# LPAC

**Texas Education Agency**

## LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE

### Framework Manual 2018-2019

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# Texas Education Agency Contacts

**Barbara Kennedy**

Director of English Learner Support

Division of English Learner Support

Texas Education Agency

# Texas Education Agency Contacts

**Roberto Manzo**

Coordinator of English Learner Initiatives

Division of English Learner Support

Texas Education Agency

**Rickey Santellana**

Title III Program Coordinator

Division of Special Populations

Texas Education Agency

# Texas Education Agency Contacts

**LPAC**

## Amy Johnson

Bilingual Program Coordinator

Division of English Learner Support

Texas Education Agency

## Carlene Thomas

ESL Program Coordinator

Division of English Learner Support

Texas Education Agency

# Texas Administrative Code (TAC) Chapter 89 Terms, Subchapter BB

**LPAC**

The following words and terms are used in this subchapter and throughout the training.

- Bilingual education allotment
- Certified English as a second language teacher
- Dual language immersion
- Dual-language instruction
- English as a second language program (ESL)
- English language proficiency standards (ELPS)
- English learner
- Exit
- Reclassification
- School district

*Kahoot!*

*From: 19 TAC §89.1203*

# 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 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

# Agenda

**LPAC**

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

## Content Objective

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

Language Objective

We will be able to discuss the process the LPAC must follow to review the progress of English Learners and determine if the child is ready for reclassification as English Proficient.

# 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
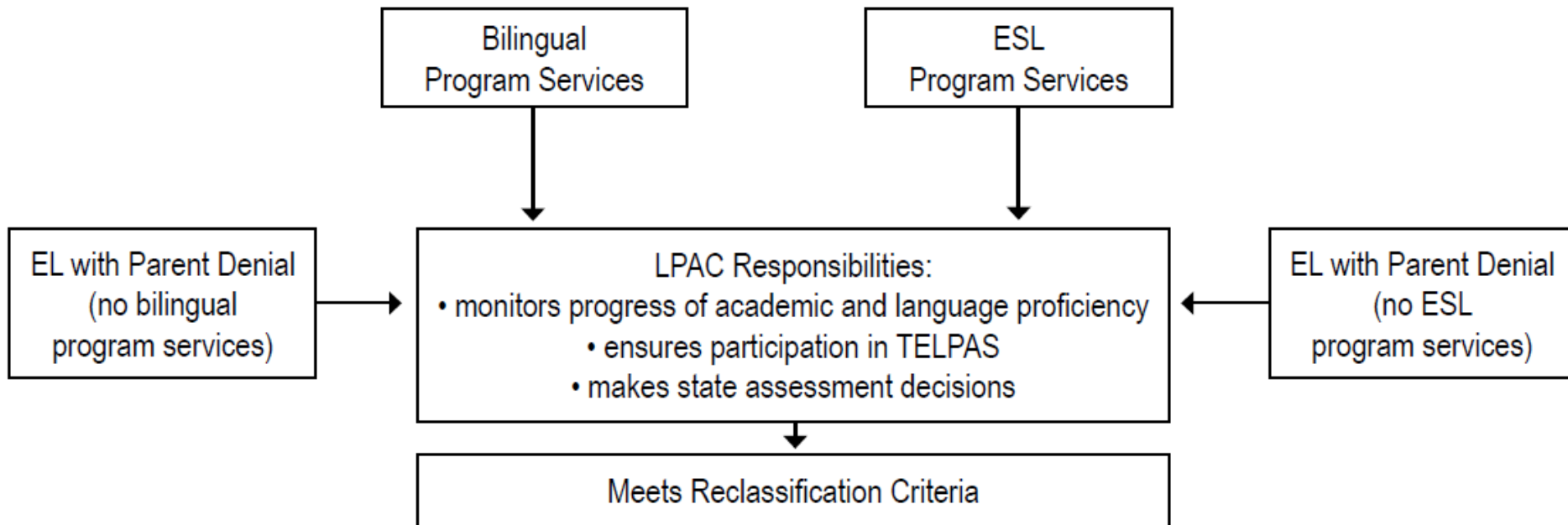
# Updates for Next Year!
# Ongoing/Mid-Year Review

- With <u>advanced notice</u> of testing administration, the LPAC works in conjunction with classroom teachers of ELs to ensure full communication of STAAR and TELPAS participation as well as designated supports.

- With <u>advanced preparation</u> of testing administration, teachers of ELs implement the use of the LPAC's decisions on recommended designated supports to be used on state assessments and monitor the necessity for any changes to the decisions on usage of designated supports.

