

LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE

Review and Reclassification



LPAC Annual Review Independent School District / Charter School

Student name:			Student ID: Grade:										
Academic year:					LPAC date:								
			Langua	age P	rof	iciency Pro	gress						
Texas English Language Proficiency Assessment System (TELPAS) B - Beginning I - Intermediate A - Advanced H - Advanced High Please check ($$) level attained or attach Confidential Student Report.													
Reading B	[A	Пн		Listening	В	[1	А Н			
Writing B	[A	Пн		Speaking	В	[A	Пн	
A – Awareness I	ate, if applic ice DI – Dev attach Confident	eloping l		dence	•	BF – Basic	Fluency						
ReadingA	I	EI	DI	E	BF	Listening	A			EI	DI	BF	
Writing 🗌 A	ΠI	EI	DI		BF	Speaking	A			EI	DI	BF	
			Academ	ic Ac	hie	evement Pro	ogress						
	Sta				Acad	demic Readines			icable				
Assessment		Туре	and Langua	age	+	Performa	nce Level				Score		
Reading*					+								
Writing													
English Language Arts*													
Mathematics													
Science													
Social Studies													
Designated supports** (ex English Reading STAAR or E	English	EOC: Ye	es No				-		-	-	on		
*Reading STAAR (English) for gra **Student not eligible for reclass			-	nd Englisi	h II E	OC for grade 10 are	part of EL r	eclassifica	ation crit	teria.			
		Norm-Re	ferenced St	andaro	dize	d Achievement	Test, if a	pplicabl	e				
			owa Assess	sments	5, Fo	orm F (Grades 1,	2, 11, 12)						
Reading: Date	P	ercentile				Language: Date			Percer	ntile			
					rad	es (last repo	rted)						
Subject			Grad	e	-		Subject				Grac	le	
English/Language Arts Science						Mathematics Social Studies							
Other Language:					_	Other:							
	Signa	turos			De	eclassificatio	n	No	vt Vo	ar's l	Placeme	nt	
LPAC Bilingual/ESL Educator	Signa	luies		_		Decision	/11	Ne		ai 5 i	riaceme	iii C	
Campus Administrator				-		Continue as an			e Bilingual Education Program				
Parent Representative ARD Committee Representative (if a				-		English Learner Reclassify		ntinue E t Bilingu		0	Program		
			_		1	as English Proficient /		Exit Bilingual Education Program Exit ESL Program					
Other			_			Enter Monitorir		Continue Dual Language Immersion Program as reclassified English Proficient student					
								as reclassified English Proficient student Parental Denial of Services					

Parental Notification of Reclassification and Approval of Bilingual Education Program Exit Independent School District/Charter School

Dear

has met the English learner reclassification criteria stated in Texas Administrative Code §89.1225. Therefore, your child will no longer be identified as an English learner (EL), and he/she will no longer take the Texas English Language Proficiency Assessment System (TELPAS) yearly assessment. Your child will be monitored for two years by the Language Proficiency Assessment Committee (LPAC), based on Texas Education Code §29.063(c)(4), to ensure continued success without second language acquisition supports. Please sign and return this letter to approve the exit of from the bilingual education program and the placement of your child in the general English education classroom. Thank you, (LPAC contact) I approve the exit from the bilingual education program and placement of my child, , in the general English education classroom. **Parent Signature** Date Texas Administrative Code §89.1240 Parental Authority and Responsibility. (b) The school district shall give written notification to the student's parent 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 reclassification requirements may continue in the bilingual education or ESL program with parental approval. www.txel.org/parents-and-families/ For school use: Student met reclassification criteria Testing results verified by (Name)

Documentation added to student's folder.

Student's PEIMS LEP/EL Indicator Code changed from LEP/EL (1) to Monitor Year 1 (F) and - Bilingual Program Type Code changed to Student Does Not Participate (0).

Parental Notification of Reclassification and Approval of Bilingual Education Program Exit Independent School District/Charter School

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has met the English learner reclassification criteria stated in Texas Administrative Code §89.1225. Therefore, your child will no longer be identified as an English learner (EL), and he/she will no longer take the Texas English Language Proficiency Assessment System (TELPAS) yearly assessment. Your child will be monitored for two years by the Language Proficiency Assessment Committee (LPAC), based on Texas Education Code §29.063(c)(4), to ensure continued success without second language acquisition supports. Please sign and return this letter to approve the exit of from the bilingual education program and the placement of your child in the general English education classroom. Thank you, ENDING (LPAC contact) I approve the exit from the bilingual education program and placem in the general English Date Parent Signatu Parental Authority and Responsibility. all give written notification to the student's parent of the student's reclassification as English proficient and his or h the bilingual education or ESL program and acquire written approval as required under the Texas Education Code, §29.056(a). Students meeting reclassification requirements may continue in the bilingual education or ESL program with parental approval. www.txel.org/parents-and-families/ For school use: Student met reclassification criteria

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Parental Notification of Reclassification and Approval of **Bilingual Education Program Exit Independent School District/Charter School**

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Documentation added to student's folder.

(Name)

Student's PEIMS LEP/EL Indicator Code changed from LEP/EL (1) to Monitor Year 1 (F) and - Bilingual Program Type Code changed to Student Does Not Participate (0).

Parental Notification of Reclassification and Approval of English as a Second Language (ESL) Program Exit Independent School District/Charter School

Dear

has met the English learner reclassification criteria stated in Texas Administrative Code §89.1225. Therefore, your child will no longer be identified as an English learner (EL), and he/she will no longer take the Texas English Language Proficiency Assessment System (TELPAS) yearly assessment. Your child will be monitored for two years by the Language Proficiency Assessment Committee (LPAC), based on Texas Education Code §29.063(c)(4), to ensure continued success without second language acquisition supports. Please sign and return this letter to approve the exit of from the ESL program and the placement of your child in the general English education classroom.

Thank you,

(LPAC contact)

l approve the exit from the ESL program and placement of my child, ______, in the general English education classroom.

Parent Signature

Texas Administrative Code §89.1240 Parental Authority and Responsibility. (b) The school district shall give written notification to the student's parent of i

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Date



www.txel.org/parents-and-families/

For school use:

Student met reclassification criteria

to Student Does Not Participate (0).

Testing results verified by _________ (Name) Documentation added to student's folder. Student's PEIMS LEP/EL Indicator Code changed from LEP/EL (1) to Monitor Year 1 (F) and ESL Program Type Code changed

Parental Notification of Reclassification and Approval of English as a Second Language (ESL) Program Exit Independent School District/Charter School

Dear

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from the ESL program and the placement of your child in the general English education classroom.

Thank you,

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(LPA	
l approve the exit from the ESL program and the general English education classroom.	d placement of my child, pf , in
Parent Signature	Date
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	www.txel.org/parents-and-families/
For school use:	
Student met reclassification criteria	
Testing results verified by	(Name)

Documentation added to student's folder.

