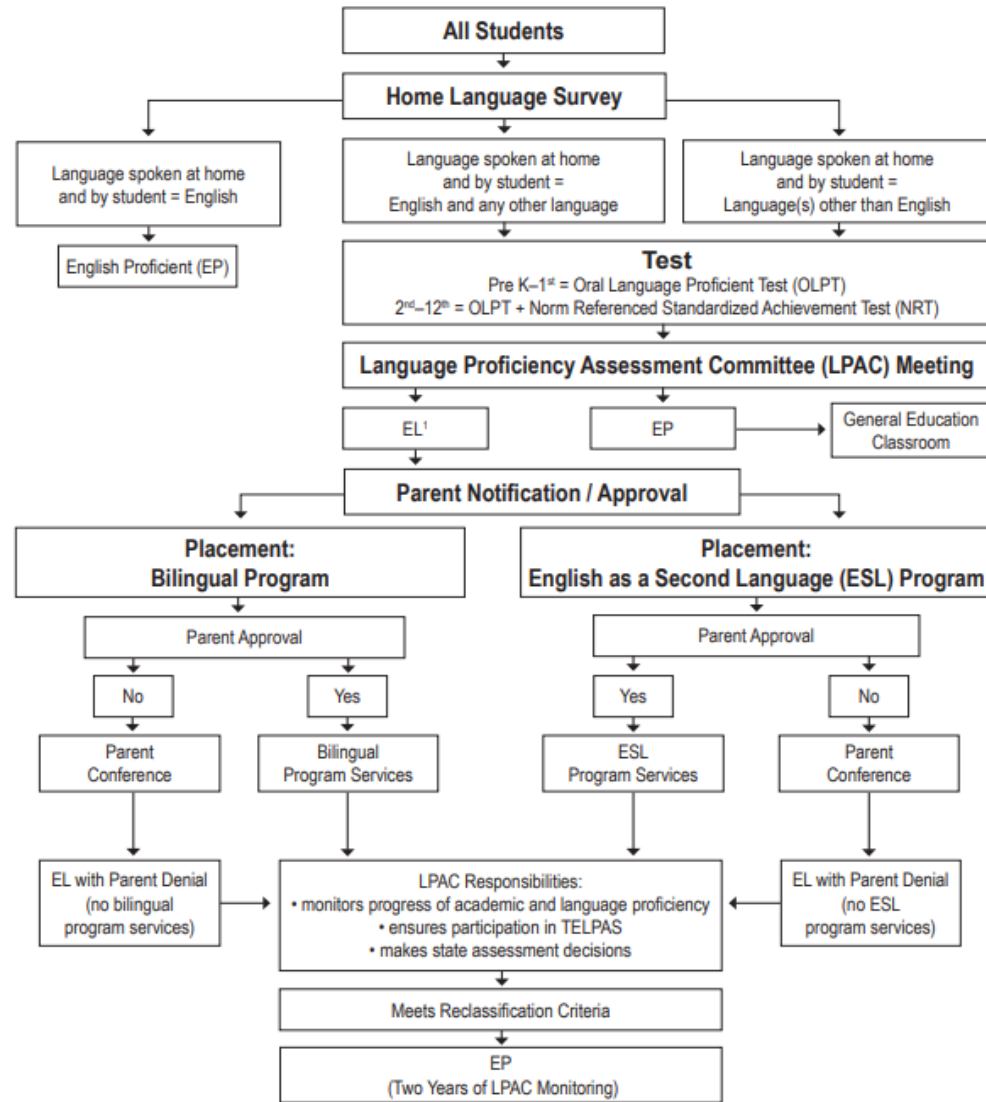




LPAC Committee Training for Teachers

FACILITATED BY THE BILINGUAL/ESL
DEPARTMENT

English Learner (EL) Identification/Reclassification Flowchart



***Criteria for EL identification:**

Pre-K - 1st OLPT below English proficient level = EL
 2nd - 12th OLPT below English proficient level and NRT at grade level for Reading and/or English language arts below 40th percentile = EL

The terms Limited English Proficient (LEP) and English learner (EL) are used interchangeably. The term LEP is still used for data collection in the Public Education Information Management Systems (PEIMS).

