

Presenter Icon Key



Reflections and Application: Have participants process the content learned and record on the Reflections and Application handout and/or blank LPAC Flowchart.



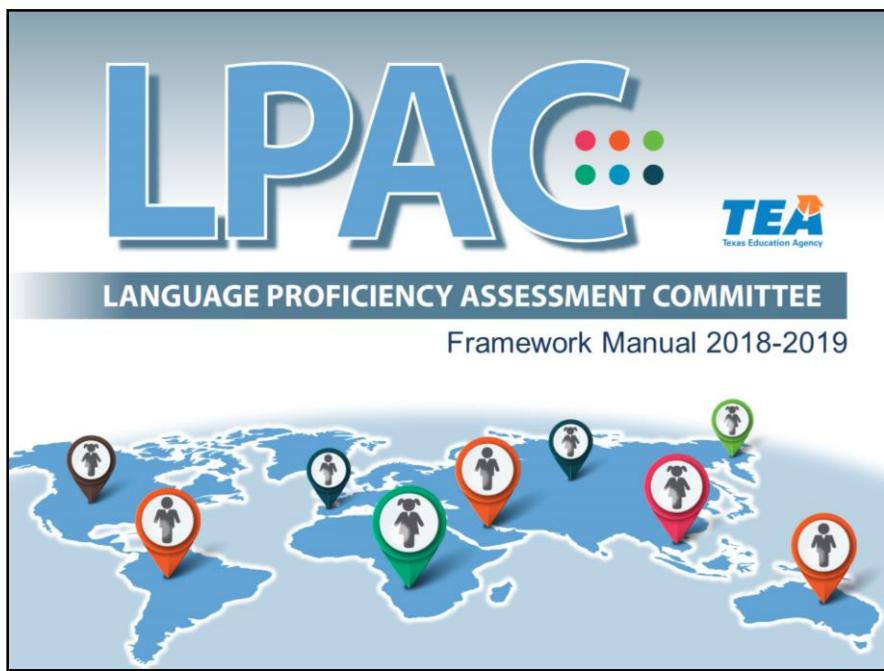
Definition: Direct participants to 19 TAC §89.1203 to review the meaning of the Chapter 89 term referred to on the slide.



Forms: Direct participants to the appropriate tabbed section and page of the Framework Manual to review forms that correspond with the content addressed.



PEIMS: Remind participants that the content discussed must be encoded in PEIMS.



Slide 2

Note to trainer:

Prior to the training, prepare packets or binders with the materials needed. Welcome the participants and introduce yourself along with any other co-presenters that may be assisting you in the delivery of the training. Share logistical information with the participants, such as the location of restrooms, breaks, lunch, etc.

Materials needed:

Ensure each participant has one copy of each of the following.

- Agenda
- English Learner Identification-Reclassification Flowchart - blank
- LPAC Framework Manual 2018-2019
- Chapter 89
- Reflections and Application Tool
- Year-at-a-Glance
- English Learner Identification-Reclassification Flowchart

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Slide 3

Note to trainer:

Share with participants the copyright notice.

Materials needed:

None

Texas Education Agency Contacts



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Texas Education Agency

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Slide 4

Note to trainer:

Review the information on the slide.

Materials needed:

None

Texas Education Agency Contacts



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Slide 5

Note to trainer:

Review the information on the slide.

Materials needed:

None

Texas Education Agency Contacts



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Slide 6

Note to trainer:

Review the information on the slide.

Materials needed:

None

Training Language Objective



Language Objective

We will be able to discuss and record new learning, using a reflection tool and blank flowchart.

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Slide 7

Note to trainer:

Tell the participants that they will have many opportunities to pause, reflect, discuss, and record their learning on the provided Reflections and Applications tool and the blank English Learner Identification-Reclassification flowchart.

Review the language objective with the participants, and let them know that the language objective will be the same for each section of the training.

Point out that each section of the training will have a specific content objective.

Materials needed:

- Reflections and Application Tool
- English Learner Identification-Reclassification Flowchart - blank

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



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

From: 19 TAC §89.1203

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Slide 8

Note to trainer:

Source: 19 TAC §89.1203

Let the participants know that the definition of each term will be introduced when the term is first used in context.

The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise.

- 1) Bilingual education allotment--An adjusted basic funding allotment provided for each school district based on student average daily attendance in a bilingual education or special language program in accordance with Texas Education Code (TEC), §42.153.
- 2) Certified English as a second language teacher--The term "certified English as a second language teacher" as used in this subchapter is synonymous with the term "professional transitional language educator" used in TEC, §29.063.
- 3) Dual language immersion--A state-approved bilingual program model in accordance with TEC, §29.066.
- 4) Dual-language instruction--An educational approach that focuses on the use of

- English and the student's primary language for instructional purposes.
- 5) English as a second language program--A special language program in accordance with TEC, Chapter 29.
 - 6) English language proficiency standards (ELPS)--Standards to be published along with the Texas Essential Knowledge and Skills for each subject in the required curriculum outlined in Chapter 74 of this title (relating to Curriculum Requirements), including foundation and enrichment areas, ELPS, and college and career readiness standards.
 - 7) English learner--A student who is in the process of acquiring English and has another language as the primary language. The terms English language learner and English learner are used interchangeably and are synonymous with limited English proficient (LEP) student, as used in TEC Subchapter B, Chapter 29.
 - 8) Exit--The point when a student is no longer classified as LEP (i.e., the student is reclassified), no longer requires bilingual or special language program services, and is classified as non-LEP in the Texas Student Data System Public Education Information Management System (TSDS PEIMS). The term "exit" as used in this subchapter is synonymous with the description in TEC, Chapter 29, of "transferring out" of bilingual or special language programming.
 - 9) Reclassification--The process by which the language proficiency assessment committee determines that an English learner has met the appropriate criteria to be classified as non-LEP and is coded as such in TSDS PEIMS.
 - 10) School district--For the purposes of this subchapter, the definition of a school district includes an open-enrollment charter school.

Materials needed:

- LPAC Framework, p. 49

Equal Educational Opportunity



To ensure equal educational opportunity, as required in the Texas Education Code (TEC), §1.002(a) and TEC 29.051, TAC Chapter 89 Subchapter BB 1201(a), policy states a school district shall:

- (1) identify English learners based on criteria established by the state;
- (2) provide bilingual education and ESL programs, as integral parts of the general program as described in the TEC, §4.002;
- (3) seek appropriately certified teaching personnel to ensure that English learners are afforded full opportunity to master the essential knowledge and skills required by the state; and
- (4) assess achievement for essential knowledge and skills in accordance with the TEC, Chapter 29, to ensure accountability for English learners and the schools that serve them.

A-Z

From: 19 TAC §89.1201; 1203 (5)

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Slide 9

Note to trainer:

Slides 7 and 8 provide the basis for setting up appropriate programs for English learners to ensure equal educational opportunity.

Direct participants to the definitions for English learner, school district, and English as a second language (ESL) program on page 49 of the LPAC Framework Manual.

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

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

Materials needed:

- LPAC Framework Manual, p. 49

Facilities



- Bilingual education and ESL programs shall be located in the public schools of the school district with equitable access to all educational resources rather than in separate facilities.
- In order to provide the required bilingual education or ESL programs, school districts may concentrate the programs at a limited number of facilities within the school district.
- Recent immigrant English learners shall not remain enrolled in newcomer centers for longer than two years.

19 TAC §89.1235

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Slide 10

Note to trainer:

Slides 7 and 8 provide the basis for setting up appropriate programs for English learners to ensure equal educational opportunity.

Materials needed:

- LPAC Framework Manual, p. 50

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.

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Slide 11

Note to trainer:

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

Materials needed:

None

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

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Slide 12

Note to trainer:

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

Materials needed:

None

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

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Slide 13

Note to trainer:

None

Materials needed:

None

Training Agenda



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

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Slide 14

Time: 1 hour

Note to trainer:

Let the participants know the training will begin with the Introduction.

Materials needed:

None

Introduction Section Objective



Content Objective

We will be able to analyze the purpose, membership, and responsibilities of the language proficiency assessment committee (LPAC) and the organization of the framework and resources that support it.

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Slide 15

Note to trainer:

Review the content objective with the participants.

Materials needed:

None

19 TAC Chapter 89



Newly Adopted: 19 TAC Chapter 89: Adaptations for Special Populations, Subchapter BB, July 15, 2018

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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Slide 16

Note to trainer:

Remind the participants that during spring of 2018, 19 Chapter 89: Adaptations for Special Populations, Subchapter BB, was reviewed and revised.

Direct the participants to locate the copy of 19 TAC Chapter 89. Let them know the purpose of this document is to provide guidance regarding the policies, procedures, program designs, and all other aspects related to the education of English learners.

Materials needed:

- Newly Adopted: 19 Texas Administrative Code (TAC) Chapter 89 (located in Framework Manual in the Chapter 89 section, and as a separate, stapled packet)

Source: The provisions of this §89.1220 adopted to be effective July 11, 2018, 21 TexReg 5700; amended to be effective March 5, 1999, 24 TexReg 1383; amended to be effective April 18, 2002, 27 TexReg 3107; amended to be effective September 17, 2007, 32 TexReg 6311; amended to be effective May 28, 2012, 37 TexReg 3822.

Ch. 89 LPAC Establishment



- LPAC Policy and Training
- LPAC Membership
- LPAC Requirements
- Required LPAC Meetings
- Required English Learner Documentation

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Slide 17

Note to trainer:

None

Materials needed:

None

LPAC Policy and Training



- School districts shall by local board policy establish and operate a language proficiency assessment committee. The school district shall have on file policy and procedures for the selection, appointment, and training of members of the language proficiency assessment committee(s).
- School districts may join with other school districts to provide bilingual education or ESL programs.

19 TAC §89.1220 (a); §89.1205 (e)

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Slide 18

Note to trainer:

Source: 19 TAC §89.1220 (e)

Review the bullet points on the slide with the participants, emphasizing the key points below.

- The written board policy shall be ON FILE in the district.
- A school district shall establish and operate a sufficient number of LPACs to enable them to discharge their duties within four weeks of the enrollment of English learners.
- Some school districts may choose to have more than one training opportunity for the parent representatives.
- It may be necessary to train more than one parent to be able to cover the number of LPACs for a year, especially early in the year and at the end of the year.
- Clarification on bullet 2: School districts may join with other school districts to share LPAC parents.

