

AUGUST-SEPTEMBER IDENTIFICATION AND PLACEMENT OF ELLS

> FIRST 4 WEEKS LPAC & ON- GOING THROUGH THE YEAR School Year 2019-2020



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	Language Proficiency Assessm	ent Committee (LPRC) Meeting	
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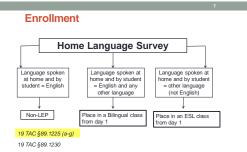


FIRST 4 WEEKS LPAC PROCESS (*CALENDAR DAYS)

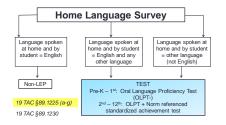
Parent Approval Form needed within 3 days of LPAC Meeting

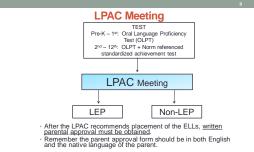
New Entries

- If the student transfers from a school <u>in</u> Texas:
- Review the withdrawal form, if available, to see if he/she was being served in a program or identified LEP in PEIMS.
- Try to get as much original documentation as possible, especially the HLS (document your attempts). Form available on the bilingual/ESL Department website.
- The LPAC identifies and places student within the first four weeks calendar days of enrollment. Be sure that all of the necessary signed documents are archived/uploaded on eStar within the <u>4 weeks</u>.
- If the student transfers from a school <u>outside</u> 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.



Entry Assessment



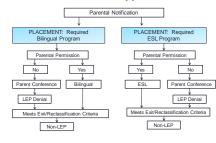


Parental Approval/Rights

- 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)]

Parental Approval



Parent Denial Process

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Campus Request for Parental Denial Form

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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, 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

	2019-2020 English Learner Reclassification Criteria									
	1 st /2 nd	3rd	4th	5th	6th	7th	8th	9th	10th	11 th /12 th
English Language Proficiency Assessment	TELPAS Advanced High in Listening, Speaking, Reading, and Writing									
State Standardized Reading Assessment	TEA-approved Norm- Referenced Standardized Achievement Test (Rdg./Lang.) 40th percentile or above	STAAR Reading (Inglish) meets the passing standard				STAAR English I EOC meets the passing standard	STAAR English II EOC meets the passing standard	TEA-approved Norm- Referenced Standardized Achievement Test (Rdg/Lang.) 40th percentile or above		
Subjective Teacher Evaluation	Use of the standardized English Learner Reclassification Rubric									