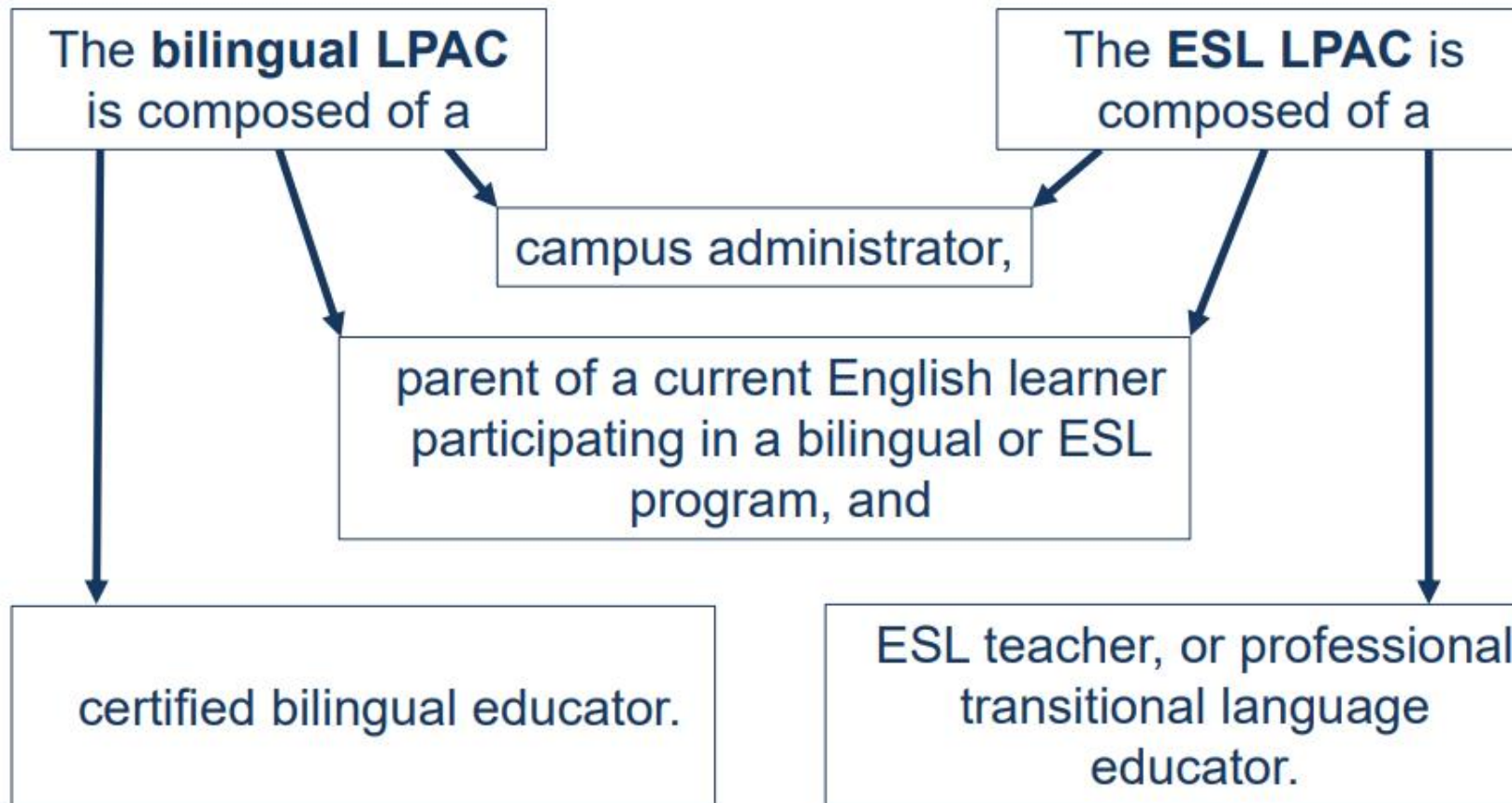
- The LPAC shall include
 - an appropriately certified bilingual educator (for students served through a bilingual education program), and/or an appropriately **certified ESL educator** (for students served through an ESL program),
 - a parent of an English learner participating in a bilingual or ESL program, and
 - a campus administrator in accordance with Texas Education Code (TEC), §29.063.
- In addition to the three required members of the LPAC, the school district may add other trained members to the committee.
- No parent serving on the LPAC shall be an employee of the school district.



19 TAC §89.1220 (b)-(d); **1203 (2)**; TEC §29.063

LPAC Membership

LPAC



All members must be present!

From: 19 TAC §89.1220 (b); TEC §29.063

Texas Education Agency

Upon their initial enrollment and at the end of each school year, the language proficiency assessment committee shall review all pertinent information on all English learners identified in accordance with §89.1225(f) of this title (relating to Testing and Classification of Students)

(1) designate the language proficiency level of each English learner in accordance with the guidelines issued pursuant to §89.1225(b)-(f) or §89.1226(b)-(f) of this title;

(2) designate the level of academic achievement of each English learner;

(3) designate, subject to parental approval, the initial instructional placement of each English learner in the required program;

(4) facilitate the participation of English learners in other special programs for which they are eligible while ensuring full access to the language program services required under the TEC, §29.053; and

(5) reclassify students, at the end of the school year only, as English proficient in accordance with the criteria described in §89.1225(i).

19 TAC §89.1220 (g)

- All members of the LPAC, including parents, shall be acting for the school district and shall observe all laws and rules governing confidentiality of information concerning individual students.
- The school district shall be responsible for the orientation and training of all members, including the parents, of the LPAC.
- All LPAC members shall be trained annually.
- All LPAC records must be maintained for five years after reclassification and **two years of monitoring** for state requirement.

Required LPAC Meetings

LPAC

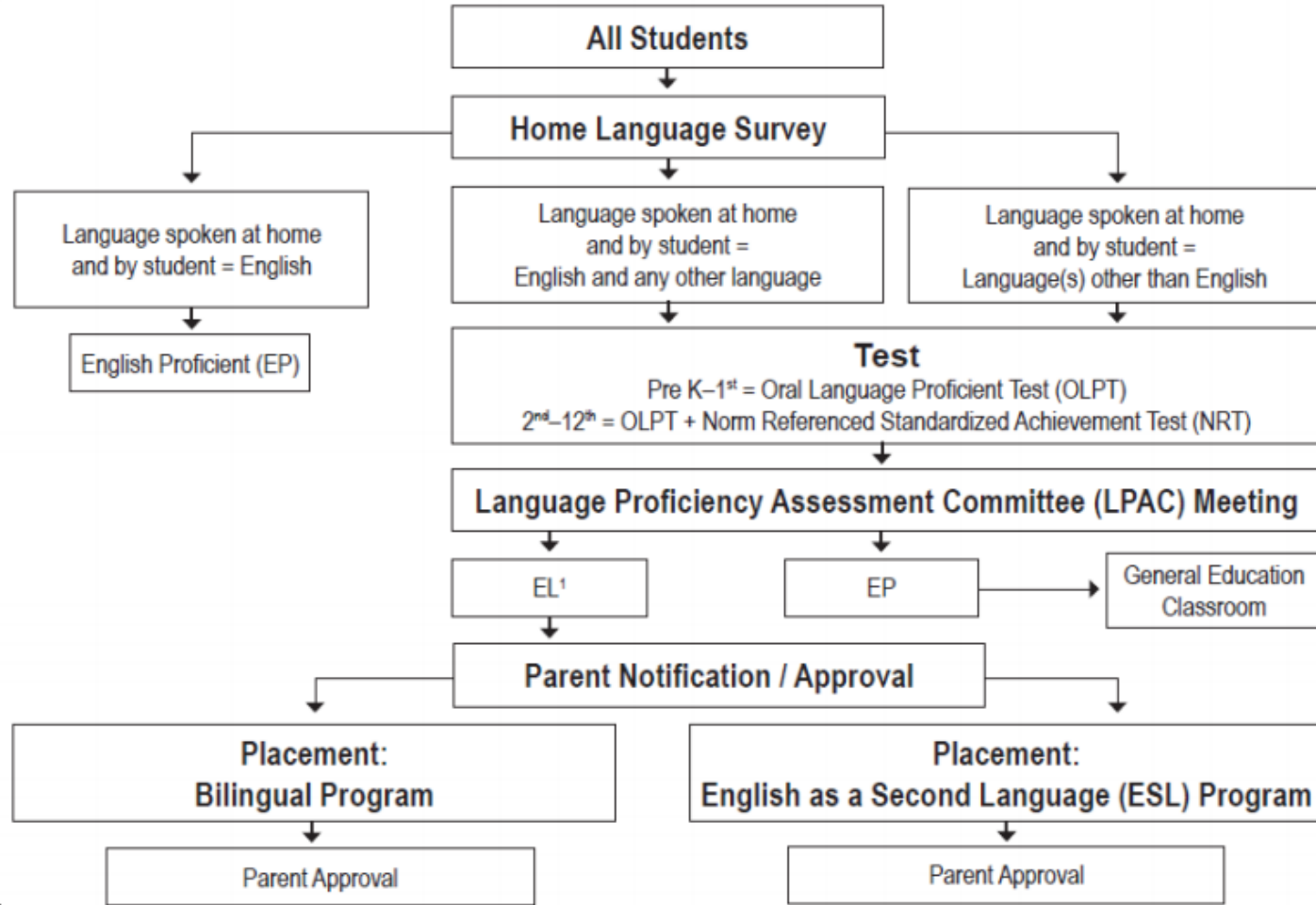
- Within four weeks of the initial enrollment, for identification and/or review
- Prior to state assessments, for determination of appropriate assessments and designated supports
- At the end of the year, for annual review and for the following year's placement decisions
- As needed, to discuss student progress