Materials needed:

- LPAC Framework Manual, p. 52

LPAC Membership



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

A-Z

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

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Slide 19

Note to trainer:

Sources: TEA Financial Accountability System Resource Guide, Module 1; TEC §29.063; TEC Section §29.052 (2); 19 TAC §89.1220 (b)

Definitions

Campus administrator - A principal, assistant principal or vice principal. The campus administrator required as part of the LPAC must be personnel coded Function 23 (principals, assistant principals and their staff) under School Leadership as defined by the Financial Accountability System Resource Guide. Principals, assistant principals, and their staff are personnel who:

- Supervise all operations of the campus
- Evaluate staff members of the campus
- Assign duties to staff members maintaining the records of the students on the campus

Appropriately certified ESL teacher/Professional transitional language teacher - The term “certified English as a second language teacher” as used in this subchapter is synonymous with the term “professional transitional language educator” used in TEC §29.063. Direct participants to the definition for Certified English as a second language teacher on page 52 of the LPAC Framework Manual.

LPAC Parent - Must be a parent or legal guardian of an English learner participating in a bilingual or ESL program. No parents who have denied student services (parent denials) may participate as an LPAC parent. The parent representative volunteers his or her participation in the LPAC. The trained LPAC parent serves as the representative parent for all English learners.

Emphasize that ***all members*** must be present and trained.

Materials needed:

- LPAC Framework Manual, pp. 52-53

LPAC Membership



The **bilingual LPAC** is composed of a

campus administrator,
parent of a current English learner
participating in a bilingual or ESL
program, and

certified bilingual educator.

The **ESL LPAC** is composed of a

ESL teacher, or professional
transitional language
educator.

All members must be present!

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

Texas Education Agency

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Slide 20

Note to trainer:

None

Materials needed:

- LPAC Framework Manual, pp. 52-53

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 §89.1225(f) of this title (relating to Testing and Classification of Students)

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

19 TAC §89.1220 (g)

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Slide 21

Note to trainer:

Source: 19 TAC §89.1220 (g)

Remind participants that “initial enrollment” refers to a student’s first-time enrollment in a school district within the state of Texas.

The complete verbiage for the first paragraph states the following:

Upon their initial enrollment and at the end of each school year, the language proficiency assessment committee shall review all pertinent information on all English learners identified in accordance with §89.1225(f) of this title (relating to Testing and Classification of Students) **or §89.1226 of this title (relating to Testing and Classification of Students, Beginning with School Year 2019-2020).**

The bolded information regarding 2019-2020 was removed from the slide.

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

Materials needed:

- LPAC Framework Manual, p. 53

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 §89.1225(i).

19 TAC §89.1220 (g)

Texas Education Agency

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Slide 22

Note to trainer:

The complete verbiage for (5) states the following:

(5) reclassify students, at the end of the school year only, as English proficient in accordance with the criteria described in §89.1225(i) **or §89.1226(i) of this title.**

The bolded information regarding §89.1226 was removed from the slide.

Materials needed:

- LPAC Framework Manual, p. 53

LPAC Requirements



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

Texas Education Agency

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Slide 23

Note to trainer:

Each trained member shall also sign an oath of confidentiality because of testing results and other information that is shared and analyzed. This is a requirement, due to each student and his or her family's right to confidentiality. A sample LPAC Confidentiality Statement can be found in the LPAC Framework Manual, and will be reviewed on slide 26.

Training certificates and oaths of confidentiality should be maintained by the LPAC. Oaths and training documentation includes sign-in sheets with dates and agendas.

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

Materials needed:

None

LPAC Requirements



- If the parent's primary language is other than English,
 - the training shall be provided in the parent's primary language or delivered via interpreter, and
 - the meetings shall be conducted in the parent's primary language or via interpreter, as needed.

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Slide 24

Note to trainer:

The LPAC Framework PPT is available in Spanish for LEAs needing to provide training for Spanish speaking parents. Visit the ESC-20 website at <https://esc20.net/lpac>. Resources can be found in the Parent Resources Section, under the Presentations tab.

Although parents of English learners who are not trained members of the LPAC are not required to attend LPAC meetings that involve their child, they are always welcome.

Materials needed:

None

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.).

19 TAC §89.1220 (g)(4)

Texas Education Agency

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Slide 25

Note to trainer:

Source: TEC, 29.053

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

- Special programs may also include RtI, extended-day or year, content-specific tutorials, etc.
- Tutorials should be targeted to meet the specific need(s) of the student.
- Districts should have policies on file for identifying gifted English learners. Teachers need to be trained to observe cues that indicate giftedness and follow up with referrals.
 - Schools should have access to non-verbal intelligence tests and primary language tests available for English learners.
 - The percentage of English learners identified as GT should be comparable to the percentage of English proficient students identified as GT.

Materials needed:

- LPAC Framework Manual, p. 53

Required LPAC Meetings



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



19 TAC §89.1220 (g) (i)

Texas Education Agency

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Slide 26

Note to trainer:

“Four weeks” will be explained later in the presentation (slide 32).

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

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

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

Direct participants to the suggested LPAC meeting forms listed below, in the Introduction section of the LPAC Framework Manual. Let participants know that the 2018-2019 version of all forms will be available at the ESC-20 LPAC Framework web portal at <https://esc20.net/lpac>.

- LPAC Membership Request Letter, p. 55

- LPAC Member Roster, p. 56
- LPAC Confidentiality Statement, p. 57
- LPAC Meeting Roster Form, p. 58
- LPAC Minutes, p. 59

Materials needed:

- LPAC Framework Manual, p. 53

Required English Learner Documentation



The student's permanent record shall contain documentation 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 approval of entry or placement into the program;
- the dates of entry into, and placement within, the program;



19 TAC §89.1220 (l)

Texas Education Agency

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Slide 27

Note to trainer:

Further information regarding required English learner documentation is shared on the following (next) slide.

Materials needed:

- LPAC Framework Manual, pp. 53-54

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.



19 TAC §89.1220 (l)

Texas Education Agency

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Slide 28

Note to trainer:

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

LPAC student forms that may be placed in the student's record include the following (Introduction section of the LPAC Framework Manual):

- Home Language Survey (HLS), p. 60
- Bilingual or ESL Program Benefits, pp. 61-62
- English Learner Cumulative Folder Documentation Checklist, p. 63
- LPAC Initial Review, p. 64
- Parent Approval-Identification and Placement, Bilingual or ESL, pp. 65-68
- LPAC Review, p. 69
- Monitored Student Roster Form, p. 70
- Parent Notification on Student Progress, Bilingual, ESL, or Parent Denial, pp. 71-76
- Parent Notification and Approval for Reclassification, Bilingual or ESL, pp. 77-78

- Bilingual or ESL Summer School Program K-1, pp. 79-84
- Student History, p. 85
- English Learner Instructional Accommodation Checklist, p. 86-87 (Let participants know that this form is available for download at the LPAC Framework web portal, under the Documents tab.)

Have participants complete the reflection tool and the appropriate section of the blank flowchart.

Materials needed:

- LPAC Framework Manual, pp. 53-54
- Reflections and Application Tool
- English Learner Identification-Reclassification Flowchart - blank

Training Agenda



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

Texas Education Agency

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Slide 29

Time: 1 hour and 30 minutes

Note to trainer:

Let the participants know the training will now address identification of English learners.

Materials needed:

None

Identification Section Objective



Content Objective

We will be able to identify and explain the timelines, procedures, assessment practices, and decision-making processes for identifying English learners.

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Slide 30

Note to trainer:

Review the content objective with the participants.

Materials needed:

None

Timeline



The campus/charter school has, within **four weeks** of initial enrollment, to complete the testing and convene as an LPAC to determine the English learner status of each student.

19 TAC §89.1220 (e)

Texas Education Agency

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Slide 31

Note to trainer:

Source: 19 TAC §89.1220 (e)

Later in the training the following LPAC middle-of-year and end-of-year meetings will be addressed:

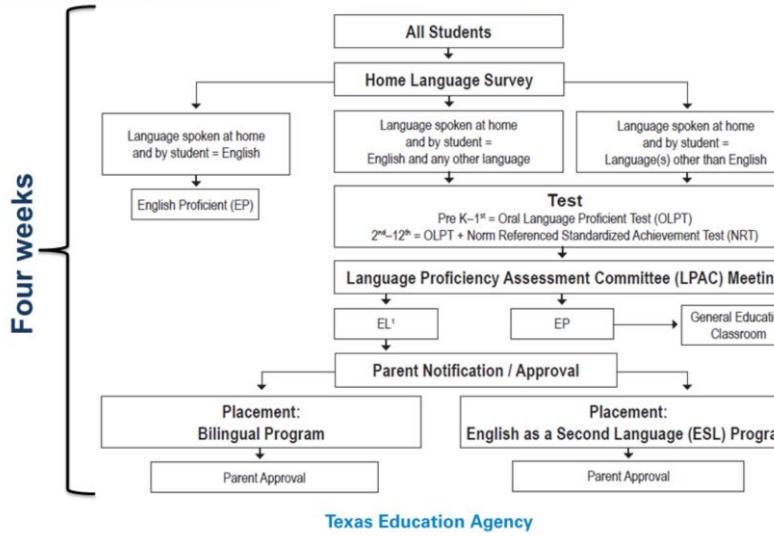
- In the spring, prior to the administration of state assessments [state assessment, TELPAS, state assessment with designated supports (only if needed)]
- At the end of the year, for an annual review and to determine placement for the following year. The committee will recommend instructional linguistic accommodations for implementation at the beginning of the school year, so they can be used in instruction throughout the year.

Materials needed:

- LPAC Framework Manual, p. 89

Timeline

LPAC



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Slide 32

Note to trainer:

Source: 19 TAC §89.1220(e)

The LPAC conducts identification of students who are new to Texas public schools and reviews previous documentation of students who are enrolling from other Texas public schools.

The **identification** and **placement** process must occur within the student's first four calendar weeks of school enrollment. This means that the student must be tested, and the LPAC must convene to review the student's documentation and determine if the student is eligible. If the student is eligible, the LPAC must make their recommendations for program placement and parental approval must be obtained. Instructional linguistic accommodations may also be addressed at this time.

- Texas **currently holds** school districts accountable for identifying students as English learners within **20 school days** of enrollment.
- TEC 29.053(b) requires that school districts determine the number of English learners on each campus and classify them according to the language in which the student possesses primary proficiency within **four weeks** of enrollment.
- ESSA requires assurances that students are identified as English learners (or English Proficient, as appropriate) within **30 days** of enrollment [Elementary and Secondary Education Act of 1965 Public Law 115-141, as amended by the Every Student Succeeds Act (ESSA)].

