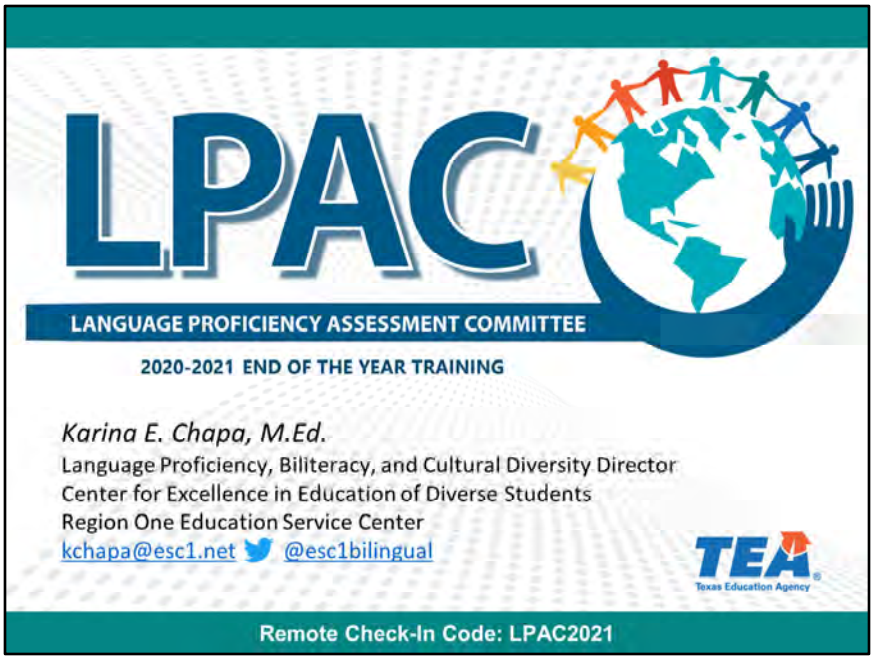

Please be familiar with the following program statutes that pertain to English Learners.

- 19 Texas Administrative Code (TAC) Chapter 89, Subchapter BB
- Texas Education Code Section 29, Subchapter B

These document can be found on the Resources page.

- Decision-Making Guide for LPACs (STAAR, STAAR Spanish, STAAR Alternate 2, TELPAS, and TELPAS Alternate) which is overseen by the Division of Student Assessment

Visit the English learner web portal at www.txel.org for more resources and information on English learners.

Let's chat…

What has been the most valuable lesson you have learned this school year?

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What changes are you planning to make next year based on this new knowledge?

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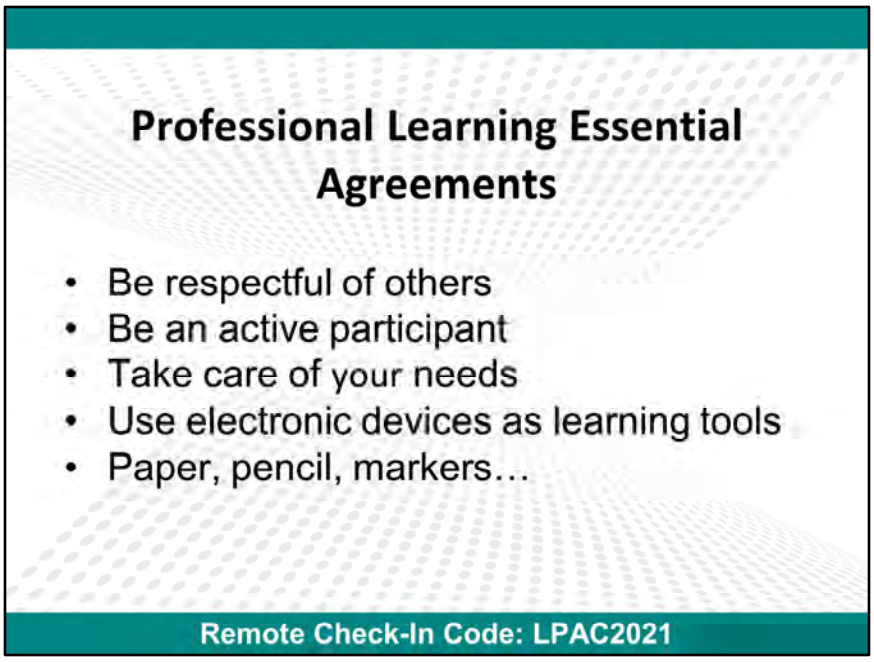
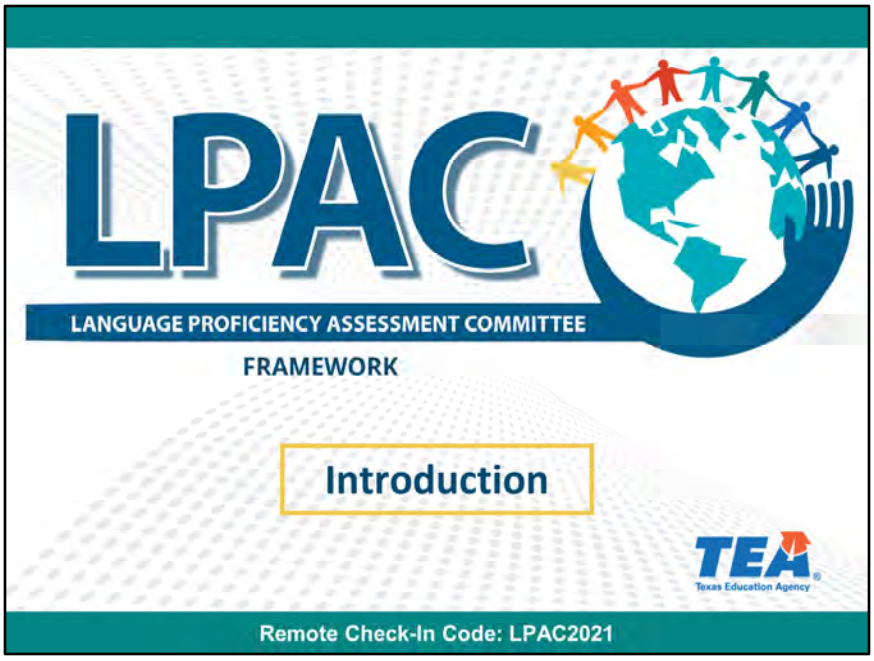
Remote Check-In Code: LPAC2021


Professional Learning Essential Agreements
• Be respectful of others
• Be an active participant
• Take care of your needs
• Use electronic devices as learning tools
• Paper, pencil, markers…
Remote Check-In Code: LPAC2021



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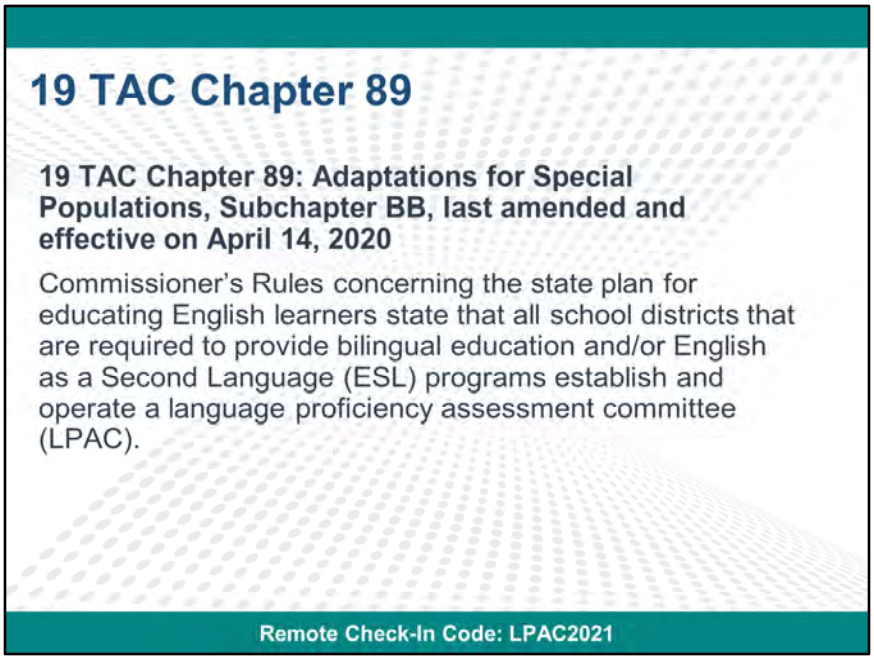

Locate the **amended** version of 19 TAC Chapter 89 (*effective on April 14, 2020*).
The purpose of this document is to provide guidance regarding the policies, procedures, program designs, and all other aspects related to the education of English learners.

It is recommended that when each section is discussed, locate the section within the Chapter 89 document for reference, as needed.

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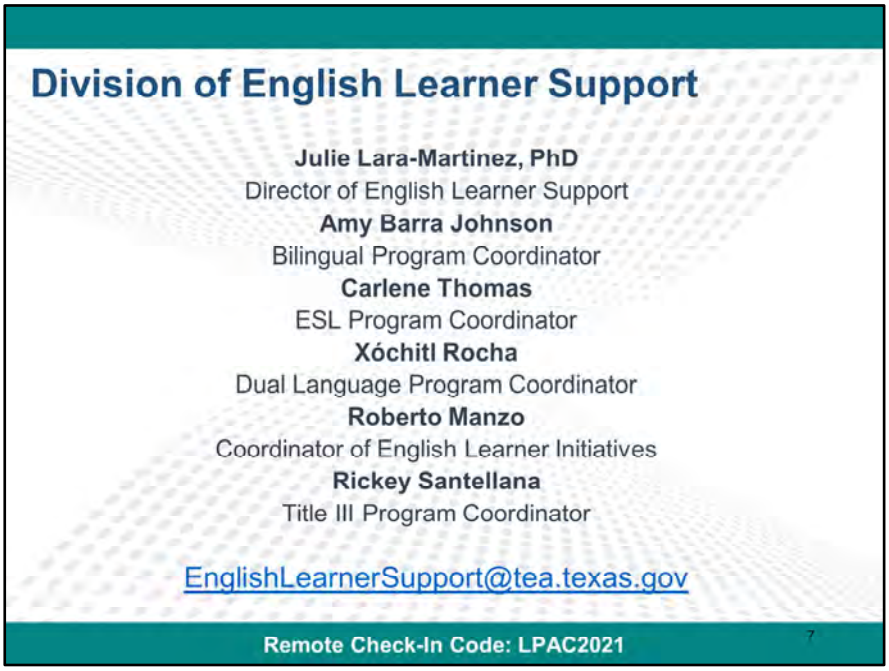
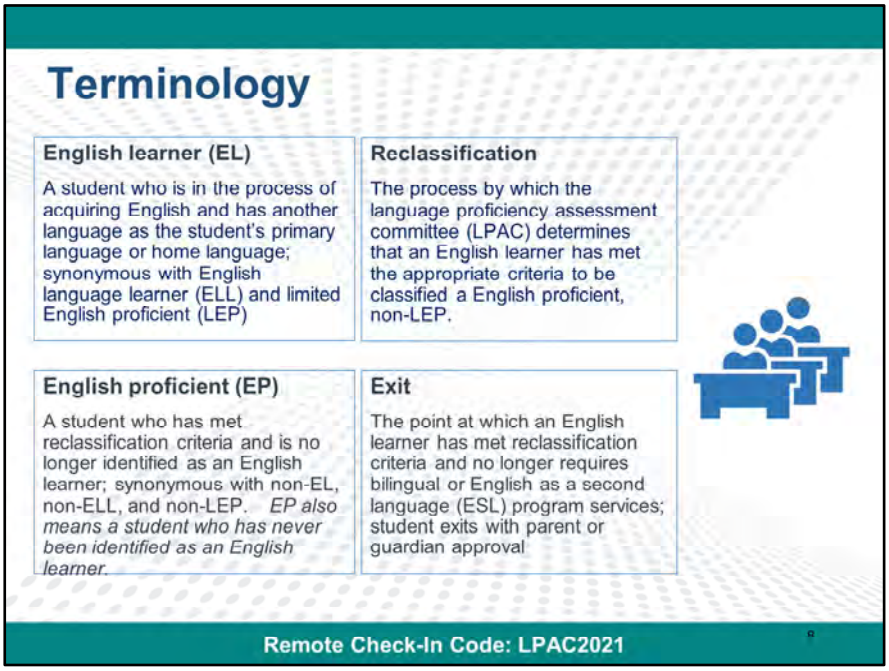
Remote Check-In Code: LPAC2021


Division of English Learner Support
Julie Lara-Martinez, PhD
Director of English Learner Support
Amy Barra Johnson
Bilingual Program Coordinator
Carlene Thomas
ESL Program Coordinator
Xóchitl Rocha
Dual Language Program Coordinator
Roberto Manzo
Coordinator of English Learner Initiatives
Rickey Santellana
Title III Program Coordinator
EnglishLearnerSupport@tea.texas.gov
Remote Check-In Code: LPAC2021
7



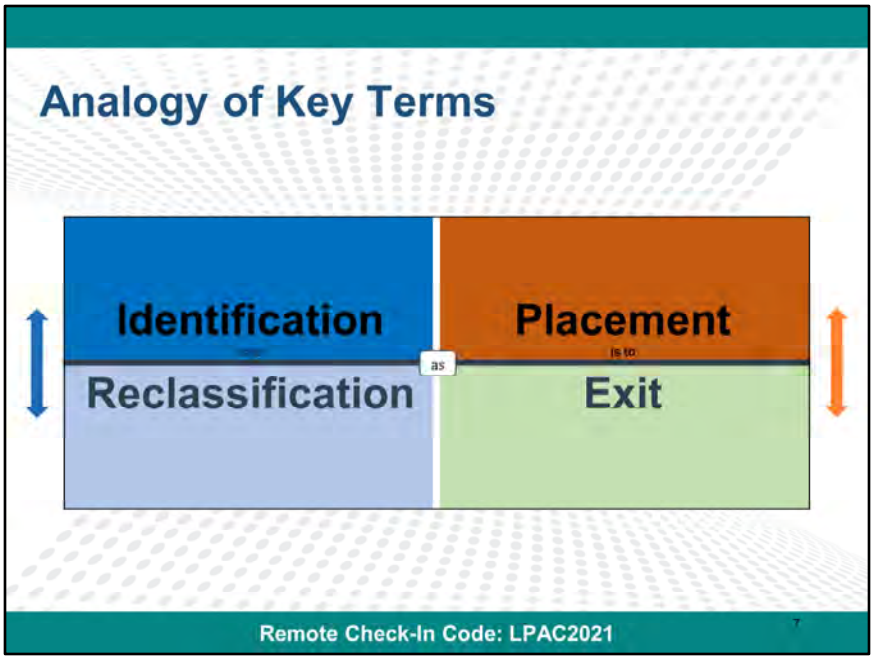
These terms are foundational to understanding English learner programming.

Due to the nature of some language program models, a reclassified English proficient student may continue in the program with parent or guardian approval.

The term “English learner” will be used throughout the training to align with the Elementary and Secondary Education Act of 1965 Public Law 115-141, as amended by the Every Student Succeeds Act (ESSA).

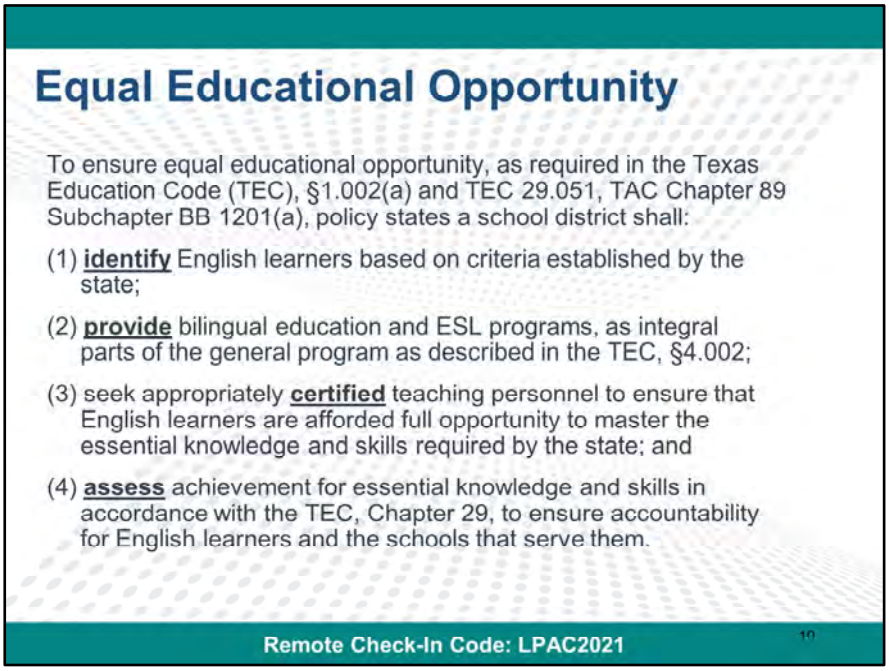
The term “English learner” and the introduction of the term “English proficient,” when referring to students who do not need English language support, is intentional. This terminology replaces the use of abbreviations such as EL or EP, to ensure a “people first” approach when referring to the students we serve.

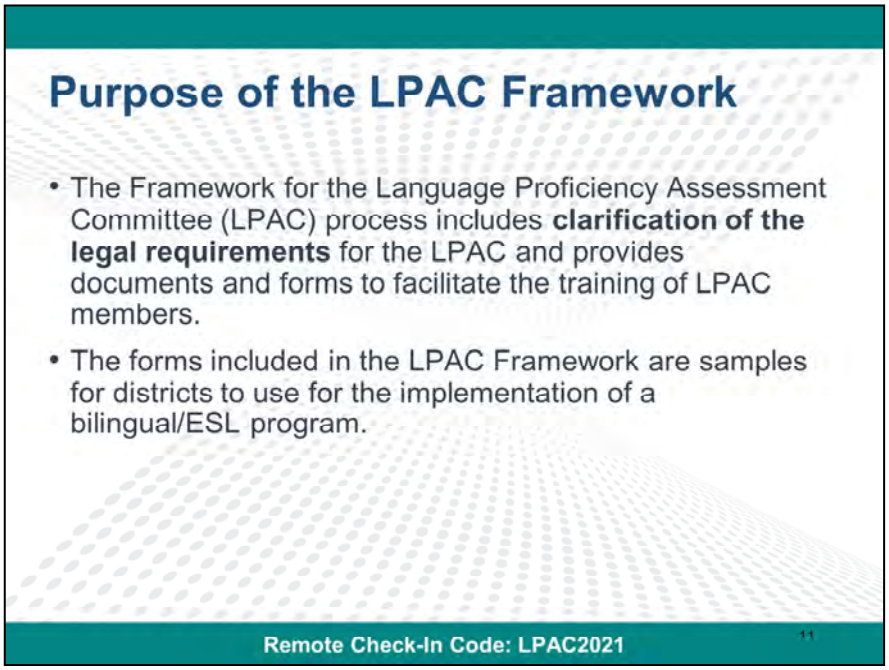
All students who have met the reclassification criteria must have their coding updated in PEIMS.



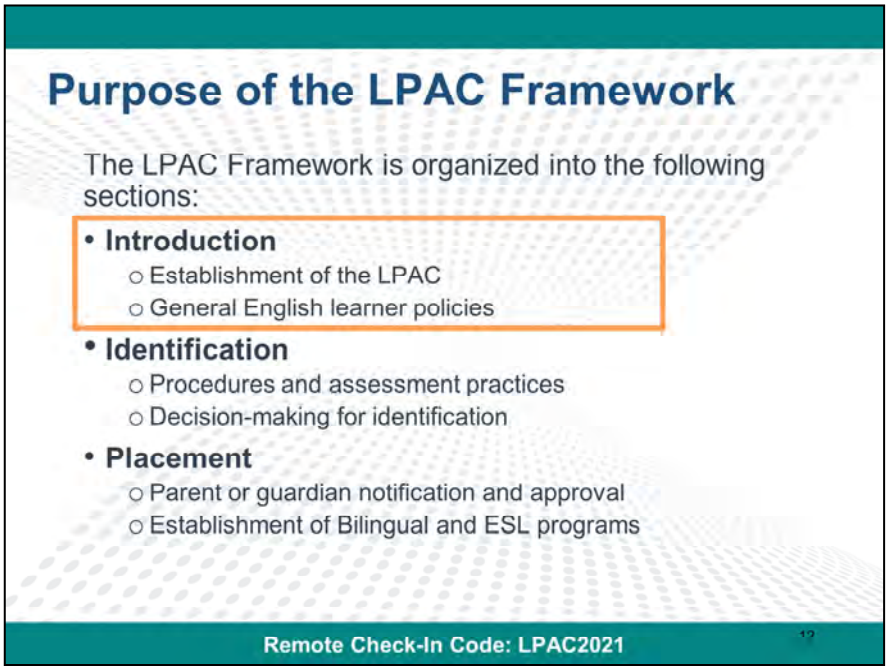
Think about this analogy: Identification is to Reclassification as Placement is to Exit.

Identification and reclassification is determined by the LPAC, whereas placement and exit are dependent on parent or guardian approval based on LPAC recommendation.