Student's PEIMS LEP/EL Indicator Code changed from LEP/EL (1) to Monitor Year 1 (F) and ESL Program Type Code changed to Student Does Not Participate (0).

Parental Notification of Reclassification and Approval of English as a Second Language (ESL) Program Exit Independent School District/Charter School

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from the ESL program and the placement of your child in the general English education classroom.

Thank you,

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(LPA	
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Parent Signature	Date
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	www.txel.org/parents-and-families/
For school use:	
Student met reclassification criteria	

Documentation added to student's folder.

Student's PEIMS LEP/EL Indicator Code changed from LEP/EL (1) to Monitor Year 1 (F) and ESL Program Type Code changed to Student Does Not Participate (0).

Parental Notification of Reclassification and Approval of Exit and Option to Continue in a Dual Language Immersion (DLI) Bilingual Education Program Independent School District/Charter School

Dear

has met the English learner reclassification criteria stated in Texas Administrative Code §89.1225. Therefore, your child will no longer be identified as an English learner (EL), and he/she will no longer take the Texas English Language Proficiency Assessment System (TELPAS) yearly assessment. Your child will be monitored for two years by the Language Proficiency Assessment Committee (LPAC), based on Texas Education Code §29.063(c)(4), to ensure continued success without second language acquisition supports. Based on the goals of bilingualism, biliteracy, and sociocultural competence within the Dual Language Immersion (DLI) program in which your child participates, the LPAC has recommended exit from the DLI program as an English learner, but continued participation in the DLI program as an Englishproficient student to access the full benefits of the program. Please sign and return this letter to approve your child's exit from the DLI program as an English learner and, should you choose to approve it, your child's continued participation in the DLI program beyond reclassification as English proficient.

Thank you,

(LPAC contact)

I approve the exit from the bilingual education program as an English learner and the continued participation of my child,_______, in the Dual Language Immersion program.

I approve the exit from the bilingual education program and placement of my child,

______, in the general English education classroom.

Parent Signature _____

Date _

Texas Administrative Code §89.1240 Parental Authority and Responsibility. (b) The school district shall give written notification to the student's parent 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 reclassification requirements may continue in the bilingual education or ESL program with parental approval.



www.txel.org/parents-and-families/

Student met reclassification criteria

(Name)

Testing results verified by ______ Documentation added to student's folder.

Student's PEIMS LEP/EL Indicator Code changed from LEP/EL (1) to Monitor Year 1 (F), Bilingual Program Type Code continued with program participation, and Parental Permission Code changed to Reclassified EP Student Approval to Participate (G).

Parental Notification of Reclassification and Approval of Exit and Option to Continue in a Dual Language Immersion (DLI) Bilingual Education Program Independent School District/Charter School

Dear has met the English learner reclassification criteria stated in Texas Administrative Code §89.1225. Therefore, your child will no longer be identified as an English learner (EL), and he/she will no longer take the Texas English Language Proficiency Assessment System (TELPAS) yearly assessment. Your child will be monitored for two years by the Language Proficiency Assessment Committee (LPAC), based on Texas Education Code §29.063(c)(4), to ensure continued success without second language acquisition supports. Based on the goals of bilingualism, biliteracy, and sociocultural competence within the Dual Language Immersion (DLI) program in which your child participates, the LPAC has recommended exit from the DLI program as an English learner, but continued participation in the DLI program as an Englishproficient student to access the full benefits of the program. Please sign and return this letter to approve your child's exit from the DLI program as an English learner and, should you choose to approve it, your child's continued participation in the DLI program beyond reclassification as English proficient. DENDIN Thank you, (LPAC contact) I approve the exit from the bilingu an English learner and the continued , in the Dual Language Immersion participation of m Ild, ne exit from the bilingual education program and placement of my child, , in the general English education classroom. Parent Signature _ Date Texas Administrative Code §89.1240 Parental Authority and Responsibility. (b) The school district shall give written notification to the student's parent 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).



www.txel.org/parents-and-families/

For school use:

Student met reclassification criteria

(Name)

Testing results verified by ______ Documentation added to student's folder.

Student's PEIMS LEP/EL Indicator Code changed from LEP/EL (1) to Monitor Year 1 (F), Bilingual Program Type Code continued with program participation, and Parental Permission Code changed to Reclassified EP Student Approval to Participate (G).

Students meeting reclassification requirements may continue in the bilingual education or ESL program with parental approval.

Parental Notification of Reclassification and Approval of Exit and Option to Continue in a Dual Language Immersion (DLI) Bilingual Education Program Independent School District/Charter School

Dear_____:

has met the English learner reclassification criteria stated in Texas Administrative Code §89.1225. Therefore, your child will no longer be identified as an English learner (EL), and he/she will no longer take the Texas English Language Proficiency Assessment System (TELPAS) yearly assessment. Your child will be monitored for two years by the Language Proficiency Assessment Committee (LPAC), based on Texas Education Code §29.063(c)(4), to ensure continued success without second language acquisition supports. Based on the goals of bilingualism, biliteracy, and sociocultural competence within the Dual Language Immersion (DLI) program in which your child participates, the LPAC has recommended exit from the DLI program as an English learner, but continued participation in the DLI program as an Englishproficient student to access the full benefits of the program. Please sign and return this letter to approve your child's exit from the DLI program as an English learner and, should you choose to approve it, your child's continued participation in the DLI program beyond reclassification as English proficient. DENDIN Thank you, (LPAC contact) I approve the exit from the bilingu an English learner and the continued , in the Dual Language Immersion participation of m Ild, the exit from the bilingual education program and placement of my child, , in the general English education classroom. Parent Signature _ Date Texas Administrative Code §89.1240 Parental Authority and Responsibility. (b) The school district shall give written notification to the student's parent 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 reclassification requirements may continue in the bilingual education or ESL program with parental approval.



www.txel.org/parents-and-families/

For school use:

Student met reclassification criteria

(Name)

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Student's PEIMS LEP/EL Indicator Code changed from LEP/EL (1) to Monitor Year 1 (F), Bilingual Program Type Code continued with program participation, and Parental Permission Code changed to Reclassified EP Student Approval to Participate (G).

Parental Notification on Student Progress Independent School District/Charter School Bilingual Education Program

Date:

Campus: _____

To the Parents/Guardians of: ____

State and federal law requires that we notify all parents of students identified as English learners of the reason for identification of their child* and of the annual progress of their son/daughter in the acquisition of English, based on participation in the bilingual education program.

The bilingual education program 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. The goal of bilingual education programs is 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. The bilingual program curriculum is based on the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS).

Program services in Texas are provided, in some cases, in the child's primary language and English (bilingual education) or through instruction that is delivered in English using second language acquisition methods (English as a second language - ESL). The goal of both programs is for English learners to attain full proficiency in English in order to participate equitably in school. On average, an English learner needs about 5 to 7 years of second language acquisition support to obtain the academic language needed for transition to a classroom not tailored to English learners.