- Beginning in the **2018-2019** school year, Texas school districts will be required to identify English learners within **four weeks** of enrollment (calendar weeks). Vacation days that occur during the school year (including Thanksgiving and Winter Break) are counted in the four week period.

Materials needed:

None

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 §89.1225 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 spoken in the child's home **most of the time?**
 - (2) What language does the child speak **most of the time?**

*Parent permission for language proficiency testing is not required.



19 TAC §89.1215 (b) (c)

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Slide 33

Note to trainer:

The complete verbiage for the first paragraph states the following:

If the response on the HLS indicates that a language other than English is used, the student shall be tested in accordance with §89.1225 of this title (relating to Testing and Classification of Students) **or §89.1226 of this title (relating to Testing and Classification of Students, Beginning with School Year 2019-2020).**

The bolded information regarding 2019-2020 was removed from the slide.

Direct participants to the following form in the Identification section of the LPAC Framework Manual:

- Home Language Survey, p. 91

Keep in mind:

- The revised HLS is available in Spanish and Vietnamese with the previous version still available in multiple other languages in the LPAC Framework portal, Suggested Forms.
- The original HLS should be retained with the student's permanent record.

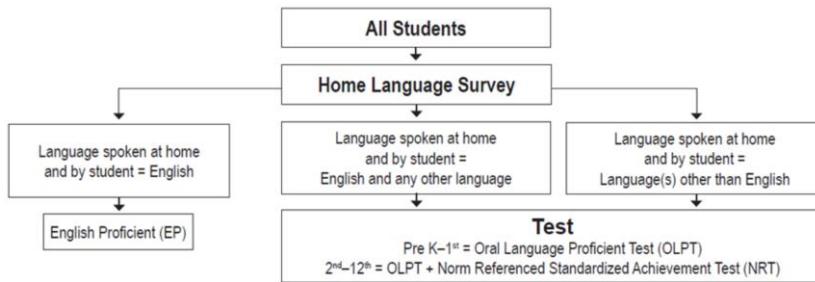
- Reminder: Districts may upload the original HLS into Texas Records Exchange (TREx).

Materials needed:

- LPAC Framework Manual, p. 89

Identification Assessment

LPAC



19 TAC §89.1225 (b-c)

Texas Education Agency

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Slide 34

Note to trainer:

Source: 19 TAC §89.1225 (h); §89.1230

Also note that if a student has disabilities, both 19 TAC §89.1225 (h) and §89.1230 must be considered (ARD connection).

Materials needed:

- LPAC Framework Manual, p. 89

Testing and Classification



For entry into a bilingual education or ESL program, a student shall be identified as an English learner using the following criteria.

- (1) In prekindergarten through Grade 1, the student's score on the English oral language proficiency test is below the level designated for indicating English proficiency.
- (2) In Grades 2-12
 - A. the student's score on the English oral language proficiency test is below the level designated for indicating English proficiency; and
 - B. the student's score on the English reading and/or English language arts sections of the TEA-approved norm-referenced standardized achievement instrument at his or her grade level is below the 40th percentile.

<http://tea.texas.gov/bilingual/esl/education/>

19 TAC §89.1225 (f)

Texas Education Agency

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Slide 35

Note to trainer:

Source: 19 TAC §89.1225 (g); §89.1225 (n)

A student shall be identified as an English learner if the student's ability in English is so limited that the English oral language proficiency or norm-referenced assessment described in subsection (c) of this section cannot be administered. Document this information on the assessment and in the LPAC minutes.

For example: When asking the student to provide his or her name, the student is unable to understand the question. Therefore, do not proceed with the full test administration. Maintain documentation of the attempted exam documenting the name of test administrator, date, and question(s) asked.

A school district must determine the assessments, from the list of approved tests, to be used for identification, exit, and placement of students. The assessments selected are to be utilized district-wide. Encourage school districts to make use of any purchased tests from the list of approved tests in 2018-2019 school year. A single TEA-approved English Language proficiency test will be utilized as part of standardized, statewide program entrance procedure beginning in the 2019-2020 school year.

Materials needed:

- LPAC Framework Manual, p. 90

- 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 ***all assessment*** results to determine English learner status.
- Reminder: The LPAC makes the final determination based on factors in accordance with TEC 29.056 (c) for the identification of an English learner.

19 TAC §89.1225 (e)

Texas Education Agency

36

Slide 36

Note to trainer:

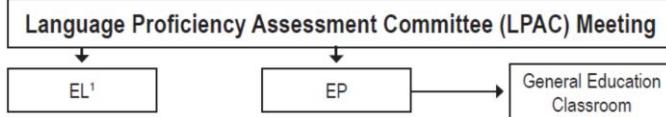
None

Materials needed:

- LPAC Framework Manual, p. 90

LPAC Meeting for Identification

LPAC



Texas Education Agency

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Slide 37

Note to trainer:

None

Materials needed:

None

Determining Eligibility in PreK-1st Grade



For students in prekindergarten through Grade 1

- the student's score on the English oral language proficiency test is below the level designated for indicating English proficiency.

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

19 TAC §89.1225 (d) (f)(1)

Texas Education Agency

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Slide 38

Note to trainer:

Source: 19 TAC §89.1225 (d)

Remember that the student must be assessed in both English and the primary language if the district is required to provide a bilingual program. The purpose of the primary language assessment is to provide information for instructional purposes and placement.

If the primary language is Spanish, the school district shall administer a Spanish TEA-approved oral language proficiency test. If a TEA-approved language proficiency test is not available in the primary language of the student, the school district shall determine the student's level of proficiency using informal oral language assessment measures.

Materials needed:

- LPAC Framework Manual, pp. 89-90

Determining Eligibility in Grades 2-12



For students in Grades 2-12

- the student's score on the English oral language proficiency test is below the level designated for indicating English proficiency; and
- the student's score on the English reading and/or English language arts sections of the TEA-approved norm-referenced standardized achievement instrument at his or her grade level is below the 40th percentile.

A student shall be identified as an English learner if the student's ability in English is so limited that the English oral language proficiency or norm-referenced assessments described in subsection (c) of this section cannot be administered.

19 TAC §89.1225 (g) (f)(2)

Texas Education Agency

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Slide 39

Note to trainer:

An attempt must be made to document that the student's ability in English is so limited that the administration of the TEA norm-referenced assessment instrument is not valid.

Materials needed:

- LPAC Framework Manual, p. 90

Eligibility for Students with Disabilities



LPAC members shall meet in conjunction with admission, review, and dismissal (ARD) committee members to review and provide recommendations with regard to the educational needs of each English learner who qualifies for services in the special education program.

[Guidance Related to ARD Committee and LPAC Collaboration](#)

19 TAC §89.1230 (b)

Texas Education Agency

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Slide 40

Note to trainer:

Source: *The Parent's Guide to the Admission, Review, and Dismissal Process, TEA 2016; 19 TAC §89.1225 (h)*

The link on the slide takes the user to the following TEA web page: Guidance Related to ARD Committee and LPAC Collaboration.

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

- Key members of the LPAC and key members of the ARD may determine that a student was identified as an English learner and does not have any disability.
- Key members of the LPAC and key members of the ARD may determine that a student

has a disability identified by the special education program and is **also** an English learner. The student could be served by **both programs**, special education and bilingual or ESL education.

- **Key members of the LPAC and key members of the ARD, in very rare cases, may determine that the student should only be served by special education and would not benefit from language services.**

Additional guidance relating to Testing and Classification of Students:

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

Materials needed:

- LPAC Framework Manual, p. 90

Students Transferring From Within Texas



For students previously enrolled in a Texas public school, the receiving district shall secure the student records, including the home language survey.

All attempts to contact the sending district to request records shall be documented. Multiple attempts to obtain the student's home language survey shall be made.

If attempts to obtain the student's home language survey from the sending district are unsuccessful, the identification process shall begin while attempts to contact the sending district for records continue throughout the four-week testing and identification period.



19 TAC §89.1215 (d)

Texas Education Agency

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Slide 41

Note to trainer:

School districts may check the TREx database, or other databases, for an uploaded version of the HLS, and to obtain TELPAS history.

Review the withdrawal form, if available, to see if the student was being served in a program or identified as an English learner in PEIMS. Remind the participants that school districts may also check PEIMS history to determine the number of years in the student has been enrolled in US schools.

Once a student is identified as an English learner in Texas, the district **does not** have to proceed with a new identification process; the district may discuss the continuation of services (bilingual or ESL) with the parent or guardian.

The LPAC should identify and place the student within **four weeks** of the enrollment date. Ensure that all the necessary signed documents are placed in the student's permanent record.

Materials needed:

- LPAC Framework Manual, p. 90

Students Transferring From Outside of Texas



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

- Review any documentation brought in by the student.
- Review information found in Texas databases on students who have previously attended Texas schools (refer to previous slide).
- 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.



Texas Education Agency

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Slide 42

Note to trainer:

Remember, this process is the same as identifying a new student from another country or another state within the United States.

Direct participants to the following form in the Identification section of the LPAC Framework Manual:

- English Learner Transfer Request Documentation Form, p. 92

Have participants complete the reflection tool and the appropriate section of the blank flowchart.

Materials needed:

- Reflections and Application Tool
- English Learner Identification-Reclassification Flowchart - blank

Training Agenda



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

Texas Education Agency

43

Slide 43

Time: 45 minutes

Note to trainer:

Let the participants know the training will now address the placement of English learners.

Materials needed:

None

Placement Section Objective



Content Objective

We will be able to explain the rights of parents regarding the process of identification and placement, benefits of program services, and approval for program participation.

Texas Education Agency

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Slide 44

Note to trainer:

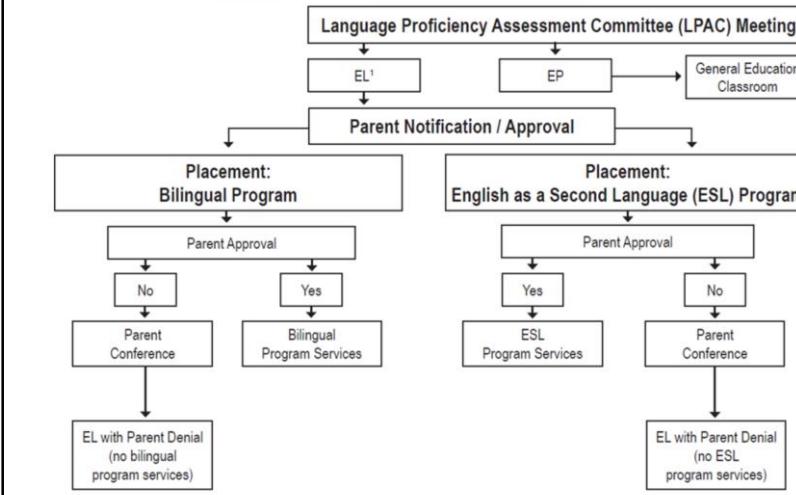
Review the content objective with the participants.

