

# LPAC



LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE

## FRAMEWORK 2021-2022 END OF THE YEAR TRAINING

*Karina E. Chapa, M.Ed.*

Language Proficiency, Biliteracy, and Cultural Diversity Director  
Center for Excellence in Education of Diverse Students  
Region One Education Service Center

[kchapa@esc1.net](mailto:kchapa@esc1.net)  [@esc1bilingual](https://twitter.com/esc1bilingual)



Remote Check-In Code: EOY2022

# Let's Chat!

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

What changes are you planning to put in place based on this new knowledge?



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# LPAC



LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE

FRAMEWORK

Introduction



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# 19 TAC Chapter 89



## **19 TAC Chapter 89: Adaptations for Special Populations, Subchapter BB, last amended and effective on April 14, 2020**

Commissioner's Rules concerning the state plan for educating English learners state that all school districts that are required to provide bilingual education and/or English as a Second Language (ESL) programs establish and operate a language proficiency assessment committee (LPAC).



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**Remote Check-In Code: EOY2022**

# Division of English Learner Support



**Julie Lara, PhD**

Director of English Learner Support

**Xóchitl Rocha, EdD**

Bilingual/ESL Program Manager

**Amy Johnson**

Bilingual Program Coordinator

**Carlene Thomas**

ESL Program Coordinator

**Rickey Santellana**

Title III Program Coordinator

Division of Special Populations

[EnglishLearnerSupport@tea.texas.gov](mailto:EnglishLearnerSupport@tea.texas.gov)

# Terminology



## English learner (EL) Emergent Bilingual (EB)

A student who is in the process of acquiring English and has another language as the student's primary language or home language; synonymous with English language learner (ELL) and limited English proficient (LEP)

## Reclassification

The process by which the language proficiency assessment committee (LPAC) determines that an English learner/Emergent bilingual student has met the appropriate criteria to be classified as an English proficient, non-LEP.

## English proficient (EP)

A student who has met reclassification criteria and is no longer identified as an English learner/Emergent bilingual; synonymous with non-EL, non-ELL, and non-LEP. *EP also means a student who has never been identified as an English learner/Emergent bilingual.*

## Exit

The point at which an English learner/Emergent bilingual has met reclassification criteria and no longer requires bilingual or English as a second language (ESL) program services; student exits with parent or guardian approval



# Analogy of Key Terms



**Identification**

is to

**Placement**

is to

as

**Reclassification**



**Exit**





# Purpose of the LPAC Framework



- The Framework for the Language Proficiency Assessment Committee (LPAC) process includes **clarification of the legal requirements** for the LPAC and provides documents and forms to facilitate the training of LPAC members.
- The **forms** included in the LPAC Framework are **samples** for districts to use for the implementation of a bilingual/ESL program.

# Purpose of the LPAC Framework



The LPAC Framework is organized into the following sections:

- **Introduction**

- Establishment of the LPAC
- General English learner policies

- **Identification**

- Procedures and assessment practices
- Decision-making for identification

- **Placement**

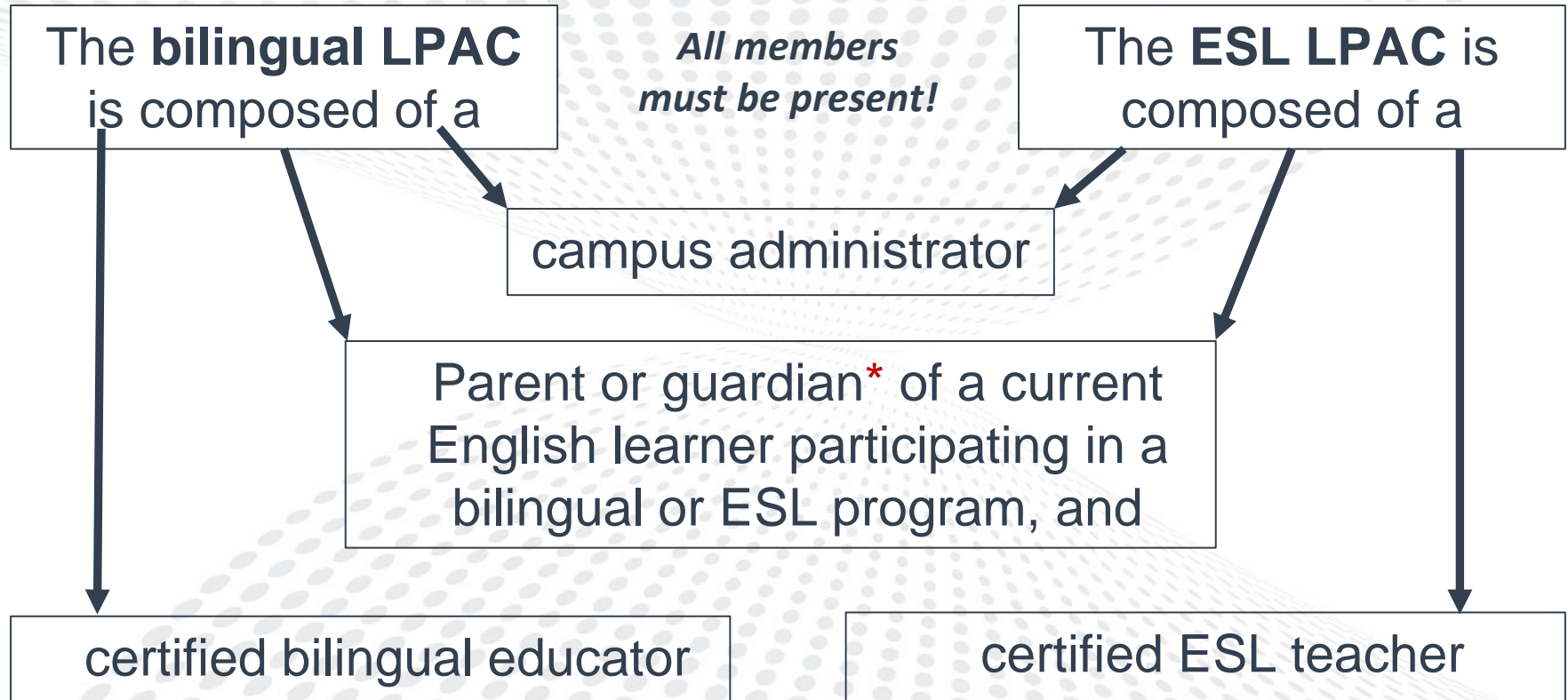
- Parent or guardian notification and approval
- Establishment of Bilingual and ESL programs

# 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

# LPAC Membership



- **For 2021-2022 the parent's presence is not required, but still highly encouraged.**
  - **For BOY 2022 the parent presence IS required!**



# LPAC Requirements



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 §89.1226(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 §89.1226(b)-(f) of this title;

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

# 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).

# LPAC Requirements



- All members of the LPAC, including parents or guardians, 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 or guardians, of the LPAC.
- All LPAC members shall be **trained annually**.
- All LPAC records must be maintained for **five years after reclassification**. The five-year period begins at the first year of monitoring.

# 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;



# Required English Learner Documentation



- ☑ assessment information as outlined in Chapter 101, Subchapter AA, of this title;
- ☑ additional instructional interventions provided to address the specific language needs of the student;
- ☑ the date of exit from the program and parental approval;
- ☑ the results of monitoring for academic success, including students formerly classified as English learners, as required under the TEC, §29.063(c)(4); and
- ☑ the home language survey.

# LPAC Requirements: Coordination of Services



- The LPAC may also recommend **other programs or services** offered through the school district.
- The LPAC is also responsible for facilitating student participation in **other special programs** (Advanced Academics/Gifted and Talented, Special Education, Career and Technical Education, Dyslexia, etc.).

# ARD/LPAC Collaboration



- For English learners with identified special needs:
  - LPAC shall meet in **conjunction** with the Admission, Review, Dismissal (ARD) committee members to review and provide recommendations with regard to the educational needs of the dual-identified student.
  - Decision-making must be based on the input of members of the **LPAC and the ARD** committee who are directly familiar with the student's language needs and abilities in the classroom setting.