*If a parent's response to questions on the Home Language Survey at initial enrollment in Texas public schools indicates that a language other than English is used most often in the home or by the student, districts are required to assess that child's English proficiency to determine if the child shall be identified as an English learner. Placement of an identified English learner in a bilingual education or English as a second language (ESL) program requires parental approval.

	Language Proficiency Progress											
Texas English Language Proficiency Assessment System (TELPAS) B - Beginning I - Intermediate A - Advanced H - Advanced High Please check (I evel attained or attached Confidential Student Report.												
Reading		В]ı [A	Пн	Listening	В		II [A	Пн
Writing		В]ı [A	Пн	Speaking	В		II [A	Н
A – Aware	TELPAS Alternate, if applicable A - Awareness I - Imitation EI - Early Independence DI - Developing Independence BF - Basic Fluency Please check ($\sqrt{1}$) level attained or attached Confidential Student Report. BF - Basic Fluency											
Reading	A]।	EI	DI	BF	Listening	A		EI	DI	BF
Writing	A]।	EI	DI	BF	Speaking	A		EI	DI	BF

The tables below (continued on the next page) summarize your child's linguistic and academic progress:

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on <u>www.txel.org/complianceandaccountability/</u> under Reclassification and Exit.



www.txel.org/parents-and-families/

Academic Achievement Progress									
State	e of Texas Assessments of A	cademic Readiness (STAA	R), if appli	cable					
Assessment	Type and Language	Performance I	evel	Score					
Reading*									
Writing									
English Language Arts*									
Mathematics									
Science									
Social Studies									
Designated supports* (extra time English Reading STAAR or English		ent and language supports t not eligible for reclassification							
	Norm-Referenced Standard	ized Achievement Test, i	fapplicable	2					
	lowa Assessments,	Form F (Grades 1, 2, 11,	12)						
Reading: Date	Percentile	Language: Date		Percentile					
	Other linguistic/academ	ic test(s) administered (o	ptional)						
Test name:	Date:		Results:						
Test name:			Results:						
		ademic Progress							
Credits earned towards graduati	duation (specify on track/not on								

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on <u>www.txel.org/complianceandaccountability/</u> under Reclassification and Exit.

Additional comments on student's language acquisition/academic progress (including information regarding how the language program addresses the goals in his/her individualized education program (IEP), if applicable):

At the end of each school year, the LPAC meets to determine if a student may be reclassified as English proficient and exit bilingual/ESL program services, based on the following criteria:

- (1) student demonstrates English proficiency using the state-approved English language proficiency test;
- (2) student meets passing standard on the STAAR reading assessment or scores at or above the 40th percentile on both the English reading and the English language arts sections of a state-approved norm-referenced standardized achievement test (for students in grades 1, 2, 11, 12); and
- (3) the results of a subjective teacher evaluation using the state's standardized rubric.

As a result, the LPAC has recommended the following for your son/daughter:

Continue in the bilingual education program since reclassification criteria has not been met.

Exit the bilingual education program since reclassification criteria has been met. (A notification of reclassification letter will be provided to you that includes parental approval of exit and must be signed in order for your child to be placed in the general English education classroom.)

Exit dual language immersion (DLI) bilingual program participation as an English learner since reclassification criteria has been met and continue in the DLI program based on the goals of the program. (A notification of reclassification letter will be provided to you that includes parental approval of program exit as an English learner and entry of continued participation as English proficient.)

If you have any questions regarding this placement decision or continuation in the program, please contact: (name) _______ at our office at (telephone) ______.

Parental Notification on Student Progress Independent School District/Charter School Bilingual Education Program

Date:

Campus: _____

To the Parents/Guardians of: _

State and federal law requires that we notify all parents of students identified as English learners of the reason for identification of their child* and of the annual progress of their son/daughter in the acquisition of English, based on participation in the bilingual education program.

The bilingual education program 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. The goal of bilingual education programs is 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. The bilingual program curriculum is based on the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficement Standards (ELPS).

Program services in Texas are provided, in some cases, in the child'sommaly language and English (bilingual education) or through instruction that is delivered in linglist asing second language acquisition methods (English as a second language - ESL). The goal of toth programs is for English learners to attain full proficiency in English in order to participate equilarly inschool. On average, an English learner needs about 5 to 7 years of second language acquisition support to obtain the academic language needed for transition to a classroom but tailored of inglish learners.

*I a parent's corports to questions on the Home Language Survey at initial enrollment in Texas public schools indicates that a language other than English is used most often in the home or by the student, districts are required to assess that child's English proficiency to determine if the hild shall be identified as an English learner. Placement of an identified English learner in a bilingual education or English as a second language (ESL) program requires parental approval.

The tables below (continued on the next page) summarize your child's linguistic and academic	
progress:	

	Language Proficiency Progress												
Texas English Language Proficiency Assessment System (TELPAS)B - BeginningI - IntermediateA - AdvancedH - Advanced HighPlease check (V) level attained or attached Confidential Student Report.													
Reading		В			A		Н	Listening	В		ı [A	Пн
Writing		В]	A		Пн	Speaking	В		ı [A	Пн
A – Aware	TELPAS Alternate, if applicable A - Awareness I - Imitation EI - Early Independence DI - Developing Independence BF - Basic Fluency Please check ($$) level attained or attached Confidential Student Report. BF - Basic Fluency BF - Basic Fluency												
Reading		۱ [E	:i 🗌 🗆 C	DI	BF	Listening	A		EI	DI	BF
Writing	L A	A [[E	EI 🗌 🗌 C	DI	BF	Speaking	A		EI	DI	BF

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on <u>www.txel.org/complianceandaccountability/</u> under Reclassification and Exit.



www.txel.org/parents-and-families/

	Academic Achi	ievement Progre	ss		
S	tate of Texas Assessments of Aca	ademic Readiness (STA	AR), if applicable	9	
Assessment	Type and Language	Performance	Level	Score	
Reading*					
Writing					
English Language Arts*					
Mathematics					
Science					
Social Studies					
	Norm-Referenced Standardiz	-	• •		
		Form F (Grades 1, 2, 11,			
Reading: Date	Percentile	Language: Date		rcentile	_
	Other linguistic/academic	test(s) administered (optional)		4
Test name:	Date:		Results:	Alp	
Test name:	Date:		Results:		
	Other Aca	demic Progress	<u>JEI</u>		
Credits earned towards grad	uation (9-12):	Expected rite of hig truck	h school graduat	ion (specify on track/not	t on
Tests taken for reclassification c www.txel.org/complianceanda	nre indit ated on the English Learn or R countal lity/ un er Restassification a	lectussification Chart foun nd Exit.	d on		
Additional comments or	students language acquisit am addresses the goals in h	tion/academic prog			ding

- (1) student demonstrates English proficiency using the state-approved English language proficiency test;
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As a result, the LPAC has recommended the following for your son/daughter:

Continue in the bilingual education program since reclassification criteria has not been met.