- The <u>LPAC coordinates with testing coordinators</u> so that participation and designated support decisions are available in time to make testing arrangements.

- As <u>close to the time of testing</u>, the LPAC revisits designated support decisions based on classroom teacher input of necessity of use to determine whether any changes will occur.

**Texas Education Agency, TETN 2/28/19 Notes**

# LPAC Annual Review

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

o being served in a bilingual or ESL program;

o with a parent denial; and

o 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 of progress and reclassification/exit, as applicable.

# 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)  English proficiency on the state's approved test that measures the extent to which the student has developed oral and written language proficiency and specific language skills in English;

(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's approved norm-referenced standardized achievement instrument; and

(3)  English proficiency on a TEA-approved criterion-referenced written test and the results of a subjective teacher evaluation using the state's standardized rubric.

*See Reclassification Criteria Chart for grade-specific requirements.*

[TEA Bilingual and ESL Programs](#)

*19 TAC §89.1225 (i)*

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# Reclassification of English Learners

- A student may not be exited from the bilingual education or ESL program in prekindergarten or kindergarten.

- A school district must ensure that English learners are prepared to meet academic standards required by the TEC, §28.0211.

*19 TAC §89.1225 (j)*

# Reclassification of English Learners

- The use of dictionaries on reading and writing assessments does not prevent an English learner from being considered for reclassification at the end of the year. However, it is important for LPACs to consider the degree to which the student relies on a dictionary during language arts instruction or testing when making reclassification decisions.

- Students for whom the LPAC recommends any of the following designated supports for any reading or writing assessment (including English I and English II) may not be considered for reclassification at the end of the school year:

    o Oral Administration

    o Content and Language Supports

    o Extra Time

- The following link is for the 2018-2019 school year testing calendar: http://tea.texas.gov/student.assessment/calendars/

*2018 LPAC End-of-Year PPT*

# Reclassification of English Learners with Special Education Services

- For English learners who are also eligible for special education services, the standardized process for English learner program exit is followed in accordance with applicable provisions of subsection (i) of this section.

- However, annual meetings to review student progress and make recommendations for program exit must be made in all instances by the language proficiency assessment committee in conjunction with the ARD committee in accordance with §89.1230(b) of this title (relating to Eligible Students with Disabilities).

- Additionally, the language proficiency committee in conjunction with the ARD committee shall implement assessment procedures that differentiate between language proficiency and disabling conditions in accordance with §89.1230(a) of this title.

*19 TAC §89.1225 (l)*

# Reclassification of English Learners with Significant Cognitive Disabilities

- For an English learner with significant cognitive disabilities, the language proficiency assessment committee in conjunction with the ARD committee may determine that the state's English language proficiency assessment for exit is not appropriate because of the nature of the student's disabling condition.

- In these cases, the language proficiency assessment committee in conjunction with the ARD committee may recommend that the student take the state's alternate English language proficiency assessment and shall determine an appropriate performance standard requirement for exit by language domain under subsection (i)(1) of this section.

*19 TAC §89.1225 (m)*

# EL Reclassification Criteria Chart

**LPAC**

## 2018–2019 English Learner Reclassification Criteria Chart

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

**For State of Texas Assessments of Academic Readiness (STAAR) English reading and English writing, the performance level for program exit is the student meeting the passing standard.**

| | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th/12th |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Current School Year Oral = Listening & Speaking** | Scored Fluent on English OLPT[2] | Scored Fluent on English OLPT[2] | Scored Fluent on English OLPT[2] | Scored Fluent on English OLPT[2] | Scored Fluent on English OLPT[2] | Scored Fluent on English OLPT[2] | Scored Fluent on English OLPT[2] | Scored Fluent on English OLPT[2] | Scored Fluent on English OLPT[2] | Scored Fluent on English OLPT[2] | Scored Fluent on English OLPT[2] |
| **English Reading[3]** | Norm-Referenced Standardized Achievement Test[2] (Rdg./Lang.) 40th percentile or above | Norm-Referenced Standardized Achievement Test[2] (Rdg./Lang.) 40th percentile or above | STAAR[3] | STAAR[3] | STAAR[3] | STAAR[3] | STAAR[3] | STAAR[3] | STAAR[3] | STAAR[3] | Norm-Referenced Standardized Achievement Test[2] (Rdg./Lang.) 40th percentile or above |
| **English Writing[3]** | Agency-Approved Writing Test[2] | Agency-Approved Writing Test[2] | Agency-Approved Writing Test[2] | STAAR[3] | Agency-Approved Writing Test[2] | Agency-Approved Writing Test[2] | STAAR[3] | Agency-Approved Writing Test[2] | | | Agency-Approved Writing Test[2] |
| **Subjective Teacher Evaluation** | Form: English Learner Reclassification Rubric<br>Training Video: English Learner Reclassification Rubric Training Video Presentation (35 minutes)<br>Training PowerPoint: English Learner Reclassification Rubric Introduction and Training PowerPoint | | | | | | | | | | |