# Breakout Rooms



1. True or False: The term “reclassification” replaces the term “exit”.
2. True or False: The LPAC parent representative is optional for 2021-2022 school year but required for the 2022-2023 BOY.
3. How long must LPAC records be maintained?
4. True or False: The LPAC is only required to meet at the beginning and end of the school year.
5. True or False: At the beginning of the school year the LPAC will meet in conjunction with the ARD committee to determine individualized reclassification criteria for all emergent bilingual (EB) students also served in special education.



# LPAC



LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE

FRAMEWORK

Identification



Remote Check-In Code: EOY2022

# Training Agenda

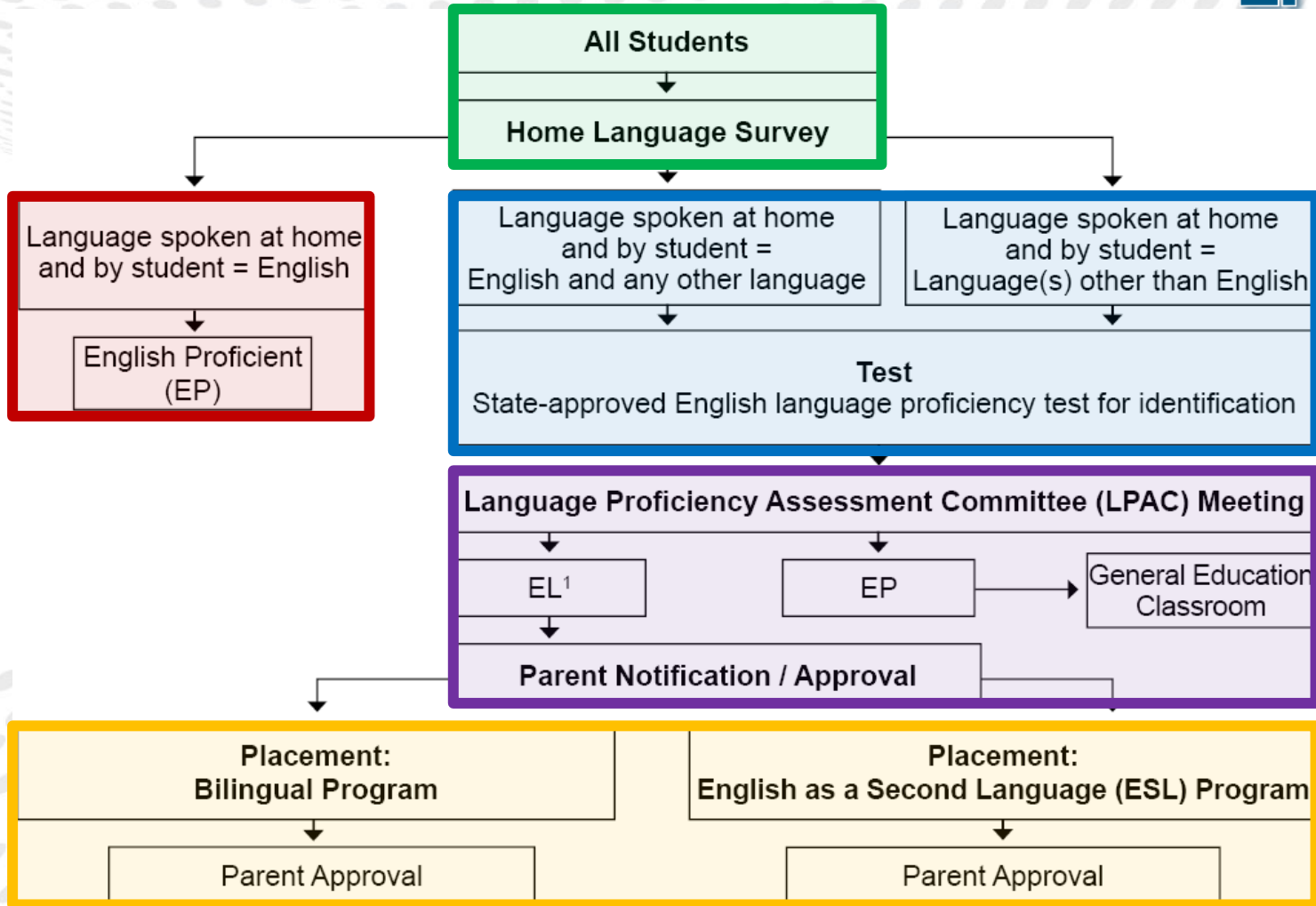


- Introduction
- **Identification**
- Placement
- English Learner Services
- Review and Reclassification
- Monitoring and Evaluation

# Timeline



Four calendar weeks



PK-K:  
PreLAS L/S

1st:  
LAS Links L/S

2nd-12th:  
LAS Links  
L/S/R/W



# Timeline Example

Student A enrolls on the 19<sup>th</sup>, then Student A will be identified and placed by the 16<sup>th</sup> of the next month.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19



# Home Language Survey (HLS)



- If the response on the HLS indicates that a language **other than English** is used, the student shall be tested in accordance with §89.1226 of this title (relating to Testing and Classification of Students).\*
- The HLS shall be administered in English and the primary language whenever possible. The HLS shall contain the following questions.
  - (1) What language is **used** in the child's home **most of the time**?
  - (2) What language does the child **use most of the time**?

*\*Parent or guardian permission for language proficiency testing is not required.*

# Purpose of the HLS



Dear Parent or Guardian:

To determine if your child would benefit from Bilingual and/or English as a Second Language program services, please answer the two questions below.

If either of your responses indicates the use of a language other than English, then the school district must conduct an assessment to determine how well your child communicates in English. This assessment information will be used to determine if Bilingual and/or English as a Second Language program services are appropriate and to inform instructional and program placement recommendations. If you have questions about the purpose and use of the Home Language Survey, or you would like assistance in completing the form, please contact your school/district personnel.

For more information on the process that must be followed, please visit the following website:  
<https://www.txel.org/media/iufjinqt/english-learner-identification-reclassification-flowchart-1.pdf>

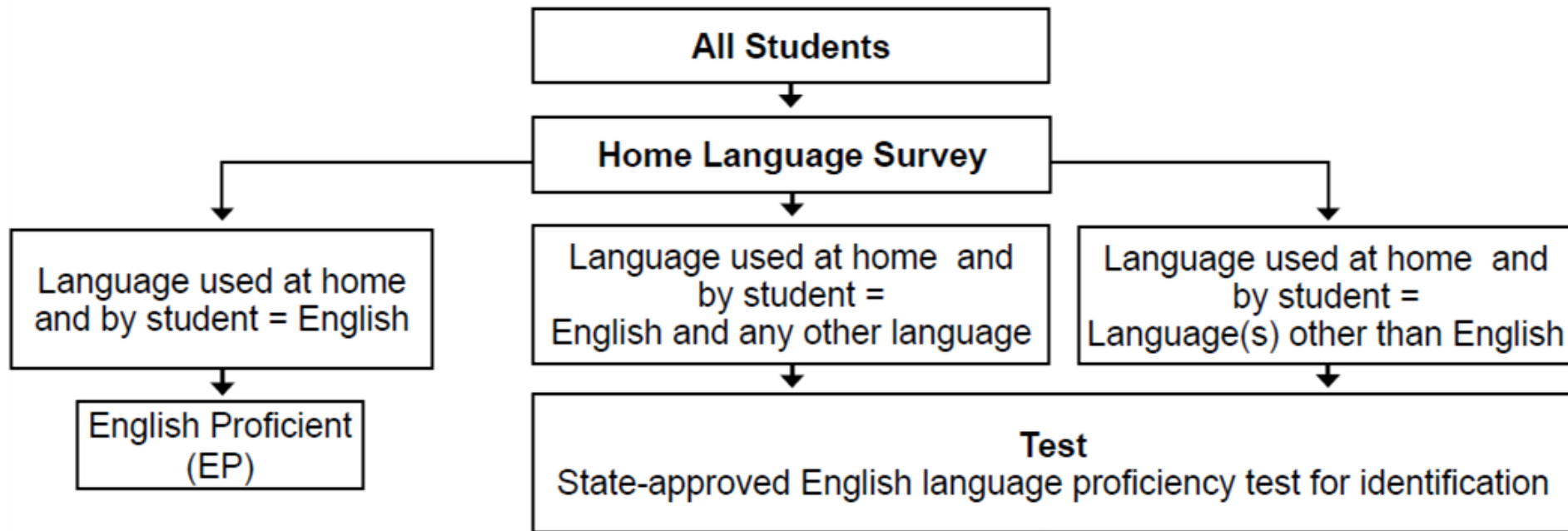
# Changes to the HLS



Parents or guardians may request a correction on the HLS 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.