Materials needed:

None

Parent Approval

LPAC



Texas Education Agency

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Slide 45

Note to trainer:

Direct participants to the handout, English Learner Identification-Reclassification Flowchart, for an explanation of the superscripts connected to "EL" and "EP" on the slide.

Materials needed:

None

Parent Approval



- The parent or legal guardian shall be notified in English and the parent or legal guardian's primary language that their child has been classified as an English learner and recommended for placement in the required bilingual education or English as a second language (ESL) program.
- They shall be provided information describing the bilingual education or ESL program recommended, its benefits to the student, and its being an integral part of the school program to ensure that the parent or legal guardian understands the purposes and content of the program.



19 TAC §89.1240 (a)

Texas Education Agency

46

Slide 46

Note to trainer:

The letter the district sends to obtain parent approval for placement in the program must contain the following:

- Level of English proficiency
- Description of the program
- Benefits of the program

It is also important to explain why the program recommendation is offered, and what the parent can expect of instruction and other services, as per the Elementary and Secondary Education Act of 1965 Public Law 115-141, as amended by the Every Student Succeeds Act (ESSA), section 1112 (2015). Documentation that this information was provided should be included in the LPAC documentation folder.

Direct the participants to the following forms in the Placement section of the LPAC Framework Manual:

- Parent Approval- Identification and Placement Bilingual or ESL Program, pp. 96-99
- Bilingual Education or ESL Program Benefits, pp. 100-101

A plan for when the student may graduate and be reclassified, according to the Personal Graduation Plan (PGP) for English learners at high school, may be included along with the benefits of the program.

Parent bilingual and ESL program benefits brochures are available in English and Spanish at <http://www.ellttx.org/> under the Parent tab.

Materials needed:

- LPAC Framework Manual, p. 94

Parent Approval



- The entry or placement of a student in the bilingual education or ESL program must be approved in writing by the student's parent or legal guardian in order to have the student included in the bilingual education allotment.
- The parent's or legal guardian's approval shall be considered valid for the student's continued participation in the required bilingual education or ESL program until the student meets the reclassification criteria described in §89.1225(i) of this title (relating to Testing and Classification of Students), the student graduates from high school, or a change occurs in program placement.

A-Z

19 TAC §89.1240 (a); 1203 (1)

Texas Education Agency

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Slide 47

Note to trainer:

Source: 19 TAC §89.1240 (a)

Direct participants to the definition for bilingual education allotment in the handouts for this section, 19 TAC §89.1203 (1).

The complete verbiage for the second bullet is:

The parent's or legal guardian's approval shall be considered valid for the student's continued participation in the required bilingual education or ESL program until the student meets the reclassification criteria described in §89.1225(i) of this title (relating to Testing and Classification of Students) **or §89.1226(i) of this title (relating to Testing and Classification of Students, Beginning with School Year 2019-2020), the student graduates from high school, or a change occurs in program placement.**

The bolded information regarding 2019-2020 was removed from the slide.

Materials needed:

- LPAC Framework Manual, p. 94

Parent Approval



The LPAC shall give written notice to the student's parent or guardian, advising that the student has been classified as an English learner and requesting approval to place the student in the required bilingual education or ESL program not later than the 10th calendar day after the date of the student's classification in accordance with TEC, §29.056.

19 TAC §89.1220 (h)

Texas Education Agency

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Slide 48

Note to trainer:

None

Materials needed:

- LPAC Framework Manual, p. 94

Program Placement, Without Written Approval



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

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



19 TAC §89.1220 (m)

Texas Education Agency

49

Slide 49

Note to trainer:

Source: 2018-2019 Texas Education Data Standards, Section 8.3.4 - PEIMS Student Category Description of Data Elements.

The LEA must ensure the verbal or email approval is obtained from a verified source.

For students for whom written approval is not obtained, students should be coded on PEIMS with a 7 – *Parent or Guardian did not respond*. Using code 7 does not allow a student to count in the TOTAL-ELIG-BILINGUAL/ESL-DAYS-PRESENT in PEIMS. Definition of TOTAL-ELIG-BILINGUAL/ESL-DAYS-PRESENT: Indicates the total number of days the student was present and an eligible participant in the state-approved bilingual or ESL program during a particular reporting period.

Materials needed:

- LPAC Framework Manual, p. 94

Parent Denial



- If a parent denies the placement decision, then the student is identified in PEIMS as an English learner with a parent denial until the student meets reclassification criteria.
- It is recommended that the progress of the English learner with a parent denial on file be closely monitored.



Texas Education Agency

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Slide 50

Note to trainer:

Review the following information about a student whose parent denied services.

- The student is an English learner and is coded as LEP in PEIMS.
- The LPAC should inform teachers which students are parent denials.
- Teachers should be provided TELPAS information on each student, if available, and implement the ELPS in the classroom.
- The student will be assessed through TELPAS.
- The LPAC must annually review the progress of the student.
- The student is coded in PEIMS as LEP until he or she meets state reclassification criteria.

Materials needed:

None

Temporary Program Placement



- Pending parent approval of an English learner's entry into the bilingual education or ESL program recommended by the LPAC, the school district shall place the student in the recommended program.
- Only English learners with parent approval who are receiving services will be included in the bilingual education allotment.

19 TAC §89.1220 (j)

Texas Education Agency

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Slide 51

Note to trainer:

Source: TEC §42.153

Bilingual allotment information is found in TEC §42.153.

Materials needed:

- LPAC Framework Manual, pp. 94-95

Required Bilingual Education Program



- Each school district that has an enrollment of 20 or more English learners in any language classification in the same grade level district-wide shall offer a bilingual education program as described in subsection (b) of this section for the English learners in prekindergarten through the elementary grades who speak that language.
- "Elementary grades" shall include at least prekindergarten through Grade 5; sixth grade shall be included when clustered with elementary grades.

<http://tea.texas.gov/bilingual/esl/education/>

19 TAC §89.1205 (a)

Texas Education Agency

52

Slide 52

Note to trainer:

Sources: 19 TAC §89.1205 (a); TEC §29.053; TEC §29.066

Districts with an enrollment of 20 or more English learners in any language classification in the same grade level district-wide must include specific information regarding the bilingual education and/or ESL program model, along with demographic information for each student. Refer to TEC §29.066 PEIMS Reporting Requirements.

If a district is required to offer a bilingual program for a language other than Spanish, teacher certifications for other languages, such as Vietnamese, Arabic, and Japanese, are available. For certification questions, school districts should contact the division of Educator Certification at https://tea.texas.gov/Texas_Educators/Certification/.

If the district is not able to staff a required Spanish or any other language bilingual program, the district must submit an exception.

Materials needed:

- LPAC Framework Manual, p. 95

Required ESL Program



All English learners for whom a school district is not required to offer a bilingual education program shall be provided an ESL program as described in subsection (d) of this section, regardless of the students' grade levels and primary language, and regardless of the number of such students, except in cases where a district exercises the option described in subsection (g) of this section.

19 TAC §89.1205 (c)

Texas Education Agency

53

Slide 53

Note to trainer:

The district must provide an ESL program even if only one student is an English learner.

Materials needed:

- LPAC Framework Manual, p. 95

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.

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.

19 TAC §89.1205 (f) (g); 1233 (b)

Texas Education Agency

54

Slide 54

Note to trainer:

Let participants know that students who are not English learners (English proficient) must have parent approval to be enrolled in the bilingual education or ESL program.

Materials needed:

- LPAC Framework Manual, p. 95

PEIMS Date of Entry



- The LPAC makes the determination during the initial meeting if the student will be classified as an English learner or English proficient student.
- Only English learners with parent approval who are receiving services will be included in the bilingual education allotment. 19 TAC §89.1220 (j)
- The date the school district has received all documentation is the date the student's PEIMS status can be coded as being eligible for funding.



Texas Education Agency

55

Slide 55

Note to trainer:

To be eligible for the state bilingual and/or ESL funding, the district must have all required documentation for each eligible student on file, to include the following:

- HLS, p. 102
- TEA-approved assessment data
- LPAC Meeting documentation, pp. 103-105
- Parent Approval-Identification and Placement, Bilingual or ESL Program, pp. 106-109

The trainer may want to review the Limited English Proficient Decision chart on page 110 of the LPAC Framework Manual.

Funding is only generated for students who are coded as LEP in PEIMS. The trainer may want to review the PEIMS codes listed below, which can be found in the LPAC Framework Manual in the Resources section.

Code Table ID C088: Participation Indicator Code

- 0 Not receiving services
- 1 Receiving program or service

Code Table ID C061: LEP Indicator Code

- 0** Not LEP
- 1** Identified as LEP
- F** No longer classified LEP; first year of monitoring
- S** No longer classified LEP; second year of monitoring
- 3** No longer classified LEP; third year of monitoring
- 4** No longer classified LEP; fourth year of monitoring

Code Table ID C093: Parental Permission Codes

- A** Denied placement of a LEP student in the required bilingual program, but approved placement in the ESL program
- B** Approved placement of grade PK-8 LEP student in the required ESL program
- D** Approved placement of a LEP student in the bilingual program
- E** Approved placement of a LEP student in the bilingual program, but the district has requested or will request an exception approved under 19 TAC §89.1207; parent has therefore approved placement of a LEP student in the ESL program
- F** Parent or guardian of a grade 9-12 LEP student has approved services
- J** Parent or guardian has approved placement of a LEP student in the ESL program, but the program is an alternative language program approved by TEA. Districts that use this code have or should have submitted a waiver to the TEA ESL program

Code Table ID C175: Bilingual Program Codes

- 0** Does not participate in bilingual program
- 2** Transitional bilingual/early exit
- 3** Transitional bilingual/late exit
- 4** Dual language immersion/two-way
- 5** Dual language immersion/one-way

Code Table ID C176: ESL Program Codes

- 0** Does not participate in ESL program
- 2** ESL/Content-based
- 3** ESL/Pull-out

Have participants complete the reflection tool and the appropriate section of the blank flowchart.