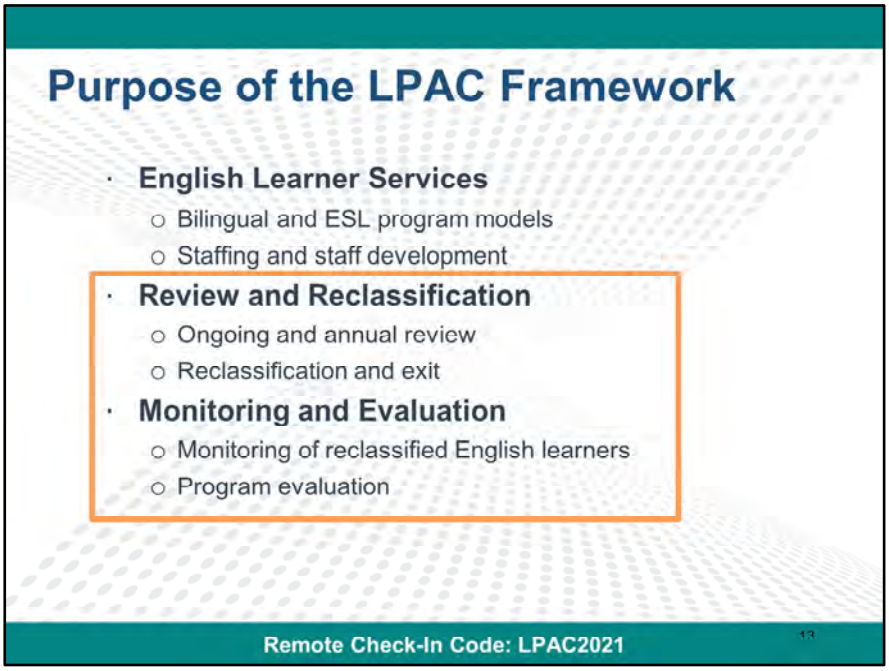

Equal Educational Opportunity
To ensure equal educational opportunity, as required in the Texas Education Code (TEC), §1.002(a) and TEC 29.051, TAC Chapter 89 Subchapter BB 1201(a), policy states a school district shall:
(1) identify English learners based on criteria established by the state;
(2) provide bilingual education and ESL programs, as integral parts of the general program as described in the TEC, §4.002;
(3) seek appropriately certified teaching personnel to ensure that English learners are afforded full opportunity to master the essential knowledge and skills required by the state; and
(4) assess achievement for essential knowledge and skills in accordance with the TEC, Chapter 29, to ensure accountability for English learners and the schools that serve them.
Remote Check-In Code: LPAC2021
10

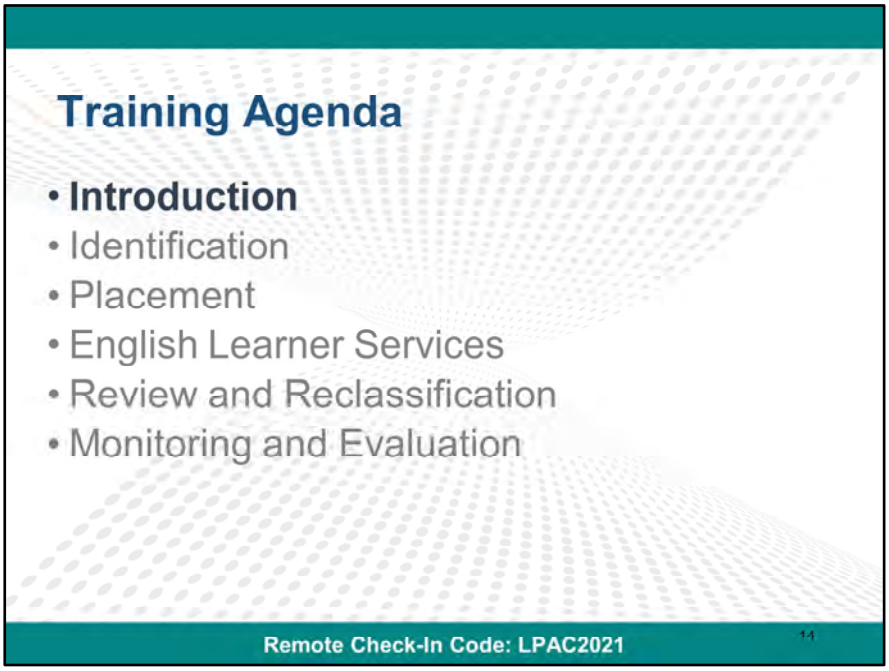


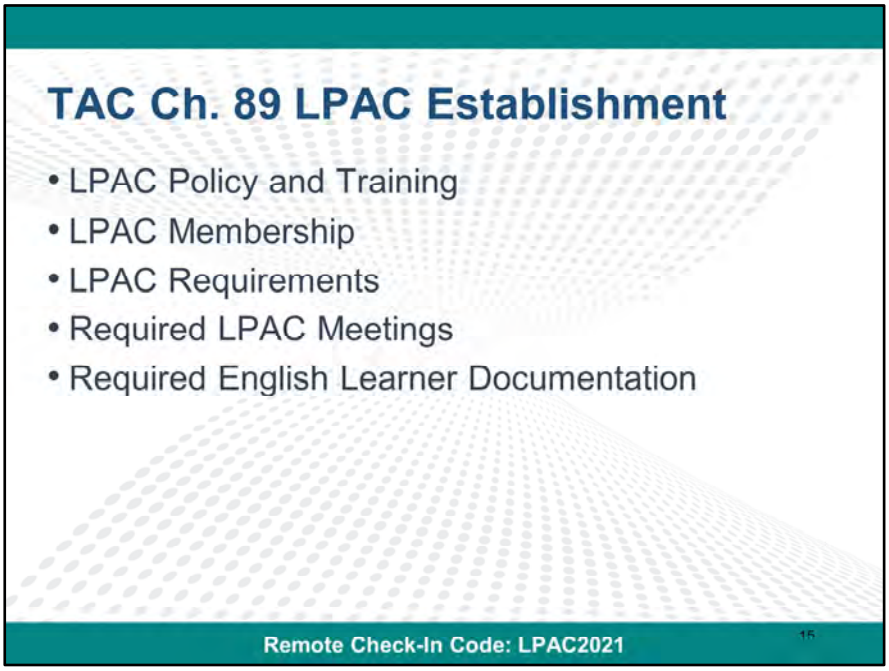
Sample forms may be adapted or enhanced to meet each district or charter school's individual needs for proper documentation.

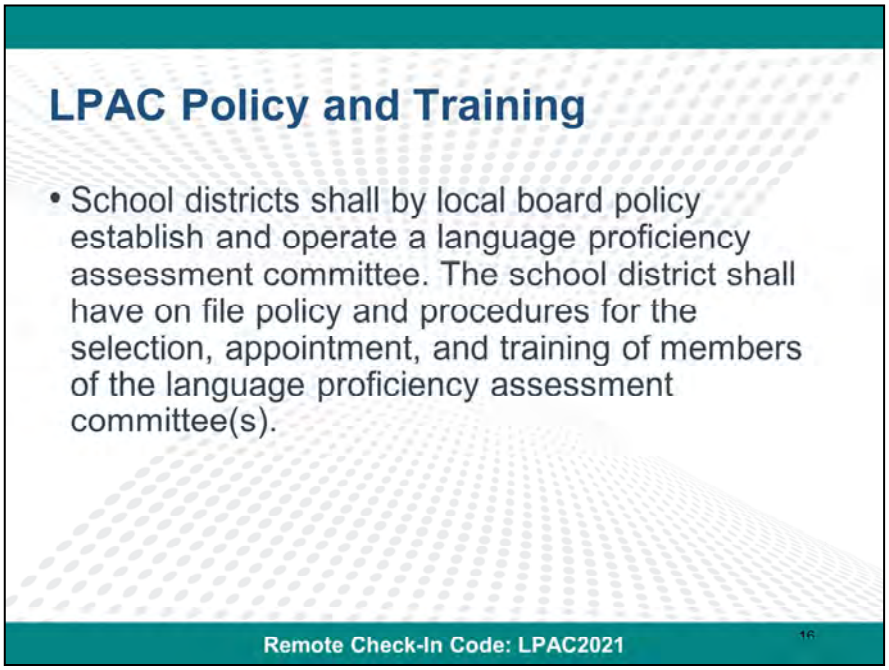


The intent of the LPAC Framework is to establish guidelines that describe the steps necessary in the implementation of a consistent and standardized LPAC process across school districts and the state. Further information regarding the purpose of the LPAC Framework is shared on the following (next) slide.

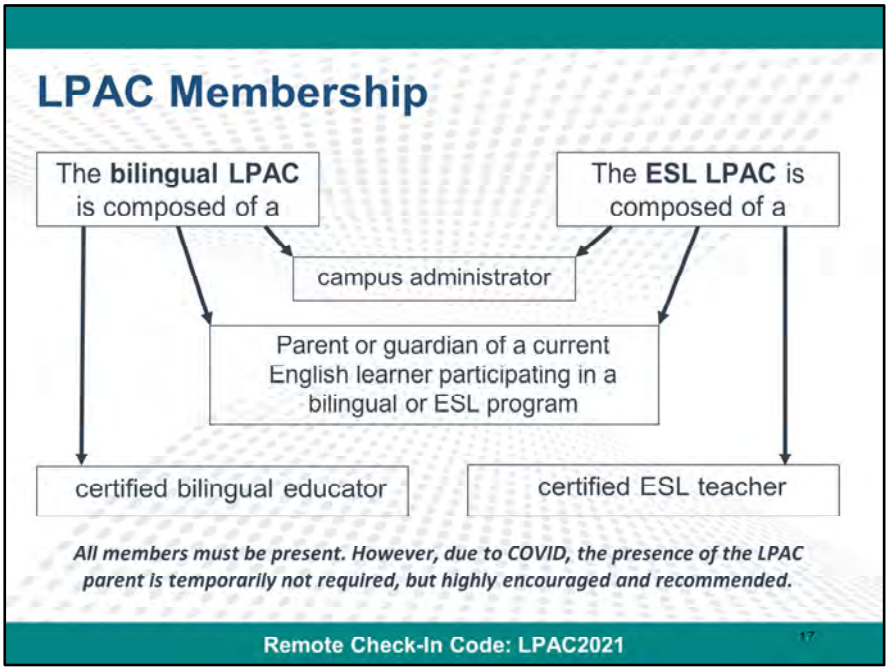

Purpose of the LPAC Framework
English Learner Services
Bilingual and ESL program models
Staffing and staff development
Review and Reclassification
Ongoing and annual review
Reclassification and exit
Monitoring and Evaluation
Monitoring of reclassified English learners
Program evaluation
Remote Check-In Code: LPAC2021
13

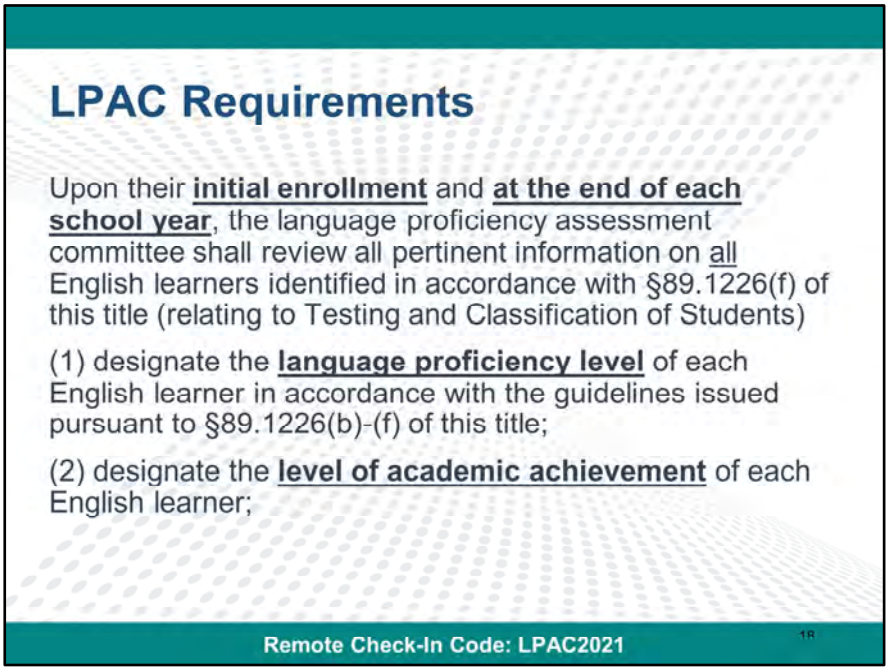

Training Agenda
• Introduction
• Identification
• Placement
• English Learner Services
• Review and Reclassification
• Monitoring and Evaluation
Remote Check-In Code: LPAC2021
14


TAC Ch. 89 LPAC Establishment
• LPAC Policy and Training
• LPAC Membership
• LPAC Requirements
• Required LPAC Meetings
• Required English Learner Documentation
Remote Check-In Code: LPAC2021



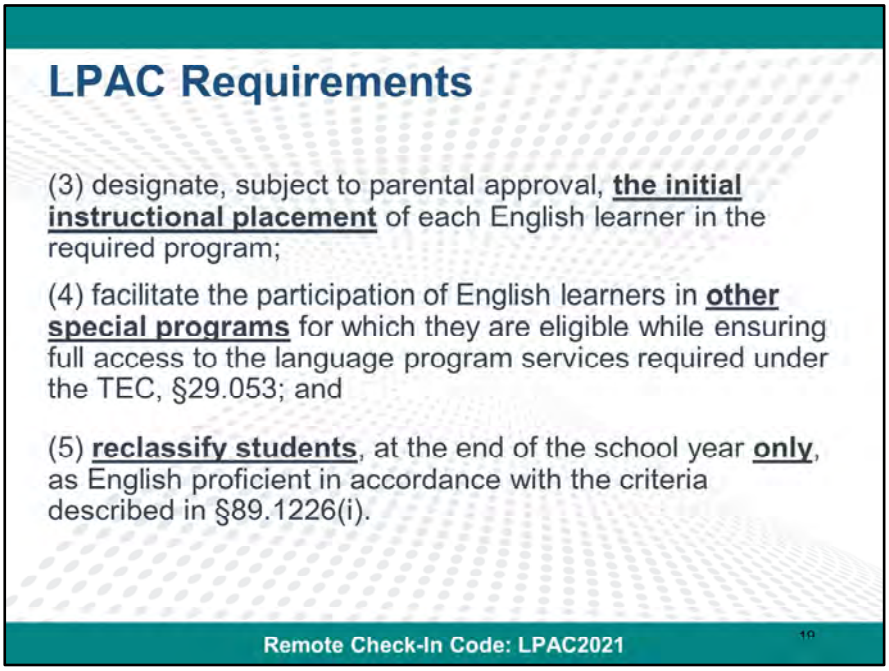
- The written board policy shall be ON FILE in the district.
- A school district shall establish and operate a sufficient number of LPACs to enable them to discharge their duties within four weeks of the enrollment of English learners.
- Some school districts may choose to have more than one training opportunity for the parent or guardian representatives.
- It may be necessary to train more than one parent or guardian to be able to cover the number of LPACs for a year, especially early in the year and at the end of the year.

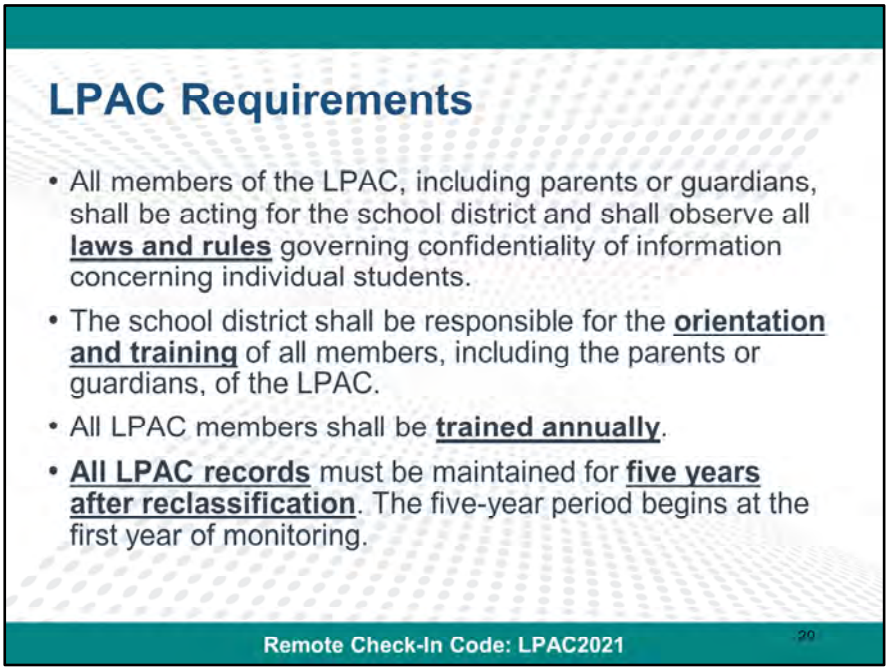

LPAC Membership
The bilingual LPAC is composed of a
The ESL LPAC is composed of a
campus administrator
Parent or guardian of a current English learner participating in a bilingual or ESL program
certified bilingual educator
certified ESL teacher
All members must be present. However, due to COVID, the presence of the LPAC parent is temporarily not required, but highly encouraged and recommended.
Remote Check-In Code: LPAC2021
17



"Initial enrollment" refers to a student's **first-time enrollment** in a public school district within the state of Texas (any Local Education Agency-LEA, including districts, charters, and districts of innovation).

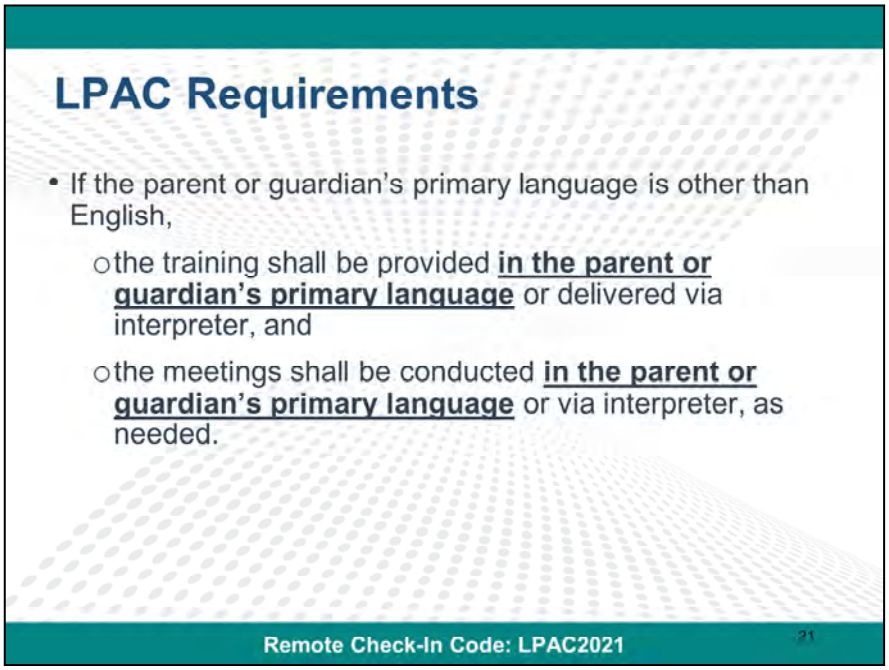
More information on the LPAC requirements is provided on the following (next) slide.


LPAC Requirements
(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 §89.1226(i).
Remote Check-In Code: LPAC2021

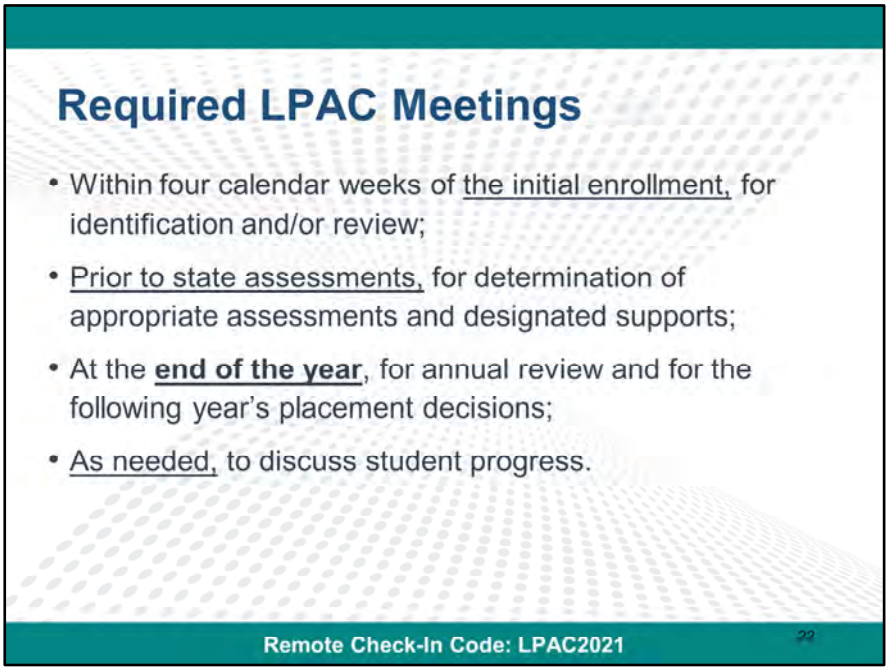


Each trained member shall also sign an oath of confidentiality because of testing results and other information that is shared and analyzed. This is a requirement, due to each student and his or her family's right to confidentiality.

Members who have been formerly trained need to receive updated information annually to stay current.



The LPAC Framework PPT is available in Spanish for LEAs needing to provide training for Spanish speaking parents or guardians. Visit the English learner web portal at www.txel.org for LPAC parent training resources.