# Identification Assessment





# Testing and Classification



For identifying English learners, school districts shall administer to each student who has a language other than English identified on the home language survey:

- (1) in **preK3,preK4, Kindergarten**, an oral language proficiency assessment (preLAS)
- (2) In **Grade 1**, the listening, speaking proficiency assessment (LAS Links)
- (3) In **Grades 2-12**, the listening, speaking, reading, and writing proficiency assessment (LAS Links)

# Testing Administrator



- All of the language proficiency testing shall be administered by professionals or paraprofessionals who are **proficient in the language** of the test and **trained** in the language proficiency testing requirements of the test publisher.
- The LPAC, not the test administrator, must meet and review **assessment** results to determine English learner status.

# Determining Eligibility in PreK-1<sup>st</sup> Grade



A student is to be classified as an English learner if:

- In **PreK3, PreK4, Kindergarten** the student receives a **1, 2 or a 3 oral language proficiency** level in the preLAS assessment
- In **Grade 1** the student receives a **1, 2, or 3 proficiency level in either speaking and/or listening** assessment of LAS Links.

School districts that provide a bilingual education program at the elementary grades **shall** administer a language proficiency test in the primary language of the student who is eligible to be served in the bilingual education program.

# Prekindergarten Enrollment



## Children enrolling in a prekindergarten (PK) program

- Children aged 3 and 4 must meet established **eligibility criteria** in order to enroll in a PK program.
- Children must have demonstrated **eligibility for PK** services prior to school enrollment.
- 3- to 4-year-olds may be identified as eligible for PK services **beginning on April 1 of the school year prior** to enrollment and up to the time of enrollment.
- Identification as an **English learner/Emergent bilingual** (LEP/EL/EB), following state process for identification, is one way a child demonstrates eligibility for PK; the child must be **identified prior to school enrollment in PK.**



# Prekindergarten and Early Education Enrollment



## Children with identified special needs enrolling in school at age 3 or 4

- These children are eligible for program services through **special education** due to disability.
- Within four calendar weeks of initial enrollment, the LPAC completes the state process for EL identification as necessary and meets with the ARD committee to determine EL identification and appropriate programming placement to ensure both special education and language program services.
- English learners qualify for prekindergarten (PK); however, ELs may be coded as Early Education (EE) based on special education services in conjunction with their language program services.

# Determining Eligibility in Grades 2-12



A student is to be classified as an English learner in grades 2-12. If a student receives a **1, 2, or 3 proficiency level in ANY domain**: listening, speaking, reading, and writing of the LAS Links assessment.

At any grade level, a student shall be identified as an **English learner/Emergent bilingual if the student's ability in English is so limited** that the English language proficiency assessment described in subsection (c) of this section **cannot be administered**.

# Students Transferring From Within Texas



For students **previously** enrolled in a Texas public school:

- The receiving district shall:
  - **request and secure** the student records, including the home language survey and all LPAC documentation.
  - make **multiple attempts** to obtain the student's home language survey and other LPAC documentation.
  - **document in writing** all attempts to contact the sending district to request records.

# Students Transferring From Within Texas



Once LPAC documentation has been received from the previous Texas district,

- Determine if **evidence** indicates that the student was previously identified as an English learner in Texas.
- If the student was **previously identified** as an English learner in Texas, the district does not proceed with a new identification process. The receiving district,
  - honors the original identification as an English learner,
  - documents the evidence found in the LPAC paperwork,
  - provides the continuation of services (bilingual or ESL), and
  - communicates continuation of services with the parent or guardian.



# Students Transferring From Outside of Texas



If a student transfers from a school outside of Texas, the school district shall do the following:

- Review any documentation brought in by the student.
- Determine if evidence indicates that the student was previously enrolled in a Texas school.
  - **If evidence indicates the student was identified as an English learner in Texas, follow procedure on previous slide.**
  - If there is no evidence that the student was identified as an English learner in Texas, proceed with Texas identification process, including administration of the HLS for identification, as outlined for students new to Texas public schools who have never been enrolled previously.

# Dual-Identified Students



When identifying an English learner who is also served through special education:

- The state's established process for identification is followed.
- An attempt to assess the child for language proficiency must be made and documented.

# Dual-Identified Students



When identifying an English learner who is also served through special education, the LPAC in conjunction with the ARD Committee shall:

- Implement assessment procedures that differentiate between language proficiency and disabling conditions.
- Identify the 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 cannot be administered.

# Identification of EB before Kinder



For more information, refer to the document entitled,

[“Guidance on Identification and Placement of English Learners Prior to Kindergarten”](#) (Updated November 2021) that can be found on the Bilingual/ESL Programs TEA Website:

<https://tea.texas.gov/academics/special-student-populations/english-learner-support/bilingual-and-english-as-a-second-language-education-programs>



# Breakout Rooms



1. How do identification and placement requirements differ for charter schools and districts of innovation?
2. True or False: In the 2021-2022 school year, LEAs had more than four calendar weeks upon a student's initial enrollment in Texas public schools to complete identification and to make program placement decisions.
3. What are the two parameters in which a parent/guardian can request a correction on the Home Language Survey (HLS)?
4. Scenario: A student was identified as an EB student in ABC ISD in Texas. When he transfers to XYZ ISD, LPAC documentation is received regarding the student's identification and placement but is missing the HLS. Should XYZ ISD administer a new HLS?
5. True or False: Students served in Early Education (EE) settings can be identified as EB students but cannot yet be served in a bilingual or ESL program.

