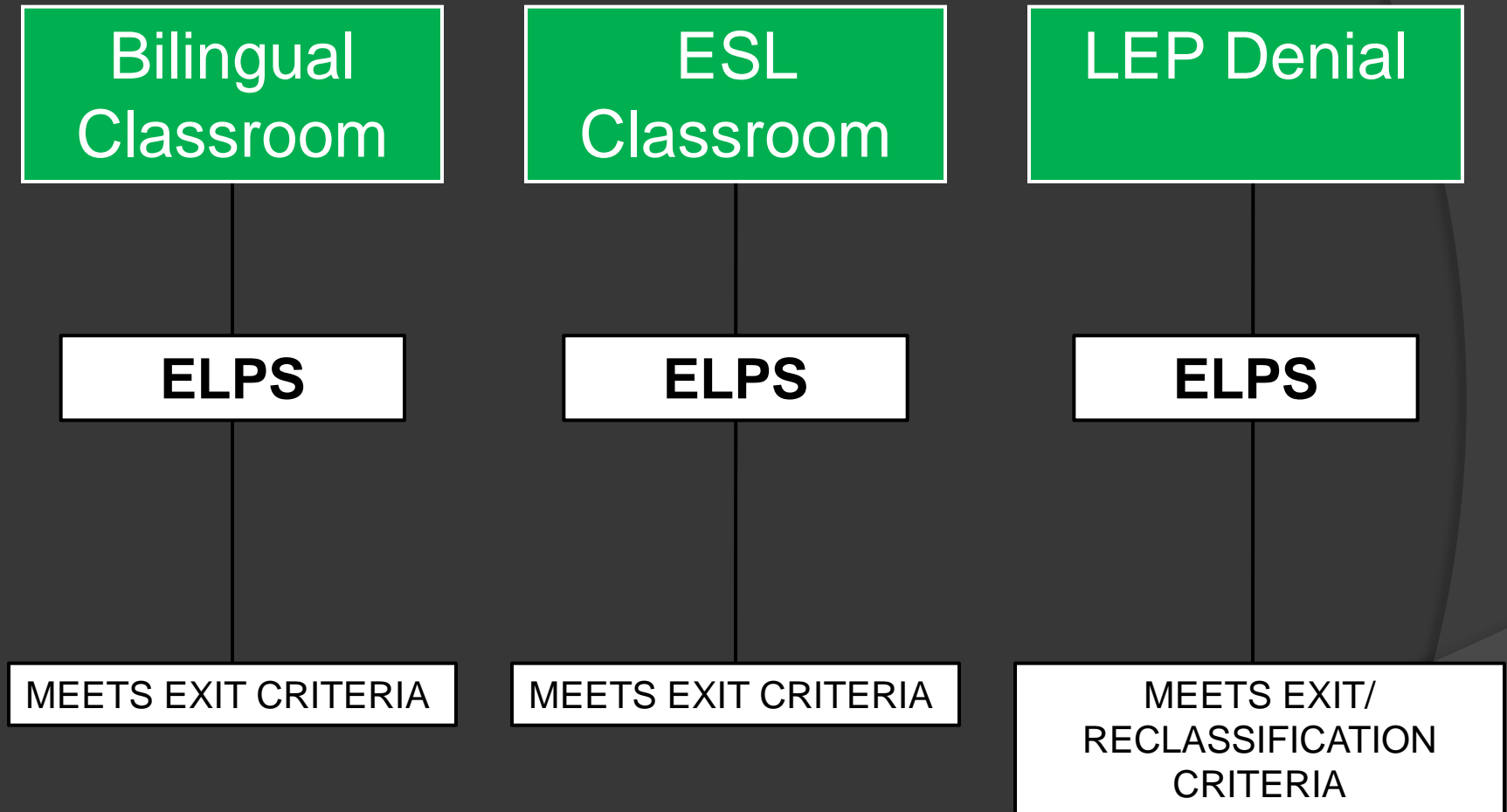
The LPAC meets annually at the end of the year to review students progress on the following assessments.

- Pre-LPT, LPT1 or LPT 2 in English
- TELPAS
 - TELPAS Reading
 - TELPAS Speaking K-12
 - TELPAS Listening K-12
 - TELPAS Writing K-12

How did I do this year?



State Assessments





LPAC Decisions about State Assessments

In the spring of the current school year, the LPAC will convene to determine the appropriate assessment option for ELLs before the administration of the state criterion-referenced test that year.

Refer to the LPAC Decision-Making Process for the Texas Assessment Program for complete information.