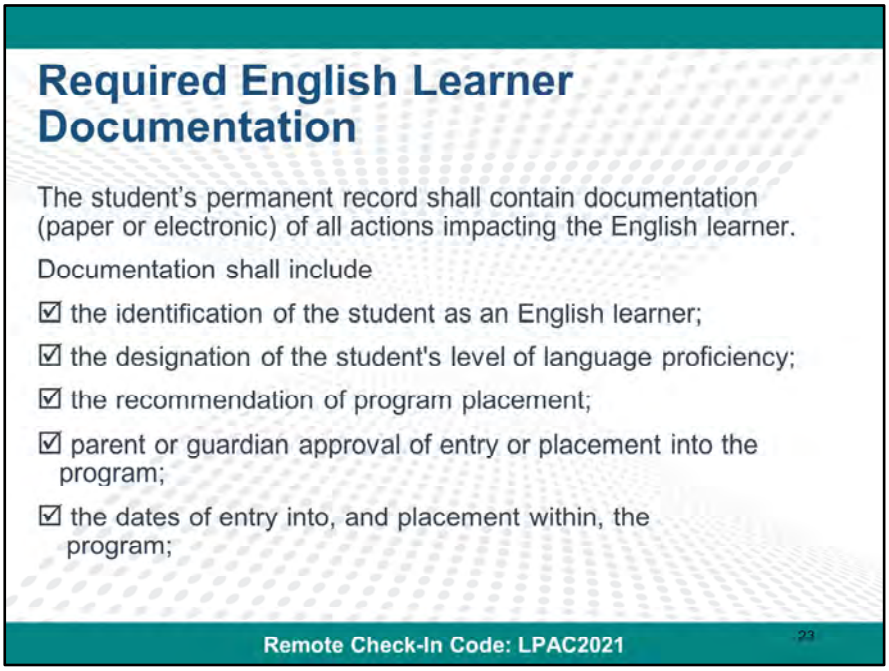


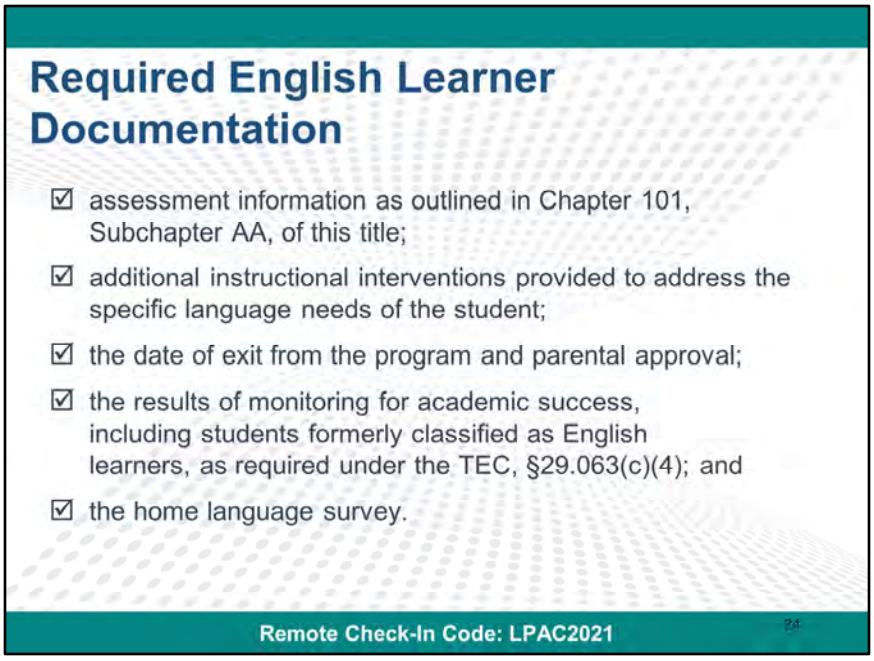
"Four calendar weeks" will be explained later in the presentation (Identification section).

Prior to state assessments, refer to the LPAC Decision-Making Manual from the Student Assessment Division at TEA. Refer to the Accommodations Manual for the designated supports found at http://tea.texas.gov/student.assessment/accommodations/. These instructional linguistic accommodations and designated supports need to be implemented during classroom instruction throughout the year prior to being used in the assessments.

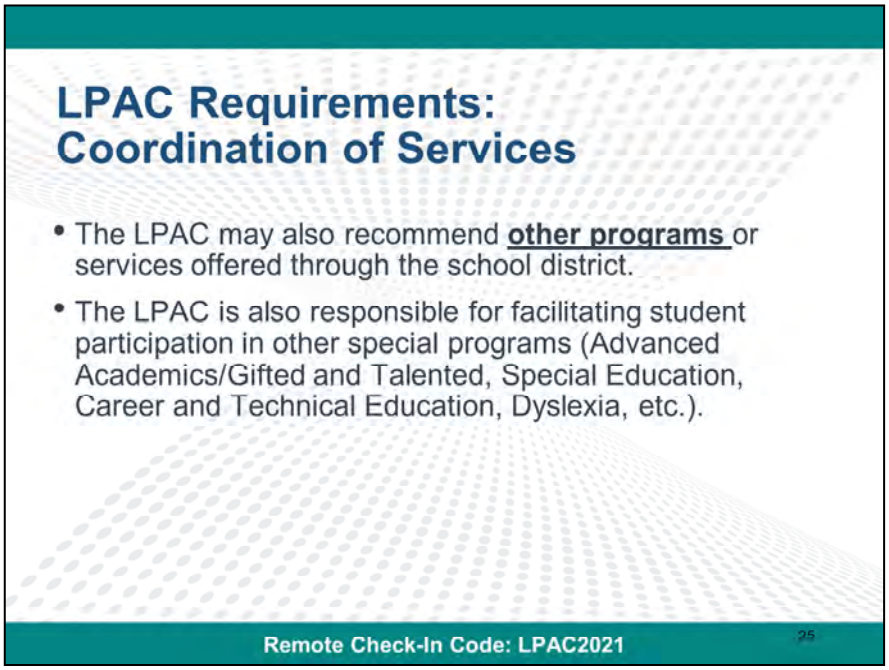
At the end of year, the LPAC meets for an annual review to determine if reclassification criteria has been met and program placement for the following year.

The LPAC must also convene on students who are being monitored, are parent denials, and students who are failing.


Required English Learner Documentation
The student's permanent record shall contain documentation (paper or electronic) of all actions impacting the English learner.
Documentation shall include
☑ the identification of the student as an English learner;
☑ the designation of the student's level of language proficiency;
☑ the recommendation of program placement;
☑ parent or guardian approval of entry or placement into the program;
☑ the dates of entry into, and placement within, the program;
Remote Check-In Code: LPAC2021
23

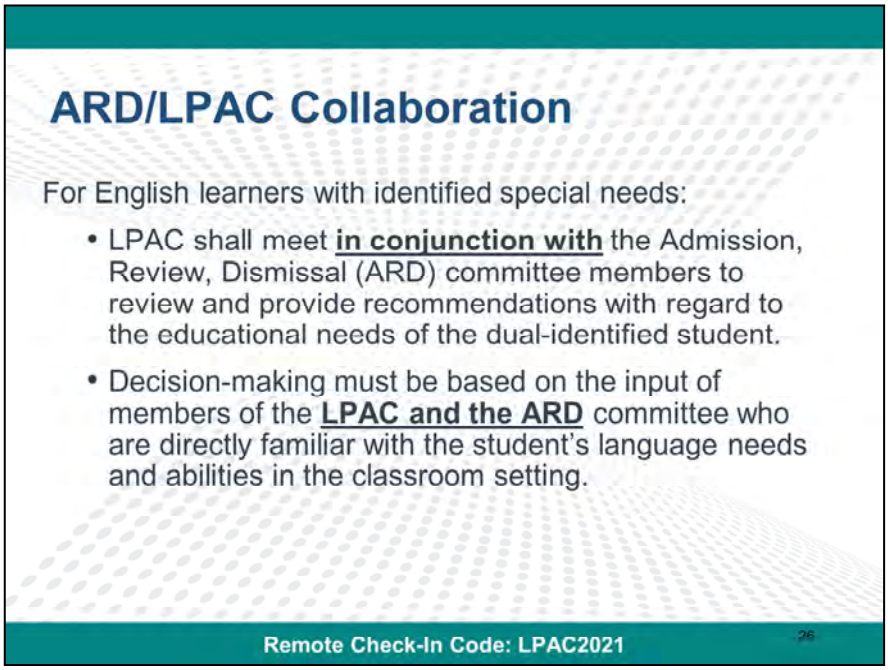


Maintain records for a total of five years after reclassification (which includes the two years of monitoring). For more information on record retention, direct participants to the Local Government Retention Schedules page at the Texas State Library and Archives Commission https://www.tsl.texas.gov/slrm/localretention. Participants will need to scroll down the page to SD: Records of Public School Districts, and click on the PDF. The information needed will be in Section 3-2: Bilingual and Special Language Program Records.



The LPAC should ensure that English learners who are eligible for other special programs have full access to the language program services required under the TEC, 29.053

- Special programs may also include Multi-Tiered System of Supports (MTSS), extended-day or year, content-specific tutorials, etc.
- Tutorials should be targeted to meet the specific need(s) of the student.
- Districts should have policies on file for identifying gifted English learners. Teachers need to be trained to observe cues that indicate giftedness and follow up with referrals.

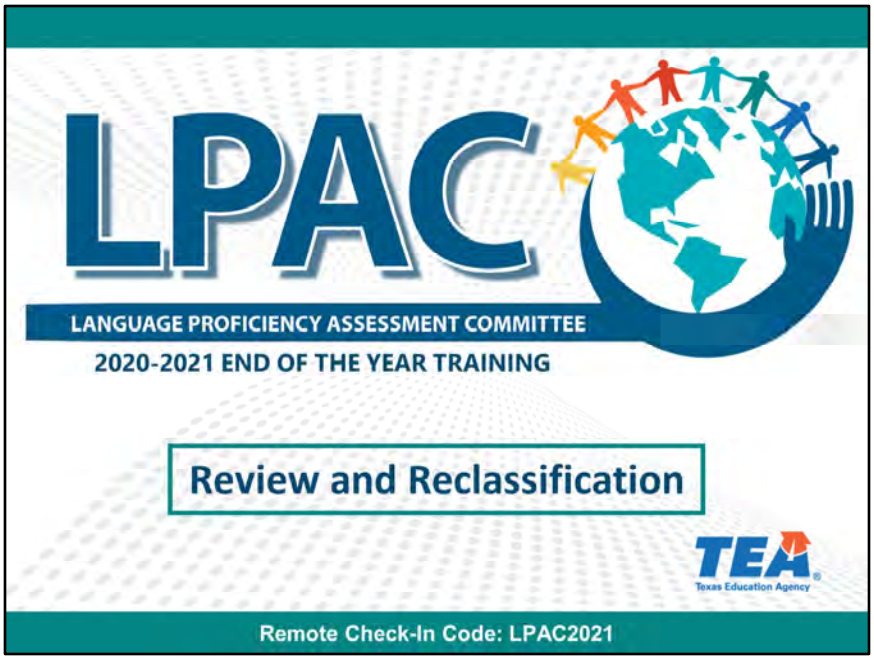


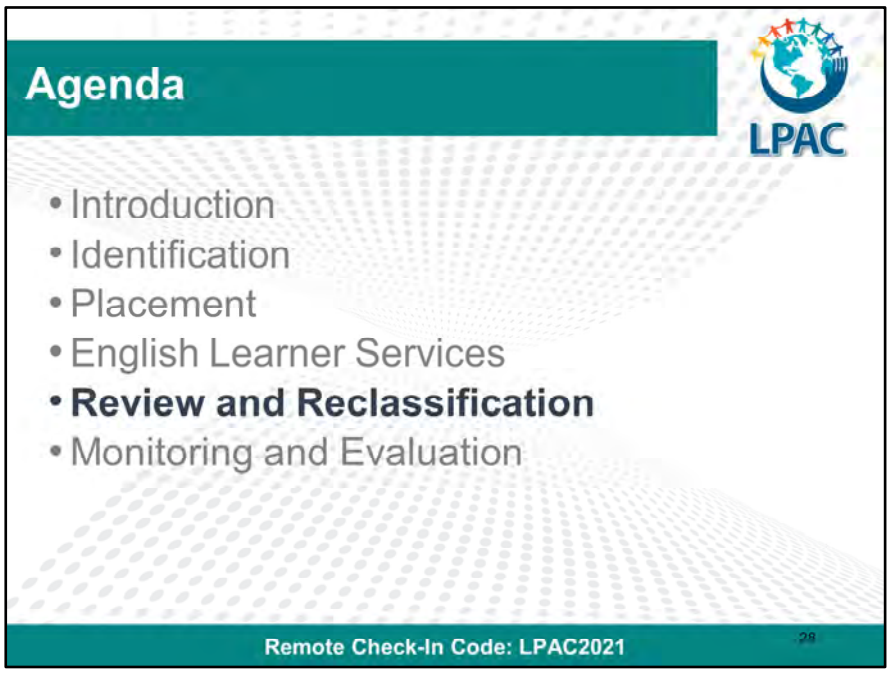
In Texas, eligibility for special education services and most of the major decisions about a child's special education program are made by an admission, review, and dismissal (ARD) committee. You may also hear this group referred to as an individualized education program (IEP) team, which is the term used in federal law.

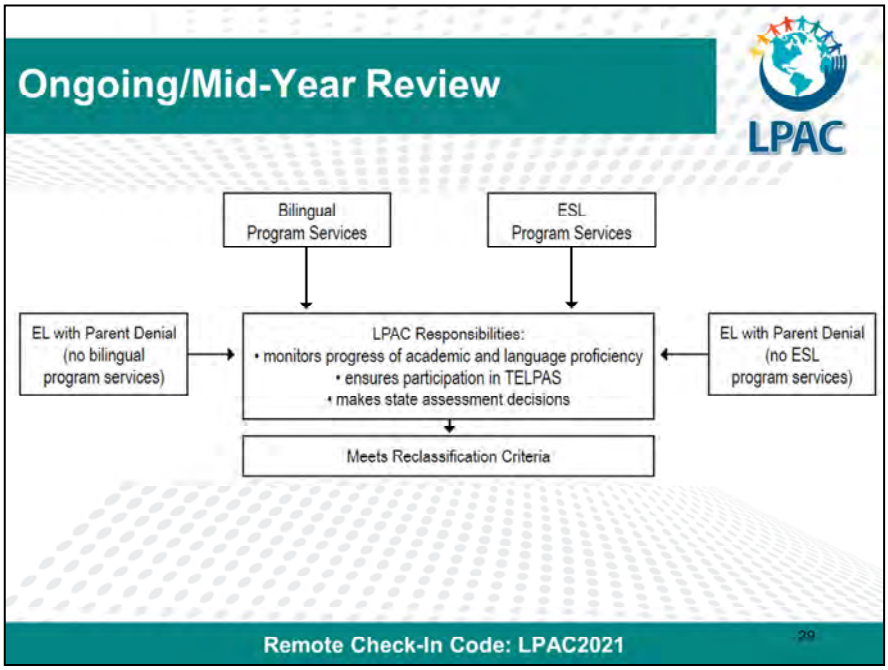
The LPAC in conjunction with the ARD may determine that a student has a disability identified by the special education program and is ***also*** an English learner. It is allowable for a dual-identified English learner to be served by **both programs**, special education and bilingual or ESL education.

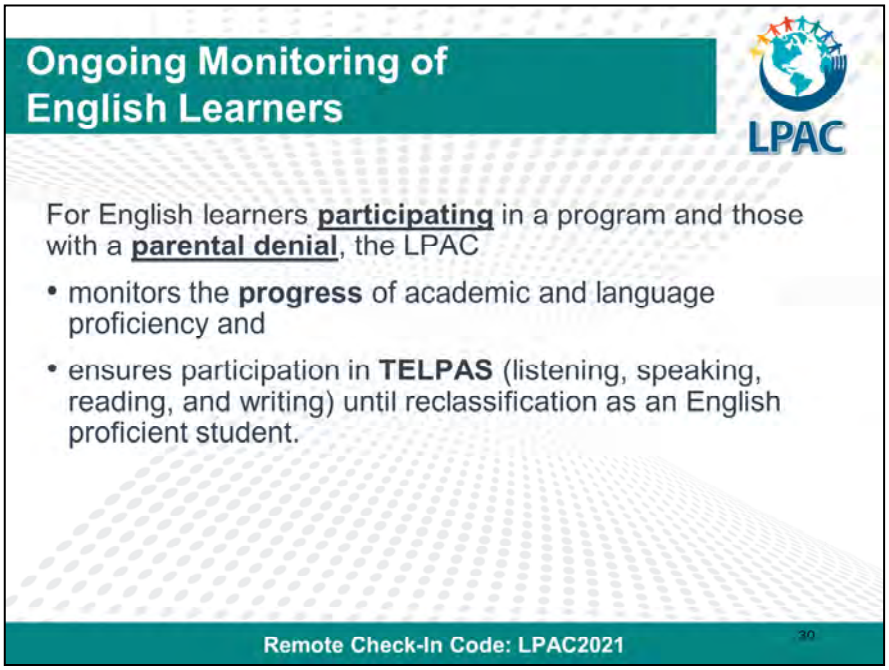
Additional guidance relating to Testing and Classification of Students (§89.1226 (h)):

The language proficiency assessment committee (LPAC) in conjunction with the admission, review, and dismissal (ARD) committee shall identify a student as an English learner if the student's ability in English is so limited or the student's disabilities are so severe that the English language proficiency assessment described in subsection (c) of this section cannot be administered. The decision for entry into a bilingual education or ESL program shall be determined by the language proficiency assessment committee in conjunction with the ARD committee in accordance with §89.1220(f) of this title (relating to Language Proficiency Assessment Committee).


LPAC
LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE
2020-2021 END OF THE YEAR TRAINING
Review and Reclassification
TEA
Texas Education Agency
Remote Check-In Code: LPAC2021

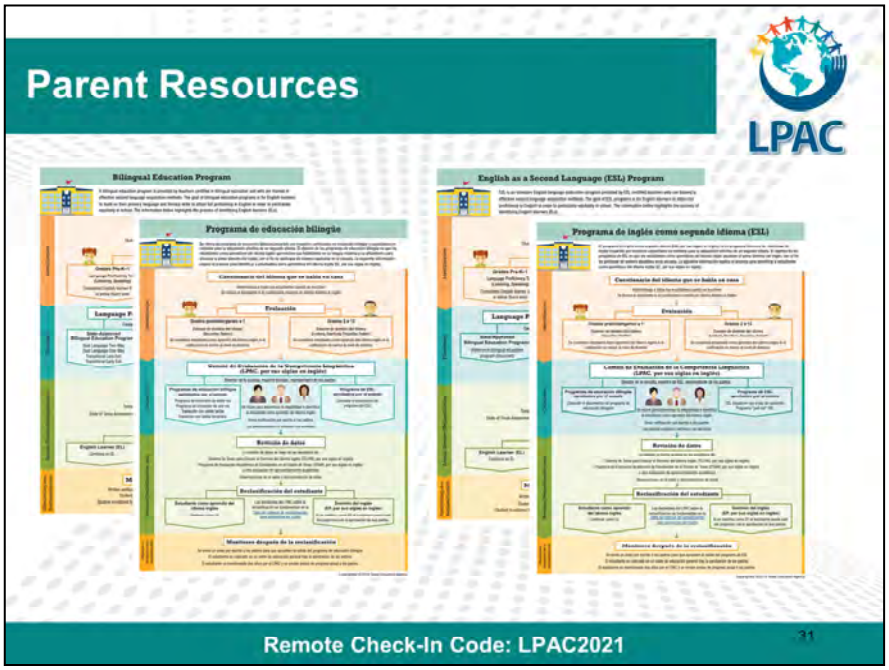

Agenda
LPAC
• Introduction
• Identification
• Placement
• English Learner Services
• Review and Reclassification
• Monitoring and Evaluation
Remote Check-In Code: LPAC2021
28

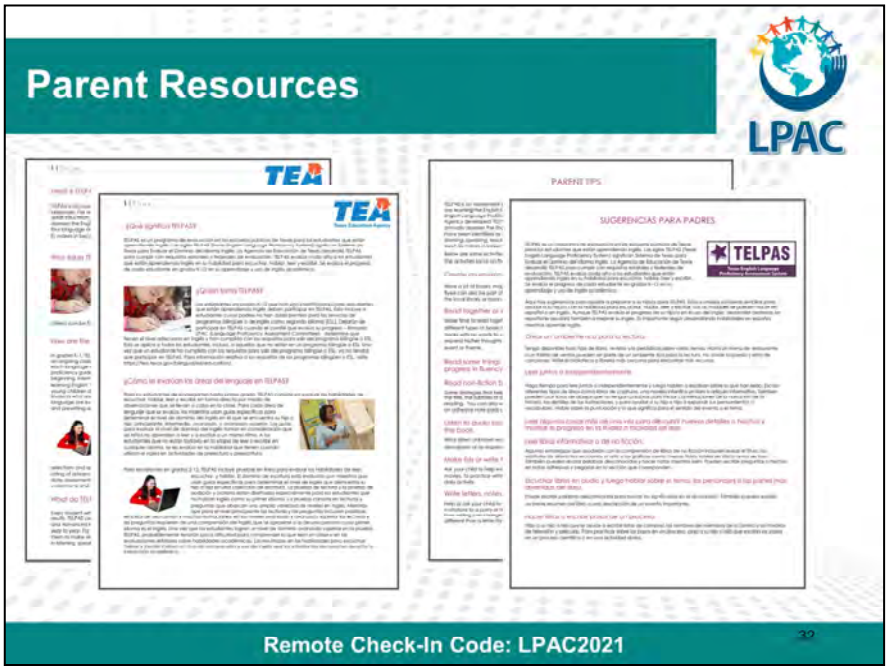

Ongoing/Mid-Year Review
LPAC
Bilingual Program Services
ESL Program Services
EL with Parent Denial (no bilingual program services)
LPAC Responsibilities:
• monitors progress of academic and language proficiency
• ensures participation in TELPAS
• makes state assessment decisions
EL with Parent Denial (no ESL program services)
Meets Reclassification Criteria
Remote Check-In Code: LPAC2021
29

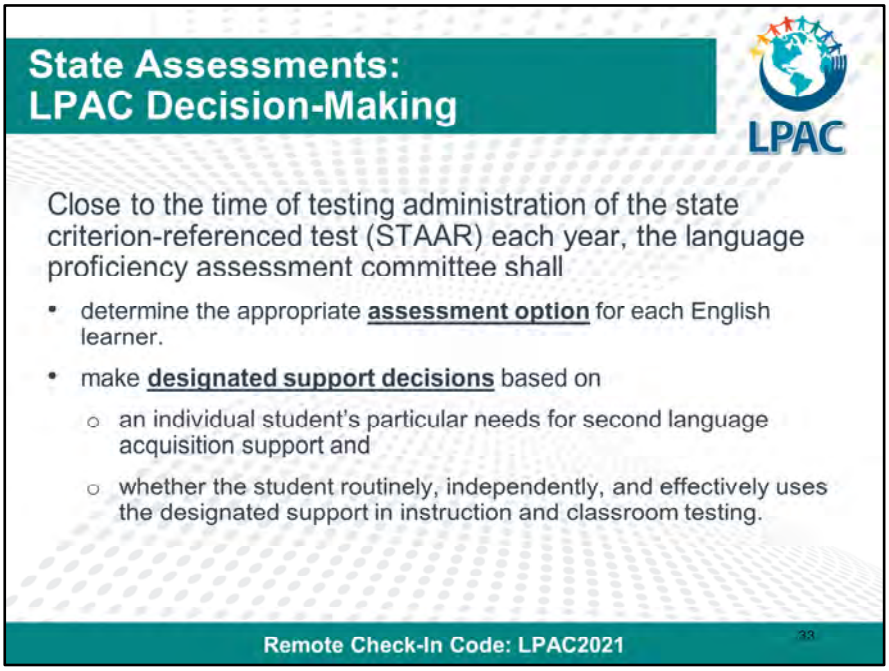


The students' teachers should be aware of which students have a parental denial of program services.