Materials needed:

- LPAC Framework Manual, p. 110
- Reflections and Application Tool
- English Learner Identification-Reclassification Flowchart - blank

Training Agenda



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

Texas Education Agency

56

Slide 56

Time: 1 hour and 30 minutes

Note to trainer:

Let the participants know the training will now address the services available for English learners.

Materials needed:

None

English Learner Services Section Objective



Content Objective

We will be able to compare and contrast the four state-approved bilingual program models and the two state-approved ESL program models, staffing requirements, and procedures for filing a bilingual exception or an ESL waiver.

Texas Education Agency

57

Slide 57

Note to trainer:

Review the content objective with the participants.

Materials needed:

None

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

A-Z

19 TAC §89.1201 (d); 1203 (6)

Texas Education Agency

58

Slide 58

Note to trainer:

Direct participants to the definition for English language proficiency standards (ELPS) on page 112 of the LPAC Framework Manual.

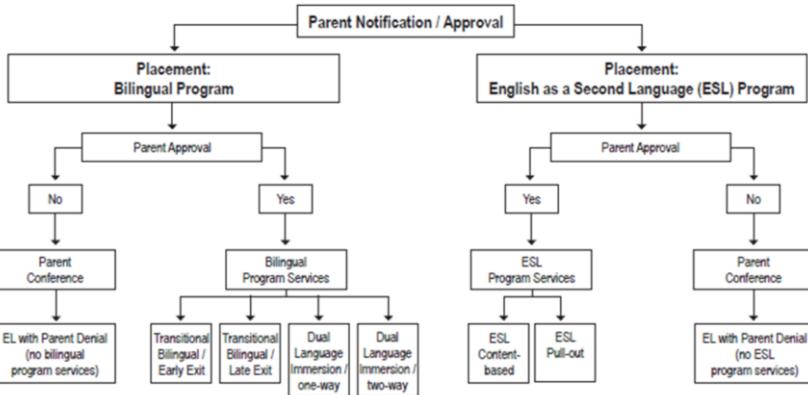
Remind the participants that the ELPS should be an integral part of the curriculum provided for **all** English learners, including students whose parents denied services. A link to the ELPS is provided below.

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>

Materials needed:

- LPAC Framework Manual, p. 112

English Learner Services



Texas Education Agency

59

Slide 59

Note to trainer:

None

Materials needed:

None

Bilingual Education Program Definition



A bilingual education program of instruction established by a school district shall be a full-time program of **dual-language instruction** (English and primary language) that provides for learning basic skills in the primary language of the students enrolled in the program and for carefully structured and sequenced mastery of English language skills under TEC §29.055(a).

A-Z

19 TAC §89.1210 (a)(1); 1203 (4)

Texas Education Agency

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Slide 60

Note to trainer:

Direct participants to the definition for dual-language instruction on page 116 of the LPAC Framework Manual.

Materials needed:

- LPAC Framework Manual, p. 112

Bilingual Education Program Goals



- The goal of bilingual education programs shall be to enable English learners to become competent in listening, speaking, reading and writing in the English language through the development of literacy and academic skills in the primary language and English.
- Such programs shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English learners to participate equitably in school.

19 TAC §89.1201 (b)

Texas Education Agency

61

Slide 61

Note to trainer:

Source: *English Language Proficiency Standards (ELPS) TAC Chapter 74.4 (a)*

The trainer should be familiar with the following:

The English language proficiency standards outline English language proficiency level descriptors and student expectations for English learners. School districts shall implement this section as an integral part of each subject in the required curriculum. The English language proficiency standards are to be published along with the TEKS for each subject in the required curriculum.

- In order for English learners to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the English needed for daily social interactions. Academic language proficiency consists of English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings.
- Classroom instruction that effectively integrates second language acquisition with quality content area instruction ensures that English learners acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential.

- Effective instruction in second language acquisition involves giving English learners opportunities to listen, speak, read, and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read and hear, and are expected to speak and write.
- The cross-curricular second language acquisition skills in subsection (c) of this section apply to English learners in kindergarten-grade 12.
- The English language proficiency levels of beginning, intermediate, advanced, and advanced high are not grade-specific. English learners may exhibit different proficiency levels within the language domains of listening, speaking, reading, and writing. The proficiency level descriptors outlined in subsection (d) of this section show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help content area teachers instruct English learners commensurate with students' linguistic needs.

Materials needed:

- LPAC Framework Manual, pp. 112

Bilingual Education Program Models



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

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



19 TAC §89.1210 (c)

Texas Education Agency

62

Slide 62

Note to trainer:

Review PEIMS coding for bilingual program models. Refer to the LPAC Framework Manual, Resources tab.

Code Table ID C175

- 0 Does not participate in program
- 2 Transitional bilingual/early exit
- 3 Transitional bilingual/late exit
- 4 Dual language immersion/two-way
- 5 Dual language immersion/one-way

Materials needed:

- LPAC Framework Manual, p. 113-114

Transitional Bilingual/ Early Exit



General Description

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

Certifications

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

Goal

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

Instructional Approach

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

19 TAC §89.1210 (c)(1)

Texas Education Agency

63

Slide 63

Note to trainer:

None

Materials needed:

- LPAC Framework Manual, p. 113

Transitional Bilingual/ Late Exit



General Description

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

Certifications

- Instruction in this program is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061(b) (2) for the assigned grade level and content area.

Goal

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

Instructional Approach

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

19 TAC §89.1210 (c)(2)

Texas Education Agency

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Slide 64

Note to trainer:

None

Materials needed:

- LPAC Framework Manual, p. 113

Dual Language Immersion/ One-Way



General Description

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

Certifications

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

Goal

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

Instructional Approach

- This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, with at least half of the instruction delivered in the students' primary language for the duration of the program.

A-Z

19 TAC §89.1210 (c)(3); 1203 (3)

Texas Education Agency

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Note to trainer:

Direct participants to the definitions for dual language immersion on page 112 of the LPAC Framework Manual.

If the school district chooses to offer a Dual Language Immersion program model they must also refer to 19 TAC §89.1227 and §89.1229.

Materials needed:

- LPAC Framework Manual, p. 113

Dual Language Immersion/ Two-Way



General Description

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

Certifications

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

Goal

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

Instructional Approach

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

19 TAC §89.1210 (c)(4)

Texas Education Agency

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Slide 66

Note to trainer:

If the school district chooses to offer a Dual Language Immersion program model they must also refer to 19 TAC §89.1227, §89.1228, and §89.1229.

Materials needed:

- LPAC Framework Manual, p. 113-114

Bilingual Education Program Models: LPAC Certification Clarifications

ESL Certification in Dual Language

- §89.1210 (c)(3) Dual language immersion/one-way
- §89.1210 (c)(4) Dual language immersion/two-way
 - Instruction in this program is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061(b-1) and (b-2) and for the assigned grade level and content area.

Making the connection to Sec. 29.061

- (b-1) A teacher assigned to a bilingual education program using a dual language immersion/one-way or two-way program model must be appropriately certified by the board for:
- (1) bilingual education for the component of the program provided in a language other than English; and
 - (2) bilingual education or English as a second language for the component of the program provided in English.
- (b-2) A school district that provides a bilingual education program using a dual language immersion/one-way or two-way program model may assign a teacher certified under Subsection (b-1)(1) for the language other than English component of the program and a different teacher certified under Subsection (b-1)(2) for the English language component.

Texas Education Agency

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Slide 67

Note to trainer:

Sources: TEC §29.061(b-1), (b-2); HB 218

The 84th legislature added language to Section 29.061 that stated that a school district that provides a bilingual education program using a dual language immersion/**one-way or two-way program model** may assign a teacher certified appropriately for bilingual education for the component of the program provided in a language other than English; and assign a teacher certified appropriately for bilingual education **or** English as a second language for the component of the program provided in English.

Materials needed:

None

ESL Program Definition



An ESL program of instruction established by a school district shall be a program of intensive instruction in English in which ESL teachers recognize and address language differences in accordance with TEC, §29.055(a).



19 TAC §89.1210 (a)(2)

Texas Education Agency

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Slide 68

Note to trainer:

The district must provide an ESL program even if only one student is an English learner.

Review PEIMS coding for ESL program models. Refer to the LPAC Framework Manual, Resources tab.

Code Table ID C176

- 0 Does not participate in ESL program
- 2 ESL/Content-based
- 3 ESL/Pull-out

Materials needed:

- LPAC Framework Manual, p. 114

ESL Program Goals



- The goal of ESL programs shall be to enable English learners to become competent in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods.
- The ESL program shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English learners to participate equitably in school.

19 TAC §89.1201 (c)

Texas Education Agency

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Slide 69

Note to trainer:

None

Materials needed:

- LPAC Framework Manual, pp. 114-115

ESL Program Models



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

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



19 TAC §89.1210 (d)

Texas Education Agency

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Slide 70

Note to trainer:

The district must provide an ESL program even if only one student is an English learner.

Review PEIMS coding for ESL program models. Refer to the LPAC Framework Manual, Resources tab.

PEIMS Code Table ID C176: ESL program models

- 0 Does not participate in ESL program
- 2 ESL/Content-based
- 3 ESL/Pull-out

Materials needed:

- LPAC Framework Manual, p. 114-115

ESL/Content-Based



General Description

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

Certifications

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

Goal

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

Instructional Approach

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

[ESL Certification Calculators](#)

19 TAC §89.1210 (d)(1)

Texas Education Agency

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Note to trainer:

In order to provide a **content-based** ESL program in any grade level, **including high school**, all content teachers of English learners (ELAR, math, science, and social studies) will need to be ESL certified.

Schools that have focused on sheltered instruction training (for high school teachers particularly) are at an advantage for implementing content-based instruction effectively. The key to a successful ESL program at any level is not based on the number of certified teachers; the strength of the ESL program comes from effective, intentional, and targeted use of content-based instruction through second language acquisition methods across all content areas.

Direct participants to the hyperlink on the slide. This link will take the user to the ESL certification calculators, available on the EL web portal. Let the participants know that these resources have been developed to assist school districts with planning for providing appropriate ESL program models.