<http://www.tea.state.tx.us/student.assessment/ell/lpac/#manual>

ANNUAL REVIEW

- **At the end of the year, the LPAC committee reviews:**
 - **every child identified as ELL**
 - **being served**
 - **with parental denials**
 - **who has met exit criteria and continues to be monitored for 2 additional years**

Step 9 - Exit Requirements

Students in grades Pre-Kindergarten and Kindergarten may not be exited from a bilingual education or English as a second language program. An annual review is still conducted by the LPAC, but LEP students cannot be reclassified as English proficient in these grade levels.



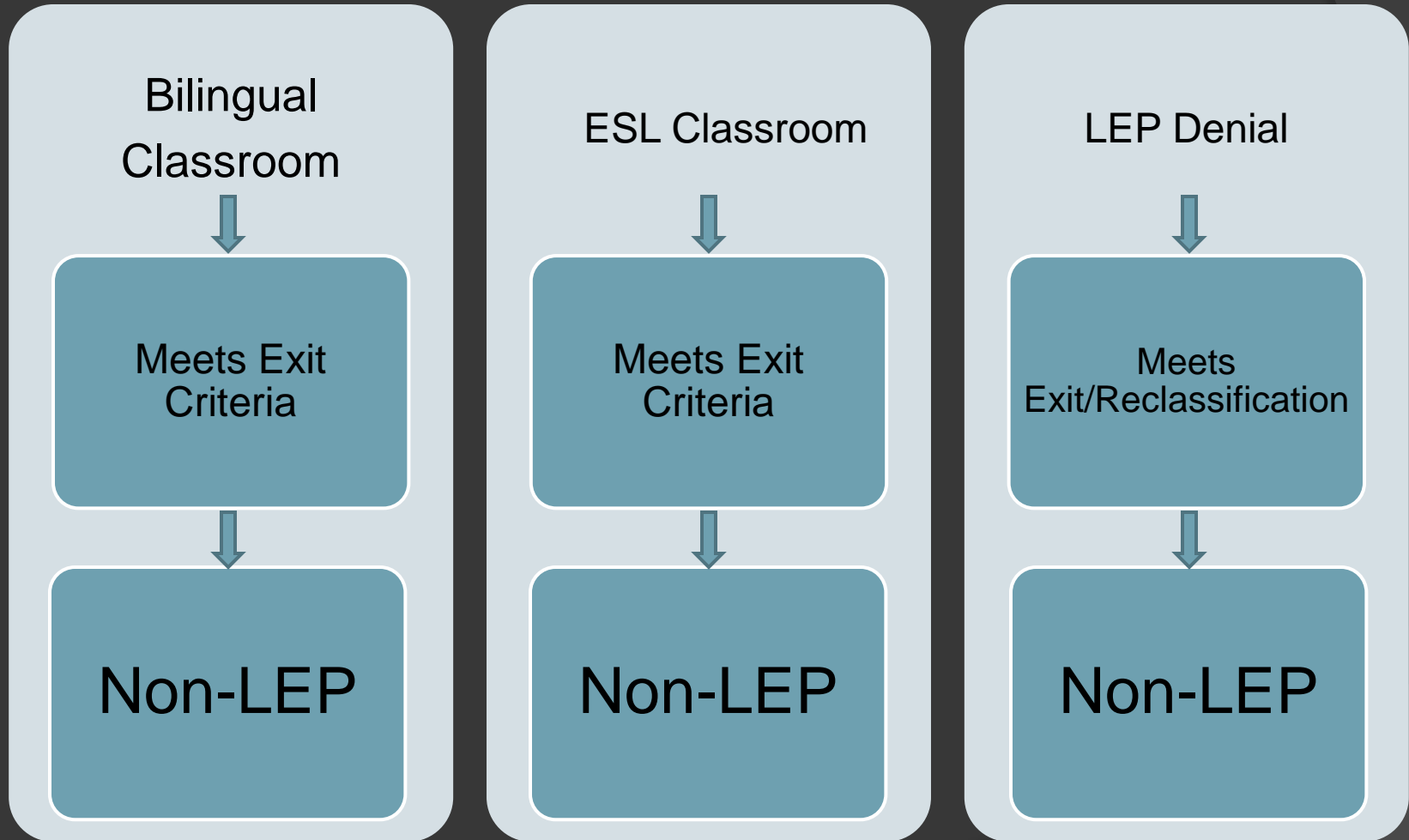
Step 9 continued

- In addition to the current exit requirements, Bilingual ELL students must be DRA tested and meet district requirements in both languages.