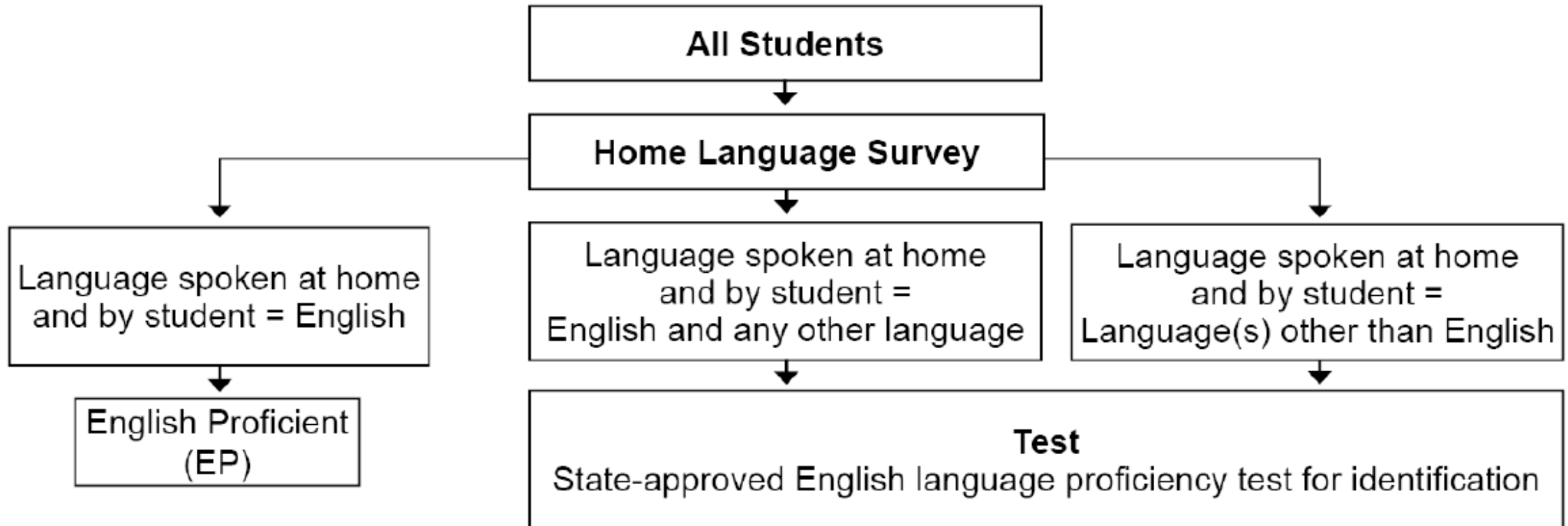
Timeline

LPAC

Four weeks



Identification Assessment



Shift to Single, Statewide Assessment

Beginning on **the first day of the 2019-2020 school year**, every Texas school must use the state-approved English language proficiency test for identification of English learners.

