

Agenda



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

Review and Reclassification Section Objective



Content Objective

We will be able to summarize the requirements for conducting ongoing and annual review of English learner progress and criteria for reclassification of students as English proficient.

Composition of the LPAC

• The LPAC is composed of a:

Elementary

- Campus Administrator
- Certified Bilingual Educator
- LPAC Parent
- Special Education Rep

Secondary

- Campus Administrator
- ESL Teacher/Professional transitional language educator* (An ESL certified teacher or general ed. teacher trained in sheltered instruction)
- LPAC Parent*
- Special Education Rep

*All members must be present! TAC § 89.1220

LPAC Membership Guidelines

• Anyone that is designated LPAC members at these meetings must be trained in order to follow the process accordingly.

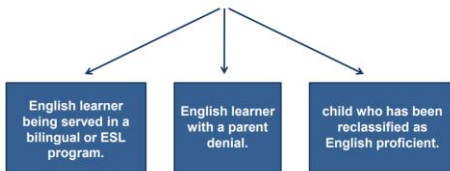
• Each trained LPAC members will also sign an oath of confidentiality because test and other information that is shared and analyzed for all students must be considered with respect to each student and his/her family's rights to confidentiality.

TAC §89.1220 (f)

Review and Reclassification

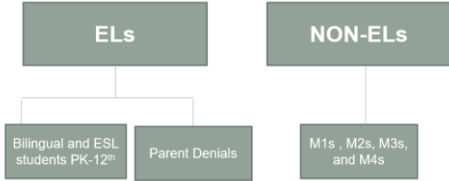


At the end of the year, the LPAC reviews every



LPAC Annual Review LPAC

At the end of the year, the LPAC reviews every English learner identified in PEIMS



LPAC Annual Review LPAC

- 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

LPAC Annual Review LPAC

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

How does a student exit ?

Grade	SE	SE-1	SE-2	SE-3	SE-4	SE-5	SE-6	SE-7	SE-8	SE-9	SE-10	SE-11	SE-12
Listening	1	2	3	4	5	6	7	8	9	10	11	12	13
Speaking	1	2	3	4	5	6	7	8	9	10	11	12	13
Reading	1	2	3	4	5	6	7	8	9	10	11	12	13
Writing	1	2	3	4	5	6	7	8	9	10	11	12	13

Reclassification of English Learners

LPAC

For exit from a bilingual education or ESE program, a student may be classified as English proficient only at the end of the school year in which a student would be able to participate equally in a general education, and English instructional program. This determination shall be based upon all of the following:



English Learner Reclassification Rubric

Standardized, Statewide Program Exit Procedure

The proposed Texas ESSA State Plan, Title III, Part A Section states:

"Determination of English proficiency and recommendation for program exit are based upon the following standardized exit criteria in accordance with TEC 29.056 (g):

Results of a subjective teacher evaluation, using the TEA-approved Student Exit Rubric."

- Subjective Teacher Evaluation**
- Texas currently allows for teachers to utilize a variety of data sources (student portfolio, anecdotal notes, etc.) to inform the subjective teacher evaluation portion of the reclassification criteria.
 - Beginning in school year 2018-2019, teachers will need to use a single, TEA-approved instrument (English Learner Reclassification Rubric) to inform the subjective teacher evaluation portion of the reclassification criteria and ensure that Texas has a standardized, statewide exit procedure.

English Learner Reclassification Rubric



Usage Criteria

Teacher

Certified bilingual and/or ESL teacher serving the EL and has a clear understanding of the student's ability to participate and succeed in classroom instruction

- If on a bilingual education exception or ESL waiver, the teacher who receives targeted professional development in accordance with district's requirements for an exception/waiver to serve the EL

Student

Selected English learners, who:

- The teacher and/or the LPAC considers ready for reclassification and potential program exit
- Achieved TELPAS scores in the Advanced and Advanced High levels in the previous school year

English Learner Reclassification Rubric



Documentation and Decision-Making

Documentation

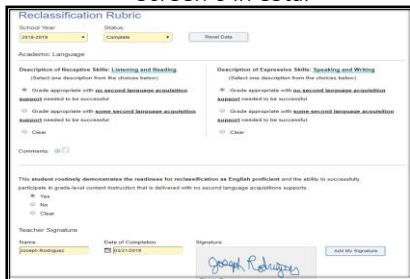
The LPAC will include in the child's permanent record a copy of the English Learner Reclassification Rubric for each student that is being considered for reclassification

- In cases where the teacher indicates on the English Learner Reclassification Rubric that an individual student is not yet ready for reclassification,
 - the teacher will document their reasoning in the space provided on the English Learner Reclassification Rubric
 - the teacher may also share with the LPAC anecdotal records, student work samples, etc. to support their recommendation

Decision-Making

The subjective teacher evaluation, as documented on the English Learner Reclassification Rubric, is one of four reclassification criteria considered by the LPAC and may prevent a student from exiting the program

English learner Reclassification Rubric Screen 6 in eStar



EOY EL INSTRUCTIONAL ACCOMMODATIONS LPAC

EOY LINGUISTIC ACCOMMODATIONS

EL Accommodation	Reading	Math	Science	Social Studies
peer and native language support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
guidance for selected language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
simple constructions (words/phrases)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
visual and/or verbal cues to reinforce spoken or written words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
peer-teach vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
short sentences and single words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
provide phrases on single sentence frames	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
rephrase, repeat, or slow down	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
read aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
word bank of key vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
model pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
read sentence stems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
underline reading in charts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
adapted books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
word translation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
clarify directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
translate words/phrases, or sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
read and model think aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
drawing or pictorial representation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
writing on keyboard, concrete manipulatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
audio/visual writing assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
refer back to complete material and/or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* clarification of words or phrases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* dictionary of various types: Bilingual Dictionary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* dictionary of various types: English/ESL Dictionary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* dictionary of various types: Monolingual Dictionary in languages other than English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Screen 4 in eStar Window - April 1 - 30

Teachers/Staff
ELL Teacher: Virginia Garcia-regalado
General Education Teacher: LaTasha Haggerty-Alton - 8th Grade 81 Science
General Education Teacher: Lindsey Hampton - 8th Grade 81 Math

Clone Feature

Clone feature will copy and paste accommodations, not teacher names. You will need to re-enter your teacher Name for each student.

Recent Students | Recent Systems

Student: Fake Student Fake Student Record Active: 01111111
School: Goose Creek Memorial High School Age: 14 yrs
Documents: 13,860 | 12,964 | 12,011 | 81,166

Save | Close | Previous | Next | Students | Reports | Preview | Print/Archive | Support | 1/5/14

Score: EL Instructional Accommodations | Application: LPAC Student Records

EL Status: ELL/LEP - ELL or Bilingual Program | EL Indicator: 1 - LEP

Year	Period	School Year	Period	Start Date	End Date
2016-2019	BOY Linguistic Accommodations	2016-2019	BOY Linguistic Accommodations	09/17/2016	09/20/2016
2017-2016	MOY Linguistic Accommodations	2017-2016	MOY Linguistic Accommodations	01/08/2016	02/02/2016
2017-2016	BOY Linguistic Accommodations	2017-2016	BOY Linguistic Accommodations	10/04/2017	10/16/2017
2016-2017	MOY Linguistic Accommodations	2016-2017	MOY Linguistic Accommodations	01/02/2017	01/13/2017
2016-2017	BOY Linguistic Accommodations	2016-2017	BOY Linguistic Accommodations	10/03/2016	10/14/2016