

Monitoring and Evaluation

The following sections from Commissioner's Rules, Chapter 89, pertain to the LPAC Framework: Monitoring and Evaluation. Access each section at the [Supporting English Learners](#) portal.

§89.1220. Language Proficiency Assessment Committee.

§89.1265. Evaluation

LPAC Review

Independent School District / Charter School

Initial	Annual	Assessment determination	Other:
Student name:		Enrollment date:	
Grade:		LPAC date:	
Academic year:		Home Language Survey date:	
		Date received by district/charter school:	

Identification		
TEA-Approved Test: Oral:	Written:	Primary language score:
TEA-Approved Norm-Referenced Instrument: Reading percentile:		Language Arts percentile:

Academic Progress										
State Assessment						TELPAS				
Assessment	Type	Date	Circle One		Score	Listening	Beg.	Int.	Adv.	Adv. High
Reading			Pass	Fail		Speaking	Beg.	Int.	Adv.	Adv. High
Writing			Pass	Fail		Reading	Beg.	Int.	Adv.	Adv. High
ELA			Pass	Fail		Writing	Beg.	Int.	Adv.	Adv. High
Science			Pass	Fail		Composite Score	Beg.	Int.	Adv.	Adv. High
Social Studies			Pass	Fail		Oral Language Proficiency Level (end-of-year): _____ Instructional Linguistic Accommodations: _____ Assessment Designated Supports: _____ Other (specify): _____ Notes: _____				
Math			Pass	Fail						
Other Assessments										
Reading Instrument Name: _____ Score: _____ TEA-Approved Norm-Referenced Instrument: Date: _____ Reading Percentile: _____ Language Arts Percentile: _____										

Texas English Language Proficiency Assessment System (TELPAS) Alternate											
Please check (✓) level attained or attach Confidential Student Report.											
A - Awareness I - Imitation EI – Early Independence DI – Developing Independence BF – Basic Fluency											
Listening	A	I	EI	DI	BF	Speaking	A	I	EI	DI	BF
Writing	A	I	EI	DI	BF	Reading	A	I	EI	DI	BF

Level of Academic Achievement	
Subject	End-of-Year Grade
English/Language Arts	
Math	
Science	
Social Studies	
Other content areas	

LPAC Signatures
Bilingual or ESL Educator: _____
Campus Administrator: _____
Parent Representative: _____
ARD Committee Representative (if needed)*: _____
Other (specify title): _____

LPAC Recommendations
<p>English Learner Parent permission date: _____ Parent denial date: _____</p> <p>English Proficient</p> <p>Enter Bilingual Program Transitional bilingual/early exit Transitional bilingual/late exit Dual language immersion/two-way Dual language immersion/one-way</p> <p>Enter/Continue ESL Program English as a second language/content-based English as a second language/pull-out</p> <p>State Assessment Determination (see attached documentation)</p> <p>Served in Special Program(s) (specify): 1st Year–F 2nd Year–S 3rd Year–3 4th Year–4 Re-enter program as a result of monitoring Reclassification Bilingual or ESL program (met criteria) Other: _____</p>

LPAC Meeting Roster Form

Date:	
Independent School District/Charter School:	
Campus:	
LPAC Member Present:	
1.	, Bilingual or ESL Educator
2.	, Professional Transitional Language Educator/ESL Teacher
3.	, Campus Administrator
4.	, Parent Representative
5.	, ARD Committee Representative (if needed)*
6.	, Other (Specify Title):

Student Names	ID Number	Years in U.S. Schools	Grade	Primary Language	Oral Language Proficiency Test Score (OLPT)	Norm Referenced Standardized Achievement Test Score(s)	Program Placement	TELPAS Composite Score	State Assessment

The student’s record or other record that transfers with the student shall contain documentation of all actions impacting the English learner. *LPAC must work in conjunction with the ARD Committee.

LPAC Meeting Minutes Form

Campus: _____

Date: _____

This LPAC meeting will review and address: (check all that apply)

- Program Placements
- Instructional Levels
- Instructional Interventions
- Participation in state assessments
- Reclassification of Students
- Two-Year Follow-up
- Parent Denials
- Special Education Students
- Other, please specify: _____

Summary of LPAC decisions or actions taken:

Circle grade levels reviewed: PK K 1 2 3 4 5 6 7 8 9 10 11 12

The student's permanent record or other record that transfers with the student shall contain all actions impacting the English learner.