Materials needed:

- LPAC Framework Manual, p. 115

ESL/Pull-Out



General Description

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

Certifications

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

Goal

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

Instructional Approach

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

[ESL Certification Calculators](#)

19 TAC §89.1210 (d)(2)

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Note to trainer:

None

Materials needed:

- LPAC Framework Manual, p. 114-115

Staffing



- School districts shall take all reasonable affirmative steps to assign appropriately certified teachers to the required bilingual education and ESL programs in accordance with the TEC, §29.061, concerning bilingual education and special language program teachers.
- School districts that are unable to employ a sufficient number of teachers, including part-time teachers, who meet the requirements of subsection (a) of this section for the bilingual education and ESL programs shall apply on or before November 1 for an exception to the bilingual education program as provided in §89.1207(a) of this title (relating to Bilingual Education Exceptions and ESL Waivers) or a waiver of the certification requirements in the ESL program as provided in §89.1207(b) of this title as needed.

19 TAC §89.1245 (a) (b)

Texas Education Agency

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Note to trainer:

None

Materials needed:

- LPAC Framework Manual, p. 115

Bilingual Education Exceptions

LPAC

- A school district that is unable to provide a bilingual education program as required by §89.1205(a) of this title (relating to Required Bilingual Education and English as a Second Language Programs) because of an insufficient number of appropriately certified teachers shall request from the commissioner of education an exception to the bilingual education program and the approval of an alternative program.
- The approval of an exception to the bilingual education program shall be valid only during the school year for which it was granted.
- A request for a bilingual education program exception must be submitted by November 1.



19 TAC §89.1207 (a)(1)

Texas Education Agency

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Slide 74

Note to trainer:

Districts must offer the required services provided by appropriately certified teachers or request an exception.

If the district has submitted a bilingual education exception, the district should update the following PEIMS codes for the affected students to reflect the change in status. Refer to the LPAC Framework Manual, Resources tab.

Code Table ID C088: Participation Indicator Code

- 0 Not receiving services
- 1 Receiving program or service

Code Table ID C093: Parental Permission Codes

- A Denied placement of a LEP student in the required bilingual program, but approved placement in the ESL program
- B Approved placement of grade PK-8 LEP student in the required ESL program
- D Approved placement of a LEP student in the bilingual program
- E Approved placement of a LEP student in the bilingual program, but the district has requested or will request an exception approved under 19 TAC §89.1207; parent has therefore approved placement of a LEP student in the ESL program
- F Parent or guardian of a grade 9-12 LEP student has approved services

- J** Parent or guardian has approved placement of a LEP student in the ESL program, but the program is an alternative language program approved by TEA. Districts that use this code have or should have submitted a waiver to the TEA ESL program

Code Table ID C175: Bilingual Program Codes

- 0** Does not participate in bilingual program
- 2** Transitional bilingual/early exit
- 3** Transitional bilingual/late exit
- 4** Dual language immersion/two-way
- 5** Dual language immersion/one-way

Materials needed:

- LPAC Framework Manual, pp. 115-116

Exception Assurances



Requests for exceptions shall include an assurance that:

19 TAC §89.1207 (a)(1)(c-g)

- (C) appropriately certified teachers available in the school district will be assigned to grade levels beginning at prekindergarten followed successively by subsequent grade levels to ensure that the linguistic and academic needs of the English learners with beginning levels of English proficiency are served on a priority basis;
- (D) the school district will implement a comprehensive professional development plan that:

- (i) is ongoing and targets the development of the knowledge, skills, and competencies needed to serve the needs of English learners;
- (ii) includes the not appropriately and non-certified teachers that are assigned to implement the proposed alternative program; and
- (iii) may include additional teachers who work with English learners;

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Note to trainer:

Further information regarding exception assurances is shared on the following (next) slide.

Materials needed:

- LPAC Framework Manual, pp. 115-116

Exception Assurances



19 TAC §89.1207 (a)(1)(c-g)

- (E) at least 10% of the bilingual education allotment shall be used to fund the comprehensive professional development plan required under subparagraph (D) of this paragraph;
- (F) the school district will take actions to ensure that the program required under §89.1205(a) of this title will be provided the subsequent year, including its plans for recruiting an adequate number of appropriately certified teachers to eliminate the need for subsequent exceptions and measurable targets for the subsequent year; and
- (G) the school district shall satisfy the additional reporting requirements described in §89.1265(c) of this title (relating to Evaluation).

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Note to trainer:

None

Materials needed:

- LPAC Framework Manual, pp. 116

English as a Second Language Waivers



- A school district that is unable to provide an ESL program as required by §89.1205(c) of this title because of an insufficient number of appropriately certified teachers shall request from the commissioner a waiver of the certification requirements for each teacher who will provide instruction in ESL for English learners.
- The approval of a waiver of certification requirements shall be valid only during the school year for which it was granted.
- A request for an ESL program waiver must be submitted by November 1.

[ESL Certification Calculators](#)



19 TAC §89.1207 (b)(1)

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Note to trainer:

Districts must offer the required services provided by appropriately certified teachers or request a waiver.

Direct participants to the hyperlink on the slide. This link will take the user to the ESL certification calculators and certification waiver scenarios, available on the EL web portal. Let the participants know that the scenarios provide clarity for ESL waiver submission requirements.

If the district has submitted an ESL program waiver, the district should update the following PEIMS codes for the affected students to reflect the change in status. Refer to the LPAC Framework Manual, Resources tab.

Code Table ID C088: Participation Indicator Code

- 0 Not receiving services
- 1 Receiving program or service

Code Table ID C093: Parental Permission Codes

- A Denied placement of a LEP student in the required bilingual program, but approved placement in the ESL program
- B Approved placement of grade PK-8 LEP student in the required ESL program

- D** Approved placement of a LEP student in the bilingual program
- E** Approved placement of a LEP student in the bilingual program, but the district has requested or will request an exception approved under 19 TAC §89.1207; parent has therefore approved placement of a LEP student in the ESL program
- F** Parent or guardian of a grade 9-12 LEP student has approved services
- J** Parent or guardian has approved placement of a LEP student in the ESL program, but the program is an alternative language program approved by TEA. Districts that use this code have or should have submitted a waiver to the TEA ESL program

Code Table ID C176: ESL Program Codes

- 0** Does not participate in ESL program
- 2** ESL/Content-based
- 3** ESL/Pull-out

Materials needed:

- LPAC Framework Manual, pp. 116

Waiver Assurances



Requests for waivers shall include an assurance that:

19 TAC §89.1207 (b)(1)(c-g)

(C) appropriately certified teachers available in the school district will be assigned to grade levels beginning at prekindergarten followed successively by subsequent grade levels in the elementary school campus and, if needed, secondary campuses, to ensure that the linguistic and academic needs of the English learners with beginning levels of English proficiency are served on a priority basis;

(D) the school district shall implement a comprehensive professional development plan that:

- (i) is ongoing and targets the development of the knowledge, skills, and competencies needed to serve the needs of English learners;
- (ii) includes the not appropriately and non-certified teachers that are assigned to implement the proposed alternative program; and
- (iii) may include additional teachers who work with English learners;

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Note to trainer:

Further information regarding waiver assurances is shared on the following (next) slide.

Materials needed:

- LPAC Framework Manual, p. 116-117

Waiver Assurances



19 TAC §89.1207 (b)(1)(c-g)

- (E) at least 10% of the bilingual education allotment shall be used to fund the comprehensive professional development plan required under subparagraph (D) of this paragraph;
- (F) the school district will take actions to ensure that the program required under §89.1205(a) of this title will be provided the subsequent year, including its plans for recruiting an adequate number of appropriately certified teachers to eliminate the need for subsequent waivers; and
- (G) the school district shall satisfy the additional reporting requirements described in §89.1265(c) of this title.

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Note to trainer:

None

Materials needed:

- LPAC Framework Manual, p. 116-117

Staff Development



19 TAC §89.1245 (e) (f)

- (e) The commissioner of education shall encourage school districts to cooperate with colleges and universities to provide training for teachers assigned to the bilingual education and/or ESL programs.
- (f) The Texas Education Agency shall develop, in collaboration with education service centers, resources for implementing bilingual education and ESL training programs. The materials shall provide a framework for:
 - (1) developmentally appropriate bilingual education programs for early childhood through the elementary grades;
 - (2) affectively, linguistically, and cognitively appropriate instruction in bilingual education and ESL programs in accordance with §89.1210(b)(1)-(3) of this title (relating to Program Content and Design); and
 - (3) developmentally appropriate programs for English learners identified as gifted and talented and English learners with disabilities.

Texas Education Agency

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Note to trainer:

None

Materials needed:

- LPAC Framework Manual, p. 117

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.

[2018 Summer School Letter](#)



Texas Education Agency

19 TAC §89.1250; 1250 (2) (ii)

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Note to trainer:

Source: 19 TAC §89.1250 (1) (2)(A)(B)

Purpose of summer school programs.

- (A) English learners shall have an opportunity to receive special instruction designed to prepare them to be successful in kindergarten and Grade 1.
- (B) Instruction shall focus on language development and essential knowledge and skills appropriate to the level of the student.
- (C) The program shall address the affective, linguistic, and cognitive needs of the English learners in accordance with §89.1210(b) of this title (relating to Program Content and Design).

Establishment of, and eligibility for, the program.

- (A) Each school district required to offer a bilingual or ESL program in accordance with the TEC, §29.053, shall offer the summer program.
- (B) To be eligible for enrollment:
 - (i) a student must be eligible for admission to kindergarten or to Grade 1 at the beginning of the next school year and must be an English learner; and

- (ii) a parent or guardian must have approved placement of the English learner in the required bilingual or ESL program following the procedures described in §89.1220(g) of this title (relating to Language Proficiency Assessment Committee) and §89.1225(b)-(f) of this title (relating to Testing and Classification of Students) **or §89.1226(b)-(f) of this title (relating to Testing and Classification of Students, Beginning with School Year 2019-2020).**
- Any school district required to offer the program under paragraph (2)(A) of this subsection that has fewer than 10 students district-wide desiring to participate is not required to operate the program. However, those school districts must document that they have encouraged students' participation in multiple ways. 89.1250(4)(a)(iii)
- Funding is tied to participating ELs who are attending summer school and are going into kindergarten or first grade.
- Records must be kept regarding attendance and progress.
- The parent must accept bilingual/ESL services in order for a student to participate in the required bilingual/ESL summer program.
- The student may not participate in the summer school required program or earn bilingual/ESL eligible days present in the summer program unless the parents explicitly allow, in writing, placement of the student in the bilingual or ESL education program.

