

Process for Considering Reclassification of English Learners Who Also Have Identified Special Needs from Bilingual Services (Fall Semester)

_____ Independent School District/Charter School

Prior to completing this form, see the document *Process for Considering Reclassification of English Learners Who Also Have Identified Special Needs* found in the LPAC Framework Manual. Students eligible to be considered using the reclassification criteria under TAC §89.1226(m) should only be those designated to take STAAR Alternate 2 and/or those who meet participation requirements for TELPAS Alternate, as determined by the language proficiency assessment committee (LPAC), in conjunction with the admission, review and dismissal (ARD) committee.

Step 1: Schedule Meeting to Evaluate Whether Student Potentially Qualifies Using This Process

At or near the beginning of the school year a meeting to discuss whether the student is eligible to be reclassified using criteria under §TAC 89.1226(m).

(Student's Name) _____ was held on (Date of meeting to discuss reclassification criteria) _____.

Attendees:

LPAC Representative: _____

General Ed Representative: _____

Sp. Ed Representative: _____

Administrative Representative: _____

Other: _____

- Through this process, a determination is made about the assessments and/or English language proficiency assessment standards to be used for reclassification.
- This process applies ONLY when one or more assessments and/or English language proficiency assessment standards under TAC §89.1226(i) are not appropriate for the student in a particular language domain for reasons directly associated with the student's disability. In following this process, refer also to the document titled *Guidance Related to ARD Committee and LPAC Collaboration* found at <http://tea.texas.gov/index2.aspx?id=2147496923>.
- This process must be conducted by key ARD committee members (including a diagnostician when applicable) and key LPAC members who are familiar with the student's current progress and needs, including one or more teachers with in-depth knowledge of the student's second language acquisition and academic achievement.

At the meeting, the participants discuss the second language acquisition of the student within the context of the individual student's disability to consider whether the TAC §89.1226(m) reclassification criteria are warranted.

- Does the student's particular disabling condition warrant the need for process for considering reclassification criteria? _____
- What evidence is documented in the IEP that indicates that the student will not be able to attain the English Language Proficiency Standards (as measured by TELPAS) in one or more domains? _____
- What evidence is documented to indicate that the student no longer appears to benefit (or is expected to reach that point during the year) from second language acquisition support in English to address cognitive, linguistic, and affective needs? _____

- Review historical formal and informal assessment data and direct teacher input. List the outcomes of that review. Ongoing informal assessment data may come from checklists, inventories, and other formative evaluations designed to identify the levels of academic functioning and English language proficiency of the student. The input of a diagnostician may be requested, as necessary, to help determine whether the TAC §89.1226(m) reclassification criteria are warranted. Direct teacher input should provide further insight into the student’s classroom performance and needs, and should include, if applicable, documentation of response to intervention, anecdotal notes, and other evidence drawn from sources such as classroom-based observations and classroom activities. _____

Step 2: Specify Assessments and English Language Proficiency Test Standards

If, after reviewing the evidence, the meeting participants conclude that the student no longer benefits from second language acquisition support in English (or is expected to reach that point during the school year), the participants review the assessment information in the IEP and make reclassification criteria recommendations based on the information below.

Caution should be exercised when considering reclassification of students in Grades 1-2. It may be premature in these grades to consider reclassification due to developmental factors related to emergent language and literacy. Additionally, in early grades, it is often difficult to know the effect of the student’s disability on long-term prospects for second language acquisition.

Academic Content Assessments of Reading and Writing in Grades 1-2

- Norm-referenced standardized achievement tests are not required for students in grades 1-2 eligible under TAC §89.1226(m).

Academic Content Assessments of Reading and Writing in Grades 3-12

- **Selection of appropriate academic content assessments**
Students considered for exit criteria under TAC §89.1226(m) should be only those designated to take STAAR Alternate 2, as determined by the ARD committee in conjunction with the LPAC.

Reminder: State-established standards must be used for all state assessments.

- **Modification of performance standards on academic content assessments not permitted**
STAAR Alternate 2 is an assessment based on alternate academic achievement standards. Further modification of performance standards on academic content assessments is not permitted.
State-established standards must be used for all state assessments.