[1] 19 TAC §89.1225(i)(3)

[2] In the 2018–2019 *List of Approved Tests for Assessment of English Learners* available on the following web page: http://tea.texas.gov/bilingual/esl/education/

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

Note: ELs may be exited no earlier than at the end of first grade based on 19 TAC §89.1225(j).

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

# English Learner Reclassification Chart 2019-2020

## 2019-2020 English Learner Reclassification Criteria

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

DRAFT

# English Learner Reclassification Rubric

**TEA**
Texas Education Agency

**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, providing teacher documentation of the student's English language proficiency with academic language and informing the Language Proficiency Assessment Committee (LPAC) of the student's readiness for reclassification as a non-English learner with potential placement in a general education classroom setting.*

| 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) |
| ☐ **Grade appropriate with no second language acquisition support needed to be successful:** Student routinely demonstrates listening and reading comprehension skills comparable to English proficient grade-level peers. Student is able to construct meaning when reading grade appropriate texts, and student rarely needs speakers to slow down, repeat, or rephrase during conversations and academic discussions. Student receives written and oral information with no need for second language acquisition support to be successful with grade appropriate content. | ☐ **Grade appropriate with no second language acquisition support needed to be successful:** Student routinely expresses thoughts and ideas in speaking and in writing at a level comparable to English proficient grade-level peers. Student uses grade-appropriate content-based vocabulary and grammar effectively in oral and written communications. Student communicates orally with few pauses and minimal errors that block communication. Student produces oral and written material with no need for second language acquisition support to be successful with grade appropriate content. |
| ☐ **Grade appropriate with some second language acquisition support needed to be successful:** Student demonstrates listening and reading comprehension skills that are nearing but not yet comparable to English proficient grade-level peers. Student at times relies on linguistically accommodated text features to construct meaning from abstract grade appropriate text. Student comprehends conversations and discussions but relies at times on pauses for processing time, requests for repetition, visual cues, and requests for clarification with less familiar topics. | ☐ **Grade appropriate with some second language acquisition support needed to be successful:** Student expresses thoughts and ideas in speaking and writing that are nearing but not yet comparable to English proficient grade-level peers. Student uses grade appropriate content-based terms on familiar topics with some errors in complex grammar usage. Student expresses grade appropriate ideas in writing with emerging grade appropriate vocabulary, but at times relies on second language acquisition supports to express ideas effectively in oral and written English. |

Comments:

```
Training Video:
https://youtu.be/h8c-N6dBtc4
```

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: _____

# Development

## Purpose

- Comply with requirements of ESSA, Title III, Part A

- Increase statewide consistency in reclassification decision-making

- Develop a rubric to be used statewide for providing "subjective teacher evaluation" portion of reclassification criteria

# Development

## Key Guiding Principles

- Observation- and evidence-based perspectives on English learner's readiness for reclassification as English proficient

- User-friendly and minimally burdensome

- Distinct from other instruments used in reclassification criteria (TELPAS, STAAR, norm-referenced achievement test)

- Focused on English language proficiency with or without second language support; not focused on level of content knowledge

- Classroom-based evidence, such as student's ability to interact meaningfully in classroom discussions, groupwork activities, and independent work that involves the reading, writing, listening, and speaking of academic English

# Usage Criteria

## Teacher

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

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

## Student

Selected English learners, who:

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

# Documentation and Decision-Making

## Documentation

- The LPAC will include in the child's permanent record a copy of the *English Learner Reclassification Rubric* for each student that is being considered for reclassification
- In cases where the teacher indicates on the *English Learner Reclassification Rubric* that an individual student is not yet ready for reclassification,
  - the teacher will document their reasoning in the space provided on the *English Learner Reclassification Rubric*
  - the teacher may also share with the LPAC anecdotal records, student work samples, etc. to support their recommendation

## Decision-Making

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

# Parent Notification and Approval

- The school district shall give written notification to the student's parent or legal guardian of the student's reclassification as English proficient and/or his/her exit from the bilingual education/ESL program and acquire written approval as required under the Texas Education Code, §29.056(a).