# LPAC



LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE

FRAMEWORK

Placement



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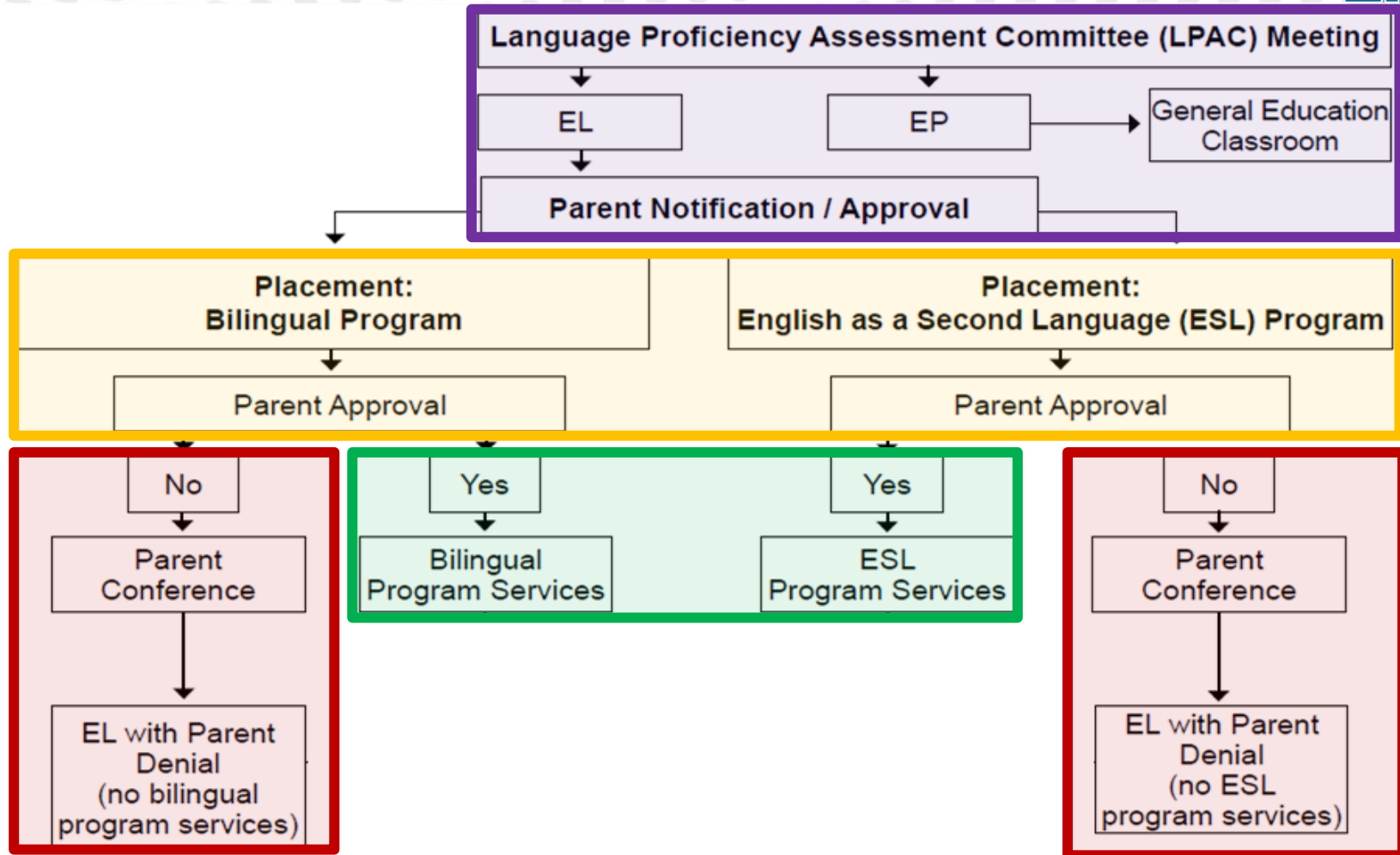
# Training Agenda



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



# Parent or Guardian Approval





# Parent or Guardian Rights and Responsibilities: Notification



- 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 or Guardian Rights and Responsibilities: Approval

- The parent or legal guardian shall:
  - Receive written notice of the student's classification as an English learner and the LPAC request for approval of placement of their child in the recommended bilingual education or ESL program **not later than the 10th calendar day after the date of the student's classification.**
  - Provide written approval or denial of placement of their child in the recommended program services.



# Parent or Guardian Denial

- In cases where a parent or guardian **denies placement** in bilingual education or ESL services, the student:
  - Is identified in PEIMS as an English learner with a parental 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



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.



# Breakout Rooms



1. Other than in writing, what are the two other ways in which parental approval of program participation can be obtained?
2. True or False: Due to teacher shortages, the LPAC can change a student's placement in the LEA's required bilingual program to ESL due to staffing limitations.
3. Scenario: An ARD committee member meets with an LPAC representative to determine that a dual-identified student will be served only in special education. Is this in alignment with state regulations?
4. True or False: In addition to taking TELPAS, emergent bilingual students with a parental denial of services will also receive ELPS in content instruction.
5. True or False: Pending parental approval for placement in a bilingual or ESL program, the student **may** be temporarily placed in program services if room is available.

# LPAC



LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE

FRAMEWORK

English Learner Services



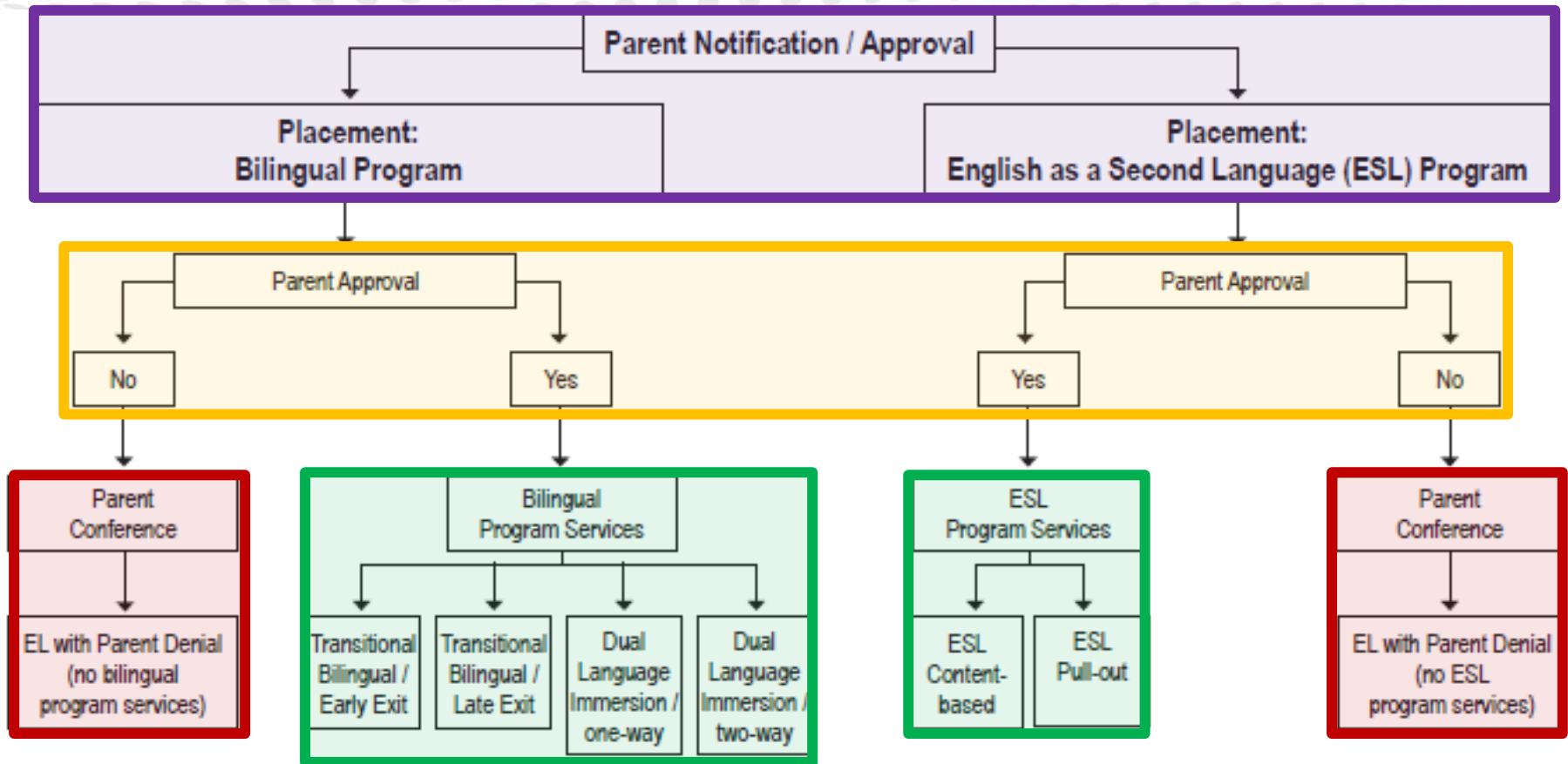
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# Training Agenda



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# English Learner Services Cont'd