<i>Check the test the student is expected to take and master based on state assessment standards.</i>	
State Assessment Reading Expectation	<input type="checkbox"/> STAAR Alternate 2
State Assessment Writing Expectation	<input type="checkbox"/> STAAR Alternate 2

- **Modification of English language proficiency assessment standards on a domain-by-domain basis**
Any modified standards must be supported by historical data and evidence that the student is not expected to be able to attain English language proficiency because of factors directly related to the student’s disability and that the student no longer appears to benefit from second language acquisition support in English to address second language acquisition cognitive, linguistic, and affective needs (or is expected to reach that point during the school year).

- Selection of appropriate English language proficiency assessments
Discuss the TELPAS testing expectations for this student as they are outlined in the IEP.
- **Grade 1: Students in grade 1 will take the general TELPAS** in the applicable language domains as determined by the ARD committee in conjunction with the LPAC.

<i>Check one.</i>				
TELPAS Listening Expectation (TELPAS listening or other OLPT from state-approved list)	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
TELPAS Speaking Expectation (TELPAS listening or other OLPT from state-approved list)	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
TELPAS Reading Expectation (TELPAS reading or other English language reading proficiency test from state-approved list)	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
TELPAS Writing Expectation (TELPAS writing or other English language writing proficiency test from state-approved list)	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH

- **Grades 2-12:** Students that are designated to take STAAR Alternate 2 and/or meet the TELPAS Alternate participation requirements, as determined by the LPAC in conjunction with the ARD committee, will be assessed with TELPAS Alternate in all of the four language domains (listening, speaking, reading, and writing).

Process for Considering Reclassification of English Learners Who Also Have Identified Special Needs from Bilingual Services (Spring Semester)

_____ Independent School District/Charter School

Step 3: Determine and Document Whether Student Has Met Individualized Reclassification Criteria

At the end of the year, the ARD committee, with key LPAC members, meets to review the assessment results and subjective teacher evaluation required under TAC §89.1226(i) to determine whether the student has met the modified reclassification criteria.

- If the decision is made to reclassify the student based on the assessment results and subjective teacher evaluation using the English Learner Reclassification Rubric Alternate, the LPAC in conjunction with ARD committee finalizes and documents the change in placement or program and includes these decisions in the student's IEP.
- This meeting is to be held at the end of the school year, as required by TAC Section 89.1220(g). This means that an additional LPAC in conjunction with ARD committee meeting is necessary for students whose annual ARD committee meeting is held at a different time.

Student's name: _____				
End-of-year ARD meeting date: _____				
The assessment results reviewed at the LPAC in conjunction ARD were:				
State Assessment Reading			<input type="checkbox"/> STAAR Alternate 2	
State Assessment Writing			<input type="checkbox"/> STAAR Alternate 2	
	Results			
TELPAS Listening	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
TELPAS Speaking	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
TELPAS Reading	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
TELPAS Writing	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
Summarize subjective teacher evaluation and attach documentation.				

End-of-year LPAC date: _____
A decision was made to exit _____ from the Bilingual and/or ESL program based on the comprehensive review of the LPAC and the ARD Committee.
_____ will be reclassified as English proficient and will be monitored for two school years.

- Attach a copy of the documentation to the LPAC minutes, attendees and signatures.
- Notify parents of student's reclassification.
- Document on the student's permanent record folder.

Process for Considering Reclassification of English Learners Who Also Have Identified Special Needs from ESL Services (Fall Semester)_____ **Independent School District/Charter School**

Prior to completing this form, see the document Process for Considering Reclassification of English Learners who also have Identified Special Needs found in the LPAC Framework Manual. Students eligible to be considered using the reclassification criteria under TAC §89.1225(m) should only be those designated to take STAAR Alternate 2 and/or those who meet participation requirements for TELPAS Alternate, as determined by the language proficiency assessment committee (LPAC), in conjunction with the admission, review and dismissal (ARD) committee.

Step 1: Schedule Meeting to Evaluate Whether Student Potentially Qualifies Using This Process

At or near the beginning of the school year a meeting to discuss whether the student is eligible to be reclassified using criteria under §TAC 89.1226(m).

(Student's Name) _____ was held on *(Date of meeting to discuss exit criteria)* _____.

Attendees:

LPAC Representative: _____

General Ed Representative: _____

Sp. Ed Representative: _____

Administrative Representative: _____

Other: _____

- Through this process, a determination is made about the assessments and/or English language proficiency assessment standards to be used for reclassification.
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At the meeting, the participants discuss the second language acquisition of the student within the context of the individual student's disability to consider whether the TAC §89.1226(m) reclassification criteria are warranted.