Exit the bilingual education program since reclassification criteria has been met. (A notification of reclassification letter will be provided to you that includes parental approval of exit and must be signed in order for your child to be placed in the general English education classroom.)

Exit dual language immersion (DLI) bilingual program participation as an English learner since reclassification criteria has been met and continue in the DLI program based on the goals of the program. (A notification of reclassification letter will be provided to you that includes parental approval of program exit as an English learner and entry of continued participation as English proficient.)

If you have any questions regarding this placement decision or continuation in the program, please contact: (name) ________ at our office at (telephone) ______.

Parental Notification on Student Progress Independent School District/Charter School Bilingual Education Program

Date:

Campus: _____

To the Parents/Guardians of: _

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progress:	

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Writing		В]		A	Пн	Speaking	В]ı [A	Пн
A – Aware	TELPAS Alternate, if applicable A – Awareness I – Imitation EI – Early Independence DI – Developing Independence BF – Basic Fluency Please check ($$) level attained or attached Confidential Student Report. BF – Basic Fluency BF – Basic Fluency												
Reading				E	EI	DI	BF	Listening	A		EI	🗌 🗆 DI	BF
Writing					EI	DI	BF	Speaking	A		EI	DI	BF

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on <u>www.txel.org/complianceandaccountability/</u> under Reclassification and Exit.



www.txel.org/parents-and-families/

	Academic Achie	evement Progres	SS	
Sta	te of Texas Assessments of Aca	demic Readiness (STA	AR), if applicable	
Assessment	Type and Language	Performance	Level	Score
Reading*				
Writing				
English Language Arts*				
Mathematics				
Science				
Social Studies				
	Norm-Referenced Standardize	-		
	lowa Assessments, Fo	orm F (Grades 1, 2, 11,	12)	
Reading: Date	Percentile	Language: Date	Perc	centile
	Other linguistic/academic	test(s) administered (o	optional)	
Test name:	Date:		Results:	
Test name:	Date:		Results:	
	Other Acad	lemic Prograss	JEI	
Credits earned towards gradua	tion (9-12):	Expected rate of high truck:	n school graduatio	on (specify on track/not on
Tests taken for reclassification are www.txel.org/complianceanda.com	indi ated on he English Learn r Re <u>Untal lity/</u> un er Relassi ication an	classification Chart found d Exit.	d on	
	studencs language acquisiti m addresses the goals in his			

- (1) student demonstrates English proficiency using the state-approved English language proficiency test;
- (2) student meets passing standard on the STAAR reading assessment or scores at or above the 40th percentile on both the English reading and the English language arts sections of a state-approved norm-referenced standardized achievement test (for students in grades 1, 2, 11, 12); and
- (3) the results of a subjective teacher evaluation using the state's standardized rubric.

As a result, the LPAC has recommended the following for your son/daughter:

Continue in the bilingual education program since reclassification criteria has not been met.

Exit the bilingual education program since reclassification criteria has been met. (A notification of reclassification letter will be provided to you that includes parental approval of exit and must be signed in order for your child to be placed in the general English education classroom.)

Exit dual language immersion (DLI) bilingual program participation as an English learner since reclassification criteria has been met and continue in the DLI program based on the goals of the program. (A notification of reclassification letter will be provided to you that includes parental approval of program exit as an English learner and entry of continued participation as English proficient.)

If you have any questions regarding this placement decision or continuation in the program, please contact: (name) ________ at our office at (telephone) ______.

Parental Notification on Student Progress Independent School District/Charter School Bilingual Education Program

Date:

Campus: _____

To the Parents/Guardians of: _

State and federal law requires that we notify all parents of students identified as English learners of the reason for identification of their child* and of the annual progress of their son/daughter in the acquisition of English, based on participation in the bilingual education program.

The bilingual education program 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. The goal of bilingual education programs is 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. The bilingual program curriculum is based on the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficement Standards (ELPS).

Program services in Texas are provided, in some cases, in the child'sommaly language and English (bilingual education) or through instruction that is delivered in linglist asing second language acquisition methods (English as a second language - ESL). The goal of toth programs is for English learners to attain full proficiency in English in order to participate equivalely inschool. On average, an English learner needs about 5 to 7 years of second language acquisition support to obtain the academic language needed for transition to a classroom but tailored of inglish learners.

*I a parant's reports to questions on the Home Language Survey at initial enrollment in Texas public schools indicates that a language other than English is used most often in the home or by the student, districts are required to assess that child's English proficiency to determine if the hild shall be identified as an English learner. Placement of an identified English learner in a bilingual education or English as a second language (ESL) program requires parental approval.

The tables below (continued on the next page) summarize your child's linguistic and academic	
progress:	

						Lar	nguag	e Profic	iency Progi	ress				
Texas English Language Proficiency Assessment System (TELPAS) B - Beginning I - Intermediate A - Advanced H - Advanced High Please check (√) level attained or attached Confidential Student Report.														
Reading			В]		A	Пн	Listening	В		lı [A	Пн
Writing			В]1]A	Пн	Speaking	В		lı [A	Пн
A – Aware	TELPAS Alternate, if applicable A - Awareness I - Imitation EI - Early Independence DI - Developing Independence BF - Basic Fluency Please check (v) level attained or attached Confidential Student Report. BF - Basic Fluency BF - Basic Fluency													
Reading		A		1	E	1	DI	BF	Listening	A		EI	DI	BF
Writing		A		1	E	1	DI	BF	Speaking	A		EI	DI	BF

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on <u>www.txel.org/complianceandaccountability/</u> under Reclassification and Exit.



www.txel.org/parents-and-families/

	Academic Ach	ievement Progres	SS	
	State of Texas Assessments of Ac	ademic Readiness (STAA	AR), if applicable	
Assessment	Type and Language	Performance l	Level	Score
Reading*				
Writing				
English Language Arts*				
Mathematics				
Science				
Social Studies				
	Norm-Referenced Standardiz lowa Assessments, F	zed Achievement Test, i Form F (Grades 1, 2, 11, ⁻		
Reading: Date	Percentile	Language: Date	Percentil	e
	Other linguistic/academic		optional)	
Test name:	Date:		Results:	
Test name:	Date:		Reputs:	
	Other Aca	ademic Progress		
Credits earned towards gra	aduation (9-12):	Expected in te of high truck	n school graduation (sp	ecify on track/not on
Tests taken for reclassification www.txel.org/complianceand	n are indicated on the English Learner R a <u>(Countal lity/</u> un er Reclassi,Scation a	Reclassification Chart found and Exit.	d on	
	on studencs language acquisi gram addresses the goals in h			

- (1) student demonstrates English proficiency using the state-approved English language proficiency test;
- (2) student meets passing standard on the STAAR reading assessment or scores at or above the 40th percentile on both the English reading and the English language arts sections of a state-approved norm-referenced standardized achievement test (for students in grades 1, 2, 11, 12); and
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As a result, the LPAC has recommended the following for your son/daughter:

Continue in the bilingual education program since reclassification criteria has not been met.