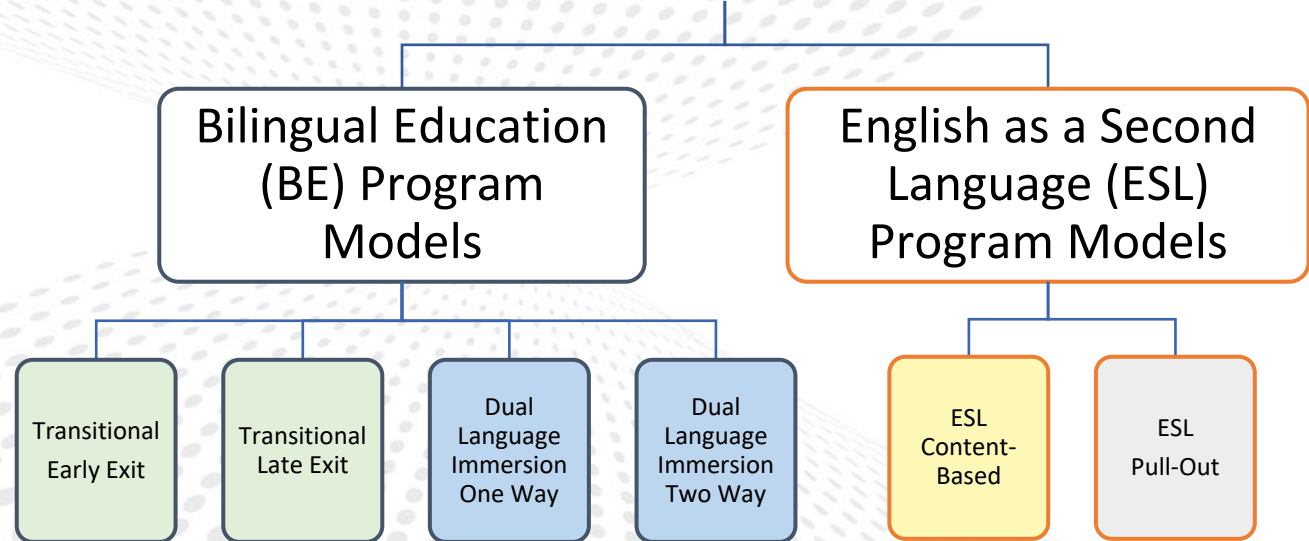
# Bilingual Education Program Definition



## 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 5<sup>th</sup> grade (or through 6<sup>th</sup> grade if clustered with elementary)



# Summary: State-approved Bilingual Education Program Models

Program Model	Goal	Instruction
Transitional bilingual / early exit	<ul style="list-style-type: none"> <li>• Primary language used as a resource</li> <li>• Full proficiency in English is acquired to participate equitably in school</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy and academic content in primary language and English</li> <li>• Teacher(s) certified in grade level/content area and in bilingual education</li> <li>• Primary language instruction decreases as English is acquired</li> </ul>
Transitional bilingual / late exit		
Dual language immersion / one way	<ul style="list-style-type: none"> <li>• Full proficiency in primary language is attained</li> <li>• Full proficiency in English is attained to participate equitably in school</li> <li>• Full proficiency includes grade-level literacy skills in both languages</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy and academic content in primary language and English</li> <li>• Teacher(s) certified in grade level/content area and in bilingual education (or paired with an ESL certified teacher)</li> <li>• At least half of instruction delivered in the students' primary language for the duration of the program</li> </ul>
Dual language immersion / two way		

# Summary: State-approved ESL Program Models



Program Model	Goal	Instructional Approach
Content-Based ESL	English learners will attain full proficiency in English in order to participate equitably in school.	English learners receive all content area instruction (English language arts and reading, mathematics, science, and social studies) by teacher(s) certified in ESL and the appropriate grade level and content area.
Pull-Out ESL		<p>English learners receive instruction in English language arts and reading (ELAR) by an ESL certified teacher.</p> <p>A pull-out model can be implemented</p> <ul style="list-style-type: none"> <li>• by an ELAR and ESL certified teacher within the ELAR classroom</li> <li>• through co-teaching of an ESL certified teacher and ELAR certified teacher</li> <li>• through an additional ESL/ELAR course provided by an ESL and ELAR certified teacher</li> </ul>

# Additions to the Required Bilingual or ESL Program



In addition to the required bilingual and/or ESL programs, school districts are authorized to establish a bilingual education program

- even if they have an **enrollment of fewer than 20 English learners in any language classification in the same grade level district-wide** and are not required to do so under subsection (a) of this section. Under this authorization, school districts shall adhere to all program requirements as described in §§89.1210, 89.1227, 89.1228, and 89.1229 of this title.
- at **grade levels in which the bilingual education program is not required** under subsection (a) of this section. Under this authorization, school districts shall adhere to all program requirements as described in §§89.1210, 89.1227, 89.1228, and 89.1229 of this title.



# English Proficient Student Participation



School districts may enroll students who are not English learners in the bilingual education program or the ESL program in accordance with TEC, §29.058.

- Students who are not English learners (English proficient) must have parent or guardian approval to be enrolled in the bilingual education or ESL program (89.1228 (d)).

# EB and Non-EB in Bilingual Programs



III. A-3. At the elementary level, if the class size for the bilingual education program is small, can the EB students in the bilingual program be combined with EB students in the ESL program or with non-EB students in another general education classroom? (Updated October 2021)

No. For EB students, the LPAC has recommended program placement based on individual student needs as well as district requirements, and the students' parents have consented to bilingual or ESL program placement. Since the goals, language of instruction, and teacher certification requirements differ among bilingual and ESL programs, each program cannot be implemented with fidelity within the same classroom. Additional factors that would impede the joining of bilingual and ESL programs in this situation include EB students participating in ESL with a primary language other than the language of the bilingual program and EB students participating in ESL with a parental denial of the bilingual program that have accepted ESL program placement.

To include non-EB students in a bilingual program, there must be intentional design and parental approval. The bilingual education program model designed for non-EB student participation is the two-way dual language immersion program model. It is the district's discretion (and should be elaborated in district policy) to allow a non-EB student to participate in any other bilingual education or ESL program model with parental approval.

While it is common and appropriate for EB students in an ESL program to receive program services alongside non-EB students in the same general education classroom, non-EB student participation in a bilingual education program must be part of an intentional instructional design to align with bilingual education program model goals, including dual-language instruction.



# Dual-Identified Students

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.

[Bilingual Exceptions and ESL Waivers FAQ](https://tea.texas.gov/sites/default/files/faq-lpac-and-emergent-bilingual-students.pdf)

<https://tea.texas.gov/sites/default/files/faq-lpac-and-emergent-bilingual-students.pdf>



# Staffing



- School districts that are unable to employ a sufficient number of teachers shall:
  - take all reasonable **affirmative steps** to assign appropriately certified teachers to the required bilingual education (BE) and ESL programs.
  - apply on or before **November 1** for an exception to the bilingual education program or a waiver of the certification requirements in the ESL program
- The approval of an exception to the bilingual education program or an ESL waiver shall be valid only during the school year for which it was granted.



# Required Summer School Programs



- Summer school programs that are provided under the Texas Education Code (TEC), §29.060 for English learners who will be eligible for **admission to kindergarten or Grade 1** at the beginning of the next school year shall be implemented in accordance with this section.
- A parent or guardian must have **approved placement** of the English learner in the required bilingual or ESL program.

<https://tea.texas.gov/sites/default/files/eb-summer-school-guidance.pdf>

# Breakout Rooms



1. Which 1 of the 4 bilingual education program models does NOT extend through the duration of elementary school?
2. True or False: Once EB students participating in a one-way dual language immersion (DLI) program model begin to reclassify and continue participation, the program becomes a two-way DLI model.
3. Name the three ways in which an ESL pull-out model can be implemented.
4. During remote conferencing, if the teacher of the EB students is not appropriately bilingual or ESL certified for the program, does an exception or waiver need to be filed and the coding of students need to be changed?
5. True or False: If an LEA extends their DLI program into secondary grade levels, the teachers need to be appropriately certified for DLI and an exception filed if not.

