



Instructions for Years in U.S. Schools Data Collection

The language proficiency assessment committee (LPAC) is required to determine and document the number of school years in which each ELL has been enrolled in a U.S. school. This information, which is reported to TEA through the Texas English Language Proficiency Assessment System (TELPAS), is used for TELPAS reporting and STAAR assessment decisions, and for defining accountability and performance-based monitoring measures.

It is important for LPACs to follow state-defined policies and procedures to determine and annually document this critical student data element. Steps must be taken to document the information in a manner that shows clear evidence of consistent and accurate annual updating. The information must be kept in the student's LPAC documentation file. Districts may wish to use the TEA-provided form titled *Student History Worksheet* or a similar form to document and annually update this information. This form may be found on the Language Proficiency Assessment Committee Resources webpage at <http://tea.texas.gov/student.assessment/ell/lpac/>.

School records or signed verification from the child's parent or guardian must be used by the LPAC to indicate the number of school years of enrollment in the U.S. Information that cannot be obtained from the parent or guardian may be supplied instead by the person standing in parental relation (such as the relative with whom the student is living). When a school has been unsuccessful in obtaining the requested information in writing, a school official or representative may speak to the parent, guardian, or person standing in parental relation to obtain the information and then sign a statement describing the information obtained, which must be kept in the student's LPAC documentation file. If the student is 18 or older, the LPAC may permit the student to provide his or her own signed verification if appropriate.

The campus coordinator is responsible for submitting this information through the TELPAS Assessment Management System during the TELPAS window. Together, the campus coordinator and LPAC must ensure that steps are in place to annually verify the information for accuracy and consistency.

The number of school years of enrollment in a U.S. school starts with grade 1, or the first school year thereafter if the first school year of enrollment in the U.S. is later than grade 1. The value for first grade ELLs should never be higher than "1st school year" unless the student was retained in grade 1.

Beginning with the 2013–2014 school year, a student must have been enrolled for 60 consecutive school days in order for that year to be counted as one year in the calculation. When counting 60 consecutive school days for students who withdraw from a U.S. school and then re-enroll in another U.S. school, districts should restart the count at day 1 only in cases in which the student was not enrolled in another school for 10 or more consecutive school days. Students that re-enroll in another school in less than 10 days continue to be counted within the one year of the Years in U.S. school calculation. However, once a student has been enrolled for 60 consecutive school days within a school year, that school year will count as one year in the calculation of years in U.S. schools regardless of any subsequent periods of unenrollment. For purposes of this calculation, only schools based within the 50 states and Washington, D.C. are to be considered U.S. schools.

Example 1:

A student arrives from out of the country and enrolls for the first time in a U.S. school in Campus A in early March 2015. The student remains enrolled for 37 school days and then withdraws. The student is not enrolled in any school for 7 days. The same student then enrolls in Campus B and remains enrolled through the remainder of the school year. The student was enrolled for a total of more than 60 school days in the 2014–2015 school year and was not un-enrolled for a time period of 10 or more school days. Therefore, the LPAC at Campus B must count the 2014–2015 school year as year one in U.S. schools for that student. The following 2015–2016 school year, the student is considered to be year two.

Example 2:

A student arrives from out of the country and enrolls for the first time in a U.S. school in Campus A in early April 2015. The student remains enrolled for the rest of the school year. Because the student was enrolled for only 49 consecutive school days, the LPAC at Campus A cannot count the 2014–2015 school year as year one in U.S. schools. The following 2015–2016 school year, the student is still considered to be in his or her first year in U.S. schools.

School Year 2015–2016 TELPAS Years in U.S. Schools Data Collection

Document for Each ELL as Applicable:	Data Definitions
1st school year	Has been enrolled in U.S. schools for all or part(s) of 1 school year
2nd school year	Has been enrolled in U.S. schools for all or part(s) of 2 school years
3rd school year	Has been enrolled in U.S. schools for all or part(s) of 3 school years
4th school year	Has been enrolled in U.S. schools for all or part(s) of 4 school years
5th school year	Has been enrolled in U.S. schools for all or part(s) of 5 school years
6th school year or more	Has been enrolled in U.S. schools for all or part(s) of 6 or more school years