The LPAC should continue to communicate with the students' parents or guardians throughout the school year, providing updates on the students' progress.


Parent Resources
LPAC
Bilingual Education Program
Programa de educación bilingüe
English as a Second Language (ESL) Program
Programa de inglés como segundo idioma (ESL)
Remote Check-In Code: LPAC2021
31


Parent Resources
LPAC
TEA
TEA
PARENT TIPS
SUGERENCIAS PARA PADRES
TELPAS
Remote Check-In Code: LPAC2021



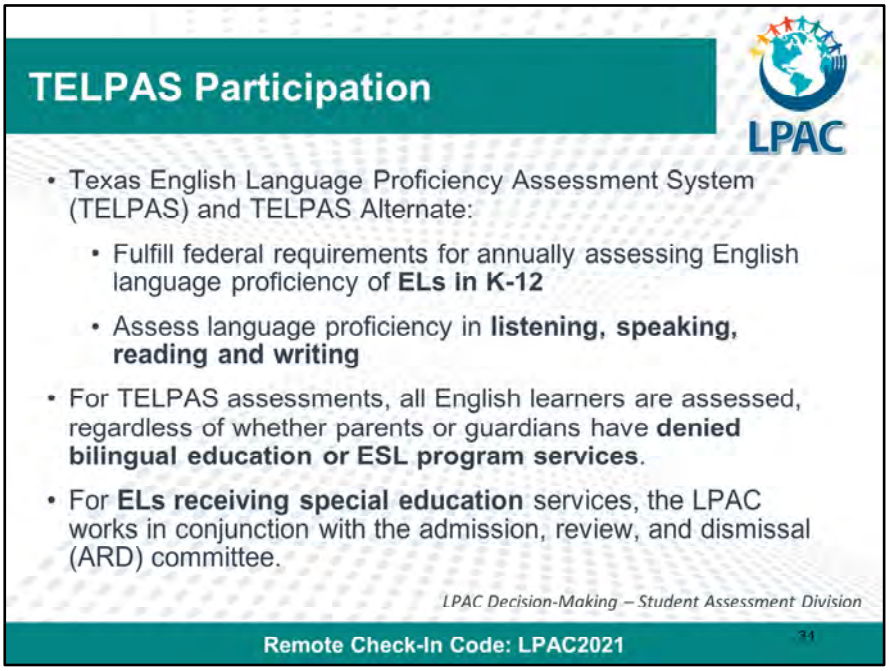
LPACs are responsible for following administrative procedures in the guide, making decisions on an individual student basis, working as a committee to make decisions, and maintaining the required documentation.

LPACs must coordinate with subject-area teachers. Providing unfamiliar accommodations may hinder rather than help a student.

Designated support decisions should be made as close as possible to the assessment to account for the student's progress in acquiring the English language.

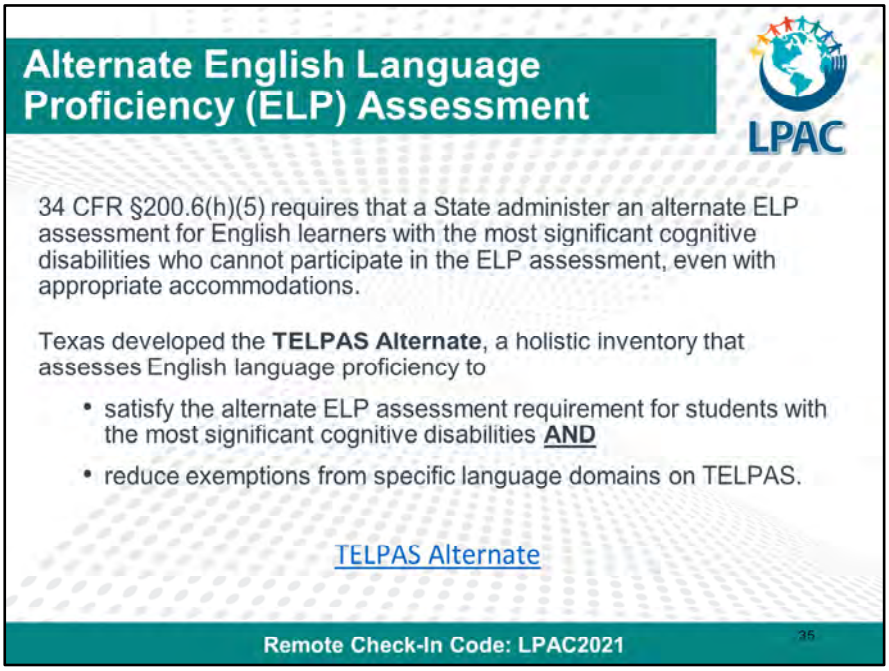
LPACs may not recommend designated supports, special assessment considerations, or accountability provisions for an English learner whose parents or guardians have denied bilingual or ESL services. This includes no designated supports, no testing in Spanish, no English I special provision, and no unschooled asylee or refugee provisions.

Please visit the LPAC Decision-Making Resources located at the following link: https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources/language-proficiency-assessment-committee-resources.

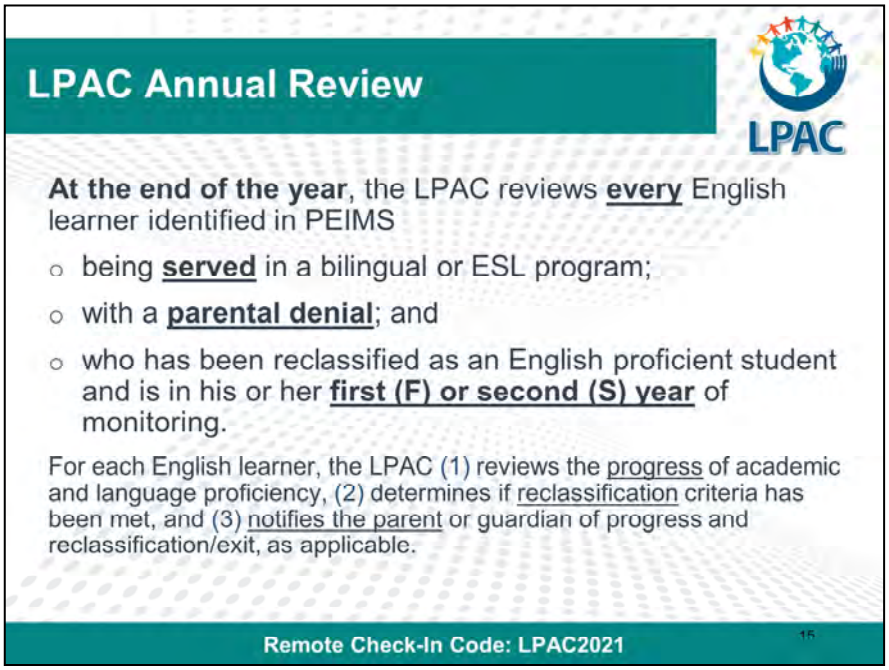


Please visit the LPAC Decision-Making Resources located at the following link: https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources/language-proficiency-assessment-committee-resources

LPACs are responsible for making and documenting TELPAS participation decisions.

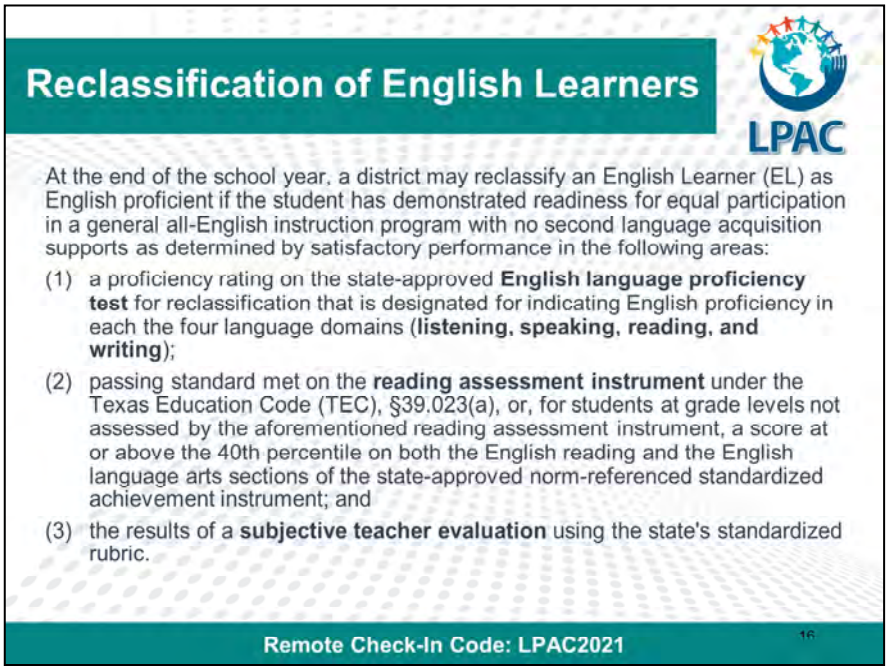


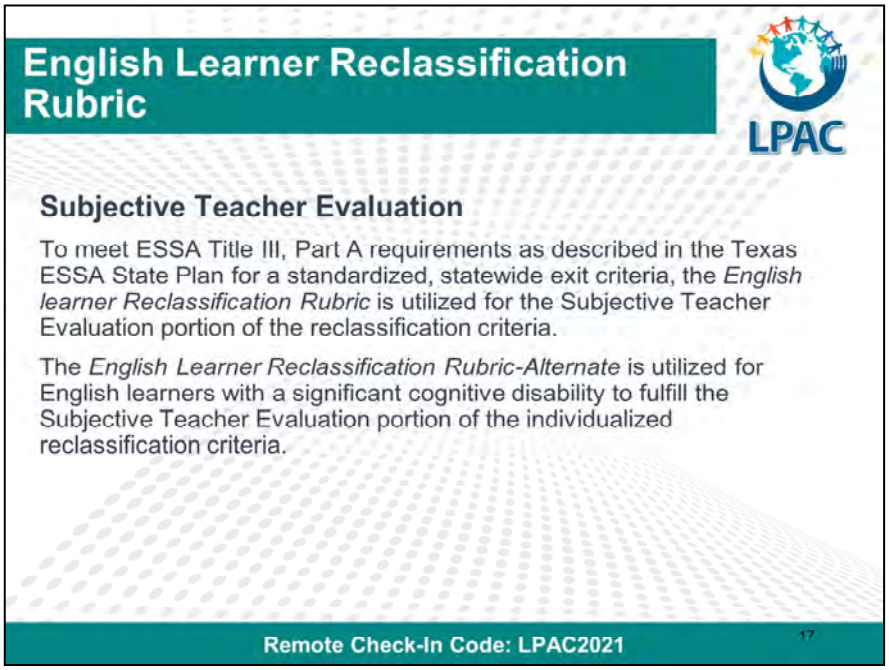
Please visit the LPAC Decision-Making Resources located at the following link: https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources/language-proficiency-assessment-committee-resources



The LPAC end-of-year review may include:

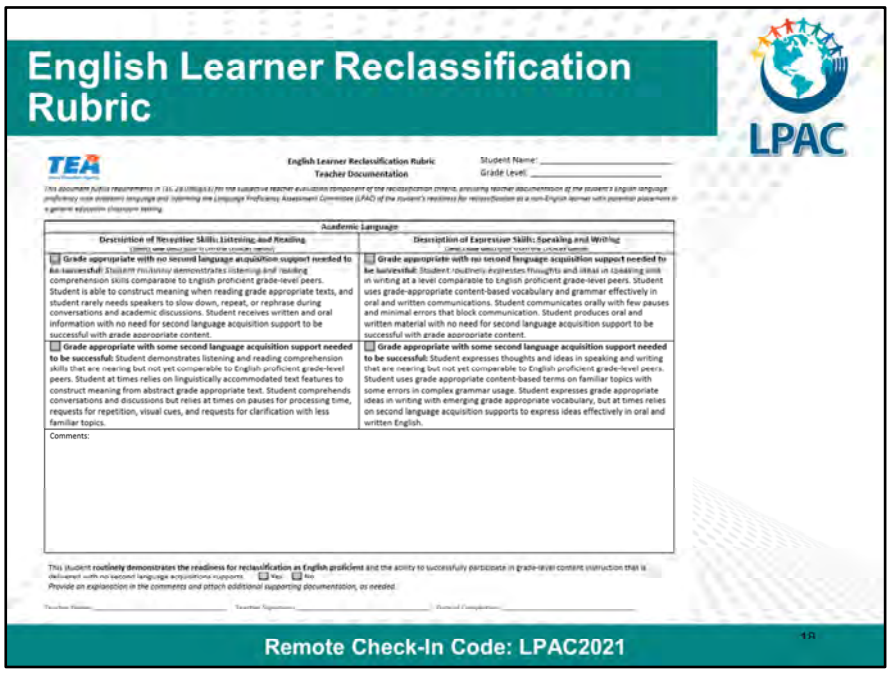
- Benchmarks
- Classroom Tests
- State Criterion-Referenced Test Data
- Norm-referenced English and Spanish (when applicable) Standardized Achievement Test Data
- Oral Language/English Language Proficiency Test Data
- TELPAS, Primary Reading Assessments, etc.
- Passing grades in all subjects and courses taken
- Any input that will give a well-rounded picture of the student's growth and progress


Reclassification of English Learners
LPAC
At the end of the school year, a district may reclassify an English Learner (EL) as English proficient if the student has demonstrated readiness for equal participation in a general all-English instruction program with no second language acquisition supports as determined by satisfactory performance in the following areas:
(1) a proficiency rating on the state-approved English language proficiency test for reclassification 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.
Remote Check-In Code: LPAC2021

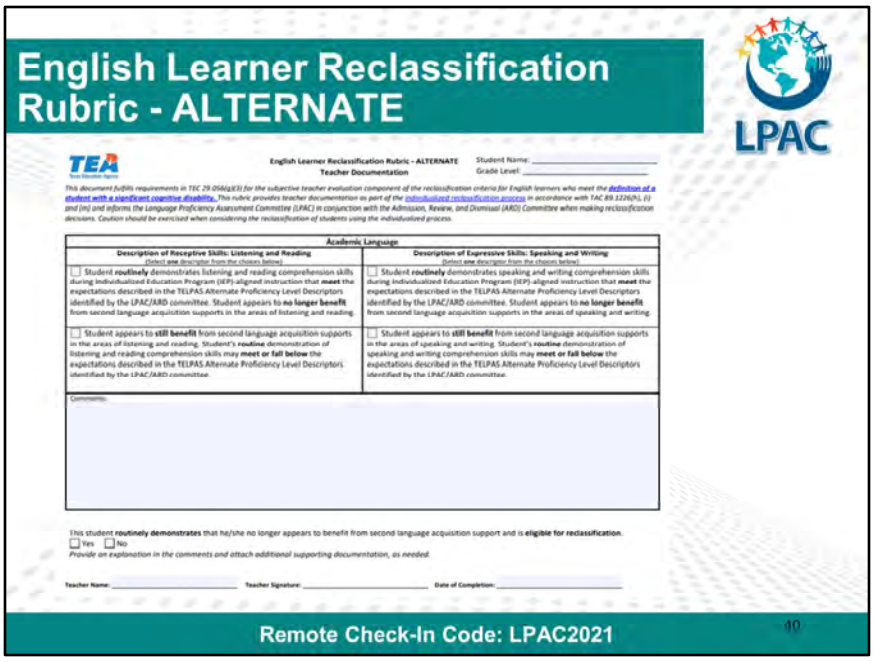


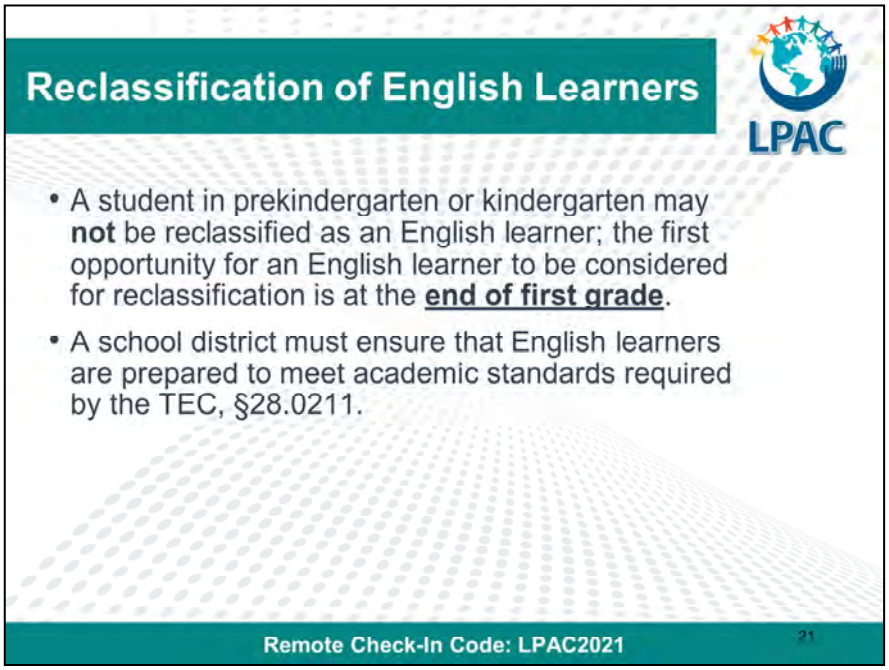
See the *English Learner Reclassification Rubric* and *English Learner Reclassification Rubric – Alternate* on the TEA Bilingual/ESL Programs webpage: https://tea.texas.gov/academics/special-student-populations/bilingual-esl-education.

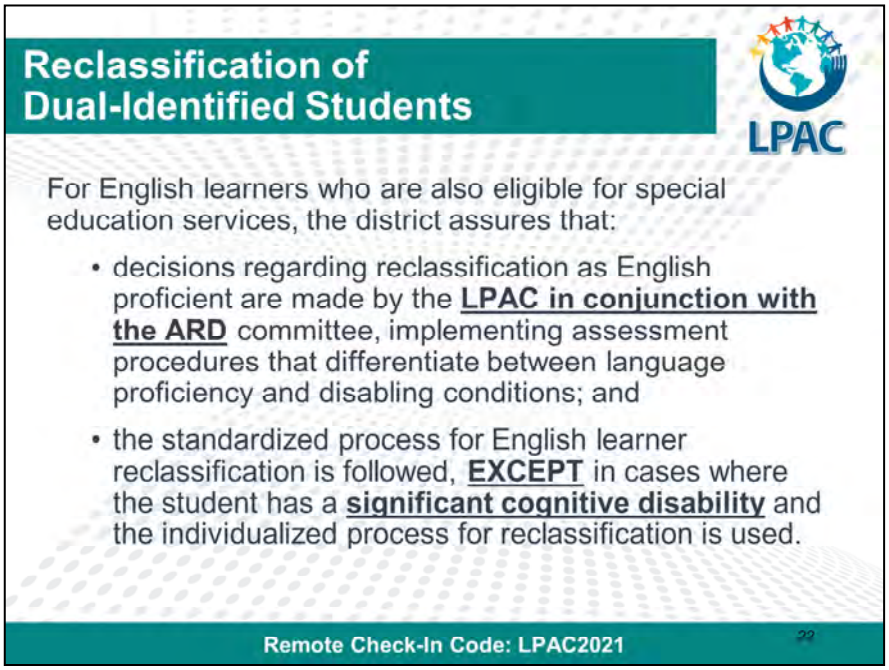
These rubrics are NOT suggested forms. They are **required** forms that must be used without modification and must be retained in the student's records.



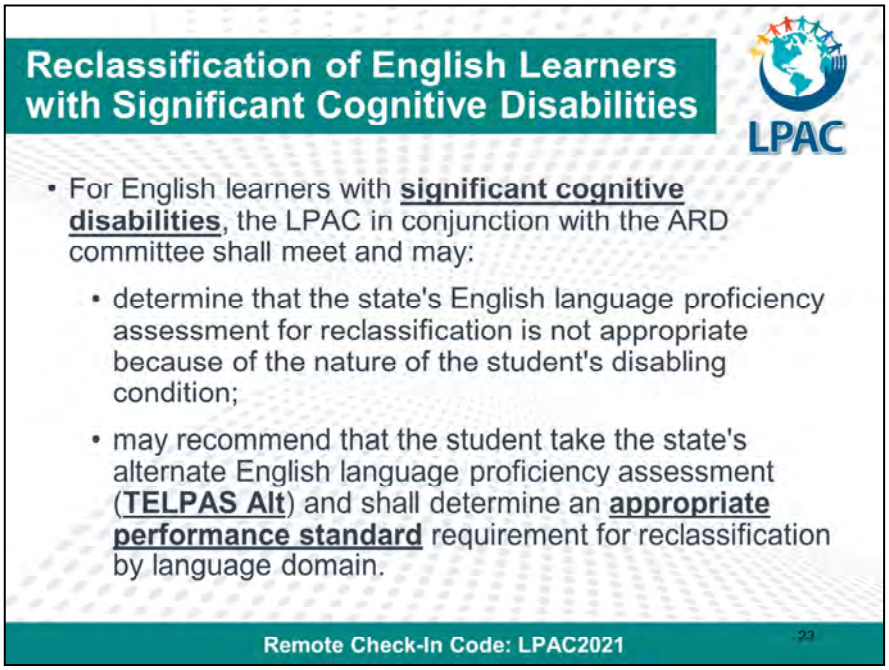
This is NOT a suggested form. This is a **required** form that must be used, and not modified, and must be retained in the student's records.