# LPAC



LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE

FRAMEWORK

**Review and Reclassification**



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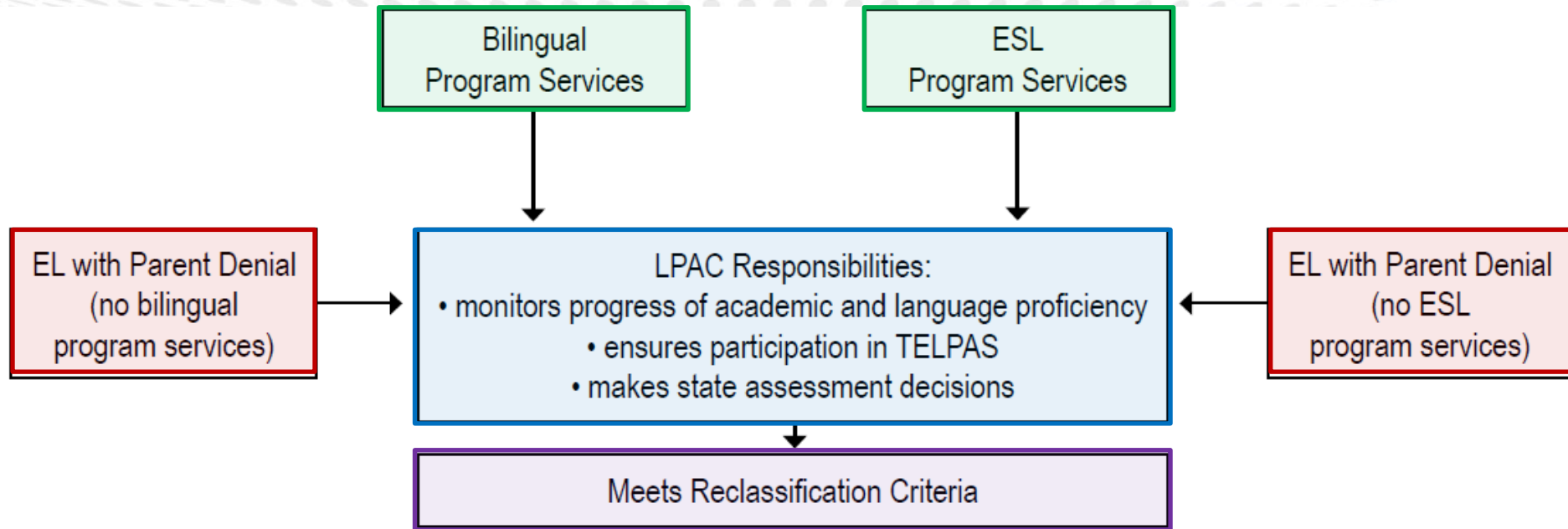
# Agenda



- Introduction
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- **Review and Reclassification**
- Monitoring and Evaluation



# Ongoing/Mid-Year Review



# Ongoing Monitoring of English Learners



For English learners participating in a program and those with a parental 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



Close to the time of testing administration of the state criterion-referenced test (STAAR) 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.

# State Assessments: LPAC Decision-Making



- 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.

*LPAC Decision-Making – Student Assessment Division*



# State Assessments: LPAC Decision-Making



For English learners with **parental denial** of services, the LPAC shall **not** designate supports for STAAR assessments, including

- No testing in Spanish
- No English I special provisions
- No unschooled asylee/refugee provisions

*LPAC Decision-Making – Student Assessment Division*

# LPAC Decision-Making for Dual-Identified Students



- 19 TAC Chapter 101 of the TAC requires the **LPAC to work in conjunction with the ARD Committee** to make assessment decisions or English learners who are also eligible for special education services.
- This collaboration helps ensure that factors related to a student's **disability and second language** acquisition are both carefully considered.

*LPAC Decision-Making – Student Assessment Division*

# LPAC Decision-Making for Dual-Identified Students



- The **LPAC** is responsible for making designated supports decisions for the STAAR program and TELPAS in conjunction with the student's **ARD, Section 504, RTI**:
  - 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 Decision-Making – Student Assessment Division*

# Accessibility Resources



Designated supports decisions for STAAR and TELPAS are to be made by LPACs in accordance with policies and procedures in the following:

- Decision-Making Guide for LPACs

<https://tea.texas.gov/student.assessment/ell/lpac/>

- Accessibility Policy Documents located on TEA's Accommodation Resources webpage

<https://tea.texas.gov/accommodations/>

*LPAC Decision-Making – Student Assessment Division*



# LPAC Annual Review



**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.

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 or guardian of progress and reclassification/exit, as applicable.**

# From Elementary Bilingual to Middle School ESL



III. A-4. What are the district's responsibilities when an EB student served in an elementary bilingual program enters a middle school in which only an ESL program is provided? (New October 2021)

TEC §89.1240 (a) states that parental approval for program participation “. . . 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,
- the student graduates from high school, or
- a change occurs in program placement.”

Movement from an elementary bilingual program to a middle school ESL program is considered a change in program placement, so a new parental approval will be required for the new program. It is advised that the district establish a system in which middle schools coordinate with their feeder elementary campuses to place the incoming EB students into appropriate ESL classes. Students and families should understand the reason for the change of program as a continuation of services, what the new program services will look like, and how to best support the student through this transition to a new program in addition to signing necessary paperwork.

An appropriate parental approval form would explain the shift in program services. Districts should not utilize the form used for parental denial of bilingual education and approval of ESL services.



# From Elementary Bilingual to Middle School ESL



## FALL 2022

- 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. Parental approval of program exit can be obtained in writing, through a documented phone conversation, or by e-mail that is documented in writing and retained. Phone or email source must be verified.
- Within the first 30 calendar days of the 2022-2023 school year, **send Parent Notification on Student Progress** form to parents of:
  - Emergent bilingual students continuing bilingual or ESL program services and
  - Emergent bilingual students with a parental denial.



*Note: Within this communication, it is important to provide explanation for a program change when the student has participated in a bilingual program in elementary grades and will be participating in a secondary ESL program if the bilingual program has not extended into secondary. Additionally, the Program Code in [PEIMS](#) will be adjusted accordingly with a start date of the first day of the 2022-2023 school year.*

- Communicate** to teachers the status of EB students continuing in program services, continuing as identified EB students 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 documented linguistic supports used by previous teachers.

# Reclassification of English Learners



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 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.



# English Learner Reclassification Rubric



## 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.

The *English Learner Reclassification Rubric-Alternate* is utilized for English learners with a significant cognitive disability to fulfill the Subjective Teacher Evaluation portion of the individualized reclassification criteria.

# Emergent Bilingual/English Learner Reclassification Chart



**2021–2022 Emergent Bilingual/English Learner Reclassification Criteria Chart**

At the end of the school year, a district may reclassify an emergent bilingual (EB) student/English Learner (EL) as English proficient if the student is able to participate equally in an English instructional 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 Emergent Bilingual/English Learner Reclassification Rubric. An EB student/EL may not be reclassified as English proficient in prekindergarten or kindergarten as per Texas Administrative Code §89.1226(j). The language proficiency assessment committee (LPAC) will recommend for reclassified students to exit bilingual or English as a second language (ESL) program services or to continue participation if in a dual language immersion (DLI) bilingual program. Parental approval for exit or continuation in program beyond reclassification must be obtained.

Grade(s)	1 <sup>st</sup> /2 <sup>nd</sup>	3 <sup>rd</sup> through 8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup> /12 <sup>th</sup>
English Language Proficiency Assessment	Texas English Language Proficiency Assessment System (TELPAS) <b>Advanced High</b> in each domain of Listening, Speaking, Reading and Writing				
State Standardized Reading Assessment	TEA Approved Norm-Referenced Standardized Achievement Test (Reading/Language) 40 <sup>th</sup> percentile or above	STAAR Reading (English)*	STAAR English I EOC*	STAAR English II EOC*	TEA Approved Norm-Referenced Standardized Achievement Test (Reading/Language) 40 <sup>th</sup> percentile or above
Subjective Teacher Evaluation	Form: <a href="#">Emergent Bilingual/English Learner Reclassification Rubric</a>				

\*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.
- EB students/ELs 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 EB student/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 EB student/EL who is blind/visually impaired (VI), braille versions of the TELPAS Reading test will be available and can be provided to an eligible student based on a decision of the ARD committee in conjunction with the LPAC. If the student is not eligible for a braille version of TELPAS Reading and is exempt from participating in the reading domain of TELPAS due to the inability to perform this component of the exam based on the student’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.