*pre***LAS**



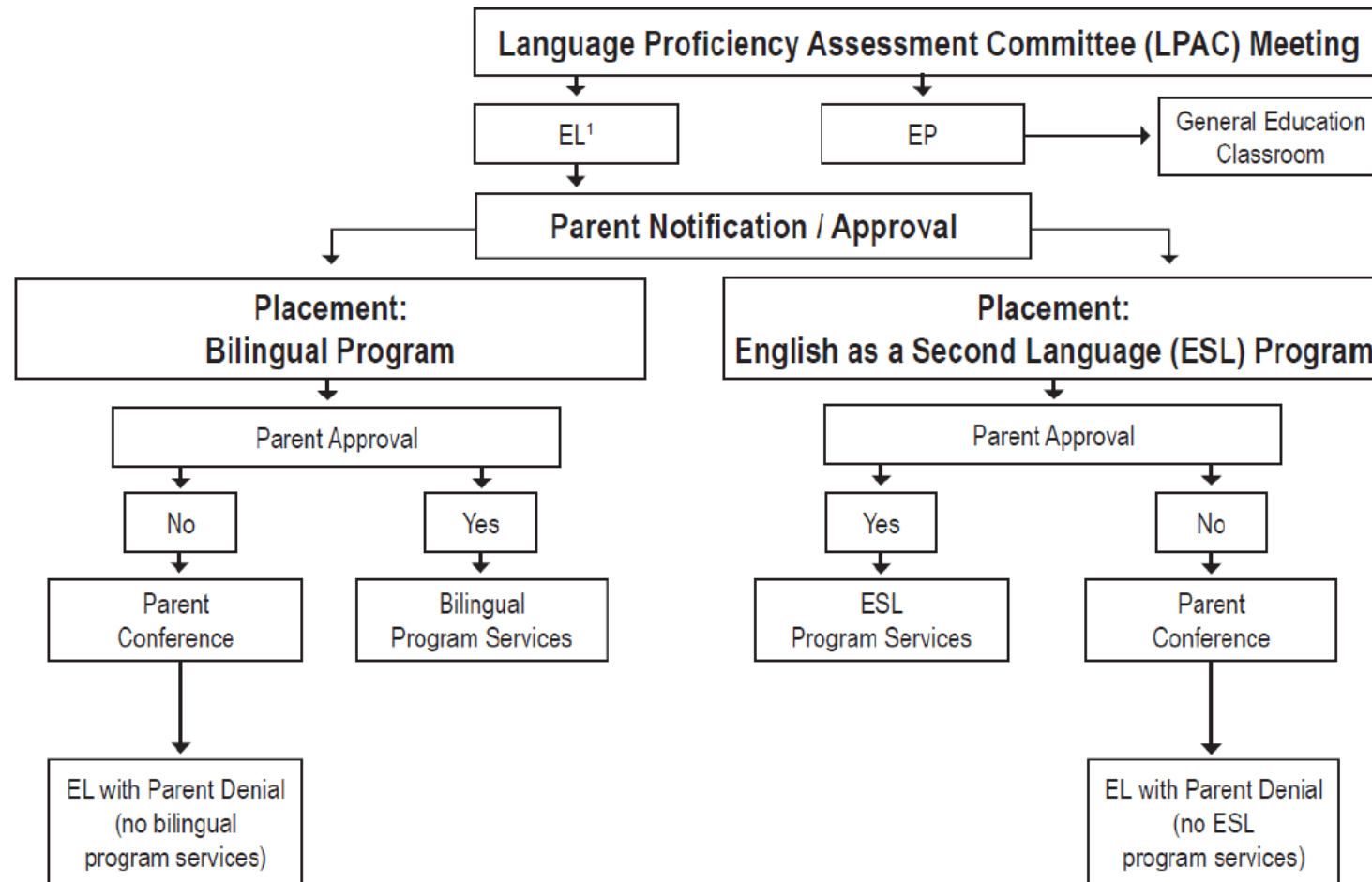
Training Agenda

LPAC

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

Parent Approval

LPAC



Parent Rights and Responsibilities: Notification

LPAC

- The parent or legal guardian shall be notified in their primary language and English of the following:
 - Their child's classification as an English learner.
 - The recommendation for placement of their child in the required bilingual education or English as a second language (ESL) program.
 - The purpose, content, and benefits to the student of the recommended bilingual/ESL program.
 - The fact that the recommended bilingual/ESL program is an integral part of the general school program.

Parent Approval

- Parental approval shall be considered valid for the student's continued participation in the required bilingual education or ESL program until
 - the student meets the reclassification criteria described in §89.1226(i) of this title (relating to Testing and Classification of Students), or
 - the student graduates from high school, or
 - a change occurs in program placement.
- Pending parent approval of an English learner's entry into services, the school district shall place the student in the recommended program.

Program Placement, Without Written Approval

A school district may place in or exit a student from a program without written approval of the student's parent or guardian if:

- the student is 18 years of age or has had the disabilities of minority removed;
- the parent or legal guardian provides approval through a phone conversation or e-mail that is documented in writing and retained; or
- an adult who the school district recognizes as standing in parental relation to the student provides written approval. This may include a foster parent or employee of a state or local governmental agency with temporary possession or control of the student.

19 TAC §89.1220 (m)

- In cases where a parent denies placement in bilingual education or ESL services, the student:
 - Is identified in PEIMS as an English learner with a parent denial, and remains classified as an English learner until the student meets reclassification criteria.
 - Participates in annual the TELPAS assessment until the student meets reclassification criteria.
- It is the responsibility of the LPAC to monitor the progress of all English learners, including those whose parents have denied program services.

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 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)