Exit the bilingual education program since reclassification criteria has been met. (A notification of reclassification letter will be provided to you that includes parental approval of exit and must be signed in order for your child to be placed in the general English education classroom.)

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If you have any questions regarding this placement decision or continuation in the program, please contact: (name) ________ at our office at (telephone) ______.

Parental Notification on Student Progress Independent School District/Charter School Bilingual Education Program

Date:

Campus: _____

To the Parents/Guardians of: _

State and federal law requires that we notify all parents of students identified as English learners of the reason for identification of their child* and of the annual progress of their son/daughter in the acquisition of English, based on participation in the bilingual education program.

The bilingual education program 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. The goal of bilingual education programs is 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. The bilingual program curriculum is based on the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficement Standards (ELPS).

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*I) a parant's reponse to questions on the Home Language Survey at initial enrollment in Texas public schools indicates that a language other than English is used most often in the home or by the student, districts are required to assess that child's English proficiency to determine if the child shall be identified as an English learner. Placement of an identified English learner in a bilingual education or English as a second language (ESL) program requires parental approval.

The tables below (continued on the next page) summarize your child's linguistic and academic	
progress:	

	Language Proficiency Progress												
Texas English Language Proficiency Assessment System (TELPAS) B - Beginning I - Intermediate A - Advanced H - Advanced High Please check (√) level attained or attached Confidential Student Report.													
Reading			в[A	Пн	Listening	В		II [A	Пн
Writing			в [A	ПН	Speaking	В			A	Пн
A – Aware	TELPAS Alternate, if applicable A - Awareness I - Imitation EI - Early Independence DI - Developing Independence BF - Basic Fluency Please check (v) level attained or attached Confidential Student Report. BF - Basic Fluency BF - Basic Fluency												
Reading		A			EI	DI	BF	Listening	A		EI	DI	BF
Writing		A			EI	DI	BF	Speaking	A		EI	DI	BF

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on <u>www.txel.org/complianceandaccountability/</u> under Reclassification and Exit.



www.txel.org/parents-and-families/

	Academic Achie	evement Progre	ss	
S	tate of Texas Assessments of Aca	demic Readiness (STA	AR), if applicable	
Assessment	Type and Language	Performance	Level	Score
Reading*				
Writing				
English Language Arts*				
Mathematics				
Science				
Social Studies				
	Norm-Referenced Standardize	ed Achievement Test, i	f applicable	
	lowa Assessments, Fo	orm F (Grades 1, 2, 11,	12)	
Reading: Date	Percentile	Language: Date	Per	centile
	Other linguistic/academic	test(s) administered (optional)	- 10
Test name:	Date:		Results:	-nIV
Test name:	Date:		Results:	
	Other Acad	demic Prograss	JET	
Credits earned towards gradu	uation (9-12):	Expected rate of Fig trick	n school graduatio	on (specify on track/not on
Tests taken for reclassification a www.txel.org/complianceandd co	re indicated on the English Learner Re <u>countal lity/</u> un en Reclassi, ication an	chassification Chart foun of Exit.	d on	
Additional comments on	students language acquisiti am addresses the goals in his	ion/academic prog		

- (1) student demonstrates English proficiency using the state-approved English language proficiency test;
- (2) student meets passing standard on the STAAR reading assessment or scores at or above the 40th percentile on both the English reading and the English language arts sections of a state-approved norm-referenced standardized achievement test (for students in grades 1, 2, 11, 12); and
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If you have any questions regarding this placement decision or continuation in the program, please contact: (name) ________ at our office at (telephone) ______.

Parental Notification on Student Progress Independent School District/Charter School Bilingual Education Program

Date:

Campus: _____

To the Parents/Guardians of: _

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The tables below (continued on the next page) summarize your child's linguistic and academic	
progress:	

	Language Proficiency Progress												
Texas English Language Proficiency Assessment System (TELPAS) B - Beginning I - Intermediate A - Advanced H - Advanced High Please check (√) level attained or attached Confidential Student Report.													
Reading			в[A	Пн	Listening	В		II [A	Пн
Writing			в [A	ПН	Speaking	В			A	Пн
A – Aware	TELPAS Alternate, if applicable A - Awareness I - Imitation EI - Early Independence DI - Developing Independence BF - Basic Fluency Please check (v) level attained or attached Confidential Student Report. BF - Basic Fluency BF - Basic Fluency												
Reading		A			EI	DI	BF	Listening	A		EI	DI	BF
Writing		A			EI	DI	BF	Speaking	A		EI	DI	BF

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on <u>www.txel.org/complianceandaccountability/</u> under Reclassification and Exit.



www.txel.org/parents-and-families/

	Academic Achie	evement Progres	SS	
Sta	ate of Texas Assessments of Acad	demic Readiness (STAA	AR), if applica	able
Assessment	Type and Language	Performance	Level	Score
Reading*				
Writing				
English Language Arts*				
Mathematics				
Science				
Social Studies				
	Norm-Referenced Standardize	d Achievement Test, i	f applicable	
	lowa Assessments, Fo	orm F (Grades 1, 2, 11,	12)	
Reading: Date	Percentile	Language: Date		Percentile
	Other linguistic/academic t	test(s) administered (o	optional)	
Test name:	Date:	_	Results:	INC
Test name:	Date:		Rt sults:	
	Other Acad	lemic Prograss		
Credits earned towards gradu	ation (9-12):	Expected in te of high truck	n school grade	uation (specify on track/not on
Tests taken for reclassification ar	e indicated on the English Learner Re- <u>buritat lity/</u> unice Restassification and	Classification Chart found d Exit.	d on	
Additional comments on	studencs language acquisiti m addresses the goals in his	on/academic progr		

- (1) student demonstrates English proficiency using the state-approved English language proficiency test;
- (2) student meets passing standard on the STAAR reading assessment or scores at or above the 40th percentile on both the English reading and the English language arts sections of a state-approved norm-referenced standardized achievement test (for students in grades 1, 2, 11, 12); and
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If you have any questions regarding this placement decision or continuation in the program, please contact: (name) ________ at our office at (telephone) ______.

Parental Notification on Student Progress Independent School District/Charter School Bilingual Education Program

Date:

Campus: _____

To the Parents/Guardians of: _

State and federal law requires that we notify all parents of students identified as English learners of the reason for identification of their child* and of the annual progress of their son/daughter in the acquisition of English, based on participation in the bilingual education program.