Parental Notification/Approval

- Once the LPAC reclassifies a student as non-LEP, **parents must be notified** that the student has met state criteria for exit and will be monitored for two years.
- Parent **approval** of the student's exit must be present in the student's record folder.

Parental Notification/ Approval



Step 10 - Monitoring

Monitoring Year 1 and Year 2 Requirements

- ① 1. Legislation requires the LPAC to review student's performance during the first two years after the student is exited.
- ② 2. The LPAC is required to consider:
 - Amount of time student was enrolled in bilingual education or special language program
 - Grades in each subject
 - Number of credits student has earned toward high school graduation (if applicable).
 - Any disciplinary action taken against the student



Step 10 - Monitoring (continued)

- ◎ 3. After evaluation of the student's performance LPAC may require intensive instruction for the student or reenrollment into a bilingual or ESL program:
 - If LPAC considers the lack of progress to be of an academic nature...
 - LPAC shall develop intensive instructional plans for the student.
 - If LPAC considers the lack of progress to be of linguistic nature...
 - LPAC may reenroll student in bilingual or ESL program. (Upon reentry to the program student code on PEIMS must be changed to LEP)

Conroe ISD LPAC in conjunction with ARD



SHARE ARD/LPAC YELLOW FLOW CHARTS HERE

Conroe Independent School District

English Language Assessment for Report Cards

Name of student _____

Student ID _____ Date of birth _____ School _____

Grade level _____ Date of entry to U.S. school _____ Date of entry to program in CISD _____

Language Areas

The areas of listening, speaking, reading, and writing are the building blocks for all English language learners. Students learning English need to demonstrate English language skills in social situations when they are outside of class or with friends and in academic situations when they participate in class and complete schoolwork. Students' results in each language area reflect both social language skills and academic language skills.

Proficiency Ratings

The following brief descriptions will help you understand the abilities generally demonstrated by students at the four English proficiency levels.

Beginning Students who receive this rating are in the early stages of learning English. These students have a small vocabulary of very common words and little ability to use English in academic settings. These students often communicate using English they have memorized.

Stage I Shows understanding in non-verbal ways-points, gestures, draws, lists, matches, copies and identifies.

Stage II Speaks one or two word phrases, recognizes key vocabulary in text, beginning to understand hands-on demonstrations, now records and organizes information.

Intermediate Students who receive this rating are able to use common, basic English in routine academic activities but need considerable English-language support to make learning understandable. Socially, these students are able to communicate simply about familiar topics and are generally able to understand conversations but may not comprehend all the details.

Stage III Speaks in short sentences and phrases, is able to tell, restate, compare, and ask questions.

Stage IV Communicates thoughts more completely, uses context clues to comprehend academic language, shows good listening comprehension in daily conversation, can explain and discuss.

Advanced Students who receive this rating are able to understand and use academic English in classroom activities when given some English-language support. In social situations, these students can understand most of what they hear but have some difficulty with unfamiliar grammar and vocabulary.

Advanced High Students who receive this rating are able to use academic English in classroom activities with little English-language support from others, even when learning about unfamiliar material. Students at this level have a large enough vocabulary in English to communicate clearly and fluently in most situations.

1st 9 Weeks English Language Development

Listening:	B I B	I II IV	A	AH
Speaking:	B I B	I II IV	A	AH
Reading:	B I B	I II IV	A	AH
Writing:	B I B	I II IV	A	AH

2nd 9 Weeks English Language Development

Listening:	B I B	I II IV	A	AH
Speaking:	B I B	I II IV	A	AH
Reading:	B I B	I II IV	A	AH
Writing:	B I B	I II IV	A	AH

3rd 9 Weeks English Language Development

Listening:	B I B	I II IV	A	AH
Speaking:	B I B	I II IV	A	AH
Reading:	B I B	I II IV	A	AH
Writing:	B I B	I II IV	A	AH

4th 9 Weeks English Language Development

Listening:	B I B	I II IV	A	AH
Speaking:	B I B	I II IV	A	AH
Reading:	B I B	I II IV	A	AH
Writing:	B I B	I II IV	A	AH

B	Beginning
I	Intermediate
A	Advanced
AH	Advanced High





Required Summer School Programs

- 19 TAC 89.1250 Required Summer School Programs
- TEA Correspondence/Summer School Program for English language learners students for kindergarten and Grade 1
- If a student's parent has denied bilingual/ESL services and the only summer school program available is a bilingual education/ESL summer school program, then the student is not eligible to generate bilingual/ESL ADA in the summer school program.
- Sample of Summer Program Parent Survey included in the LPAC Manual under Forms

Questions & Answers