Training Agenda

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

English Learner Services

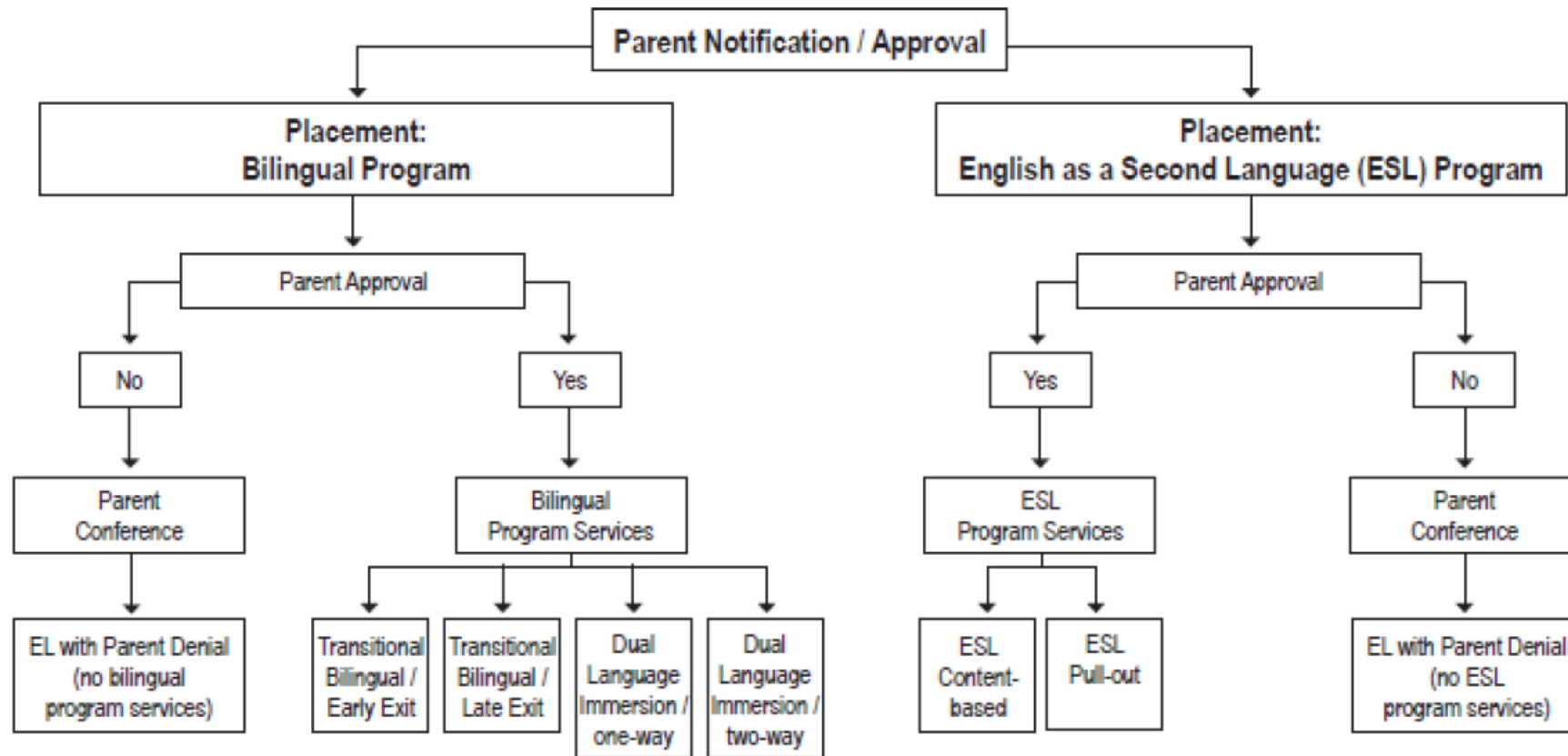
LPAC

- Bilingual education and ESL programs shall be integral parts of the total school program.
- Such programs shall use instructional approaches designed to meet the specific language needs of English learners. The basic curriculum content of the programs shall be based on the Texas Essential Knowledge and Skills (TEKS) and the English language proficiency standards (ELPS) required by the state.

19 TAC §89.1201 (d); 1203 (6)

English Learner Services

LPAC



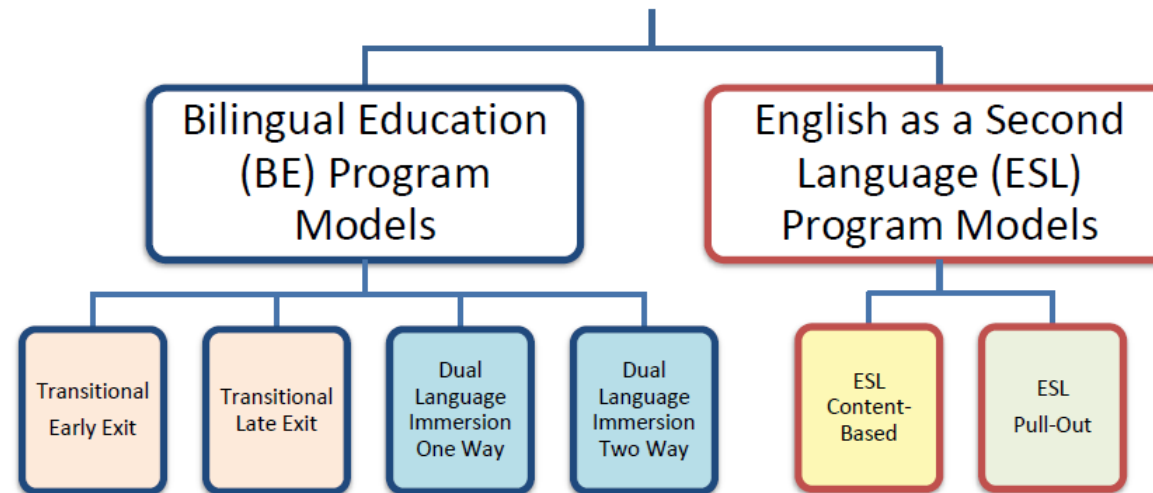
Bilingual Education Program Definition

LPAC

Six State-Approved Program Models for ELs

TEC 29.066; TAC 89.1210

Districts must serve English learners (ELs) through **BE** or **ESL**



20+ ELs @ same grade and primary language district-wide = BE program required in elementary*

1+ EL = ESL program required

*Elementary = PK through 5th grade (or through 6th grade if clustered with elementary)

Bilingual Education Program Models

LPAC

The bilingual education program shall be implemented through at least one of the following program models:

- Transitional bilingual/early exit
- Transitional bilingual/late exit
- Dual language immersion/one-way
- Dual language immersion/two-way

Transitional Bilingual/ Early Exit

LPAC

General Description

- Transitional bilingual/early exit is a bilingual program model in which students identified as English learners are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.

Certifications

- Instruction in this program is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061(b)(1) for the assigned grade level and content area.

Goal

- The goal of early-exit transitional bilingual education is for program participants to utilize their primary language as a resource while acquiring full proficiency in English.

Instructional Approach

- This model provides instruction in literacy and academic content through the medium of the students' primary language, along with instruction in English that targets second language development through academic content.

19 TAC §89.1210 (c)(1)

Dual Language Immersion/ Two-Way

LPAC

General Description

- Dual language immersion/two-way is a bilingual/biliteracy program model in which students identified as English learners are integrated with students proficient in English and are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.

Certifications

- Instruction provided in a language other than English in this program model is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061, for the assigned grade level and content area. Instruction provided in English in this program model may be delivered either by a teacher appropriately certified in bilingual education or by a different teacher certified in ESL in accordance with TEC §29.061, for the assigned grade level and content area.

Goal

- The goal of two-way dual language immersion is for program participants to attain full proficiency in another language as well as English.

Instructional Approach

- This model provides ongoing instruction in literacy and academic content in English and another language with at least half of the instruction delivered in the non-English program language for the duration of the program.

19 TAC §89.1210 (c)(4)

ESL Program Models

LPAC

The ESL program shall be implemented through one of the following program models:

- ESL/content-based
- ESL/pull-out

General Description

- An ESL/content-based program model is an English acquisition program that serves students identified as English learners through English instruction

Certifications

- by a teacher appropriately certified in ESL under TEC, §29.061(c) through English language arts and reading, mathematics, science, and social studies.

Goal

- The goal of content-based ESL is for English learners to attain full proficiency in English in order to participate equitably in school.

Instructional Approach

- This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies.

General Description

- An ESL/pull-out program model is an English acquisition program that serves students identified as English learners through English instruction

Certifications

- provided by an appropriately certified ESL teacher under the TEC, §29.061(c) through English language arts and reading.