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The tables below (continued on the next page) summarize your child's linguistic and academic
progress:

						La	nguag	ge Profic	iency Prog	ress				
Texas English Language Proficiency Assessment System (TELPAS) B - Beginning I - Intermediate A - Advanced H - Advanced High Please check (√) level attained or attached Confidential Student Report.														
Reading			В]।		A	Пн	Listening	В		lı [A	Пн
Writing			В]।		A	Пн	Speaking	В		[A	Пн
A – Aware	TELPAS Alternate, if applicable A - Awareness I - Imitation EI - Early Independence DI - Developing Independence BF - Basic Fluency Please check (v) level attained or attached Confidential Student Report. BF - Basic Fluency BF - Basic Fluency													
Reading		A		1	E	El	DI	BF	Listening	A		EI	D DI	BF
Writing		A		I	E	El	DI	BF	Speaking	A		EI	DI	BF

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on <u>www.txel.org/complianceandaccountability/</u> under Reclassification and Exit.



www.txel.org/parents-and-families/

	Academic Achie	evement Progres	s	
Stat	e of Texas Assessments of Acad	demic Readiness (STAA	R), if applicable	
Assessment	Type and Language	Performance L	evel	Score
Reading*				
Writing				
English Language Arts*				
Mathematics				
Science				
Social Studies				
	Norm-Referenced Standardize	d Achievement Test, if	applicable	
	lowa Assessments, Fo	orm F (Grades 1, 2, 11, 1	2)	
Reading: Date	Percentile	Language: Date	Percent	ile
	Other linguistic/academic t	test(s) administered (o	ptional)	
Test name:	Date:		Results:	
Test name:	Date:	-	Results:	
	Other Acad	lemic Progress	NELLA	
Credits earned towards graduati	on (9-12):	Expected in te of high truck	school graduation (s	specify on track/not on
Tests taken for reclassification are in www.txel.org/complianceandd.com	ndi ated on the English Learn r Re <u>Ital lity/</u> un er Reslassification an	clussification Chart found d Exit.	on	
Additional comments on st how the language program applicable):	udents language acquisiti addresses the goals in his			

- (1) student demonstrates English proficiency using the state-approved English language proficiency test;
- (2) student meets passing standard on the STAAR reading assessment or scores at or above the 40th percentile on both the English reading and the English language arts sections of a state-approved norm-referenced standardized achievement test (for students in grades 1, 2, 11, 12); and
- (3) the results of a subjective teacher evaluation using the state's standardized rubric.

As a result, the LPAC has recommended the following for your son/daughter:

Continue in the bilingual education program since reclassification criteria has not been met.

Exit the bilingual education program since reclassification criteria has been met. (A notification of reclassification letter will be provided to you that includes parental approval of exit and must be signed in order for your child to be placed in the general English education classroom.)

Exit dual language immersion (DLI) bilingual program participation as an English learner since reclassification criteria has been met and continue in the DLI program based on the goals of the program. (A notification of reclassification letter will be provided to you that includes parental approval of program exit as an English learner and entry of continued participation as English proficient.)

If you have any questions regarding this placement decision or continuation in the program, please contact: (name) ________ at our office at (telephone) ______.

Parental Notification on Student Progress Independent School District/Charter School English as a Second Language (ESL) Program

Date: _____

Campus: _____

To the Parents/Guardians of: ____

State and federal law requires that we notify all parents of students identified as English learners of the reason for identification of their child* and of the annual progress of their son/daughter in the acquisition of English, based on participation in the ESL program.

The ESL program enables English learners to become competent in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods and linguistically and culturally responsive teaching. The ESL program emphasizes 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. The ESL program curriculum is based on the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS).

Program services in Texas are provided in some cases in the child's primary language and English (bilingual education) or through instruction that is delivered in English using second language acquisition methods (ESL). The goal of both programs is for English learners to attain full proficiency in English in order to participate equitably in school. On average, an English learner needs about 5 to 7 years of second language acquisition support to obtain the academic language needed for transition to a classroom not tailored to English learners.

*If a parent's response to questions on the Home Language Survey at initial enrollment in Texas public schools indicates that a language other than English is used most often in the home or by the student, districts are required to assess that child's English proficiency to determine if the child shall be identified as an English learner. Placement of an identified English learner in a bilingual education or English as a second language (ESL) program requires parental approval.

					Langua	ge Profic	iency Prog	ress				
			eginni	ng	I – Interm	ediate	cy Assessme A – Advanced ached Confidenti	H -	Advanced	-		
Reading		В			A	Пн	Listening	В]।	A	Пн
Writing	[В]	ΔA	Пн	Speaking	В]।	ΔA	Пн
A – Aware	eness	I – Im	nitatio Pl		El – Early In	dependence	e, if applica DI – Deve ached Confidenti	loping Ind		ce B	F – Basic	Fluency
Reading	A			EI		BF	Listening	A		EI		BF
Writing	A			EI	I 🗌 DI	BF	Speaking	A		EI	DI	BF

The tables below (continued on the next page) summarize your child's linguistic and academic progress:

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on <u>www.txel.org/complianceandaccountability/</u> under Reclassification and Exit.



	Academic Achievement Progress							
State of Texas Assessments of Academic Readiness (STAAR), if applicable								
Assessment	Туре	and Language	Performance L	evel	Score			
Reading*								
Writing								
English Language Arts*								
Mathematics								
Science								
Social Studies								
Designated supports* (extra time English Reading STAAR or English	n EOC: Ye	es No *Student not	eligible for reclassification	if answer is Ye	S.			
	Norm-Refer	enced Standardized	Achievement Test, if	applicable				
	lov	va Assessments, For	m F (Grades 1, 2, 11, 1	2)				
Reading: Date	Percentile		Language: Date		Percentile			
	Other lir	nguistic/academic te	st(s) administered (o	ptional)				
Test name:		Date:		Results:				
Test name:								
			mic Progress					
Credits earned towards graduati	Credits earned towards graduation (9-12): Expected rate of high school graduation (specify on track/not on track):							

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on <u>www.txel.org/complianceandaccountability/</u> under Reclassification and Exit.

Additional comments on student's language acquisition/academic progress (including information regarding how the language program addresses the goals in his/her individualized education program (IEP), if applicable):

At the end of each school year, the LPAC meets to determine if a student may be reclassified as English proficient and exit bilingual/ESL program services, based on the following criteria:

- (1) student demonstrates English proficiency using the state-approved English language proficiency test;
- (2) student meets passing standard on the STAAR reading assessment or scores at or above the 40th percentile on both the English reading and the English language arts sections of a state-approved norm-referenced standardized achievement test (for students in grades 1, 2, 11, 12); and
- (3) the results of a subjective teacher evaluation using the state's standardized rubric.

As a result, the LPAC has recommended the following for your son/daughter:

Continue in the ESL Program since reclassification criteria has not been met.

Exit the ESL program since reclassification criteria has been met. (A notification of reclassification letter will be provided to you that includes parental approval of exit and must be signed in order for your child to be placed in the general English education classroom.)

If you have any questions regarding this placement decision or continuation in the program, please contact: (name) at our office at (telephone) .