English Learner Reclassification Rubric - ALTERNATE
LPAC
TEA
English Learner Reclassification Rubric - ALTERNATE
Teacher Documentation
Student Name:
Grade Level:
Academic Language
Description of Receptive Skills: Listening and Reading
(Select one descriptor from the choices below)
Description of Expressive Skills: Speaking and Writing
(Select one descriptor from the choices below)
Student routinely demonstrates listening and reading comprehension skills during Individualized Education Program (IEP)-aligned instruction that meet the expectations described in the TELPAS Alternate Proficiency Level Descriptors identified by the LPAC/ARD committee. Student appears to no longer benefit from second language acquisition supports in the areas of listening and reading.
Student routinely demonstrates speaking and writing comprehension skills during Individualized Education Program (IEP)-aligned instruction that meet the expectations described in the TELPAS Alternate Proficiency Level Descriptors identified by the LPAC/ARD committee. Student appears to no longer benefit from second language acquisition supports in the areas of speaking and writing.
Student appears to still benefit from second language acquisition supports in the areas of listening and reading. Student's routine demonstration of listening and reading comprehension skills may meet or fall below the expectations described in the TELPAS Alternate Proficiency Level Descriptors identified by the LPAC/ARD committee.
Student appears to still benefit from second language acquisition supports in the areas of speaking and writing. Student's routine demonstration of speaking and writing comprehension skills may meet or fall below the expectations described in the TELPAS Alternate Proficiency Level Descriptors identified by the LPAC/ARD committee.
Comments:
This student routinely demonstrates that he/she no longer appears to benefit from second language acquisition support and is eligible for reclassification.
Yes
No
Provide an explanation in the comments and attach additional supporting documentation, as needed.
Teacher Name:
Teacher Signature:
Date of Completion:
Remote Check-In Code: LPAC2021
40

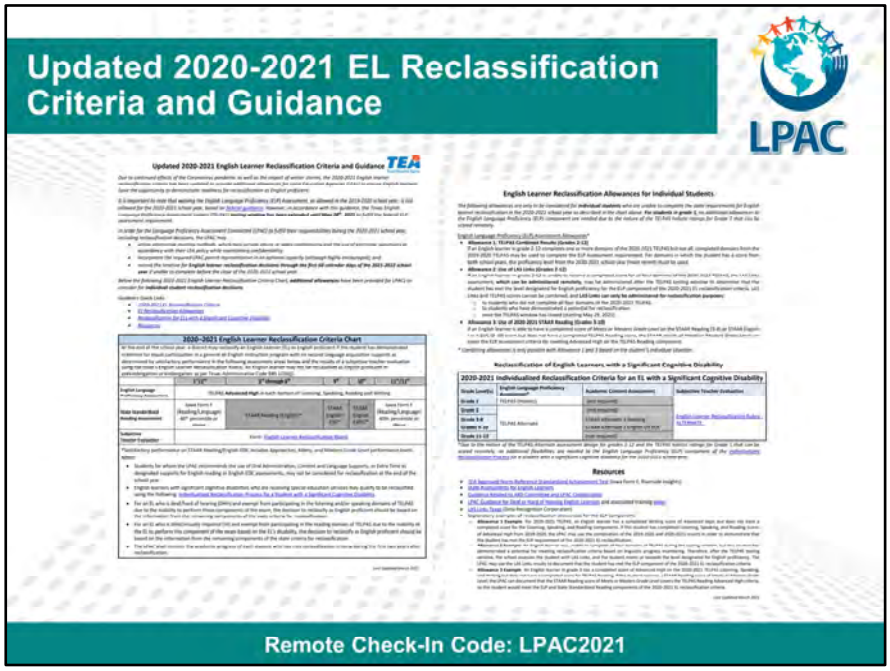

Reclassification of English Learners
LPAC
• A student in prekindergarten or kindergarten may **not** be reclassified as an English learner; the first opportunity for an English learner to be considered for reclassification is at the **end of first grade**.
• A school district must ensure that English learners are prepared to meet academic standards required by the TEC, §28.0211.
Remote Check-In Code: LPAC2021
21

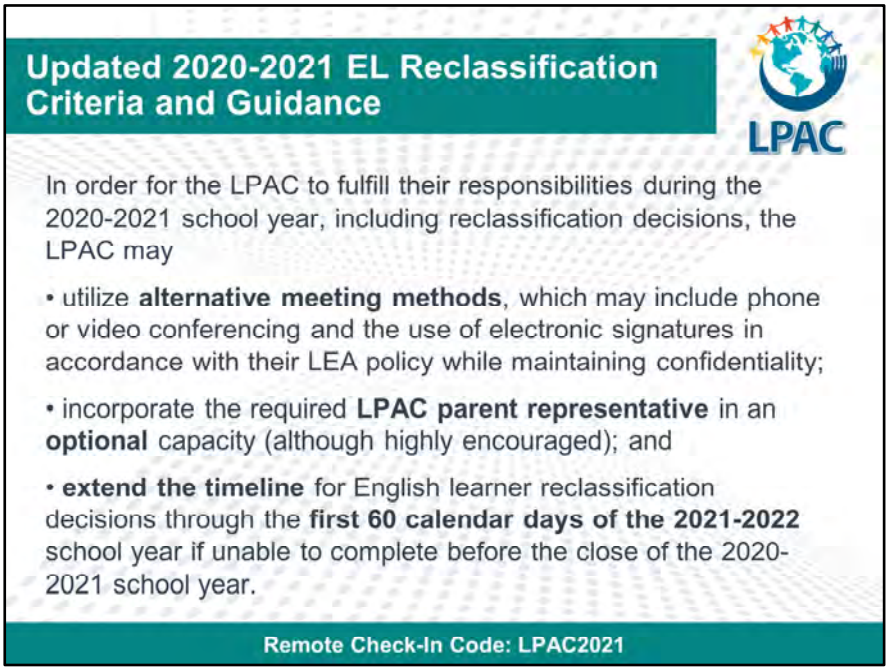


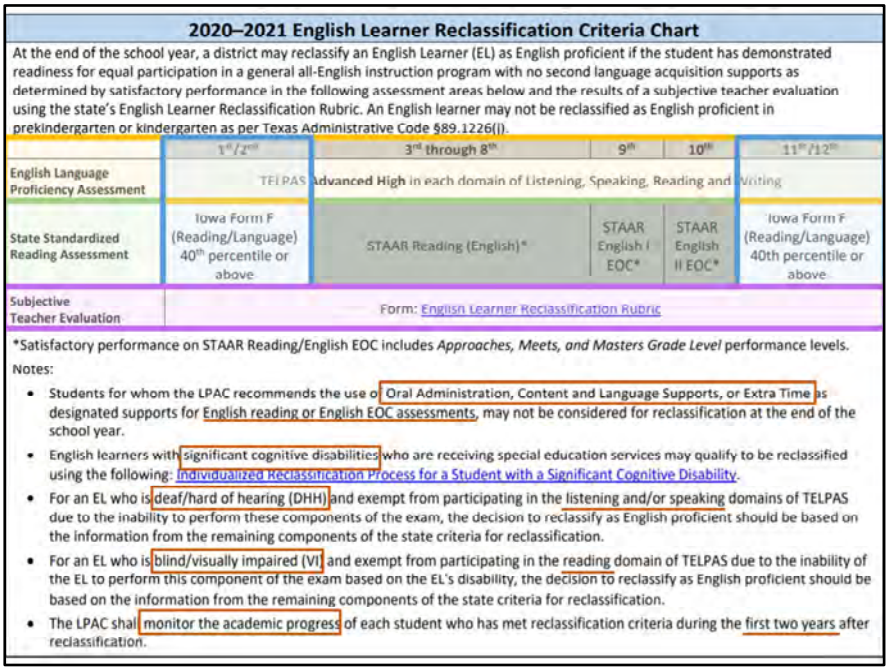
For more information please read the Guidance Related to ARD Committee and LPAC Collaboration located at the following link: https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/state-guidance/guidance-related-to-ard-committee-and-lpac-collaboration.



Please review the Steps to the Individualized Reclassification Process for a Student with a Significant Cognitive Disability: Section 3
https://tea.texas.gov/sites/default/files/LPAC%20ARD%20Collaboration%20Guidance%20and%20Process%20for%20Reclassification.pdf


Updated 2020-2021 EL Reclassification Criteria and Guidance
LPAC
Remote Check-In Code: LPAC2021


Updated 2020-2021 EL Reclassification Criteria and Guidance
LPAC
In order for the LPAC to fulfill their responsibilities during the 2020-2021 school year, including reclassification decisions, the LPAC may
• utilize alternative meeting methods, which may include phone or video conferencing and the use of electronic signatures in accordance with their LEA policy while maintaining confidentiality;
• incorporate the required LPAC parent representative in an optional capacity (although highly encouraged); and
• extend the timeline for English learner reclassification decisions through the first 60 calendar days of the 2021-2022 school year if unable to complete before the close of the 2020-2021 school year.
Remote Check-In Code: LPAC2021



2020–2021 English Learner Reclassification Criteria Chart

At the end of the school year, a district may reclassify an English Learner (EL) as English proficient if the student has demonstrated readiness for equal participation in a general all-English instruction program with no second language acquisition supports as determined by satisfactory performance in the following assessment areas below and the results of a subjective teacher evaluation using the state's English Learner Reclassification Rubric. An English learner may not be reclassified as English proficient in prekindergarten or kindergarten as per Texas Administrative Code §89.1226(j).

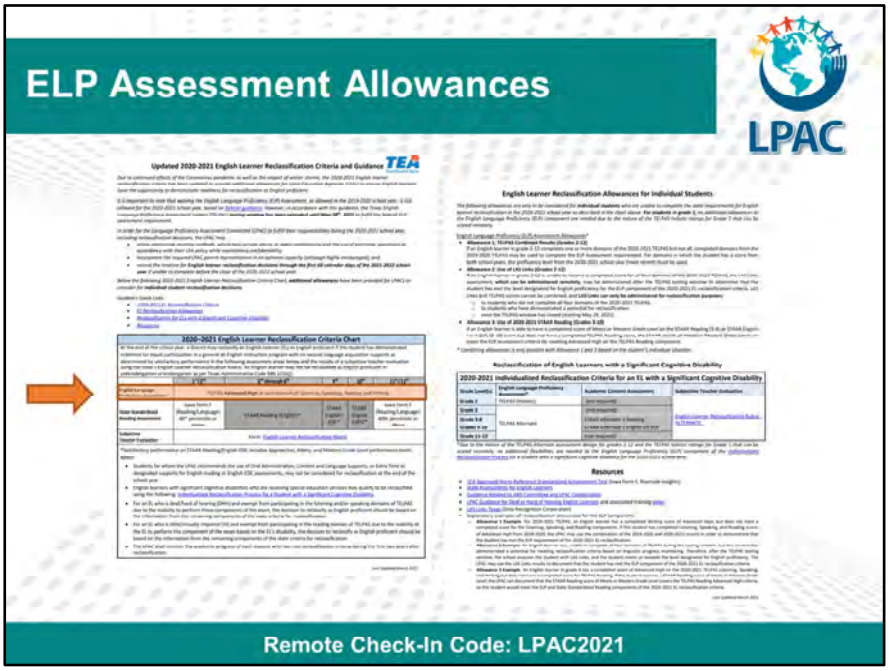
	1st/2nd	3rd through 8th	9th	10th	11th/12th
English Language Proficiency Assessment	TELPAS **Advanced High** in each domain of Listening, Speaking, Reading and Writing				
State Standardized Reading Assessment	Iowa Form F (Reading/Language) 40th percentile or above	STAAR Reading (English)*	STAAR English I EOC*	STAAR English II EOC*	Iowa Form F (Reading/Language) 40th percentile or above
Subjective Teacher Evaluation	Form: English Learner Reclassification Rubric				

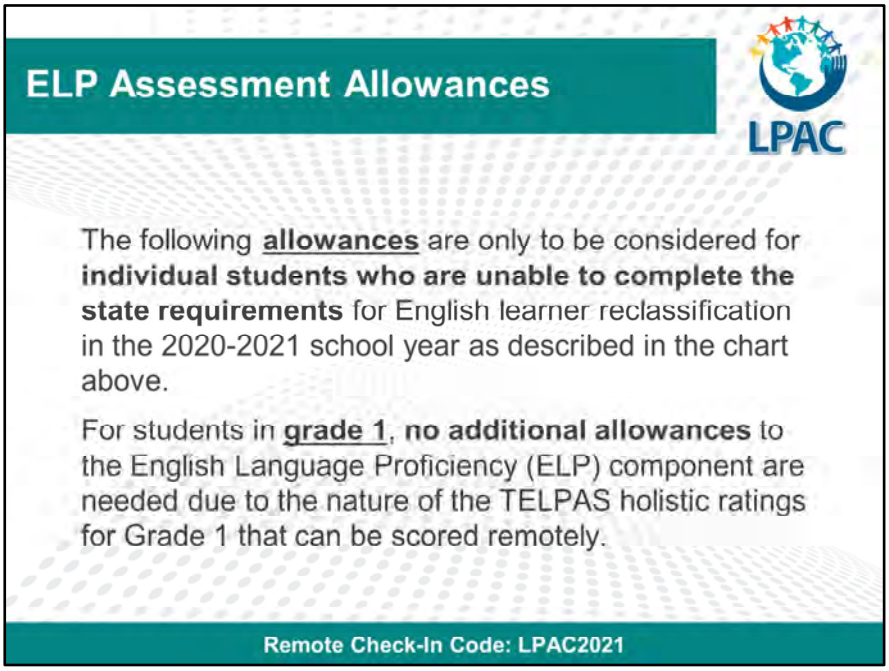
*Satisfactory performance on STAAR Reading/English EOC includes *Approaches, Meets, and Masters Grade Level* performance levels.

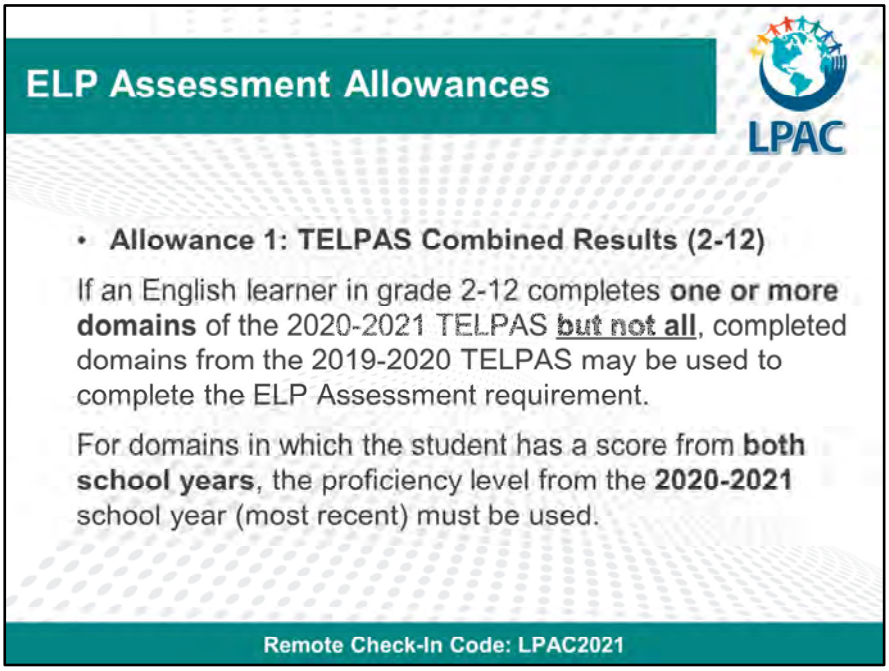
Notes:

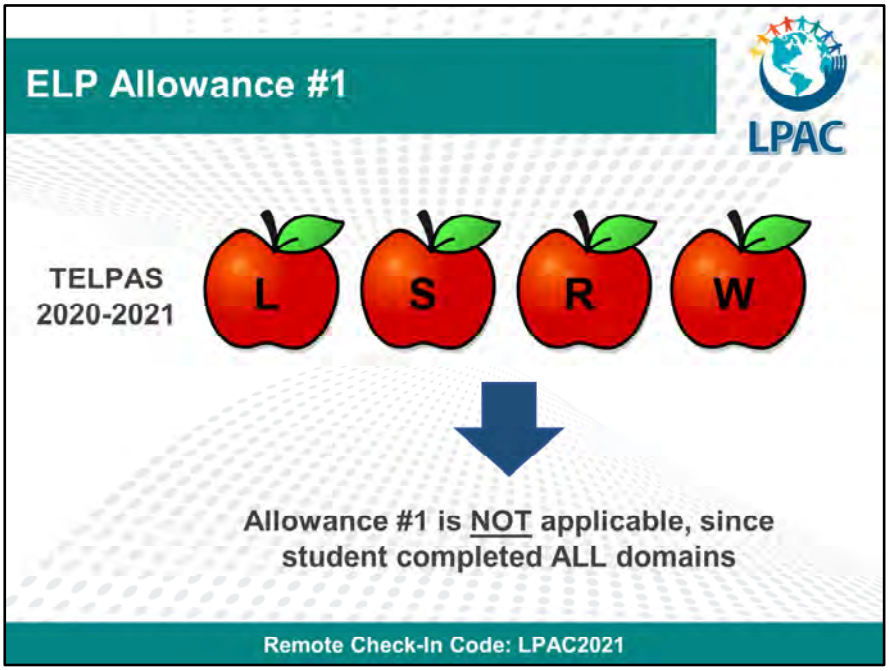
- Students for whom the LPAC recommends the use of Oral Administration, Content and Language Supports, or Extra Time as designated supports for English reading or English EOC assessments, may not be considered for reclassification at the end of the school year.
- English learners with significant cognitive disabilities who are receiving special education services may qualify to be reclassified using the following: Individualized Reclassification Process for a Student with a Significant Cognitive Disability.
- For an EL who is deaf/hard of hearing (DHH) and exempt from participating in the listening and/or speaking domains of TELPAS due to the inability to perform these components of the exam, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
- For an EL who is blind/visually impaired (VI) and exempt from participating in the reading domain of TELPAS due to the inability of the EL to perform this component of the exam based on the EL's disability, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
- The LPAC shall monitor the academic progress of each student who has met reclassification criteria during the first two years after reclassification.

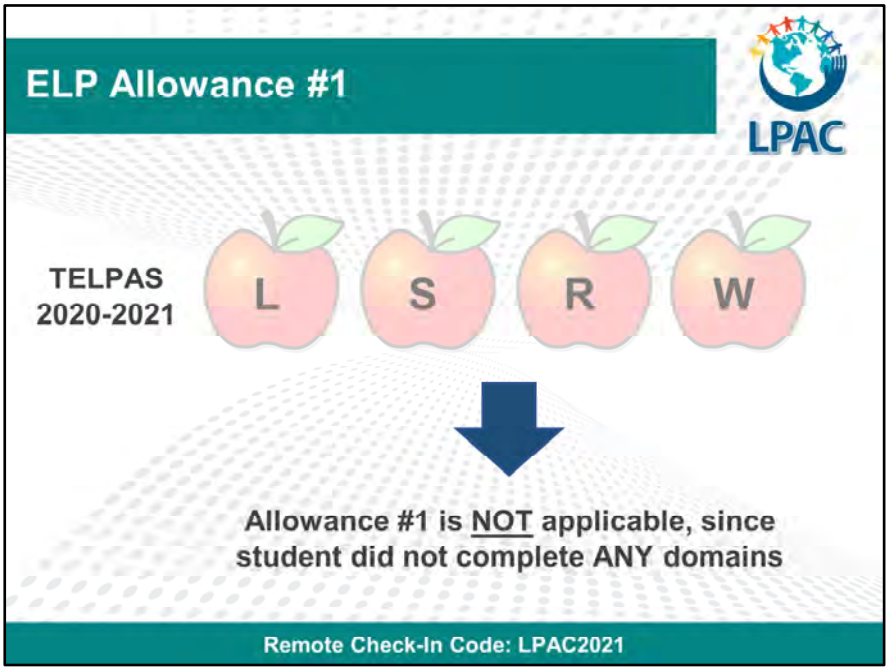
You can find the English Learner Reclassification Chart on TEAs Bilingual/ESL webpage: https://tea.texas.gov/academics/special-student-populations/bilingual-esl-education

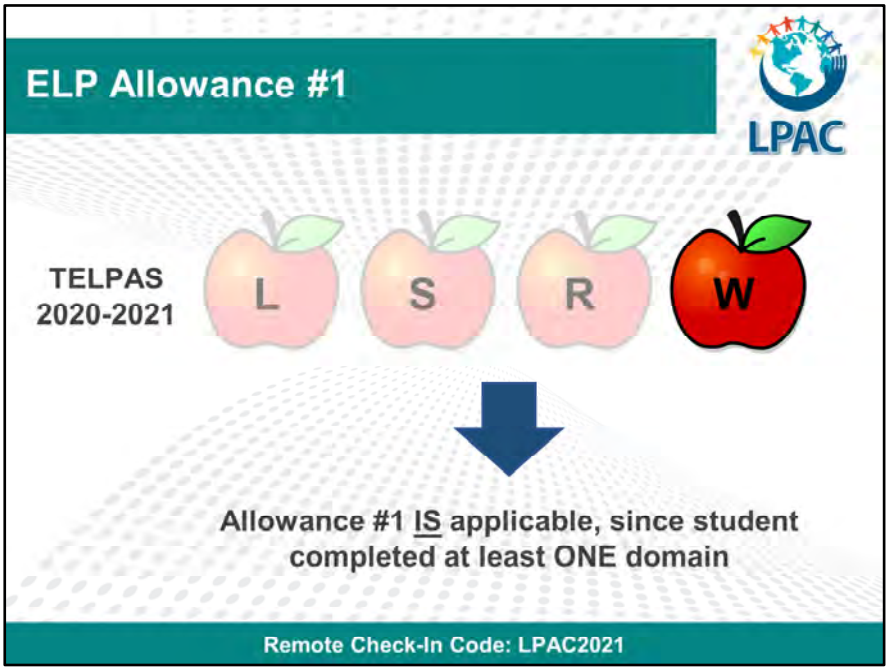

ELP Assessment Allowances
LPAC
Updated 2020-2021 English Learner Reclassification Criteria and Guidance
2020–2021 English Learner Reclassification Criteria Chart
English Learner Reclassification Allowances for Individual Students
2020-2021 Individualized Reclassification Criteria for an EL with a Significant Cognitive Disability
Reclassification of English Learners with a Significant Cognitive Disability
Resources
Remote Check-In Code: LPAC2021