- Students meeting reclassification requirements may continue in the bilingual education or ESL program with parental approval, but are not eligible for inclusion in the bilingual education allotment.

*19 TAC §89.1240 (b)*

# Parent Notification and Approval

- TELPAS and STAAR scores should not be pending at the end of this school year (release date scheduled in May);

- Parental Approval for Reclassification and Parent Report on Progress letters are being revised;

- Parent Report on Progress letters are to be sent at the beginning of the school year, within the first 30 calendar days.

https://projects.esc20.net/page/lpac.framework.reviewreclassification

# Single Statewide Assessments

- The English Learner Support Division will hold a statewide webinar to announce the selected vendor(s) and to explain next steps for LEAs in ordering of test materials, provision of test administrator training, and related topics. The webinar will be recorded and posted for public viewing.

- LEAs are reminded to continue to use tests from the current List of Approved Tests through the end of the 2018-2019 school year, including for the identification of students during PK/K orientation this spring. Once the shift to the new single, statewide assessments takes place, LEAs shall dispose of all outdated assessments.

# PK/Kinder Orientation

- If identification process begins in the spring, finish it in the spring;

- If a student is identified as an EL in the spring, he or she can participate in summer school with parental permission if s/he will be an incoming K or First Grader in 2019-2020 school year;

- If the identification assessment is not designed for the age of the student, the district must wait until the child meets the age of the assessment to identify as EL.

https://tea.texas.gov/Academics/Early_Childhood_Education/Early_Childhood_Education_FAQs/

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

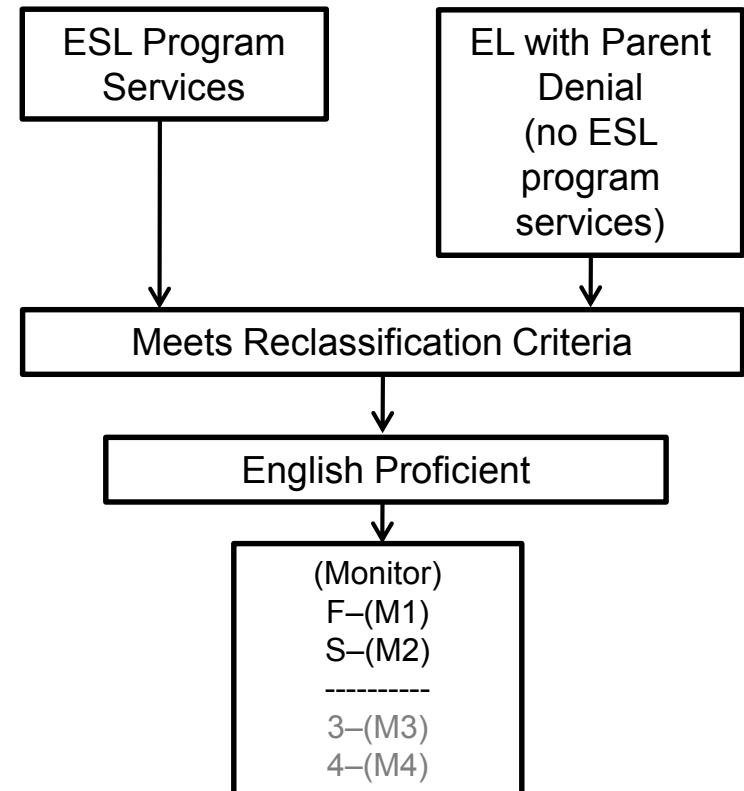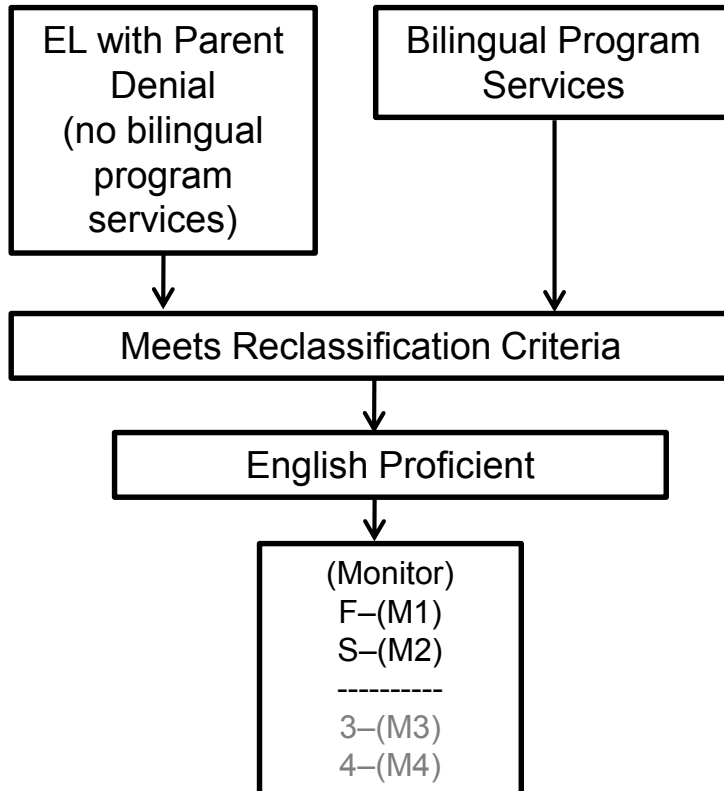# Monitoring and Evaluation Section Objective