Signature of person completing minutes

Position

Monitored Student Roster Form

LEP Indicator Coding for PEIMS Reporting

This information needs to be communicated to PEIMs by the LPAC on the code changes of students who are required to be monitored for four years after they are no longer classified as LEP who have achieved English language proficiency.

Date:
Independent School District/Charter School:
Campus:

LEP Indicator Codes

0	Not LEP
1	Identified as limited English proficient (LEP)
F	Student exited from LEP status—Monitored 1 (M1)—student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, and 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, and 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, and 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

Student Names	ID Number	2017-2018 School Year	2018-2019 School Year	2019-2020 School Year	2020-2021 School Year	2021-2022 School Year
(ex.) Angel Hernandez	000123	1	F	S	3	4

LPAC Monitoring of Reclassified Students in Bilingual Program Independent School District / Charter School

To Be Used in Conjunction with Annual End-of-Year Review Form

1st Year Monitored (F)	2nd Year Monitored (S)
Student name:	Enrollment date:
Reclassification date:	Grade:
Total years in bilingual program (if served):	Academic year:
Served in special program(s):	Grading period:

Academic Progress					
State Assessment					Other (specify):
Assessment	Type	Date	Circle One		
Reading			Pass	Fail	
Writing			Pass	Fail	
ELA			Pass	Fail	
Science			Pass	Fail	
Social Studies			Pass	Fail	
Math			Pass	Fail	

Credits earned towards graduation (9-12): _____

Disciplinary actions taken against the student:

Level of Academic Achievement							
Foundation Subject	1st Grading Period	2nd Grading Period	3rd Grading Period	4th Grading Period	5th Grading Period	6th Grading Period	Semester Average
English/LA							
Math							
Science							
Social Studies							
Other Content Areas							

LPAC Evaluation
<p>Re-enroll/re-enter Bilingual program as a result of monitoring</p> <ul style="list-style-type: none"> Transitional bilingual/early exit Transitional bilingual/late exit Dual language immersion/two-way Dual language immersion/one-way <p>Re-enroll/re-enter ESL program as a result of monitoring</p> <ul style="list-style-type: none"> English as a second language/content-based English as a second language/pull-out <p>English Learner</p> <p>Parent permission date: _____</p> <p>Parent denial date: _____</p> <p>Require intensive instructional interventions: (specify): _____</p> <hr/> <p>Notes:</p>

LPAC Signatures
Bilingual Educator: _____
Campus Administrator: _____
Parent Representative: _____
ARD Committee Representative (if needed)*: _____
Other (specify title): _____

LPAC Monitoring of Reclassified Students in ESL Program Independent School District / Charter School

To Be Used in Conjunction with Annual End-of-Year Review Form

1st Year Monitored (F)	2nd Year Monitored (S)
Student name:	Enrollment date:
Reclassification date:	Grade:
Total years in bilingual program (if served):	Academic year:
Served in special program(s):	Grading period:

Academic Progress					
State Assessment					Other (specify):
Assessment	Type	Date	Circle One		
Reading			Pass	Fail	
Writing			Pass	Fail	
ELA			Pass	Fail	
Science			Pass	Fail	
Social Studies			Pass	Fail	
Math			Pass	Fail	

Credits earned towards graduation (9-12): _____

Disciplinary actions taken against the student:

Level of Academic Achievement							
Foundation Subject	1st Grading Period	2nd Grading Period	3rd Grading Period	4th Grading Period	5th Grading Period	6th Grading Period	Semester Average
English/LA							
Math							
Science							
Social Studies							
Other Content Areas							

LPAC Evaluation
<p>Re-enroll/re-enter Bilingual program as a result of monitoring</p> <ul style="list-style-type: none"> Transitional bilingual/early exit Transitional bilingual/late exit Dual language immersion/two-way Dual language immersion/one-way <p>Re-enroll/re-enter ESL program as a result of monitoring</p> <ul style="list-style-type: none"> English as a second language/content-based English as a second language/pull-out <p>English Learner</p> <p>Parent permission date: _____</p> <p>Parent denial date: _____</p> <p>Require intensive instructional interventions: (specify): _____</p> <p>Notes:</p>