Goal

- The goal of ESL pull-out is for English learners to attain full proficiency in English in order to participate equitably in school.

Instructional Approach

- This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

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.

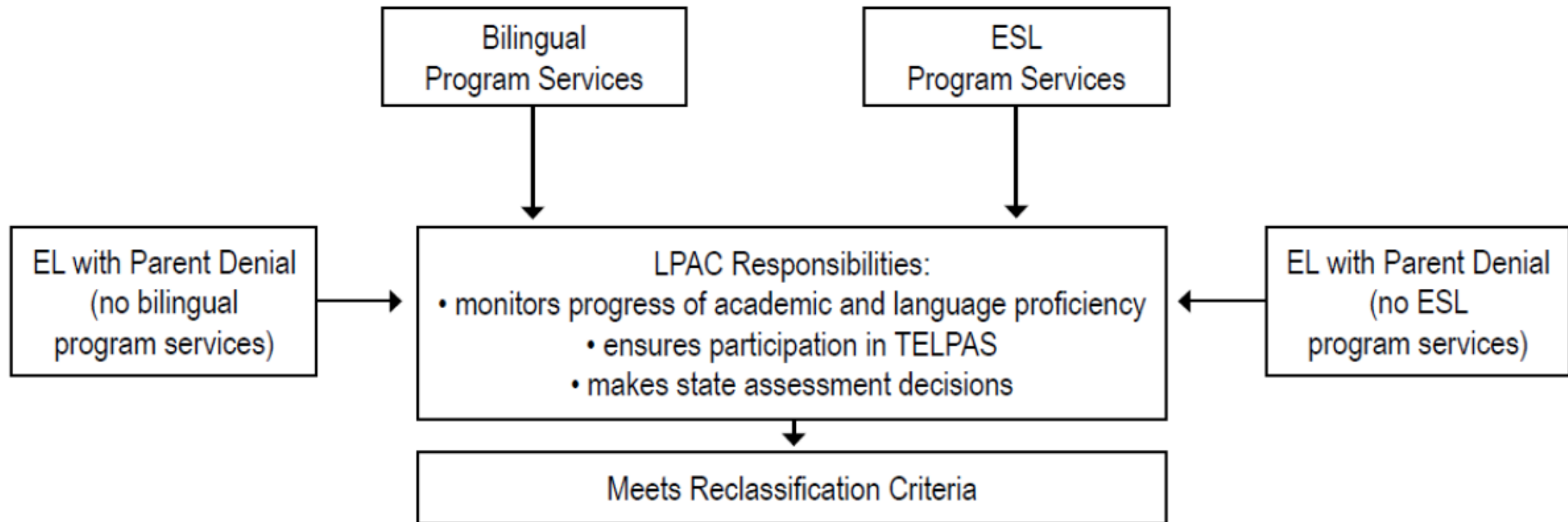
Agenda

LPAC

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

Ongoing/Mid-Year Review

LPAC



Ongoing Monitoring of English Learners

LPAC

For English learners participating in a program and those with a parent denial, the LPAC

- monitors the progress of academic and language proficiency and
- ensures participation in TELPAS (listening, speaking, reading, and writing) until reclassification as an English proficient student.

State Assessments: LPAC Decision-Making

LPAC

Close to the time of testing administration of the state criterion-referenced test each year, the language proficiency assessment committee shall

- determine the appropriate assessment option for each English learner.
- make designated support decisions based on
 - an individual student's particular needs for second language acquisition support, and
 - whether the student routinely, independently, and effectively uses the designated support in instruction and classroom testing.

From: 19 TAC §89.1220 (i)

State Assessments: LPAC Decision-Making

LPAC

- For English learners who are receiving program services, the LPAC shall:
 - Make decisions that are applicable for all assessments administered in the current school year, and may carry over decisions from spring to summer administrations.
 - Identify STAAR designated supports (for English learners receiving services only), keeping in mind some supports may prevent the student from being considered for reclassification at the end of the year.
 - Document any changes in a student's situation that have occurred between administrations, especially if a student no longer requires designated supports.

State Assessments: LPAC Decision-Making

LPAC

- For English learners with parental denial of services, the LPAC shall not:
 - Designate supports for STAAR assessments
 - No testing in Spanish
 - No English I special provisions
 - No unschooled asylee/refugee provisions
- For TELPAS assessments, all English learners are assessed, regardless of whether parents have denied bilingual education or ESL program services.

Alternate English Language Proficiency (ELP) Assessment

LPAC

34 CFR §200.6(h)(5) requires that a State administer an alternate 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.

LPAC Decision-Making for Dual-Identified Students

LPAC

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

LPAC Decision-Making for Dual-Identified Students

LPAC

- The LPAC is responsible for making designated supports decisions for the STAAR program in conjunction with the student's ARD, Section 504, MTSS, 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 disability.
- These committees should become familiar with all information on the TEA Accommodation Resources webpage.

LPAC Annual Review

LPAC

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

- being served in a bilingual or ESL program;
- with a parental denial; and
- who has been reclassified as an English proficient student and is in his or her first (F) or second (S) year of monitoring.

LPAC Annual Review

LPAC

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.

Reclassification of English Learners

LPAC

For exit from a bilingual education or ESL 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, all-English instructional program. This determination shall be based upon all of the following:

- (1) a proficiency rating on the state-approved English language proficiency test for exit that is designated for indicating English proficiency in each the four language domains (listening, speaking, reading, and writing);
- (2) passing standard met on the reading assessment instrument under the Texas Education Code (TEC), §39.023(a), or, for students at grade levels not assessed by the aforementioned reading assessment instrument, a score at or above the 40th percentile on both the English reading and the English language arts sections of the state-approved norm-referenced standardized achievement instrument; and
- (3) the results of a subjective teacher evaluation using the state's standardized rubric.

English Learner Reclassification Rubric


LPAC

Subjective Teacher Evaluation

To meet ESSA Title III, Part A requirements as described in the Texas ESSA State Plan for a standardized, statewide exit criteria, the English learner Reclassification Rubric is utilized for the Subjective Teacher Evaluation portion of the reclassification criteria.