**Content Objective**

We will be able to differentiate between state and federal monitoring requirements for reclassified students and outline key elements of the annual program evaluation.

Language Objective

We will be able to discuss the the differences between state and federal monitoring requirements and plan for the annual program evaluation.

# Monitoring After Reclassification LPAC

```
┌─────────────────┐   ┌─────────────────┐         ┌─────────────────┐   ┌─────────────────┐
│  EL with Parent │   │ Bilingual Program│        │   ESL Program   │   │  EL with Parent │
│     Denial      │   │    Services     │         │    Services     │   │     Denial      │
│  (no bilingual  │   │                 │         │                 │   │   (no ESL       │
│    program      │   │                 │         │                 │   │    program      │
│    services)    │   │                 │         │                 │   │    services)    │
└────────┬────────┘   └────────┬────────┘         └────────┬────────┘   └────────┬────────┘
         │                     │                           │                     │
         ▼                     ▼                           ▼                     ▼
┌──────────────────────────────────┐         ┌──────────────────────────────────┐
│   Meets Reclassification Criteria │         │   Meets Reclassification Criteria │
└──────────────┬───────────────────┘         └──────────────┬───────────────────┘
               ▼                                             ▼
     ┌──────────────────────┐                      ┌──────────────────────┐
     │  English Proficient  │                      │  English Proficient  │
     └──────────┬───────────┘                      └──────────┬───────────┘
                ▼                                             ▼
       ┌──────────────┐                             ┌──────────────┐
       │  (Monitor)   │                             │  (Monitor)   │
       │   F–(M1)     │                             │   F–(M1)     │
       │   S–(M2)     │                             │   S–(M2)     │
       │  ----------  │                             │  ----------  │
       │   3–(M3)     │                             │   3–(M3)     │
       │   4–(M4)     │                             │   4–(M4)     │
       └──────────────┘                             └──────────────┘
```

# Monitoring After Reclassification

**LPAC**

- The LPAC shall monitor the academic progress of each student who has met criteria for exit in accordance with TEC, §29.056(g) for the first two years after reclassification.

- Monitoring for the first two years after reclassification includes students who have a parent denial.

*19 TAC §89.1220 (k)*

# Reclassified Students (F&S Only)

*19 TAC §89.1220 (k)*

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

(1) the total amount of time the student was enrolled in a bilingual education or special language program;

(2) the student's grades each grading period in each subject in the foundation curriculum under TEC, §28.002(a)(1);

# Reclassified Students (F&S Only)

(3) the student's performance on each assessment instrument administered under TEC, §39.023(a) or (c);

(4) the number of credits the student has earned toward high school graduation, if applicable; and

(5) any disciplinary actions taken against the student under TEC, Chapter 37, Subchapter A (Alternative Settings for Behavior Management).

*19 TAC §89.1220 (k)*

# Monitor Year (3) and (4) Students **LPAC**

LPAC will continue to coordinate with PEIMS for the additional 2 years required by federal statute. Students who complete their second (S) monitored year, required by state, will then have their LEP Indicator Code changed to a (3) and then a (4) the following academic year.