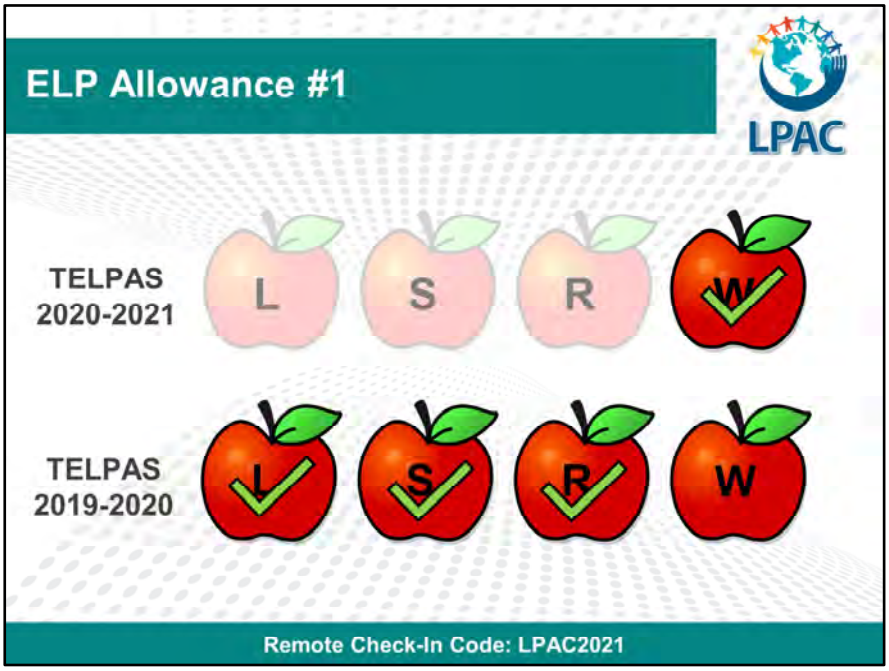

ELP Assessment Allowances
LPAC
The following allowances are only to be considered for individual students who are unable to complete the state requirements for English learner reclassification in the 2020-2021 school year as described in the chart above.
For students in grade 1, no additional allowances to the English Language Proficiency (ELP) component are needed due to the nature of the TELPAS holistic ratings for Grade 1 that can be scored remotely.
Remote Check-In Code: LPAC2021

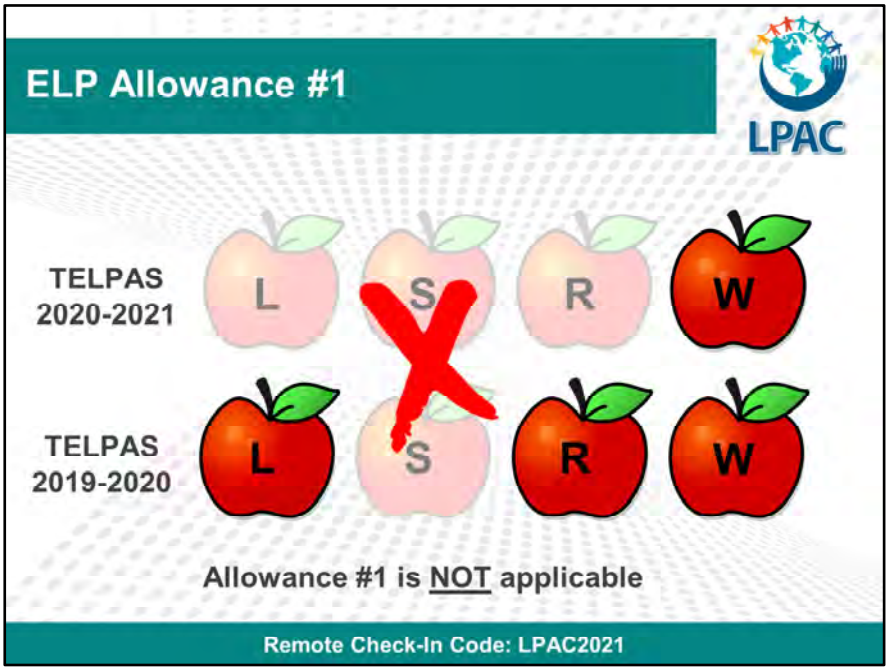

ELP Assessment Allowances
LPAC
• Allowance 1: TELPAS Combined Results (2-12)
If an English learner in grade 2-12 completes one or more domains of the 2020-2021 TELPAS but not all, completed domains from the 2019-2020 TELPAS may be used to complete the ELP Assessment requirement.
For domains in which the student has a score from both school years, the proficiency level from the 2020-2021 school year (most recent) must be used.
Remote Check-In Code: LPAC2021

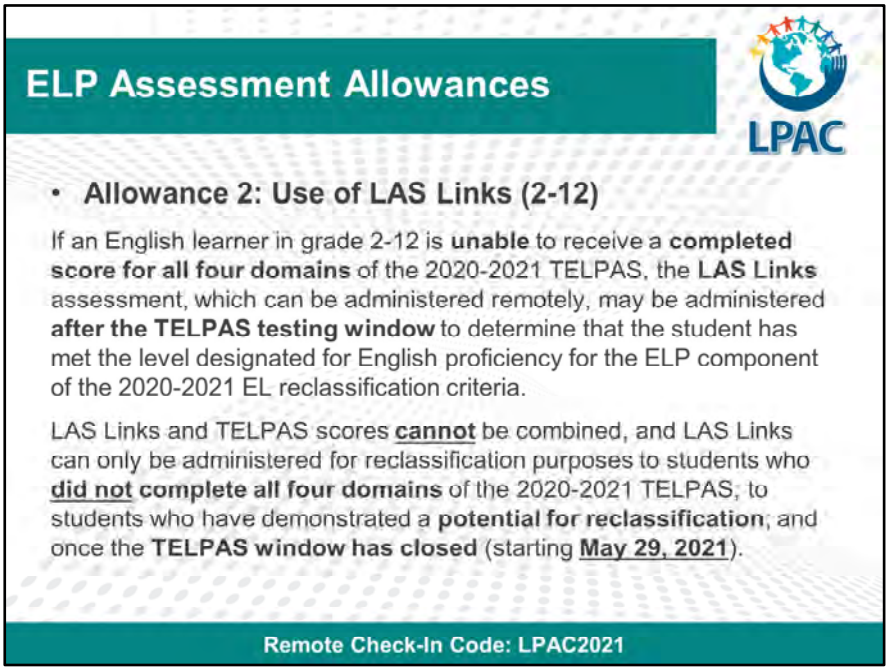

ELP Allowance #1
LPAC
TELPAS
2020-2021
L
S
R
W
Allowance #1 is NOT applicable, since
student completed ALL domains
Remote Check-In Code: LPAC2021

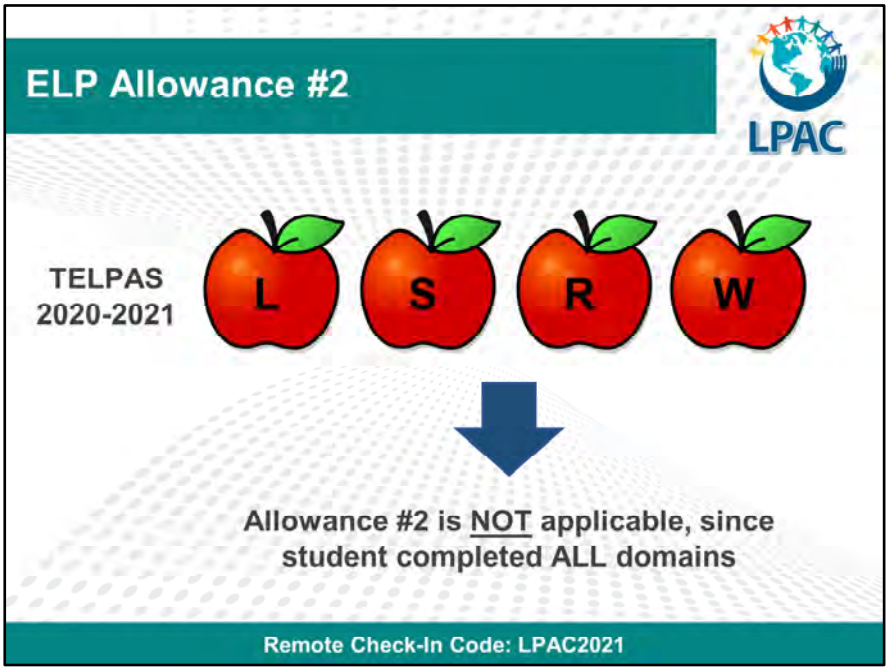

ELP Allowance #1
LPAC
TELPAS
2020-2021
L
S
R
W
Allowance #1 is NOT applicable, since
student did not complete ANY domains
Remote Check-In Code: LPAC2021

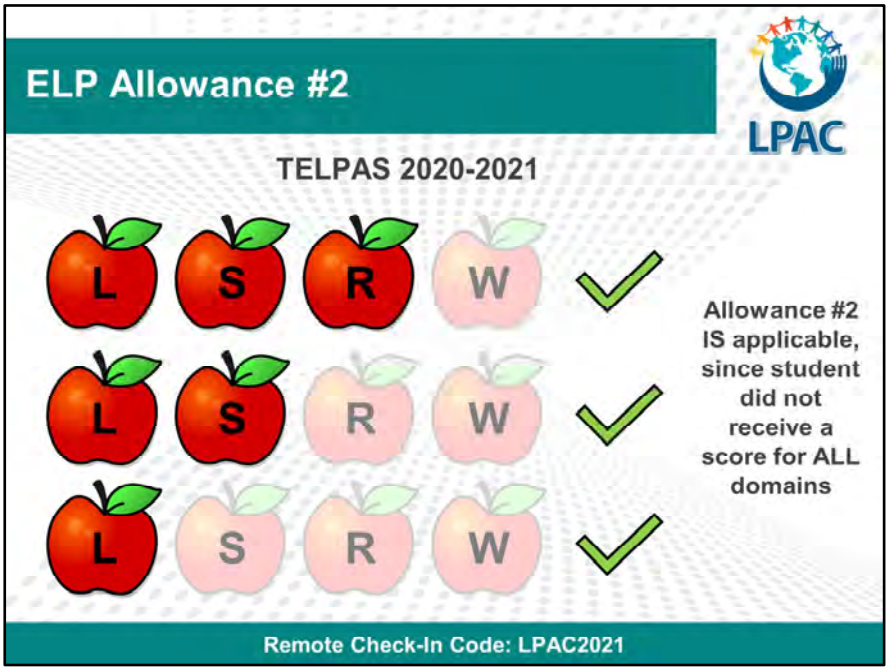

ELP Allowance #1
LPAC
TELPAS
2020-2021
L
S
R
W
Allowance #1 IS applicable, since student completed at least ONE domain
Remote Check-In Code: LPAC2021

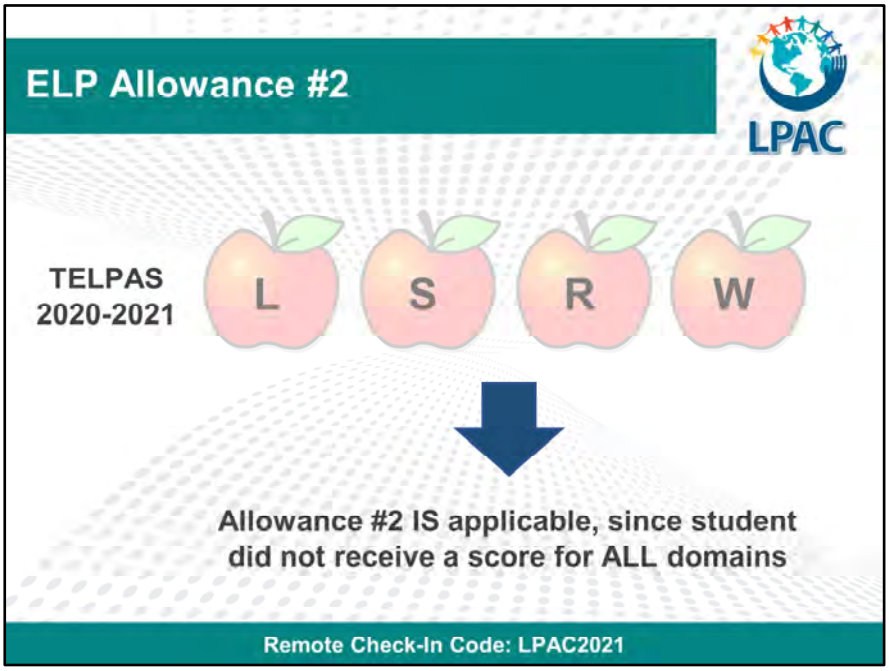

ELP Allowance #1
LPAC
TELPAS
2020-2021
L
S
R
W
TELPAS
2019-2020
L
S
R
W
Remote Check-In Code: LPAC2021

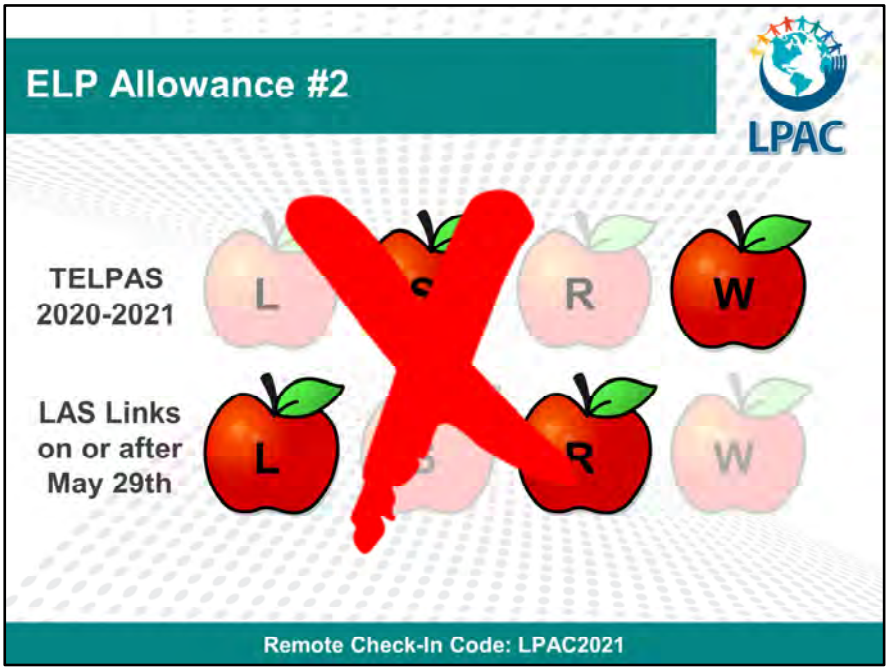

ELP Allowance #1
LPAC
TELPAS 2020-2021
L
S
R
W
TELPAS 2019-2020
L
S
R
W
Allowance #1 is NOT applicable
Remote Check-In Code: LPAC2021

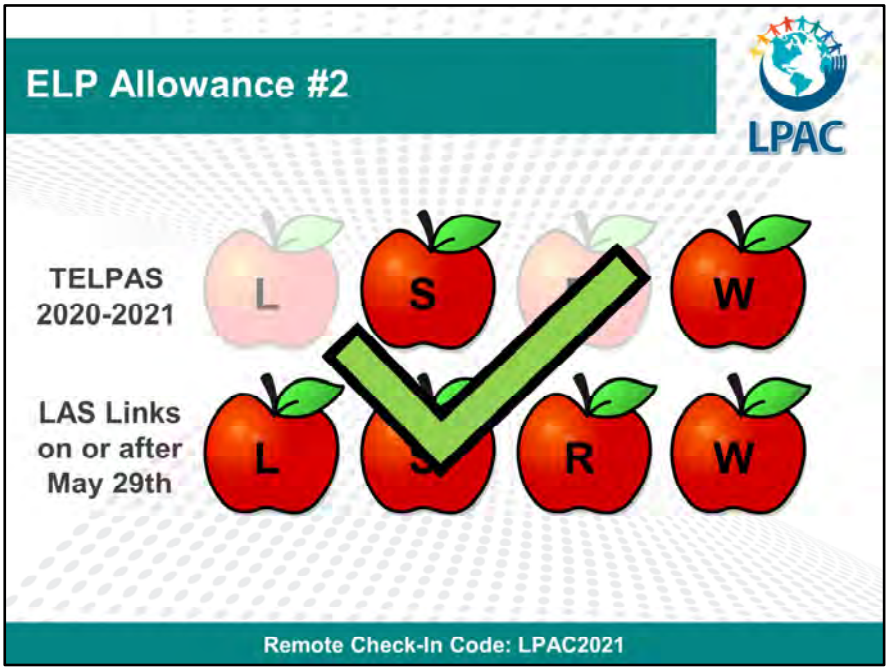

ELP Assessment Allowances
LPAC
• Allowance 2: Use of LAS Links (2-12)
If an English learner in grade 2-12 is unable to receive a completed score for all four domains of the 2020-2021 TELPAS, the LAS Links assessment, which can be administered remotely, may be administered after the TELPAS testing window to determine that the student has met the level designated for English proficiency for the ELP component of the 2020-2021 EL reclassification criteria.
LAS Links and TELPAS scores cannot be combined, and LAS Links can only be administered for reclassification purposes to students who did not complete all four domains of the 2020-2021 TELPAS; to students who have demonstrated a potential for reclassification; and once the TELPAS window has closed (starting May 29, 2021).
Remote Check-In Code: LPAC2021

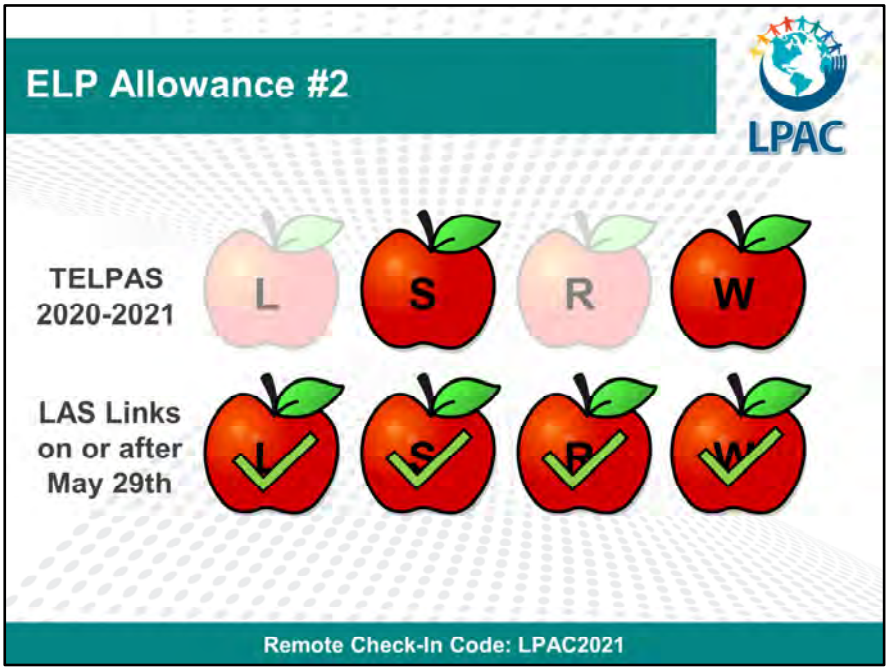

ELP Allowance #2
LPAC
TELPAS
2020-2021
L
S
R
W
Allowance #2 is NOT applicable, since
student completed ALL domains
Remote Check-In Code: LPAC2021

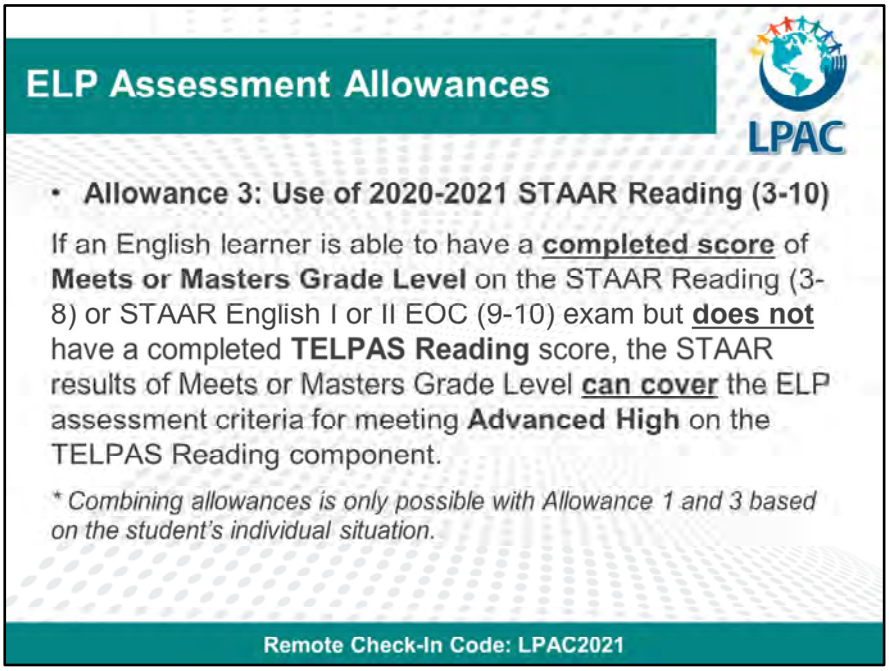

ELP Allowance #2
LPAC
TELPAS 2020-2021
L
S
R
W
L
S
R
W
L
S
R
W
Allowance #2 IS applicable, since student did not receive a score for ALL domains
Remote Check-In Code: LPAC2021