Parental Notification on Student Progress Independent School District/Charter School English as a Second Language (ESL) Program

Date: _____

Campus: _____

To the Parents/Guardians of: __

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⁴⁴Ja pai Int's response to questions on the Home Language Survey at initial enrollment in Texas public schools indicates that a language other the english is used most often in the home or by the student, districts are required to assess that child's English proficiency to determine if the child shell be identified as an English learner. Placement of an identified English learner in a bilingual education or English as a second language (ESL) program requires parental approval.

The tables below (continued on the next page) summarize your child's linguistic and academ	ic
progress:	

				La	anguag	e Profic	iency Prog	ress				
	Texas English Language Proficiency Assessment System (TELPAS)B - BeginningI - IntermediateA - AdvancedH - Advanced HighPlease check (\lambda) level attained or attached Confidential Student Report.											
Reading		В			A	Пн	Listening	В		ı [A	Пн
Writing		В			A	Пн	Speaking	В		ı [A	Пн
A – Aware	eness	l – Imi	tation Pleas	EI – I	Early Ind	ependence	e, if applical DI – Deve ached Confidentio	loping Ind		ce BF	– Basic	Fluency
Reading	A]।	EI		BF	Listening	A		EI	DI	BF
Writing	A]।	EI	DI	BF	Speaking	A		EI	DI	BF

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on <u>www.txel.org/complianceandaccountability/</u> under Reclassification and Exit.



	Academic Achie	vement Progress	
State	e of Texas Assessments of Acade	emic Readiness (STAAR), i	fapplicable
Assessment	Type and Language	Performance Leve	l Score
Reading*			
Writing			
English Language Arts*			
Mathematics			
Science			
Social Studies			
	Norm-Referenced Standardized	Achievement Test, if app	licable
	lowa Assessments, For	rm F (Grades 1, 2, 11, 12)	
Reading: Date	Percentile	Language: Date	Percentile
	Other linguistic/academic te	st(s) administered (optio	nal)
Test name:	Date:	Re	sults:
Test name:	Date:	R	sunts:
	Other Acade	emic Progress	
Credits earned towards graduati	on (9-12):	Expected rate of high scho truck	ool graduation (specify on track/not on
Tests taken for reclassification are in www.txel.org/complianceanda.com	ndhated on ne English Learn y Rec. <u>Ital lity/</u> un cr Reclassification and	ussification Chart found on Exit.	
	dencs language acquisitio addresses the goals in his/	• =	(including information regarding ucation program (IEP), if

- (1) student demonstrates English proficiency using the state-approved English language proficiency test;
- (2) student meets passing standard on the STAAR reading assessment or scores at or above the 40th percentile on both the English reading and the English language arts sections of a state-approved norm-referenced standardized achievement test (for students in grades 1, 2, 11, 12); and
- (3) the results of a subjective teacher evaluation using the state's standardized rubric.

As a result, the LPAC has recommended the following for your son/daughter:

Continue in the ESL Program since reclassification criteria has not been met.

Exit the ESL program since reclassification criteria has been met. (A notification of reclassification letter will be provided to you that includes parental approval of exit and must be signed in order for your child to be placed in the general English education classroom.)

If you have any questions regarding this placement decision or continuation in the program, please contact: (name) at our office at (telephone) .

Parental Notification on Student Progress Independent School District/Charter School English as a Second Language (ESL) Program

Date: _____

Campus: _____

To the Parents/Guardians of: __

State and federal law requires that we notify all parents of students identified as English learners of the reason for identification of their child* and of the annual progress of their son/daughter in the acquisition of English, based on participation in the ESL program.

The ESL program enables English learners to become competent in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods and linguistically and culturally responsive teaching. The ESL program emphasizes 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. The ESL program curriculum is based on the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS).

Program services in Texas are provided in some cases in the child's primery language and Encish (bilingual education) or through instruction that is delivered in English using second language acquisition methods (ESL). The goal of both programs is for English learners to attainfull proficiency in English in order to participate equitably in school. On anerage, an English learner needs about 5 to 7 years of second language acquisition not tailored to English learners.

⁴⁴Ja pai Int's response to questions on the Home Language Survey at initial enrollment in Texas public schools indicates that a language other the english is used most often in the home or by the student, districts are required to assess that child's English proficiency to determine if the child shell be identified as an English learner. Placement of an identified English learner in a bilingual education or English as a second language (ESL) program requires parental approval.

The tables below (continued on the next page) summarize your child's linguistic and ac	ademic
progress:	

				Langua	ge Profic	iency Prog	ress				
		B - Begin	ning	I – Interm	ediate	cy Assessme A – Advanced ached Confidenti	H -	Advanced			
Reading]B		A	Пн	Listening	В			A	Н
Writing]в		A	Пн	Speaking	В		lı [A	Н
A – Aware	eness	l – Imitat		El – Early In	dependence	e, if applica DI – Deve Inched Confidenti	loping Ind		ce BF	– Basic I	luency
Reading	A		E	i 🗌 DI	BF	Listening	A		EI	DI	BF
Writing	A		E	i 🗌 di	BF	Speaking	A		EI		BF

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on <u>www.txel.org/complianceandaccountability/</u> under Reclassification and Exit.



	Academic Achie	vement Progress	
State	e of Texas Assessments of Acad	emic Readiness (STAAR), if ap	plicable
Assessment	Type and Language	Performance Level	Score
Reading*			
Writing			
English Language Arts*			
Mathematics			
Science			
Social Studies			
	Norm-Referenced Standardized	l Achievement Test, if applica	ble
	lowa Assessments, Fo	rm F (Grades 1, 2, 11, 12)	
Reading: Date	Percentile	Language: Date	Percentile
	Other linguistic/academic to	est(s) administered (optional)	
Test name:	Date:	Results	
Test name:	Date:	REsults	
	Other Acade	emic Progress	
Credits earned towards graduati	on (9-12):	Expected rate of high school g truck	raduation (specify on track/not on
Tests taken for reclassification are in www.txel.org/complianceandd cour			
	dence language acquisition addresses the goals in his		luding information regarding tion program (IEP), if

- (1) student demonstrates English proficiency using the state-approved English language proficiency test;
- (2) student meets passing standard on the STAAR reading assessment or scores at or above the 40th percentile on both the English reading and the English language arts sections of a state-approved norm-referenced standardized achievement test (for students in grades 1, 2, 11, 12); and
- (3) the results of a subjective teacher evaluation using the state's standardized rubric.

As a result, the LPAC has recommended the following for your son/daughter:

Continue in the ESL Program since reclassification criteria has not been met.

Exit the ESL program since reclassification criteria has been met. (A notification of reclassification letter will be provided to you that includes parental approval of exit and must be signed in order for your child to be placed in the general English education classroom.)

If you have any questions regarding this placement decision or continuation in the program, please contact: (name) at our office at (telephone) .