Direct the participants to the following forms in the English Learner Services section of the LPAC Framework Manual:

- Bilingual Summer School Program K-1: Initial Parent Survey, p. 120
- ESL Summer School Program K-1: Initial Parent Survey, p. 121
- Bilingual Summer School Program K-1, p. 122 and p. 124
- ESL School Program K-1, p. 123 and p. 125

Have participants complete the reflection tool and the appropriate section of the blank flowchart.

Materials needed:

- LPAC Framework Manual, pp. 118-119
- Reflections and Application Tool
- English Learner Identification-Reclassification Flowchart - blank

Agenda



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

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Time: 45 minutes

Note to trainer:

Let the participants know the training will now address the review and reclassification of English learners.

Materials needed:

None

Review and Reclassification Section Objective



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.

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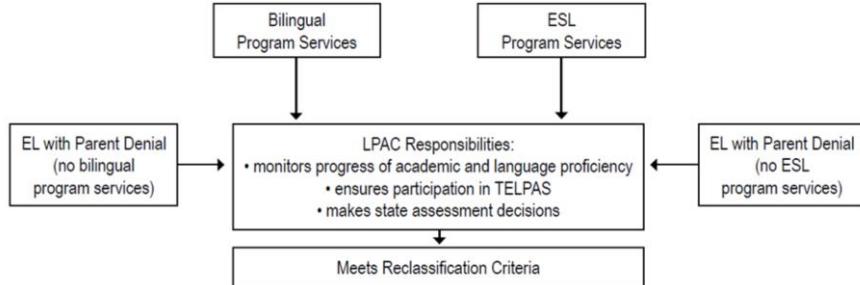
Note to trainer:

Review the content objective with the participants.

Materials needed:

None

Ongoing/Mid-Year Review



Texas Education Agency

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Note to trainer:

Source: 2018 LPAC Decision-Making PPT

The LPAC's role should not be to simply make decisions and process paperwork, but to also provide opportunities for guiding teachers, support the English language proficiency standards (ELPS) implementation, and determine needs for professional development.

Materials needed:

None

Ongoing Monitoring of English Learners



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

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

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Note to trainer:

The students' teachers should be aware of which students have a parent denial form on file.

The LPAC designee should continue to communicate with the student's parents throughout the school year, providing updates on the student's progress.

Teachers should use the ELPS with all English learners (including students whose parents have denied services) in all content areas. It is recommended to monitor students during each grading period to ensure progress in English language acquisition and academic development. If a student is not making progress, it would be appropriate to consult with the parent and describe the benefits of placement in the relevant program.

Materials needed:

None

Alternate English Language Proficiency (ELP) Assessment



34 CFR §200.6(h)(5) requires that a State administer an alternate ELP assessment for English learners with the most significant cognitive disabilities who cannot participate in the ELP assessment, even with appropriate accommodations.

Texas is creating a holistic inventory that assesses English language proficiency to

- satisfy the alternate ELP assessment requirement for students with the most significant cognitive disabilities **AND**
- reduce exemptions from specific language domains on TELPAS.

2018 LPAC Decision-Making PPT

Texas Education Agency

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Note to trainer:

A summary of 34 CFR §200.6(h)(5) is provided below:

Assessing English language proficiency of English learners: A State must provide for an alternate English language proficiency assessment for each English learner with the most significant cognitive disabilities who cannot participate in the assessment even with appropriate accommodations.

Materials needed:

None

State Assessments: LPAC Decision-Making



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

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

From: 19 TAC §89.1220 (i)

Texas Education Agency

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Note to trainer:

Source: 2018 LPAC Decision-Making PPT

The regulatory procedural guide is based on 19 TAC Chapter 101, Subchapter AA. LPACs should be familiar with these Commissioner of Education rules.

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

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

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

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

Materials needed:

- LPAC Framework Manual, p. 127

State Assessments: LPAC Decision-Making



- Beginning with the 2018-2019 school year, language proficiency assessment committees (LPACs) decisions will be applicable for all assessments administered in the 2018-2019 school year (December 2018, April and May 2019, and June 2019).
- For December 2018 STAAR EOC administrations, LPAC participation and designated supports decision-making must take place during fall 2018, as close as possible to the assessment window.

2018 LPAC Decision-Making Training PPT

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Note to trainer:

None

Materials needed:

None

State Assessments: LPAC Decision-Making



- For assessments with multiple administrations (e.g., EOC or SSI grades), STAAR designated supports decisions can be carried over from the spring to the summer administrations.
- However, the LPAC should meet to document any changes in a student's situation that have occurred between administrations, especially if a student no longer requires designated supports.
- Remember, some supports may prevent the student from being considered for exit at the end of the year.

2018 LPAC Decision-Making Training PPT

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Note to trainer:

None

Materials needed:

None

LPAC Decision-Making for English Learners With Disabilities



- LPACs are responsible for making designated supports decisions for the STAAR program in conjunction with the student's ARD, Section 504, RTI, or other applicable committee.
 - Designated supports decisions related to the student's particular needs for second language acquisition support.
 - Designated supports decisions related to the student's disability.
- These committees should become familiar with all information on the TEA Accommodation Resources webpage.

2018 LPAC Decision-Making Training PPT

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Note to trainer:

None

Materials needed:

None

Accessibility Resources



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

- 2018 STAAR 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/Student_Testing_and_Accountability/Testing/Student_Assessment_Overview/Accommodation_Resources/2018_Accessibility/

2018 LPAC Decision-Making Training PPT

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Note to trainer:

None

Materials needed:

None

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 parent 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 of progress and reclassification/exit, as applicable.



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Note to trainer:

Remind the participants to ensure that all students being reviewed have been identified correctly in PEIMS.

The LPAC end-of-year review may include:

- Benchmarks
- Classroom Tests
- State Criterion-Referenced Test Data
- Norm-referenced English and Spanish (when applicable) Standardized Achievement Test Data
- Oral Language Proficiency Test Data
- TELPAS, Primary Reading Assessments, etc.
- Passing grades in all subjects and courses taken
- English Learner Instructional Accommodation Checklist, p. 86-87 (Let participants know that this form is available for download at the LPAC Framework web portal, under the Documents tab.)
- Any input that will give a well-rounded picture of the student's growth and progress

Direct the participants to the following forms in the Review and Reclassification section of the LPAC Framework Manual:

- LPAC Meeting Roster Form, p. 129
- LPAC Meeting Minutes Form, p. 130
- LPAC Review, p. 131
- English Learner Progress Monitoring Form, p. 132
- Parent Notification on Student Progress, Bilingual Program, pp. 133-134
- Parent Notification on Student Progress, ESL Program, pp. 135-136
- Parent Notification on Student Progress, Parent Denial, pp. 137-138

Materials needed:

None

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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Note to trainer:

None

Materials needed:

- LPAC Framework Manual, p. 127

Decisions Pending Results



Even though results from the spring administration of STAAR and/or TELPAS may not yet be available when the LPAC makes reclassification decisions, consider the following:

- For students being considered for reclassification, the LPAC will document that all the necessary criteria have been met **and** that STAAR and/or TELPAS results are pending in order to make a final reclassification decision.
- The LPAC must have a follow-up process as soon as scores are received by the district.
- Once scores are received, a member of the LPAC will enter the scores into the documentation and complete the reclassification process for eligible students without the need for another LPAC meeting.

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Note to trainer:

Sources: 19 TAC §89.1240 (b); TEC §29.056

Review the following with participants:

- (b) The school district shall give written notification to the student's parent or legal guardian of the student's reclassification as English proficient and his or her exit from the bilingual education or ESL program and acquire written approval as required under the Texas Education Code, §29.056(a). Students meeting exit requirements may continue in the bilingual education or ESL program with parental approval but are not eligible for inclusion in the bilingual education allotment.

TEC §29.056: Enrollment of Students In Program.

- (a) The agency shall establish standardized criteria for the identification, assessment, and classification of students of limited English proficiency eligible for entry into the program or exit from the program. The student's parent must approve a student's entry into the program, exit from the program, or placement in the program.

Materials needed:

None

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)

Texas Education Agency

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Slide 95

Note to trainer:

Emphasize that students may not be exited until the end of first grade.

Materials needed:

- LPAC Framework Manual, p. 127

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:
 - Oral Administration
 - Content and Language Supports
 - Extra Time
- The following link is for the 2018-2019 school year testing calendar:
<http://tea.texas.gov/student.assessment/calendars/>

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Note to trainer:

Source: 2018 LPAC Decision-Making PPT

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

LPACs should be very familiar with the updated STAAR Dictionary Policy for all students, which is available on the TEA STAAR Reading Resources webpage at
<http://tea.texas.gov/student.assessment/staar/reading/>

Materials needed:

None

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)

Texas Education Agency

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Note to trainer:

Review the *Process for Considering Reclassification of English Learners Who Also Have Identified Special Needs* for decisions regarding SPED students on pages 143-145 in the Review and Reclassification section of the LPAC Framework Manual.

Materials needed:

- LPAC Framework Manual, p. 127 and pp. 141-143

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)

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Note to trainer:

None

Materials needed:

- LPAC Framework Manual, p. 127

2018–2019 English Learner Reclassification Criteria Chart											LPAC
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.											
Current School Year Oral = Listening & Speaking	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11 th /12 th
English Reading ²	Scored Fluent on English OLPT ¹	Scored Fluent on English OLPT ¹	Scored Fluent on English OLPT ¹	Scored Fluent on English OLPT ¹	Scored Fluent on English OLPT ¹	Scored Fluent on English OLPT ¹	Scored Fluent on English OLPT ¹	Scored Fluent on English OLPT ¹	Scored Fluent on English OLPT ¹	Scored Fluent on English OLPT ¹	Scored Fluent on English OLPT ¹
English Writing ²	Norm-Referenced Standardized Achievement Test ³ (Rdg./Lang.) 40th percentile or above	Norm-Referenced Standardized Achievement Test ³ (Rdg./Lang.) 40th percentile or above	STAAR ³	Norm-Referenced Standardized Achievement Test ³ (Rdg./Lang.) 40th percentile or above							
Subjective Teacher Evaluation	Agency-Approved Writing Test ⁴	Agency-Approved Writing Test ⁴	Agency-Approved Writing Test ⁴	STAAR ³	Agency-Approved Writing Test ⁴	Agency-Approved Writing Test ⁴	STAAR ³	Agency-Approved Writing Test ⁴	STAAR ³	Agency-Approved Writing Test ⁴	Agency-Approved Writing Test ⁴

Form: English Learner Reclassification Rubric

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/el/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 I 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(i).
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.