English Learner Reclassification Rubric

LPAC

	English Learner Reclassification Rubric Teacher Documentation	Student Name: _____
		Grade Level: _____
<p><i>This document fulfills requirements in TEC 29.056(g)(3) for the subjective teacher evaluation component of the reclassification criteria, providing teacher documentation of the student's English language proficiency with academic language and informing the Language Proficiency Assessment Committee (LPAC) of the student's readiness for reclassification as a non-English learner with potential placement in a general education classroom setting.</i></p>		
Academic Language		
Description of Receptive Skills: Listening and Reading <small>(Select one descriptor from the choices below)</small>	Description of Expressive Skills: Speaking and Writing <small>(Select one descriptor from the choices below)</small>	
<input type="checkbox"/> Grade appropriate with no second language acquisition support needed to be successful: Student routinely demonstrates listening and reading comprehension skills comparable to English proficient grade-level peers. Student is able to construct meaning when reading grade appropriate texts, and student rarely needs speakers to slow down, repeat, or rephrase during conversations and academic discussions. Student receives written and oral information with no need for second language acquisition support to be successful with grade appropriate content.	<input type="checkbox"/> Grade appropriate with no second language acquisition support needed to be successful: Student routinely expresses thoughts and ideas in speaking and in writing at a level comparable to English proficient grade-level peers. Student uses grade-appropriate content-based vocabulary and grammar effectively in oral and written communications. Student communicates orally with few pauses and minimal errors that block communication. Student produces oral and written material with no need for second language acquisition support to be successful with grade appropriate content.	
<input type="checkbox"/> Grade appropriate with some second language acquisition support needed to be successful: Student demonstrates listening and reading comprehension skills that are nearing but not yet comparable to English proficient grade-level peers. Student at times relies on linguistically accommodated text features to construct meaning from abstract grade appropriate text. Student comprehends conversations and discussions but relies at times on pauses for processing time, requests for repetition, visual cues, and requests for clarification with less familiar topics.	<input type="checkbox"/> Grade appropriate with some second language acquisition support needed to be successful: Student expresses thoughts and ideas in speaking and writing that are nearing but not yet comparable to English proficient grade-level peers. Student uses grade appropriate content-based terms on familiar topics with some errors in complex grammar usage. Student expresses grade appropriate ideas in writing with emerging grade appropriate vocabulary, but at times relies on second language acquisition supports to express ideas effectively in oral and written English.	
Comments: 		
This student routinely demonstrates the readiness for reclassification as English proficient and the ability to successfully participate in grade-level content instruction that is delivered with no second language acquisitions supports. <input type="checkbox"/> Yes <input type="checkbox"/> No <i>Provide an explanation in the comments and attach additional supporting documentation, as needed.</i>		
Teacher Name: _____	Teacher Signature: _____	Date of Completion: _____

Decisions Pending Results

LPAC

If STAAR results are not yet available when the LPAC meets at the end of the school year to make reclassification decisions, the LPAC will conduct the following process:

- The LPAC makes the decision for reclassification, pending STAAR results, if the student has met all other reclassification criteria and if the LPAC determines that the student will be ready for reclassification if STAAR results demonstrate that the student has met standard (Approaches, Meets, or Masters levels).
- The LPAC must have a follow-up process as soon as scores are received by the district to enact on the LPAC reclassification decisions pending STAAR results.
- Once scores are received, a member of the LPAC will enter the scores into the LPAC documentation and complete the reclassification process for eligible students without the need for another LPAC meeting.

Reclassification of English Learners

LPAC

- A student in prekindergarten or kindergarten may not be reclassified as an English learner; the first opportunity for an English learner to be considered for reclassification is in grade one.
- A school district must ensure that English learners are prepared to meet academic standards required by the TEC, §28.0211.

Reclassification of Dual-Identified Students

LPAC

- For English learners who are also eligible for special education services, the district assures that:
 - decisions regarding reclassification as English proficient are made by the LPAC in conjunction with the ARD committee, implementing assessment procedures that differentiate between language proficiency and disabling conditions; and
 - the standardized process for English learner reclassification is followed, EXCEPT in cases where the student has a significant cognitive disability.

Reclassification of English Learners with Significant Cognitive Disabilities

LPAC

- For English learners with significant cognitive disabilities, the LPAC in conjunction with the ARD committee shall meet and may:
 - determine that the state's English language proficiency assessment for reclassification is not appropriate because of the nature of the student's disabling condition;
 - may recommend that the student take the state's alternate English language proficiency assessment (TELPAS Alt) and shall determine an appropriate performance standard requirement for reclassification by language domain.

English Learner Reclassification Chart

LPAC

2019–2020 English Learner Reclassification Criteria Chart

At the end of the school year, a district may reclassify an English Learner (EL) as English proficient for the first time or a subsequent time if the student is able to participate equally in a regular all-English instruction program as determined by satisfactory performance in all three assessment areas below and the results of a subjective teacher evaluation.¹

For State of Texas Assessments of Academic Readiness (STAAR) English reading and English writing, the performance standard for program exit is the student meeting any of the following:

- Masters Grade Level
- Meets Grade Level
- Approaches Grade Level

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11 th /12 th	
English Language Proficiency Assessment	Texas English Language Proficiency Assessment System (TELPAS) Advanced High in Listening, Speaking, Reading and Writing											
State Standardized Reading Assessment	TEA Approved Norm-Referenced Standardized Achievement Test (Reading/Language) 40 th percentile or above ²	STAAR Reading (English)						STAAR English I EOC ³	STAAR English II EOC ³	TEA Approved Norm-Referenced Standardized Achievement Test (Reading/Language) 40 th percentile or above ²		
Subjective Teacher Evaluation	Form: English Learner Reclassification Rubric Training Video: English Learner Reclassification Rubric Training Video Presentation (35 minutes) Training PowerPoint: English Learner Reclassification Rubric Introduction and Training PowerPoint											

¹ 19 TAC §89.1226(i)(3)

² Effective in school year 2019-2020, students in grades 1-2 and in grades 11-12 shall be assessed using the state's single TEA Approved Norm-Referenced Standardized Achievement Test: <http://tea.texas.gov/bilingual/esl/education/>

³ For STAAR, English reading and English writing refer to the grade-level tests in grades 3-8 and to the applicable end-of-course English 1 for grade 9, and English II for grade 10.