LPAC Signatures
Bilingual Educator: _____
Campus Administrator: _____
Parent Representative: _____
ARD Committee Representative (if needed)*: _____
Other (specify title): _____

Code Guide for Bilingual and English as a Second Language (ESL) Program Association

Student Description	Timing	Limited English Proficient (LEP) / English Learner (EL) Indicator	Parent Permission	Bilingual Program Code	English as a Second Language (ESL) Program Code	Alternative Program Code	Bilingual Education Allotment Funded (Y/N)
English Proficient (EP) students who have never been identified as Limited English Proficient (LEP)/English Learner (EL)							
EP student participating in bilingual program; Student's bilingual program is NOT under a Bilingual Education Exception	All participating years	0	3	2: TEE 3: TLE 4: DLI2 5: DLI1	0	00	N
EP student participating in bilingual program; Student's bilingual program is under a Bilingual Education Exception	All participating years	0	3	0	0	01	N
EP student participating in ESL program; Student's ESL program is NOT under an ESL Waiver	All participating years	0	H	0	2: CB 3: PO	00	N
EP student participating in ESL program; Student's ESL program is under an ESL Waiver	All participating years	0	H	0	0	02	N
LEP/EL student with parental denial of all language programs							
LEP/EL student with parental denial	All years classified as LEP/EL	1	C	0	0	00	N
LEP/EL student with parental denial; Student meets reclassification as EP	Year 1 of monitoring	F		0	0	00	N
	Year 2 of monitoring	S		0	0	00	N
	Year 3 of monitoring	3		0	0	00	N
	Year 4 of monitoring	4		0	0	00	N
	Years 5+ after monitoring is complete	5		0	0	00	N
LEP/EL student with parental denial of bilingual programs but has accepted ESL program services							
LEP/EL student with parental denial of Bilingual Programs; Parent has accepted ESL program services; Student's ESL program is NOT under an ESL Waiver	All years classified as LEP/EL	1	A	0	2: CB 3: PO	00	Y
LEP/EL student with parental denial of Bilingual Programs; Parent has accepted ESL program services; Student's ESL program is under an ESL Waiver	All years classified as LEP/EL	1	A	0	0	02	Y

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Student Description	Timing	Limited English Proficient (LEP) / English Learner (EL) Indicator	Parent Permission	Bilingual Program Code	English as a Second Language (ESL) Program Code	Alternative Program Code	Bilingual Education Allotment Funded (Y/N)
Continued: LEP/EL student with parental denial of bilingual programs but has accepted ESL program services							
LEP/EL student with parental denial of Bilingual Programs; Parent has accepted ESL program services; Student meets reclassification as EP and exits ESL program participation	Year 1 of monitoring	F		0	0	00	N
	Year 2 of monitoring	S		0	0	00	N
	Year 3 of monitoring	3		0	0	00	N
	Year 4 of monitoring	4		0	0	00	N
	Years 5+ after monitoring is complete	5		0	0	00	N
LEP/EL student with parental denial of Bilingual Programs; Parent has accepted ESL program services; Student meets reclassification as EP and continues ESL program services with parent permission; Student's ESL program is NOT under an ESL Waiver	Year 1 of monitoring	F	G	0	2: CB 3: PO	00	N
	Year 2 of monitoring	S	G	0	2: CB 3: PO	00	N
	Year 3 of monitoring	3	G	0	2: CB 3: PO	00	N
	Year 4 of monitoring	4	G	0	2: CB 3: PO	00	N
	Years 5+ after monitoring is complete	5	G	0	2: CB 3: PO	00	N
LEP/EL student with parental denial of Bilingual Programs; Parent has accepted ESL program services; Student meets reclassification as EP and continues ESL program services with parent permission; Student's ESL program is under an ESL Waiver	Year 1 of monitoring	F	G	0	0	02	N
	Year 2 of monitoring	S	G	0	0	02	N
	Year 3 of monitoring	3	G	0	0	02	N
	Year 4 of monitoring	4	G	0	0	02	N
	Years 5+ after monitoring is complete	5	G	0	0	02	N
LEP/EL student served in a bilingual program with parent permission							
LEP/EL student with parental permission for bilingual program services; Student's bilingual program is NOT under a Bilingual Education Exception	All years classified as LEP/EL	1	D	2: TEE 3: TLE 4: DLI2 5: DLI1	0	00	Y
LEP/EL student with parental permission for bilingual program services; Student's bilingual program is under a Bilingual Education Exception	All years classified as LEP/EL	1	E	0	0	01	Y