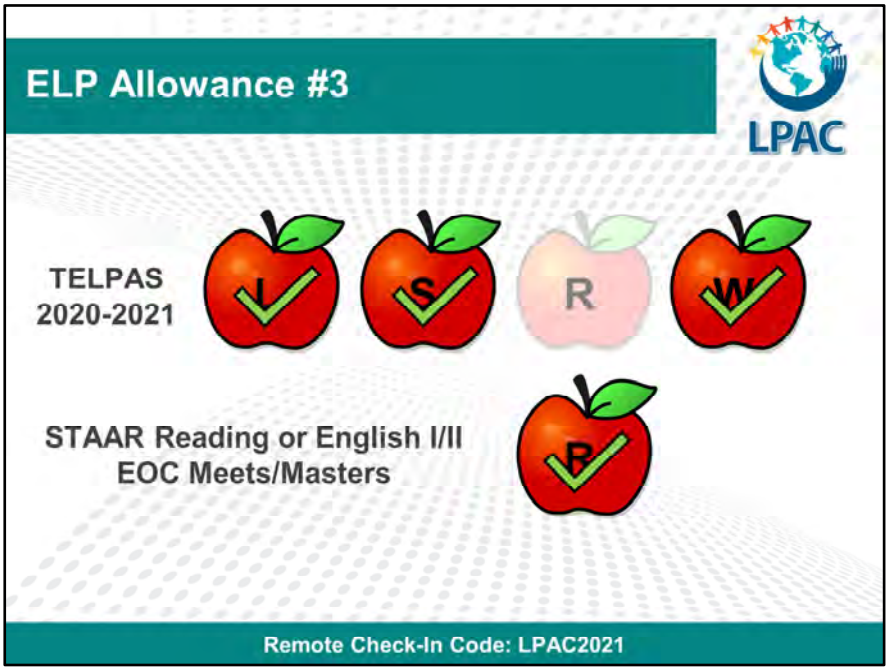

ELP Allowance #2
LPAC
TELPAS
2020-2021
L
S
R
W
Allowance #2 IS applicable, since student did not receive a score for ALL domains
Remote Check-In Code: LPAC2021


ELP Allowance #2
LPAC
TELPAS
2020-2021
L
R
W
LAS Links
on or after
May 29th
L
R
W
Remote Check-In Code: LPAC2021

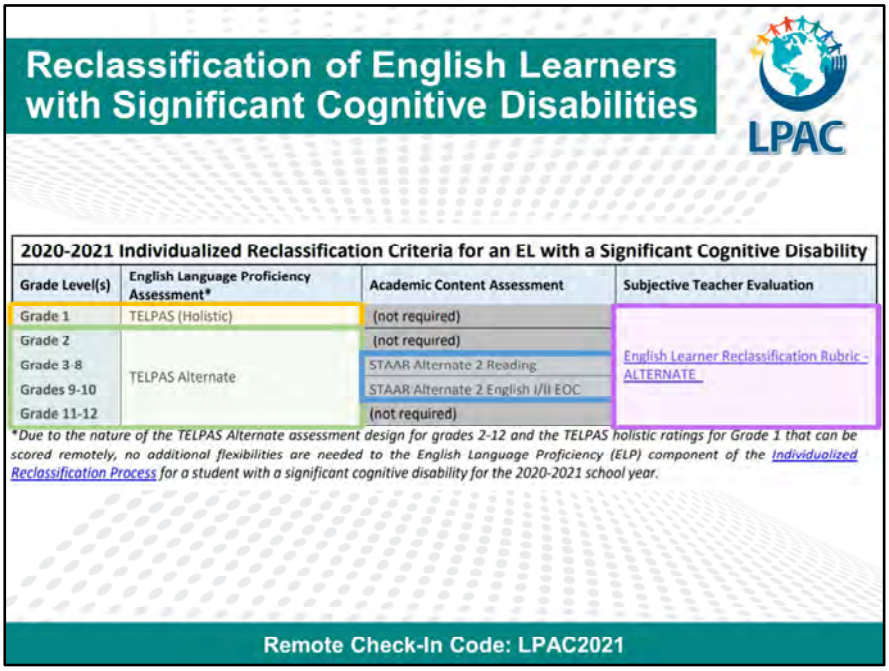

ELP Allowance #2
LPAC
TELPAS
2020-2021
L
S
W
LAS Links
on or after
May 29th
L
S
R
W
Remote Check-In Code: LPAC2021

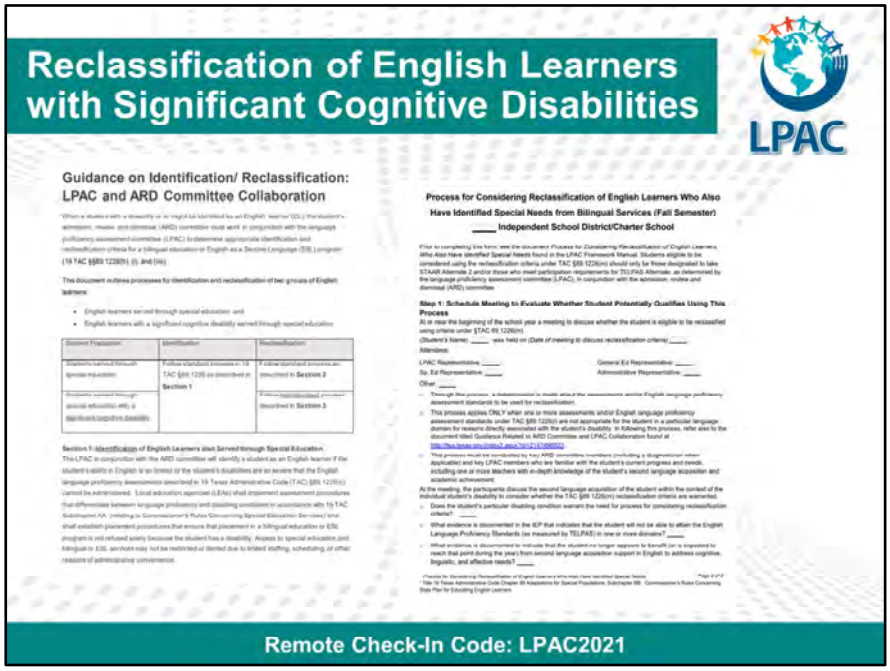

ELP Allowance #2
LPAC
TELPAS
2020-2021
L
S
R
W
LAS Links
on or after
May 29th
Remote Check-In Code: LPAC2021

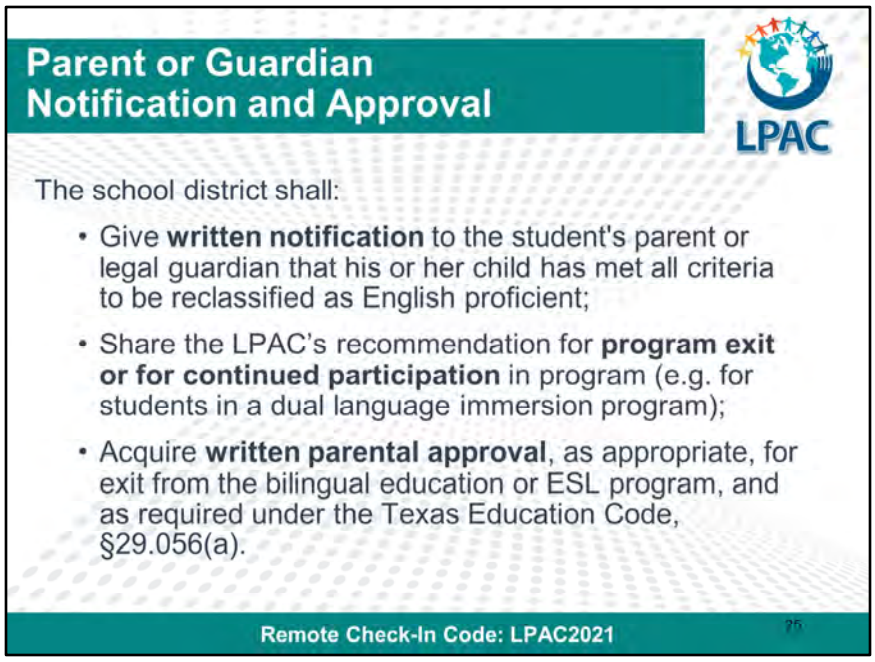

ELP Assessment Allowances
LPAC
• Allowance 3: Use of 2020-2021 STAAR Reading (3-10)
If an English learner is able to have a completed score of Meets or Masters Grade Level on the STAAR Reading (3-8) or STAAR English I or II EOC (9-10) exam but does not have a completed TELPAS Reading score, the STAAR results of Meets or Masters Grade Level can cover the ELP assessment criteria for meeting Advanced High on the TELPAS Reading component.
* Combining allowances is only possible with Allowance 1 and 3 based on the student's individual situation.
Remote Check-In Code: LPAC2021


ELP Allowance #3
LPAC
TELPAS
2020-2021
L
S
R
W
STAAR Reading or English I/II
EOC Meets/Masters
R
Remote Check-In Code: LPAC2021

DRC: LAS LINKS & RIVERSIDE: IOWA
LPAC
LEADING THE WAY IN LANGUAGE ASSESSMENT
DRC
Reclassification
Riverside Insights
Texas Approved Reclassification Assessment
TEA
Texas English Learner Reclassification Testing for Grades 1, 2, 11, and 12
Steps to Successful Testing
Remote Check-In Code: LPAC2021


Reclassification of English Learners with Significant Cognitive Disabilities
LPAC
2020-2021 Individualized Reclassification Criteria for an EL with a Significant Cognitive Disability
Grade Level(s)
English Language Proficiency Assessment*
Academic Content Assessment
Subjective Teacher Evaluation
Grade 1
TELPAS (Holistic)
(not required)
Grade 2
TELPAS Alternate
(not required)
Grade 3-8
STAAR Alternate 2 Reading
Grades 9-10
STAAR Alternate 2 English I/II EOC
Grade 11-12
(not required)
English Learner Reclassification Rubric - ALTERNATE
*Due to the nature of the TELPAS Alternate assessment design for grades 2-12 and the TELPAS holistic ratings for Grade 1 that can be scored remotely, no additional flexibilities are needed to the English Language Proficiency (ELP) component of the Individualized Reclassification Process for a student with a significant cognitive disability for the 2020-2021 school year.
Remote Check-In Code: LPAC2021


Reclassification of English Learners with Significant Cognitive Disabilities
LPAC
Guidance on Identification/ Reclassification: LPAC and ARD Committee Collaboration
Process for Considering Reclassification of English Learners Who Also Have Identified Special Needs from Bilingual Services (Fall Semester)
____ Independent School District/Charter School
Step 1: Schedule Meeting to Evaluate Whether Student Potentially Qualifies Using This Process
Remote Check-In Code: LPAC2021



Emphasize that the LPAC determines student reclassification; the parents or guardians provide permission for program exit. Reclassification does not always equate with program exit. For example, for students participating in a dual language program, one-way or two-way, continued program participation after reclassification is a foundational expectation of the program model.

According to TAC 89.1220 (m), a school district may **place or exit** a student in a program without written approval of the student's parent if:

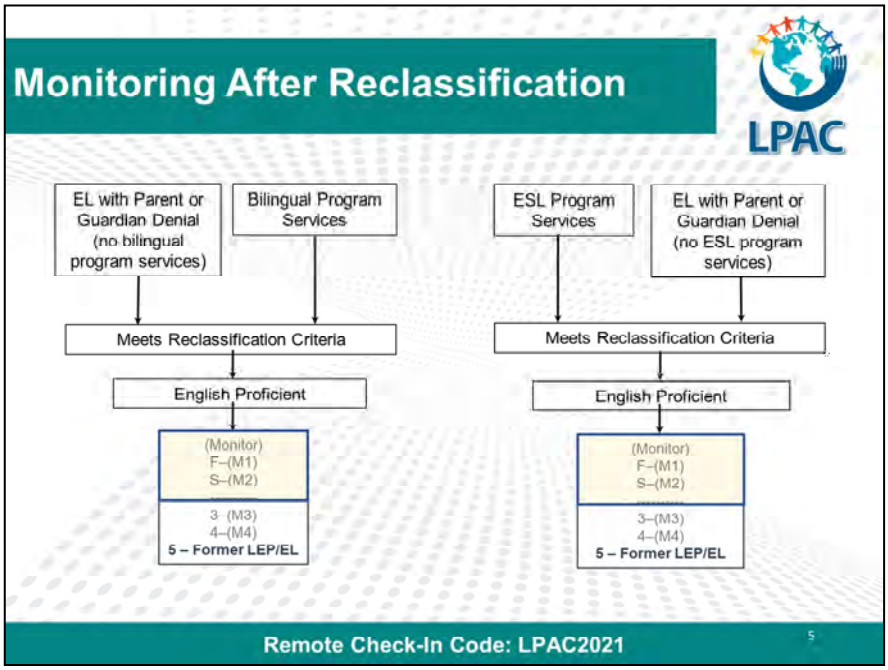
(1) the student is 18 years of age or has had the disabilities of minority removed;

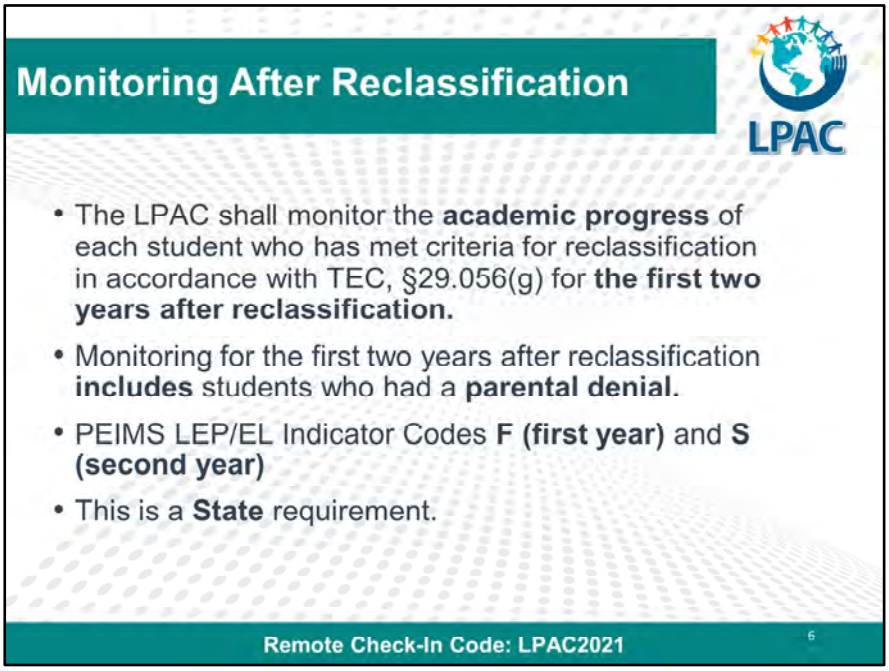
(2) the parent provides approval through a phone conversation or e-mail that is documented in writing and retained; or

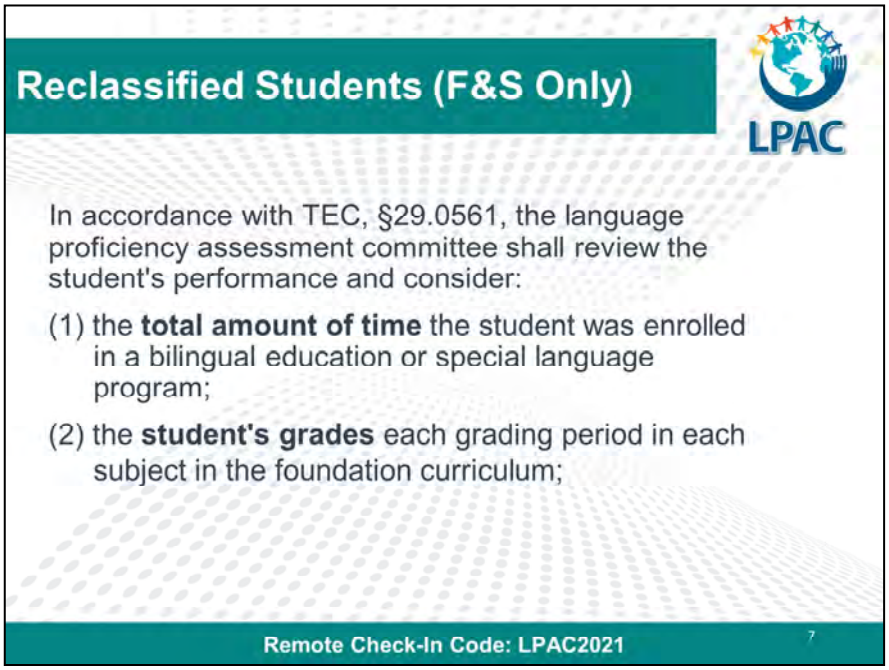
(3) an adult who the school district recognizes as standing in parental relation to the student provides written approval. This may include a foster parent or employee of a state or local governmental agency with temporary possession or control of the student.

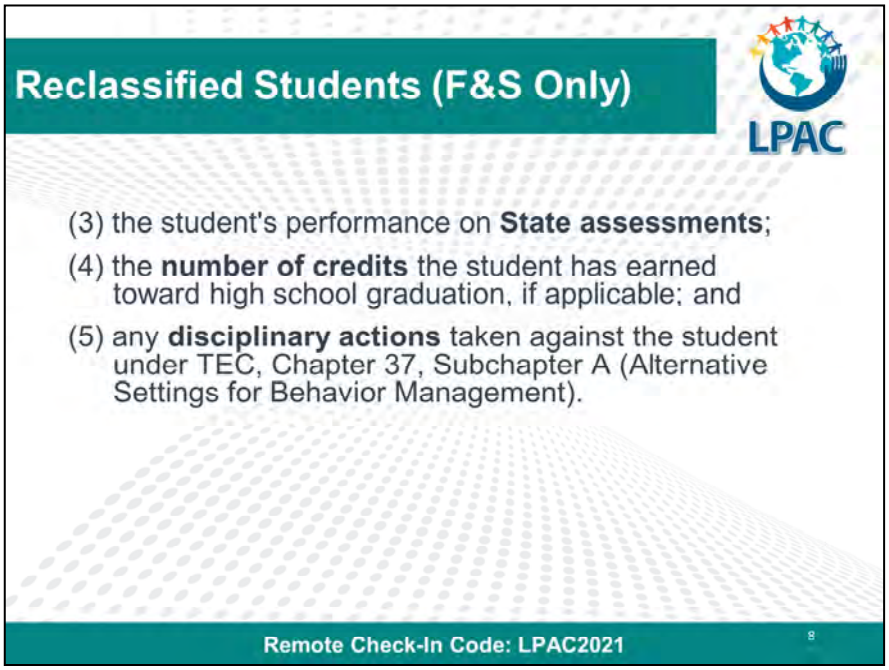
Parent or Guardian Notification and Approval
LPAC
• Students meeting the requirements for reclassification may, at parent or guardian request, continue in the bilingual education or ESL program, at the district's discretion.
• Only reclassified students who continue to participate in dual language two-way programs will continue to generate bilingual education allotment funds.
Remote Check-In Code: LPAC2021
26

Training Agenda
LPAC
• Introduction
• Identification
• Placement
• English Learner Services
• Review and Reclassification
• Monitoring and Evaluation
Remote Check-In Code: LPAC2021

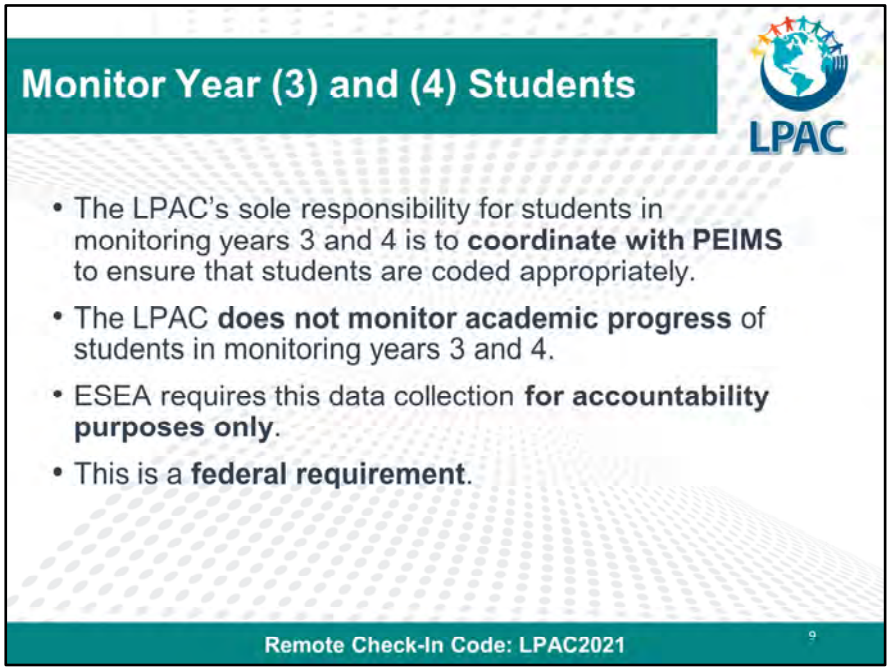

Monitoring After Reclassification
LPAC
EL with Parent or Guardian Denial (no bilingual program services)
Bilingual Program Services
ESL Program Services
EL with Parent or Guardian Denial (no ESL program services)
Meets Reclassification Criteria
Meets Reclassification Criteria
English Proficient
English Proficient
(Monitor)
F–(M1)
S–(M2)
3–(M3)
4–(M4)
5 – Former LEP/EL
(Monitor)
F–(M1)
S–(M2)
3–(M3)
4–(M4)
5 – Former LEP/EL
Remote Check-In Code: LPAC2021
5


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 had a **parental denial.**
• PEIMS LEP/EL Indicator Codes **F (first year)** and **S (second year)**
• This is a **State** requirement.
Remote Check-In Code: LPAC2021
6


Reclassified Students (F&S Only)
LPAC
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;
Remote Check-In Code: LPAC2021
7



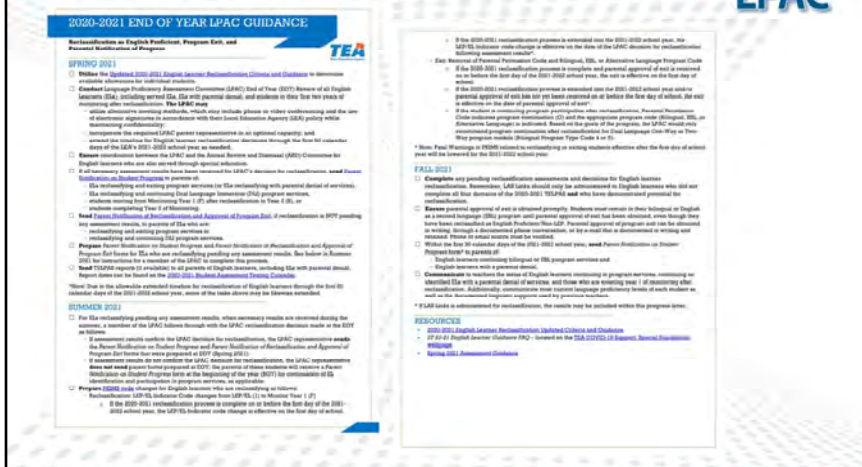
After an evaluation under this section, the language proficiency assessment committee may require intensive instruction for the student or reenroll the student in a bilingual education or special language program.