Note: ELs may be exited no earlier than at the end of first grade based on 19 TAC §89.1226(j).

Note: Students for whom the LPAC recommends the use of Oral Administration, Content and Language Supports, or Extra Time as an accommodation for any reading or writing assessment, may not be considered for exit at the end of the school year.

Note: English learners with significant cognitive disabilities who are receiving special education services may qualify to be reclassified using the following: [Process for Considering Reclassification of English Learners who also have Identified Special Needs](#).

Parent Notification and Approval

LPAC

- The school district shall:
 - Give written notification to the student's parent or legal guardian that their child has met all criteria to be reclassified as English proficient;
 - Share the LPAC's recommendation for program exit, or for continued participation in program (e.g. for students in a dual language immersion program);
 - Acquire written parental approval, as appropriate, for exit from the bilingual education or ESL program, and as required under the Texas Education Code, §29.056(a).

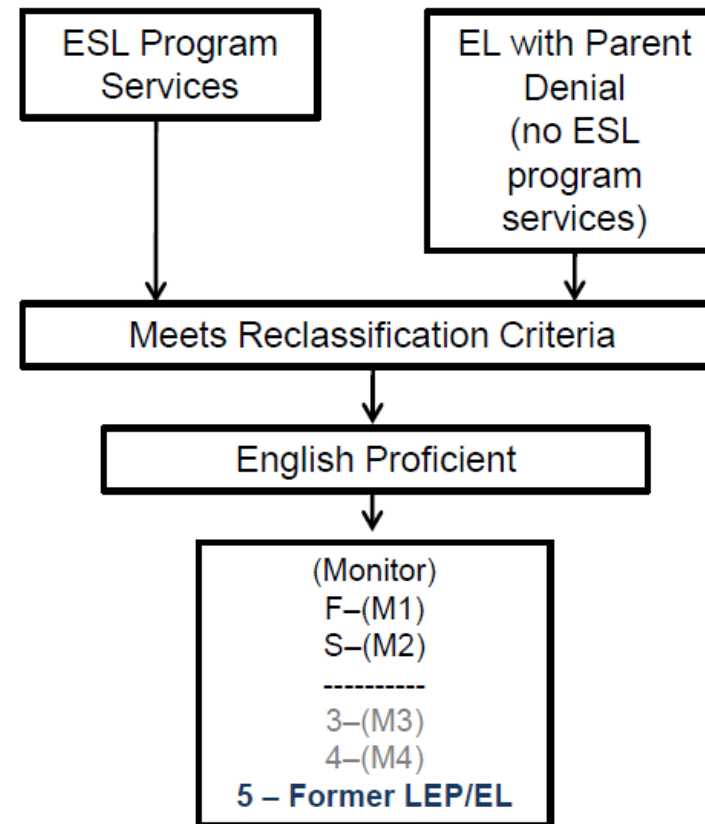
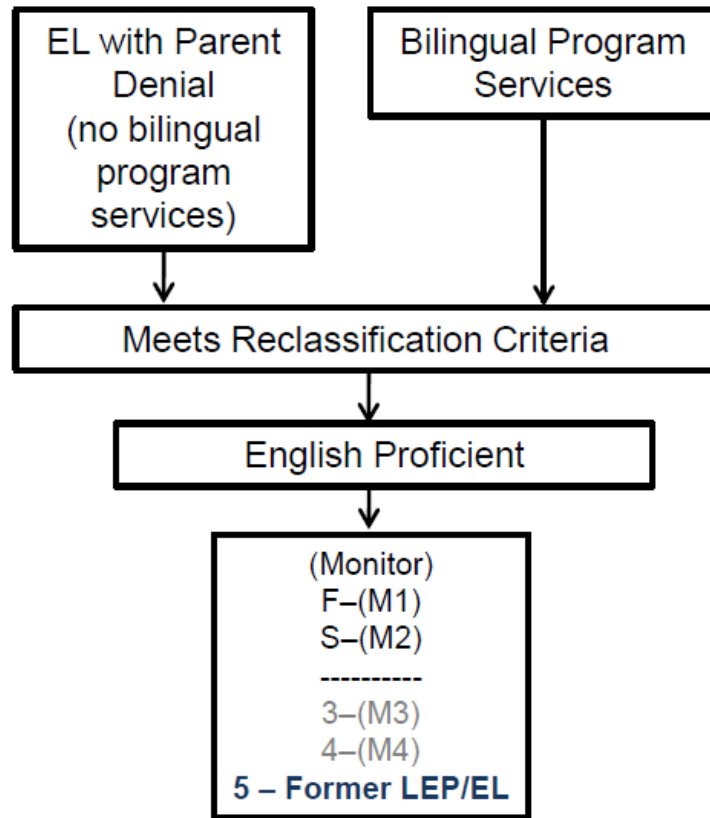
Training Agenda

LPAC

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

Monitoring After Reclassification

LPAC



Monitoring After Reclassification

LPAC

- The LPAC shall monitor the **academic progress** of each student who has met criteria for reclassification in accordance with TEC, §29.056(g) for **the first two years after reclassification.**
- Monitoring for the first two years after reclassification **includes** students who have a **parental denial.**
- PEIMS codes **F (first year)** and **S (second year)**
- This is a **State** requirement.

Reclassified Students (F&S Only)

LPAC

19 TAC §89.1220 (k)

In accordance with TEC, §29.0561, the language proficiency assessment committee shall review the student's performance and consider:

- (1) the total amount of time the student was enrolled in a bilingual education or special language program;
- (2) the student's grades each grading period in each subject in the foundation curriculum;

Reclassified Students (F&S Only)

LPAC

- (3) the student's performance on State assessments;
- (4) the number of credits the student has earned toward high school graduation, if applicable; and
- (5) any disciplinary actions taken against the student under TEC, Chapter 37, Subchapter A (Alternative Settings for Behavior Management).

19 TAC §89.1220 (k)

Monitor Year (3) and (4) Students

LPAC

- The LPAC's sole responsibility for students in monitoring years 3 and 4 is to **coordinate with PEIMS** to ensure that students are coded appropriately.
- The LPAC **does not monitor academic progress** of students in monitoring years 3 and 4.
- ESEA requires this data collection **for accountability purposes only**.
- This is a **federal requirement**.

ESEA Section 3121(a)(5)