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Note to trainer:

None

Materials needed:

- LPAC Framework Manual, p. 144

English Learner Reclassification Rubric

LPAC

English Learner Reclassification Rubric Teacher Documentation		Student Name: _____ Grade Level: _____										
<p>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 in 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.</p> <table border="1"> <thead> <tr> <th>Description of Receptive Skills: Listening and Reading (Select one descriptor from the choices below)</th> <th>Academic Language</th> <th>Description of Expressive Skills: Speaking and Writing (Select one descriptor from the choices below)</th> </tr> </thead> <tbody> <tr> <td> <input type="checkbox"/> Grade appropriate with no second language acquisition support needed to be successful: Student routinely demonstrates listening and reading comprehension skills that are 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 successfully process the information. </td> <td> <input type="checkbox"/> Grade appropriate with no second language acquisition support needed to be successful: Student routinely expresses thoughts and ideas in speaking and 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 successfully process the information. </td> </tr> <tr> <td> <input type="checkbox"/> Grade appropriate with some second language acquisition support needed to be successful: Student demonstrates listening and reading comprehension skills that are nearing but not yet comparable to English proficient grade-level peers. Student at times relies on linguistically accommodated text features to construct meaning from abstract grade appropriate text. Student comprehends conversations and discussions but relies at times on pauses for processing time, requests for repetition, visual cues, and requests for clarification with less familiar topics. </td> <td> <input type="checkbox"/> Grade appropriate with some second language acquisition support needed to be successful: Student expresses thoughts and ideas in speaking and writing that are nearing but not yet comparable to English proficient grade-level peers. Student uses grade appropriate content-based terms on familiar topics with some errors in complex grammar usage. Student expresses grade appropriate thoughts and ideas in speaking and writing with emerging grade appropriate vocabulary, but at times relies on second language acquisition supports to express ideas effectively in oral and written English. </td> </tr> <tr> <td colspan="3"> Comments: _____ </td> </tr> </tbody> </table> <p>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 acquisition supports. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Provide an explanation in the comments and attach additional supporting documentation, as needed. </p> <p>Teacher Name: _____ Teacher Signature: _____ Date of Completion: _____</p>			Description of Receptive Skills: Listening and Reading (Select one descriptor from the choices below)	Academic Language	Description of Expressive Skills: Speaking and Writing (Select one descriptor from the choices below)	<input type="checkbox"/> Grade appropriate with no second language acquisition support needed to be successful: Student routinely demonstrates listening and reading comprehension skills that are 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 successfully process the information.	<input type="checkbox"/> Grade appropriate with no second language acquisition support needed to be successful: Student routinely expresses thoughts and ideas in speaking and 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 successfully process the information.	<input type="checkbox"/> Grade appropriate with some second language acquisition support needed to be successful: Student demonstrates listening and reading comprehension skills that are nearing but not yet comparable to English proficient grade-level peers. Student at times relies on linguistically accommodated text features to construct meaning from abstract grade appropriate text. Student comprehends conversations and discussions but relies at times on pauses for processing time, requests for repetition, visual cues, and requests for clarification with less familiar topics.	<input type="checkbox"/> Grade appropriate with some second language acquisition support needed to be successful: Student expresses thoughts and ideas in speaking and writing that are nearing but not yet comparable to English proficient grade-level peers. Student uses grade appropriate content-based terms on familiar topics with some errors in complex grammar usage. Student expresses grade appropriate thoughts and ideas in speaking and 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: _____		
Description of Receptive Skills: Listening and Reading (Select one descriptor from the choices below)	Academic Language	Description of Expressive Skills: Speaking and Writing (Select one descriptor from the choices below)										
<input type="checkbox"/> Grade appropriate with no second language acquisition support needed to be successful: Student routinely demonstrates listening and reading comprehension skills that are 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 successfully process the information.	<input type="checkbox"/> Grade appropriate with no second language acquisition support needed to be successful: Student routinely expresses thoughts and ideas in speaking and 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 successfully process the information.											
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Comments: _____												

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Note to trainer:

None

Materials needed:

- LPAC Framework Manual, p. 145

Exiting and Reclassification



- **Exit**--The point when a student is no longer classified as LEP (i.e., the student is reclassified), no longer requires bilingual or special language program services, and is classified as non-LEP in the Texas Student Data System Public Education Information Management System (TSDS PEIMS). The term "exit" as used in this subchapter is synonymous with the description in TEC, Chapter 29, of "transferring out" of bilingual or special language programming.
- **Reclassification**--The process by which the language proficiency assessment committee determines that an English learner has met the appropriate criteria to be classified as non-LEP and is coded as such in TSDS PEIMS.



19 TAC §89.1203 (8) (9)

Texas Education Agency

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Note to trainer:

Let participants know that the definitions for exit and reclassification that appear on the slide may also be found on page 128 of the LPAC Framework Manual.

Due to the nature of some language program models, a reclassified English proficient student may continue in the program with parent approval. These students do not generate bilingual educational allotment funds.

Remind the participants that all students who have met the reclassification criteria must have their coding updated in PEIMS.

Materials needed:

- LPAC Framework Manual, p. 128

Parent Notification and Approval

LPAC

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

Texas Education Agency

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Slide 102

Note to trainer:

Source: 19 TAC §89.1220 (m); TEC §29.056.

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

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

TEC §29.056. Enrollment of Students In Program

- (a) The agency shall establish standardized criteria for the identification, assessment,

and classification of students of limited English proficiency eligible for entry into the program or exit from the program. The student's parent must approve a student's entry into the program, exit from the program, or placement in the program.

Direct the participants to the following forms in the Review and Reclassification section of the LPAC Framework Manual:

- Parent Notification and Approval for Reclassification from Bilingual Program, p. 146
- Parent Notification and Approval for Reclassification from ESL Program, p. 147
- Process for Considering Special Education Exit Criteria, pp. 148-155
- Student History, p. 156
- English Learner Cumulative Folder Documentation Checklist, p. 157

Have participants complete the reflection tool and the appropriate section of the blank flowchart.

Materials needed:

- LPAC Framework Manual, page 128
- Reflections and Application Tool
- English Learner Identification-Reclassification Flowchart - blank

Training Agenda



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

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Time: 20 minutes

Note to trainer:

Let the participants know the training will now address the monitoring and evaluation of English learners.

Materials needed:

None

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.

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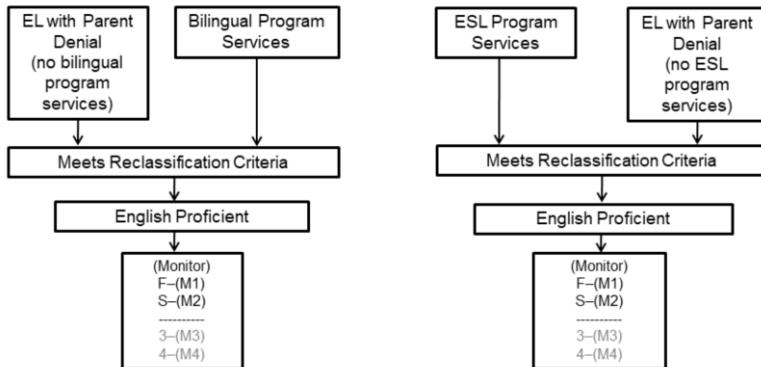
Note to trainer:

Review the content objective with the participants.

Materials needed:

None

Monitoring After Reclassification LPAC



Texas Education Agency

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Slide 105

Note to trainer:

F or S has been added to the flowchart to represent first year or second year monitored students.

Materials needed:

None

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)

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Slide 106

Note to trainer:

Direct the participants to the following forms in the Monitoring and Evaluation section of the LPAC Framework Manual:

- LPAC Review, p. 161
- LPAC Meeting Roster Form, p. 162
- LPAC Meeting Minutes Form, p. 163
- Monitored Student Roster Form, p. 164
- LPAC Monitoring of Reclassified Students in Bilingual Program, p. 165
- LPAC Monitoring of Reclassified Students in ESL Program, p. 166

Materials needed:

- LPAC Framework Manual, p. 159
- Further information regarding reclassified students (F & S only) is provided in the following (next) slide.

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);

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Note to trainer:

Additional information is provided on the following (next) slide.

Materials needed:

- LPAC Framework Manual, p. 159

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)

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Note to trainer:

Source: TEC 29.0561 (c) *Evaluation of Transferred Students; Reenrollment*

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

Materials needed:

- LPAC Framework Manual, p. 159

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)



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Note to trainer:

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

Materials needed:

None

LEP Indicator Codes

LPAC

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

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Slide 110

Note to trainer:

Source: 2018 LPAC End-of-Year

Once students have met exit criteria, the state monitoring requirement is two years.

The following are the state monitoring LEP indicator codes for PEIMS:

F: (M1) is a state requirement.

S: (M2) is a state requirement.

The following are the federal LEP indicator codes for PEIMS:

3: (M3) is a federal requirement.

4: (M4) is a federal requirement.

Materials needed:

None

Examples of Changing the LEP Indicator Code

LPAC

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.



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Note to trainer:

None

Materials needed:

None

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)

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Slide 112

Note to trainer:

None

Materials needed:

- LPAC Framework Manual, p. 159

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)

Texas Education Agency

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Slide 113

Note to trainer:

None

Materials needed:

- LPAC Framework Manual, p. 159

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)

Texas Education Agency

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Slide 114

Note to trainer:

Have participants complete the reflection tool and the appropriate section of the blank flowchart.

Materials needed:

- LPAC Framework Manual, pp. 159-160
- Reflections and Application Tool
- English Learner Identification-Reclassification Flowchart - blank

Closing

LPAC



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Note to trainer:

None

Materials needed:

None

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

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Note to trainer:

Explain where the LPAC materials are located and share the link with participants. The LPAC Framework Manual is a project that is created in collaboration between the TEA and Education Service Center, Region 20.

To review the LPAC materials, go to the ESC-20 LPAC Framework web portal and show participants exactly how to access the materials www.esc20.net/lpac.

Materials needed:

None

Contact Us



EnglishLearnerSupport@tea.texas.gov

Texas Education Agency

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Note to trainer:

Tell the participants to submit any questions they have regarding English learners to the English Learner Support team at the email address provided on the slide.

Materials needed:

None

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 \(ESSA\)](#)

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Slide 118

Note to trainer:

None

Materials needed:

None