ESEA Section 3121(a)(5)

# LEP Indicator Codes

| | |
|---|---|
| 0 | Not LEP |
| 1 | Identified as limited English proficient (LEP) |
| F | Student exited from LEP status – Monitored 1 (M1) – student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, is in his or her first year of monitoring as required by 19 TAC §89.1220(l), and is not eligible for funding due to the fact that they are not LEP |
| S | Student exited from LEP status – Monitored 2 (M2) – student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, is in his or her second year of monitoring as required by 19 TAC §89.1220(l), and is not eligible for funding due to the fact that they are not LEP |
| 3 | Student exited from LEP status – Monitored 3 (M3) – student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, is in his or her third year of monitoring as required by ESEA Section 3121(a)(5) that LEAs report on the number and percentage of ELs meeting the challenging State academic standards for four years after such students are no longer receiving Title III services |
| 4 | Student exited from LEP status – Monitored 4 (M4) – student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, and is in his or her fourth year of monitoring as required by ESEA Section 3121(a)(5) that LEAs report on the number and percentage of ELs meeting the challenging State academic standards for four years after such students are no longer receiving Title III services |

**State Monitoring Requirement** → (F, S)

**Federal Monitoring Requirement** → (3, 4)

*2018 LPAC End-of-Year PPT*

**Texas Education Agency**

# Examples of Changing the LEP Indicator Code

| Student Names | ID Number | 2017-2018 School Year | 2018-2019 School Year | 2019-2020 School Year | 2020-2021 School Year | 2021-2022 School Year |
|---|---|---|---|---|---|---|
| Angel Hernandez | 000123 | 1 | F | S | 3 | 4 |
| Frankie Jones | 000234 | F | S | 3 | 4 | 0 |
| Angie Gonzales* | 000345 | S | 3 | 4 | 0 | |
| Wayne Voo | 000456 | 0 | 4 | 0 | | |

## Important Note:

\* This student represents students who finished their second (S) monitored year in the 2017-2018 school year and were coded a (3) for the 2018-2019 school year (the student's third year after exit). Due to new federal requirements, the student's data will be captured in the 2019-2020 school year when their LEP indicator code is changed to (4) for their fourth required monitored year.

*2018 LPAC End-of-Year PPT*

# Program Evaluation

- All school districts required to conduct a bilingual education or English as a second language (ESL) program shall conduct an annual evaluation in accordance with Texas Education Code (TEC), §29.053, collecting a full range of data to determine program effectiveness to ensure student academic success.

- The annual evaluation report shall be presented to the board of trustees before November 1 of each year and the report shall be retained at the school district level in accordance with TEC, §29.062.

*19 TAC §89.1265 (a)*

# Program Evaluation

Annual school district reports of educational performance shall reflect

(1) the academic progress in the language(s) of instruction for English learners;

(2) the extent to which English learners are becoming proficient in English;

(3) the number of students who have been exited from the bilingual education and ESL programs; and

(4) the number of teachers and aides trained and the frequency, scope, and results of the professional development in approaches and strategies that support second language acquisition.

*19 TAC §89.1265 (b)*

# Program Evaluation

In addition, for those school districts that filed in the previous year and/or will be filing a bilingual education exception and/or ESL waiver in the current year, the annual district report of educational performance shall also reflect

(1)  the number of teachers for whom an exception or waiver was/is being filed;

(2)  the number of teachers for whom an exception or waiver was filed in the previous year who successfully obtained certification; and

(3)  the frequency and scope of a comprehensive professional development plan, implemented as required under §89.1207 of this title (relating to Bilingual Education Exceptions and English as a Second Language Waivers), and results of such plan if an exception and/or waiver was filed in the previous school year.

*19 TAC §89.1265 (c)*

# Unaccompanied Children Previously Held in Federal Custody

**LPAC**

- Unallowable double funding for unaccompanied children held in custody by or for the federal government being served by Texas Public Schools:

http://bit.do/unaccompanied

- Educational services for immigrant children and those recently arrived to the United States

http://bit.do/usde

# Closing

EXIT TICKETS!

Go to:

https://padlet.com/kchapa/LPAC_EOY

# LPAC Framework Website/Resources

The LPAC Framework Manual may be accessed through the Education Service Center, Region 20 LPAC portal located at:

[www.esc20.net/lpac](www.esc20.net/lpac)

**Texas Education Agency**

# Contact Us

EnglishLearnerSupport@tea.texas.gov

# References

- **Link to Chapter 89, when available**
- [Texas Education Code (TEC), Chapter 29](#)
- [English Language Proficiency Standards (ELPS)](#)
- [19 TAC Chapter 101. Assessment](#)
- [34 CFR 200.6 - Inclusion of All Students](#)
- [Every Student Succeeds Act (ESSA)](#)