The LPAC's sole responsibility for students in monitored years 3 and 4 is to **coordinate** with PEIMS to ensure that students are coded appropriately (for accountability purposes).

2020-2021 EOY LPAC Guidance

LPAC


2020-2021 END OF YEAR LPAC GUIDANCE

Reclassification as English Proficient, Program Exit, and Parental Notification of Progress

TEA

SPRING 2021

- Utilize the Updated 2020-2021 English Learner Reclassification Criteria and Guidance to determine available alternatives for individual students.
- Conduct Language Proficiency Assessment Committee (LPAC) End of Year (EOY) Review of all English learners (ELs), including served ELs, ELs with parental denial, and students in their first two years of monitoring after reclassification. The LPAC may:
  - utilize alternative meeting methods, which may include phone or video conferencing and the use of electronic signatures in accordance with their Local Education Agency (LEA) policy while maintaining confidentiality;
  - incorporate the required LPAC parent representative in an optional capacity; and
  - extend the timeline for English learner reclassification decisions through the first 90 calendar days of the LEA's 2021-2022 school year as needed.
- Ensure coordination between the LPAC and the Annual Review and Dismissal (ARD) Committee for English learners who are also served through special education.
- If all necessary assessment results have been received for LPAC's decision for reclassification, send Parent Notification on Student Progress to parents of:
  - ELs reclassifying and exiting program services (or ELs reclassifying with parental denial of services);
  - ELs reclassifying and continuing Dual Language Immersion (DLI) program services;
  - students moving from Monitoring Year 1 (P) after reclassification to Year 2 (R); or
  - students completing Year 2 of Monitoring.
- Send Parent Notification of Reclassification and Approval of Program Exit, if reclassification is NOT pending any assessment results, to parents of ELs who are:
  - reclassifying and exiting program services to
  - reclassifying and continuing DLI program services.
- Prepare Parent Notification on Student Progress and Parent Notification of Reclassification and Approval of Program Exit forms for ELs who are reclassifying pending any assessment results. See below in Summer 2021 for instructions for a member of the LPAC to complete this process.
- Send TELPAS reports (if available) to all parents of English learners, including ELs with parental denial. Report dates can be found on the 2020-2021 Student Assessment Testing Calendar.

*Note: Due to the allowable extended timeline for reclassification of English learners through the first 90 calendar days of the 2021-2022 school year, some of the tasks above may be likewise extended.

SUMMER 2021

- For ELs reclassifying pending any assessment results, when necessary results are received during the summer, a member of the LPAC follows through with the LPAC reclassification decision made at the EOY as follows:
  - If assessment results confirm the LPAC decision for reclassification, the LPAC representative sends the Parent Notification on Student Progress and Parent Notification of Reclassification and Approval of Program Exit forms that were prepared at EOY (Spring 2021).
  - If assessment results do not confirm the LPAC decision for reclassification, the LPAC representative does not send parent forms prepared at EOY; the parents of these students will receive a Parent Notification on Student Progress form at the beginning of the year (BOY) for continuation of ELs identification and participation in program services, as applicable.
- Prepare PEIMS code changes for English learners who are reclassifying as follows:
  - Reclassification LEP-EL Indicator Code changes from LEP-EL (1) to Monitor Year 1 (P)
    - If the 2020-2021 reclassification process is complete on or before the first day of the 2021-2022 school year, the LEP-EL Indicator code change is effective on the first day of school.
    - If the 2020-2021 reclassification process is extended into the 2021-2022 school year, the LEP-EL Indicator code change is effective on the date of the LPAC decision for reclassification following assessment results*.
  - Exit Removal of Parental Permission Code and Bilingual, ESL, or Alternative Language Program Code
    - If the 2020-2021 reclassification process is complete and parental approval of exit is received on or before the first day of the 2021-2022 school year, the exit is effective on the first day of school.
    - If the 2020-2021 reclassification process is extended into the 2021-2022 school year and/or parental approval of exit has not yet been received on or before the first day of school, the exit is effective on the date of parental approval of exit*.
    - If the student is continuing program participation after reclassification, Parental Permission Code indicates program continuation (2) and the appropriate program code (Bilingual, ESL, or Alternative Language) is indicated. Based on the goals of the program, the LPAC would only recommend program continuation after reclassification for Dual Language One-Way or Two-Way program models (Bilingual Program Type Code 1 or 2).

* Note: Final Warnings in PEIMS related to reclassifying or exiting students effective after the first day of school year will be forward for the 2021-2022 school year.

FALL 2021

- Complete any pending reclassification assessments and decisions for English learner reclassification. Remember, LAS Links should only be administered to English learners who did not complete all four domains of the 2020-2021 TELPAS and who have demonstrated potential for reclassification.
- Ensure parental approval of exit is obtained promptly. Students must remain in their bilingual or English as a second language (ESL) program until parental approval of exit has been obtained, even though they have been reclassified as English Proficient/Non-LEP. Parental approval of program exit can be obtained in writing, through a documented phone conversation, or by a mail that is documented in writing and retained. Phone or email receipts must be verified.
- Within the first 30 calendar days of the 2021-2022 school year, send Parent Notification on Student Progress form* to parents of:
  - English learners continuing bilingual or ESL program services and
  - English learners with a parental denial.
- Communicate to reachers the status of English learners continuing in program services, continuing as identified ELs with a parental denial of services, and those who are entering year 1 of monitoring after reclassification. Additionally, communicate most current language proficiency levels of each student as well as the demonstrated language supports used by previous teachers.

* If LAS Links is administered for reclassification, the results may be included within this progress letter.

RESOURCES

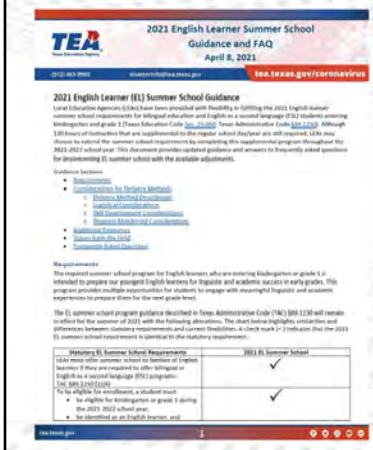
- 2020-2021 English Learner Reclassification Updated Criteria and Guidance
- 17-21-21 English Learner Guidance FAQ – located on the TEA COVID-19 Support Special Populations Webpage
- Spring 2021 Assessment Guidance

Remote Check-In Code: LPAC2021

Texas Education Agency
LPAC Framework
Web-Based Training
MORE
INFORMATION
AVAILABLE AT:
txel.org/lpac
LPAC
LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE
How to Navigate to the LPAC
Framework Web-based Training Site
TEA
Remote Check-In Code: LPAC2021

Summer School Guidance

LPAC


2021 English Learner Summer School
Guidance and FAQ
April 8, 2021

tea.texas.gov/coronavirus

2021 English Learner (EL) Summer School Guidance

Local Education Agencies (LEAs) have been provided with flexibility in fulfilling the 2021 English learner summer school requirements for bilingual education and English as a second language (ESL) students entering kindergarten and grade 1 (Texas Education Code Sec. 29.060; Texas Administrative Code §89.1250). Although 120 hours of instruction that are supplemental to the regular school day/year are still required, LEAs may choose to extend the summer school requirement by completing this supplemental program throughout the 2021-2022 school year. This document provides updated guidance and answers to frequently asked questions for implementing EL summer school with the available adjustments.

Guidance Sections

- Requirements
- Considerations for Delivery Methods
  - Delivery Method Description
  - Logistical Considerations
  - Skill Development Considerations
  - Resource Monitoring Considerations
- Additional Resources
- Values from the Field
- Frequently Asked Questions

Requirements

The required summer school program for English learners who are entering kindergarten or grade 1 is intended to prepare our youngest English learners for linguistic and academic success in early grades. This program provides multiple opportunities for students to engage with meaningful linguistic and academic experiences to prepare them for the next grade level.

The EL summer school program guidance described in Texas Administrative Code (TAC) §89.1250 will remain in effect for the summer of 2021 with the following attractions. The chart below highlights similarities and differences between statutory requirements and current flexibilities. A check mark (✓) indicates that the 2021 EL summer school requirement is identical to the statutory requirement.

Statutory EL Summer School Requirements	2021 EL Summer School
LEAs must offer summer school to families of English learners if they are required to offer bilingual or English as a second language (ESL) programs. TAC §89.1250 (2)(A)	✓
To be eligible for enrollment, a student must: • be eligible for kindergarten or grade 1 during the 2021-2022 school year. • be identified as an English learner, and	✓

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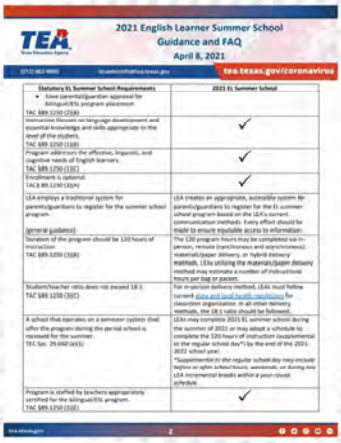
2021 English Learner Summer School
Guidance and FAQ
April 8, 2021

tea.texas.gov/coronavirus

Statutory EL Summer School Requirements	2021 EL Summer School
• have parental/guardian approval for bilingual/ESL program placement. TAC §89.1250 (2)(B)	
Instruction focuses on language development and essential knowledge and skills appropriate to the level of the students. TAC §89.1250 (2)(B)	✓
Program addresses the effective, linguistic, and cognitive needs of English learners. TAC §89.1250 (2)(C)	✓
Enrollment is optional. TAC§ 89.1250 (2)(A)	✓
LEA employs a traditional system for parents/guardians to register for the summer school program. (general guidance)	LEA creates an appropriate, accessible system for parents/guardians to register for the EL summer school program based on the LEA's current communication methods. Every effort should be made to ensure equitable access to information.
Duration of the program should be 120 hours of instruction. TAC §89.1250 (2)(B)	The 120 program hours may be completed via in-person, remote (synchronous and asynchronous), materials/paper delivery, or hybrid delivery methods. LEAs utilizing the materials/paper delivery method may estimate a number of instructional hours per bag or packet.
Student/teacher ratio does not exceed 18:1. TAC §89.1250 (2)(C)	For in-person delivery method, LEAs must follow current state and local health regulations for classroom organization. In all other delivery methods, the 18:1 ratio should be followed.
A school that operates on a semester system shall offer the program during the period school is recessed for the summer. TEC Sec. 29.060 (a)(1)	LEAs may complete 2021 EL summer school during the summer of 2021 or may adopt a schedule to complete the 120 hours of instruction (supplemental to the regular school day*) by the end of the 2021-2022 school year. *Supplemental to the regular school day may include before or after school hours, weekends, or during one LEA incremental breaks within a year-round schedule.
Program is staffed by teachers appropriately certified for the bilingual/ESL program. TAC §89.1250 (2)(E)	✓

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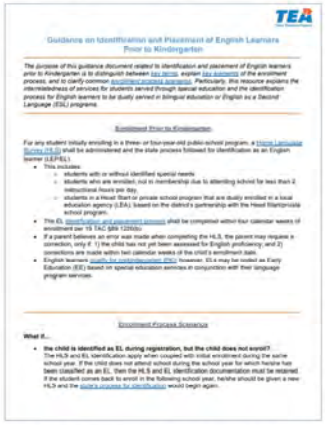
Remote Check-In Code: LPAC2021

Guidance on Identification and Placement of EL Prior to Kinder



Guidance on Identification and Placement of English Learners Prior to Kindergarten

The purpose of this guidance document related to identification and placement of English learners prior to Kindergarten is to distinguish between key terms, explain key elements of the enrollment process, and to clarify common enrollment process scenarios. Particularly, this resource explains the interrelatedness of services for students served through special education and the identification process for English learners to be dually served in bilingual education or English as a Second Language (ESL) programs.

Enrollment Prior to Kindergarten

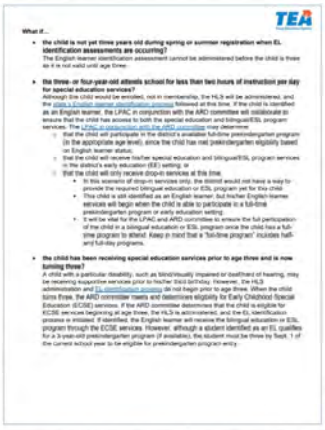
For any student initially enrolling in a three- or four-year-old public school program, a Home Language Survey (HLS) shall be administered and the state process followed for identification as an English learner (LEP/EL).

- This includes:
  - students with or without identified special needs
  - students who are enrolled, not in membership due to attending school for less than 2 instructional hours per day,
  - students in a Head Start or private school program that are dually enrolled in a local education agency (LEA), based on the district's partnership with the Head Start/private school program.
- The EL identification and placement process shall be completed within four calendar weeks of enrollment per 19 TAC §89.1220(b).
- If a parent believes an error was made when completing the HLS, the parent may request a correction, only if: 1) the child has not yet been assessed for English proficiency; and 2) corrections are made within two calendar weeks of the child's enrollment date.
- English learners dually for kindergarten (PK): however, EL's may be noted as Early Education (EE) based on special education services in conjunction with their language program services.

Enrollment Process Scenarios

What if...

- **the child is identified as EL during registration, but the child does not enroll?**
  The HLS and EL identification apply when coupled with initial enrollment during the same school year. If the child does not attend school during the school year for which he/she has been classified as an EL, then the HLS and EL identification documentation must be retained. If the student comes back to enroll in the following school year, he/she should be given a new HLS and the dual's process for identification would begin again.



What if...

- **the child is not yet three years old during spring or summer registration when EL identification assessments are occurring?**
  The English learner identification assessment cannot be administered before the child is three as it is not valid until age three.
- **the three- or four-year-old attends school for less than two hours of instruction per day for special education services?**
  Although the child would be enrolled, not in membership, the HLS will be administered, and the state's English learner identification process followed at this time. If the child is identified as an English learner, the LPAC in conjunction with the ARD committee will collaborate to ensure that the child has access to both the special education and bilingual/ESL program services. The LPAC in conjunction with the ARD committee may determine:
  1. that the child will participate in the district's available full-time prekindergarten program (to the appropriate age level), since the child has met prekindergarten eligibility based on English learner status;
  2. that the child will receive his/her special education and bilingual/ESL program services in the district's early education (EE) setting; or
  3. that the child will only receive drop-in services at this time.
     - In this scenario of drop-in services only, the district would not have a way to provide the required bilingual education or ESL program yet for this child.
     - This child is still identified as an English learner, but his/her English learner services will begin when the child is able to participate in a full-time prekindergarten program or early education setting.
     - It will be vital for the LPAC and ARD committee to ensure the full participation of the child in a bilingual education or ESL program once the child has a full-time program to attend. Keep in mind that a "full-time program" includes half- and full-day programs.
- **the child has been receiving special education services prior to age three and is now turning three?**
  A child with a particular disability, such as blind/visually impaired or deaf/hard of hearing, may be receiving supportive services prior to his/her third birthday. However, the HLS administration and EL identification process do not begin prior to age three. When the child turns three, the ARD committee meets and determines eligibility for Early Childhood Special Education (ECSE) services. If the ARD committee determines that the child is eligible for ECSE services beginning at age three, the HLS is administered, and the EL identification process is initiated. If identified, the English learner will receive the bilingual education or ESL program through the ECSE services. However, although a student identified as an EL qualifies for a 3-year-old prekindergarten program (if available), the student must be three by Sept. 1 of the current school year to be eligible for prekindergarten program entry.

Remote Check-In Code: LPAC2021

SY 20-21 English Learner FAQ

SY 20-21 English Learner FAQ

English Learner FAQ: Section Topics

Click on the links below to go directly to that section of the FAQ

- English Learner Program Services
- Language Proficiency Assessment Committee (LPAC) Procedures
  - General
  - English Learner Identification and Placement
  - 2020-2021 English Learner Review/Exiting

Note: This guidance only applies to the 2020-2021 school year and may include updates to guidance provided in response to the COVID-19 pandemic and resulting school closures during the 2019-2020 school year.

For information on instructional guidance and further detail on program implementation, see the SY 20-21 English Learner Program Implementation Guidance located on the COVID-19 Support: Special Populations webpage.

English Learner Program Services

1. **What are the expectations for bilingual and ESL teacher certification within remote and in-person learning?** Posted August 26, 2020

Teacher certification requirements for serving English learners and providing equitable access to the appropriate bilingual education or ESL program have not changed. If the LEA does not have the appropriately certified teachers to implement the bilingual education and/or ESL program, the LEA must apply for a bilingual education exception and/or ESL waiver on or before November 1st. For further information, see the Bilingual Education Exception and ESL Waiver FAQ.

As the LEA considers staff and student learning arrangements, it is important to be mindful not to overly consolidate student arrangements in order to bypass applying for a bilingual education exception or ESL waiver.

2. **Will LEAs be required to conduct the 2020-2021 annual bilingual education/ESL program evaluation?** Revised March 11, 2021

Yes. Per 19 TAC §89.1265, all school districts required to provide a bilingual education or English as a second language (ESL) program shall conduct an annual evaluation and shall report to the board of trustees before November 1 of each year. In addition to the requirements listed in 19 TAC §89.1265 (a) and (c), LEAs may also include other district-based academic progress assessments/benchmarks. Based on the updated English learner exited/Transitioned data, LEAs will report the number of English learners reclassified. Also, documentation of the district's professional development efforts, including all information on teachers under a bilingual education exception or ESL waiver, will be reported. Furthermore, LEAs may also consider other anecdotal program/domain data to include that can demonstrate growth, such as reflections from the Program Implementation Rubric.

3. **Are there any allowances to the language proficiency and academic performance components of the eligibility criteria for the Languages Other Than English (LOTE) Dual Language Immersion (DLI) credit?** NEW World DL 2021

No. Eligibility requirements remain the same for the 2020-2021 school year, per 19 TAC §74.12 (d)(2)(C). For more information, see the LOTE FAQ question #14.

LPAC Procedures – General

1. **What continued adjustments to the LPAC responsibilities are available during the 2020-2021 school year?** Posted July 2, 2020

The LPAC may use the following provisions:

- **Alternative meeting methods**, such as:
  - a. Phone or video conferencing
  - b. Use of electronic signatures that adhere with LEA policy
- **Optional LPAC parent representation** (although highly encouraged)

LPAC Procedures – English Learner Identification and Placement

1. **With potential for on-campus and remote learning during the 2020-2021 school year, are LPACs required to complete the English learner identification process within the required four calendar weeks of a student's initial enrollment in Texas public schools?** Posted August 5, 2020

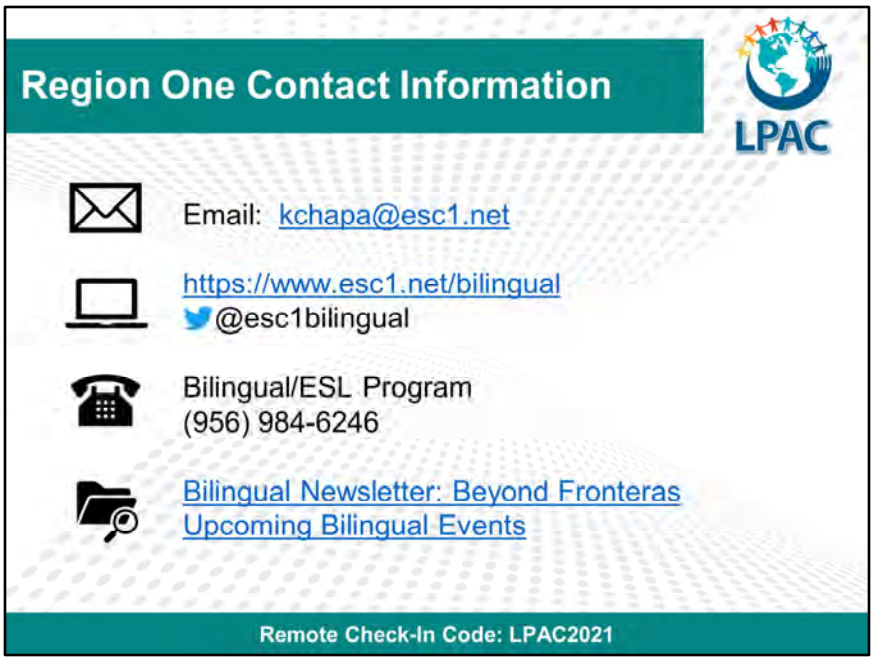
As with other circumstances beyond the LEA's control, the LPAC attempts to complete the English learner identification process within the **four calendar weeks** requirement, as feasible, and documents in the student's permanent record the reasons for which the timeline was extended. Important notes:

- The English learner identification assessment (IDEA Oral Language Proficiency Test) can be administered in person (using CDC's All Test Administration Guidelines) or remotely. The use of the remote-proctored ELPS TEA test administration is optional.
- If a student is assessed for English proficiency prior to a period of school closure, the LPAC may meet through alternative meeting methods (phone or video conference) in order to complete the identification.
  - a. The participation of the LPAC parent is optional
  - b. If the student is identified by the LPAC, the student's parent is notified of identification, and parental approval may be obtained in writing or through an email or documented phone conversation.
- The summer or intermittent breaks (holidays, planned or unplanned periods of closure, etc.) can be used to complete the identification process, per local leadership.

LPAC

Remote Check-In Code: LPAC2021

TEA Contact Information
LPAC
Email: EnglishLearnerSupport@tea.texas.gov
https://tea.texas.gov/academics/special-student-populations/english-learner-support
Division of English Learner Support:
(512) 463-9414
LPAC Web-Based Training
https://www.txel.org/lpac
Remote Check-In Code: LPAC2021


Region One Contact Information
LPAC
Email: kchapa@esc1.net
https://www.esc1.net/bilingual
@esc1bilingual
Bilingual/ESL Program
(956) 984-6246
Bilingual Newsletter: Beyond Fronteras
Upcoming Bilingual Events
Remote Check-In Code: LPAC2021

¡Mil gracias!

Karina E. Chapa, M.Ed.
Language Proficiency, Biliteracy, and Cultural Diversity Director
Center for Excellence in Education of Diverse Students
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Remote Check-In Code: LPAC2021