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Continued: LEP/EL student served in a bilingual program with parent permission							
LEP/EL student with parental permission for bilingual program services; Student meets reclassification as EP and exits bilingual program participation	Year 1 of monitoring	F		0	0	00	N
	Year 2 of monitoring	S		0	0	00	N
	Year 3 of monitoring	3		0	0	00	N
	Year 4 of monitoring	4		0	0	00	N
	Years 5+ after monitoring is complete	5		0	0	00	N
LEP/EL student with parental permission for bilingual program services; Student meets reclassification as EP and continues bilingual program services with parent permission; Student's bilingual program is NOT under a Bilingual Education Exception	Year 1 of monitoring	F	G	2: TEE 3: TLE 4: DLI2 5: DLI1	0	00	N
	Year 2 of monitoring	S	G	2: TEE 3: TLE 4: DLI2 5: DLI1	0	00	N
	Year 3 of monitoring	3	G	2: TEE 3: TLE 4: DLI2 5: DLI1	0	00	N
	Year 4 of monitoring	4	G	2: TEE 3: TLE 4: DLI2 5: DLI1	0	00	N
	Years 5+ after monitoring is complete	5	G	2: TEE 3: TLE 4: DLI2 5: DLI1	0	00	N
LEP/EL student with parental permission for bilingual program services; Student meets reclassification as EP and continues bilingual program services with parent permission; Student's bilingual program is under a Bilingual Education Exception	Year 1 of monitoring	F	G	0	0	01	N
	Year 2 of monitoring	S	G	0	0	01	N
	Year 3 of monitoring	3	G	0	0	01	N
	Year 4 of monitoring	4	G	0	0	01	N
	Years 5+ after monitoring is complete	5	G	0	0	01	N

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Student Description	Timing	Limited English Proficient (LEP) / English Learner (EL) Indicator	Parent Permission	Bilingual Program Code	English as a Second Language (ESL) Program Code	Alternative Program Code	Bilingual Education Allotment Funded (Y/N)
LEP/EL student served in an ESL program with parent permission							
LEP/EL student with parental permission for ESL program services; Student's ESL program is NOT under an ESL Waiver	All years classified as LEP/EL	1	K	0	2: CB 3: PO	00	Y
LEP/EL student with parental permission for ESL program services; Student's ESL program is under an ESL Waiver	All years classified as LEP/EL	1	J	0	0	02	Y
LEP/EL student with parental permission for ESL program services; Student meets reclassification as EP and exits ESL program participation	Year 1 of monitoring	F		0	0	00	N
	Year 2 of monitoring	S		0	0	00	N
	Year 3 of monitoring	3		0	0	00	N
	Year 4 of monitoring	4		0	0	00	N
	Years 5+ after monitoring is complete	5		0	0	00	N
LEP/EL student with parental permission for ESL program services; Student meets reclassification as EP and continues ESL program services with parent permission; Student's ESL program is NOT under an ESL Waiver	Year 1 of monitoring	F	G	0	2: CB 3: PO	00	N
	Year 2 of monitoring	S	G	0	2: CB 3: PO	00	N
	Year 3 of monitoring	3	G	0	2: CB 3: PO	00	N
	Year 4 of monitoring	4	G	0	2: CB 3: PO	00	N
	Years 5+ after monitoring is complete	5	G	0	2: CB 3: PO	00	N
LEP/EL student with parental permission for ESL program services; Student meets reclassification as EP and continues ESL program services with parent permission; Student's ESL program is under an ESL Waiver	Year 1 of monitoring	F	G	0	0	02	N
	Year 2 of monitoring	S	G	0	0	02	N
	Year 3 of monitoring	3	G	0	0	02	N
	Year 4 of monitoring	4	G	0	0	02	N
	Years 5+ after monitoring is complete	5	G	0	0	02	N

Key

TEE: Bilingual Transitional Early Exit
TLE: Bilingual Transitional Late Exit
DLI2: Dual Language Immersion Two Way

DLI1: Dual Language Immersion One Way
CB: ESL Content-Based
PO: ESL Pull-Out