- Does the student's particular disabling condition warrant the need for process for considering reclassification criteria? _____
- What evidence is documented in the IEP that indicates that the student will not be able to attain the English Language Proficiency Standards (as measured by TELPAS) in one or more domains? _____
- What evidence is documented to indicate that the student no longer appears to benefit (or is expected to reach that point during the year) from second language acquisition support in English to address cognitive, linguistic, and affective needs? _____

¹ Title 19 Texas Administrative Code Chapter 89 Adaptations for Special Populations; Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Learners

- Review historical formal and informal assessment data and direct teacher input. List the outcomes of that review. Ongoing informal assessment data may come from checklists, inventories, and other formative evaluations designed to identify the levels of academic functioning and English language proficiency of the student. The input of a diagnostician may be requested, as necessary, to help determine whether the TAC §89.1226(m) reclassification criteria are warranted. Direct teacher input should provide further insight into the student’s classroom performance and needs, and should include, if applicable, documentation of response to intervention, anecdotal notes, and other evidence drawn from sources such as classroom-based observations and classroom activities. _____

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- Norm-referenced standardized achievement tests are not required for students in grades 1-2 eligible under TAC §89.1226(m).

Academic Content Assessments of Reading and Writing in Grades 3-12

- **Selection of appropriate academic content assessments**
Students considered for exit criteria under TAC §89.1226(m) should be only those designated to take STAAR Alternate 2, as determined by the ARD committee in conjunction with the LPAC.
Reminder: State-established standards must be used for all state assessments.
- **Modification of performance standards on academic content assessments not permitted**
STAAR Alternate 2 is an assessment based on alternate academic achievement standards. Further modification of performance standards on academic content assessments is not permitted.
State-established standards must be used for all state assessments.

<i>Check the test the student is expected to take and master based on state assessment standards.</i>	
State Assessment Reading Expectation	<input type="checkbox"/> STAAR Alternate 2
State Assessment Writing Expectation	<input type="checkbox"/> STAAR Alternate 2

- **Modification of English language proficiency assessment standards on a domain-by-domain basis**
Any modified standards must be supported by historical data and evidence demonstrating the student is not expected to be able to attain English language proficiency because of factors directly related to the student’s disability and that the student no longer appears to benefit from second language acquisition support in English to address second language acquisition cognitive, linguistic, and affective needs (or is expected to reach that point during the school year).

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<i>Check one.</i>				
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TELPAS Reading Expectation (TELPAS reading or other English language reading proficiency test from state-approved list)	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
TELPAS Writing Expectation (TELPAS writing or other English language writing proficiency test from state-approved list)	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH

- **Grades 2-12:** Students that are designated to take STAAR Alternate 2 and/or meet the TELPAS Alternate participation requirements, as determined by the LPAC in conjunction with the ARD committee, will be assessed with TELPAS Alternate in all of the four language domains (listening, speaking, reading, and writing).

Key members of the LPAC and the ARD committee present the documentation at a formal LPAC in conjunction with ARD committee meeting.

- The meeting should take place as early in the current school year as possible or at the end of the year to be applied the next school year. The meeting must occur prior to the student's participation in the identified assessments.
- Based on discussion at the formal LPAC in conjunction with ARD committee meeting, the IEP is updated with documentation of the modified reclassification criteria if the committee as a whole determines that reclassification is anticipated.

The documentation for recommended reclassification criteria was presented at a formal LPAC in conjunction with ARD meeting for (*Student's name*) _____ on (*Date of ARD meeting*) _____.

Process for Considering Reclassification of English Learners Who Also Have Identified Special Needs from ESL Services (Spring Semester) _____ Independent School District/Charter School

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State Assessment Writing			<input type="checkbox"/> STAAR Alternate 2	
	Results			
TELPAS Listening	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
TELPAS Speaking	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
TELPAS Reading	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
TELPAS Writing	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
Summarize subjective teacher evaluation and attach documentation. _____				

End-of-year LPAC date: _____
A decision was made to exit _____ from the Bilingual and/or ESL program based on the comprehensive review of the LPAC and the ARD Committee.
_____ will be reclassified as English proficient and will be monitored for two school years.

- Attach a copy of the documentation to the LPAC minutes, attendees and signatures.
- Notify parents of student's reclassification.
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