Additional Information:

- [TEA Approved Norm-Reference Standardized Achievement Test](#) (new site)
- [State Assessments for English Learners](#)
- [Guidance Related to ARD Committee and LPAC Collaboration](#)
- [LPAC Guidance for Deaf or Hard of Hearing English Learners](#) and associated training [video](#)



# English Learner Reclassification Rubric



Emergent Bilingual/English Learner Reclassification Rubric  
Teacher Documentation

Student Name: \_\_\_\_\_  
Grade Level: \_\_\_\_\_

*This document fulfills requirements in TEC 29.056(g)(3) for the subjective teacher evaluation component of the reclassification criteria for emergent bilingual (EB) students/English learners (ELs), providing teacher documentation of the student's academic English language proficiency and informing the Language Proficiency Assessment Committee (LPAC) of the student's readiness for reclassification as English Proficient with potential exit from bilingual/English as a second language (ESL) program services.*

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)
<input type="checkbox"/> <b>Grade appropriate with no second language acquisition support needed to be successful:</b> Student routinely demonstrates listening and reading comprehension skills comparable to non-EB/non-EL 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"/> <b>Grade appropriate with no second language acquisition support needed to be successful:</b> Student routinely expresses thoughts and ideas in speaking and in writing at a level comparable to non-EB/non-EL 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"/> <b>Grade appropriate with some second language acquisition support needed to be successful:</b> Student demonstrates listening and reading comprehension skills that are nearing but not yet comparable to non-EB/non-EL 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"/> <b>Grade appropriate with some second language acquisition support needed to be successful:</b> Student expresses thoughts and ideas in speaking and writing that are nearing but not yet comparable to non-EB/non-EL 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.  Yes  No  
*Provide an explanation in the comments and attach additional supporting documentation, as needed.*

Teacher Name: \_\_\_\_\_ Teacher Signature: \_\_\_\_\_ Date of Completion: \_\_\_\_\_



# English Learner Reclassification Rubric- ALTERNATE



Emergent Bilingual/English Learner  
ALTERNATE Reclassification Rubric  
Teacher Documentation

Student Name: \_\_\_\_\_  
Grade Level: \_\_\_\_\_

This document fulfills requirements in TEC 29.056(g)(3) for the subjective teacher evaluation component of the reclassification criteria for emergent bilingual (EB) students/English learners (ELs) who meet the [definition of a student with a significant cognitive disability](#). This rubric provides teacher documentation as part of the [individualized reclassification process](#) in accordance with TAC 89.1226(h), (i) and (m) and informs the Language Proficiency Assessment Committee (LPAC) in conjunction with the Admission, Review, and Dismissal (ARD) Committee when making reclassification decisions. Caution should be exercised when considering the reclassification of students using the individualized process.

Academic Language	
Description of Receptive Skills: Listening and Reading (Select <b>one</b> descriptor from the choices below)	Description of Expressive Skills: Speaking and Writing (Select <b>one</b> descriptor from the choices below)
<input type="checkbox"/> Student <b>routinely</b> demonstrates listening and reading comprehension skills during Individualized Education Program (IEP)-aligned instruction that <b>meet</b> the expectations described in the TELPAS Alternate Proficiency Level Descriptors identified by the LPAC/ARD committee. Student appears to <b>no longer benefit</b> from second language acquisition supports in the areas of listening and reading.	<input type="checkbox"/> Student <b>routinely</b> demonstrates speaking and writing comprehension skills during Individualized Education Program (IEP)-aligned instruction that <b>meet</b> the expectations described in the TELPAS Alternate Proficiency Level Descriptors identified by the LPAC/ARD committee. Student appears to <b>no longer benefit</b> from second language acquisition supports in the areas of speaking and writing.
<input type="checkbox"/> Student appears to <b>still benefit</b> from second language acquisition supports in the areas of listening and reading. Student's <b>routine</b> demonstration of listening and reading comprehension skills may <b>meet or fall below</b> the expectations described in the TELPAS Alternate Proficiency Level Descriptors identified by the LPAC/ARD committee.	<input type="checkbox"/> Student appears to <b>still benefit</b> from second language acquisition supports in the areas of speaking and writing. Student's <b>routine</b> demonstration of speaking and writing comprehension skills may <b>meet or fall below</b> 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: \_\_\_\_\_



# Decisions Pending Results



If STAAR/TELPAS 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/TELPAS 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) and TELPAS demonstrates full English proficiency (Advanced High in all domains).
- 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/TELPAS 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



- A student in **prekindergarten or kindergarten** may **not be reclassified**; the first opportunity for an English learner to be considered for reclassification is at the end of 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



- 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** and the individualized process for reclassification is used.



# Reclassification of English Learners with Significant Cognitive Disabilities



- 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.

[https://tea.texas.gov/sites/default/files/lpac\\_ard\\_committee\\_guidance\\_identification\\_reclassification.pdf](https://tea.texas.gov/sites/default/files/lpac_ard_committee_guidance_identification_reclassification.pdf)



# Parent or Guardian Notification and Approval



- The school district shall:
  - Give **written notification** to the student's parent or legal guardian that his or her 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).

# Parent or Guardian Notification and Approval



- 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**.
- Parents of students **not meeting reclassification** criteria at the end of elementary and who were participating in a bilingual program, must receive a *Parent Notification of Student Progress* to be informed of the **change to ESL** in middle school. Procure a signature as a sign of acknowledgement.

# Breakout Rooms



1. True or False: LPAC decisions about designated supports are dependent upon the program model in which students are participating.
2. Can an EB student reclassify at the end of the school year if they have met all reclassification requirements, but the LPAC has recommended the use of designated supports on content area assessments, such as STAAR Math?
3. Name the three components of the reclassification criteria.
4. What are the allowances for adjusted reclassification criteria in the 2021-2022 school year?
5. What is the timeline for LPAC annual review decisions for reclassification and for parental notification on progress?

# LPAC



LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE

FRAMEWORK

**Monitoring and Evaluation**



Remote Check-In Code: EOY2022

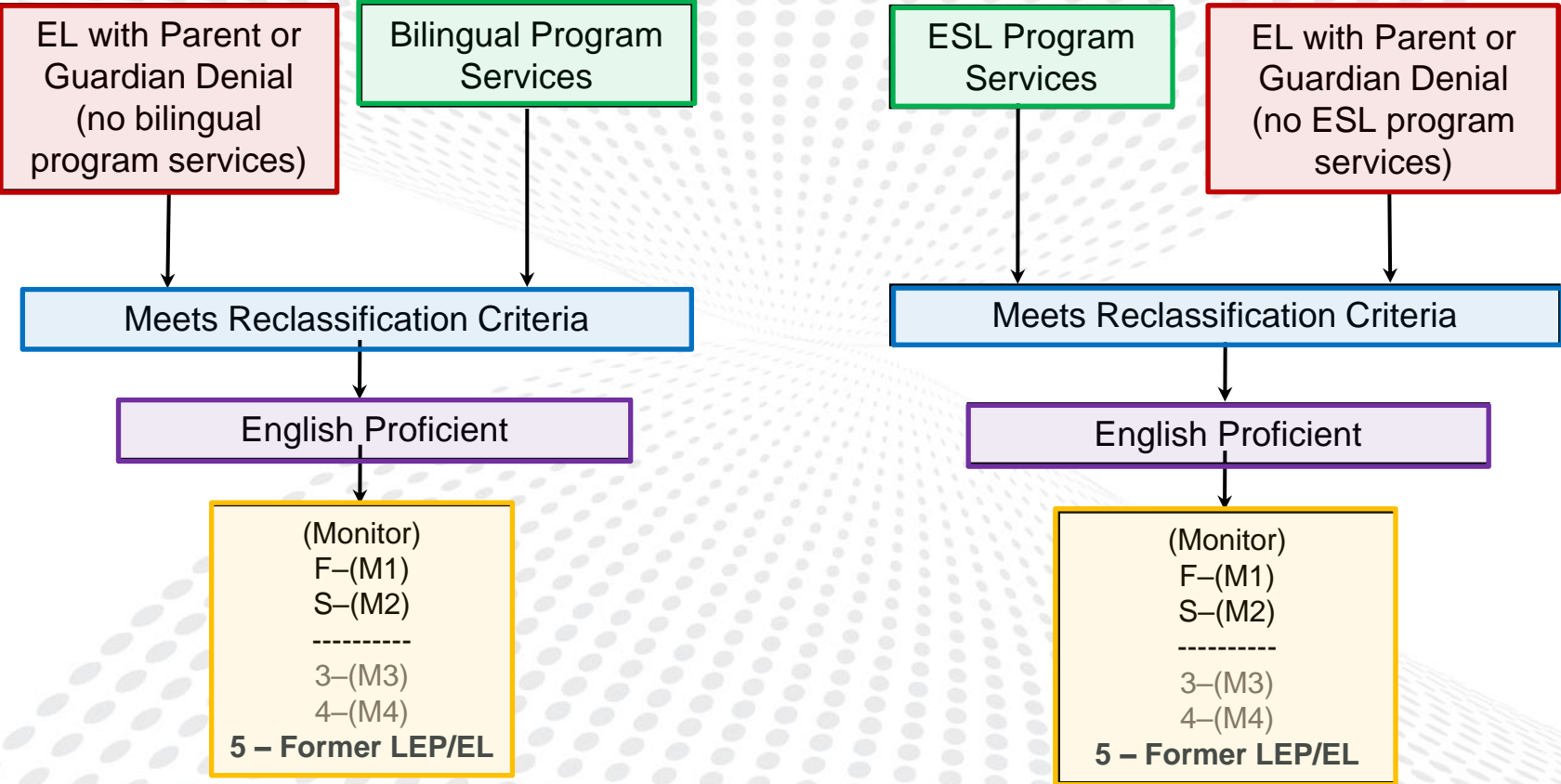


# Training Agenda



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

# Monitoring After Reclassification





# Monitoring After Reclassification

- 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.



# Reclassified Students (F&S Only)

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)

- (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).

# Monitor Year (3) and (4) Students



- 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**.

# 2021-2022 EOY LPAC Guidance



## 2021-2022 END OF YEAR LPAC GUIDANCE

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



#### SPRING 2022

- Utilize the [2021-2022 Emergent Bilingual/English Learner Reclassification Criteria Chart](#) to determine appropriate reclassification criteria per grade level.
- Conduct Language Proficiency Assessment Committee (LPAC) End of Year (EOY) Review of all emergent bilingual (EB) students, including served EB students, EB students with parental denial, and students in their first two years of monitoring after reclassification. **The LPAC may use the following provisions, as needed, through the remainder of the 2021-2022 school year:**
  - Alternative meeting methods, such as
    - Phone or video conferencing
    - Use of electronic signatures that adhere with local education agency (LEA) policy
  - Optional LPAC parent representation (although highly encouraged) due to extenuating circumstances where the parent is unable to participate in-person or remotely
- Ensure coordination between the LPAC and the Annual Review and Dismissal (ARD) Committee for emergent bilingual students 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:
  - EB students reclassifying and exiting program services (or EB students reclassifying with parental denial of services),
  - EB students reclassifying and continuing dual language immersion (DLI) program services,
  - students moving from Monitoring Year 1 (F) after reclassification to Year 2 (S), 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 EB students who are:
  - reclassifying and exiting program services or
  - reclassifying and continuing DLI program services.
- Prepare Parent Notification on Student Progress and Parent Notification of Reclassification and Approval of Program Exit** forms for EB students who are reclassifying pending any assessment results. See below in Summer 2022 for instructions for a member of the LPAC to complete this process.
- Send TELPAS reports** (if available) to all parents of emergent bilingual students, including EB students with parental denial. Report dates can be found on the [2021-2022 Student Assessment Testing Calendar](#).

#### SUMMER 2022

- For emergent bilingual (EB) students 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 2022).
  - 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 EB student identification and participation in program services, as applicable.
- Prepare PEIMS code** changes for EB students who are reclassifying as follows:
  - **Reclassification:** EB/EL Indicator Code changes from EB/EL (1) to Monitor Year 1 (F); the EB/EL Indicator code change is effective on the first day of the 2022-2023 school year.
  - **Exit:** Removal of Parental Permission Code and Bilingual, ESL, or Alternative Language Program Code
    - If parental approval of exit is received on or before the first day of the 2022-2023 school year, the exit is effective on the first day of school.

- If parental approval of exit has not yet been received on or before the first day of the 2022-2023 school year, 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 (G) 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 immersion one-way or two-way program models (Bilingual Program Type Code 4 or 5).

#### FALL 2022

- 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. Parental approval of program exit can be obtained in writing, through a documented phone conversation, or by e-mail that is documented in writing and retained. Phone or email source must be verified.
- Within the first 30 calendar days of the 2022-2023 school year, **send Parent Notification on Student Progress** form to parents of:
  - Emergent bilingual students continuing bilingual or ESL program services and
  - Emergent bilingual students with a parental denial.

*Note: Within this communication, it is important to provide explanation for a program change when the student has participated in a bilingual program in elementary grades and will be participating in a secondary ESL program if the bilingual program has not extended into secondary. Additionally, the Program Code in PEIMS will be adjusted accordingly with a start date of the first day of the 2022-2023 school year.*
- Communicate** to teachers the status of EB students continuing in program services, continuing as identified EB students 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 documented linguistic supports used by previous teachers.

#### RESOURCES

- [2021-2022 Emergent Bilingual/English Learner Reclassification Criteria Chart](#)
- TSDS PEIMS [Code Guide](#) for Bilingual and ESL Program Association
- [Texas Education Data Standards](#) (TSDS Web-Enabled Data Standards)
- [2021-2022 Student Assessment Testing Calendar](#)
- LPAC Resources: [Review and Reclassification](#)



# Breakout Rooms



1. True or False: Students who have reclassified as English proficient but had not participated in a bilingual or ESL program due to parental denial of services will still be monitored for 2 years after reclassification by the LPAC.
2. True or False: During the 3<sup>rd</sup> and 4<sup>th</sup> years of monitoring after reclassification, the LPAC will monitor the students' academic progress and send home annual reports on student progress.
3. What are the two options the LPAC will consider if a student receives a failing grade in the foundational curriculum during the first two years after reclassification?
4. What should be the basis for decisions by the LPAC to reenter a student in a bilingual or ESL program?
5. What are the program evaluation requirements for the 2021-2022 SY?





# LPAC Framework Web-Based Training

**MORE  
INFORMATION  
AVAILABLE AT:  
[txel.org/lpac](https://txel.org/lpac)**



The LPAC logo features the letters "LPAC" in a large, bold, blue, sans-serif font. To the right of the letters is a graphic of a globe with several colorful human figures (in shades of orange, red, blue, and green) standing on top of it, holding hands. Below the "LPAC" text and the globe graphic is a dark blue horizontal bar containing the text "LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE" in white, uppercase, sans-serif font. Below this bar is a white rectangular box with a blue border containing the text "How to Navigate to the LPAC Framework Web-based Training Site" in blue, sans-serif font. In the bottom right corner of the white box is the TEA logo, which includes the letters "TEA" in blue and "Texas Education Agency" in a smaller font below it.

Remote Check-In Code: EOY2022

# TEA Contact Information



Email: [EnglishLearnerSupport@tea.texas.gov](mailto: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>

# Region One Contact Information



Email: [kchapa@esc1.net](mailto:kchapa@esc1.net)



<https://www.esc1.net/bilingual>  
 @esc1bilingual



Bilingual/ESL Program  
(956) 984-6246



[Upcoming Bilingual/ESL Events](#)



# ¡Mil gracias!



*Karina E. Chapa, M.Ed.*

Language Proficiency, Biliteracy, and Cultural Diversity Director  
Center for Excellence in Education of Diverse Students  
Region One Education Service Center

[kchapa@esc1.net](mailto:kchapa@esc1.net)  [@esc1bilingual](https://twitter.com/esc1bilingual)

**Remote Check-In Code: EOY2022**