Parental Notification on Student Progress Independent School District/Charter School English as a Second Language (ESL) Program

Date: _____

Campus: _____

To the Parents/Guardians of: __

State and federal law requires that we notify all parents of students identified as English learners of the reason for identification of their child* and of the annual progress of their son/daughter in the acquisition of English, based on participation in the ESL program.

The ESL program enables English learners to become competent in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods and linguistically and culturally responsive teaching. The ESL program emphasizes 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. The ESL program curriculum is based on the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS).

Program services in Texas are provided in some cases in the child's primery language and Encish (bilingual education) or through instruction that is delivered in English using second language acquisition methods (ESL). The goal of both programs is for English learners to attainfull proficiency in English in order to participate equitably in school. On anerage, an English learner needs about 5 to 7 years of second language acquisition not tailored to English learners.

⁴⁺I a pai int's researds to questions on the Home Language Survey at initial enrollment in Texas public schools indicates that a language other than the field is used most often in the home or by the student, districts are required to assess that child's English proficiency to determine if the thild shell be identified as an English learner. Placement of an identified English learner in a bilingual education or English as a second language (ESL) program requires parental approval.

The tables below (continued on the next page) summarize your child's linguistic and academ	ic
progress:	

				La	anguag	e Profic	iency Prog	ress				
	Texas English Language Proficiency Assessment System (TELPAS)B - BeginningI - IntermediateA - AdvancedH - Advanced HighPlease check (\lambda) level attained or attached Confidential Student Report.											
Reading		В			A	Пн	Listening	В		ı [A	Пн
Writing		В			A	Пн	Speaking	В		ı [A	Пн
A – Aware	eness	l – Imi	tation Pleas	EI – I	Early Ind	ependence	e, if applical DI – Deve ached Confidentio	loping Ind		ce BF	– Basic	Fluency
Reading	A]।	EI		BF	Listening	A		EI	DI	BF
Writing	A]।	EI	DI	BF	Speaking	A		EI	DI	BF

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on <u>www.txel.org/complianceandaccountability/</u> under Reclassification and Exit.



Parental Report on	Student Progress
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	Academic Achie	evement Progress	
	State of Texas Assessments of Acad	demic Readiness (STAAR), if appli	cable
Assessment	Type and Language	Performance Level	Score
Reading*			
Writing			
English Language Arts*			
Mathematics			
Science			
Social Studies			
		d Achievement Test, if applicable orm F (Grades 1, 2, 11, 12)	3
Reading: Date	Percentile	Language: Date	Percentile
	Other linguistic/academic t	test(s) administered (optional)	
Test name:	Date:	Results:	
Test name:	Date:	Rt sults:	
	Other Acad	lemic Progress	
Credits earned towards gra	duation (9-12):	Expected in te of high school gra trick	duation (specify on track/not on
ests taken for reclassification www.txel.org/complianceandd	are indicated on the English Learner Red <u>(countal lity/</u> un er Kerlassification and	classification Chart found on d Exit.	
	on students language acquisition gram addresses the goals in his		

- (1) student demonstrates English proficiency using the state-approved English language proficiency test;
- (2) student meets passing standard on the STAAR reading assessment or scores at or above the 40th percentile on both the English reading and the English language arts sections of a state-approved norm-referenced standardized achievement test (for students in grades 1, 2, 11, 12); and
- (3) the results of a subjective teacher evaluation using the state's standardized rubric.

As a result, the LPAC has recommended the following for your son/daughter:

Continue in the ESL Program since reclassification criteria has not been met.

Exit the ESL program since reclassification criteria has been met. (A notification of reclassification letter will be provided to you that includes parental approval of exit and must be signed in order for your child to be placed in the general English education classroom.)

If you have any questions regarding this placement decision or continuation in the program, please contact: (name) at our office at (telephone) .

Parental Notification on Student Progress Independent School District/Charter School English as a Second Language (ESL) Program

Date: _____

Campus: _____

To the Parents/Guardians of: __

State and federal law requires that we notify all parents of students identified as English learners of the reason for identification of their child* and of the annual progress of their son/daughter in the acquisition of English, based on participation in the ESL program.

The ESL program enables English learners to become competent in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods and linguistically and culturally responsive teaching. The ESL program emphasizes 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. The ESL program curriculum is based on the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS).

Program services in Texas are provided in some cases in the child's primery language and Encish (bilingual education) or through instruction that is delivered in English using second language acquisition methods (ESL). The goal of both programs is for English learners to attainfull proficiency in English in order to participate equitably in school. On anerage, an English learner needs about 5 to 7 years of second language acquisition not tailored to English learners.

⁴⁴Ja pai Int's response to questions on the Home Language Survey at initial enrollment in Texas public schools indicates that a language other the english is used most often in the home or by the student, districts are required to assess that child's English proficiency to determine if the child shell be identified as an English learner. Placement of an identified English learner in a bilingual education or English as a second language (ESL) program requires parental approval.

The tables below (continued on the next page) summarize your child's linguistic and acade	mic
progress:	

Language Proficiency Progress												
Texas English Language Proficiency Assessment System (TELPAS)B - BeginningI - IntermediateA - AdvancedH - Advanced HighPlease check (\sqrt) level attained or attached Confidential Student Report.												
Reading		В			A	Пн	Listening	В		ı [A	Пн
Writing		В			A	Пн	Speaking	В		ı [A	Пн
TELPAS Alternate, if applicable A - Awareness I - Imitation EI - Early Independence DI - Developing Independence BF - Basic Fluency Please check ($$) level attained or attached Confidential Student Report. BF - Basic Fluency BF - Basic Fluency												
Reading	A]।	EI		BF	Listening	A		EI	DI	BF
Writing	A]।	EI	DI	BF	Speaking	A		EI	DI	BF

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on <u>www.txel.org/complianceandaccountability/</u> under Reclassification and Exit.



	Academic Achiev	ement Progress	
Sta	te of Texas Assessments of Acade	mic Readiness (STAAR), if appli	cable
Assessment	Type and Language	Performance Level	Score
Reading*			
Writing			
English Language Arts*			
Mathematics			
Science			
Social Studies			
	Norm-Referenced Standardized lowa Assessments, Form		e
Reading: Date	Percentile	Language: Date	Percentile
	Other linguistic/academic te	st(s) administered (optional)	- 10
Test name:	Date:	Results:	
Test name:	Date:	Rt suits:	
	Other Acade	mic Progress	
Credits earned towards gradua	tion (9-12):	Expected rate of high school gra trick	duation (specify on track/not on
ests taken for reclassification are www.txel.org/complianceanda.com	indicated on the English Learner Rect Intal Vity/ unter Reclassification and I	assification Chart found on Exit.	
	tudents language acquisition n addresses the goals in his/		

- (1) student demonstrates English proficiency using the state-approved English language proficiency test;
- (2) student meets passing standard on the STAAR reading assessment or scores at or above the 40th percentile on both the English reading and the English language arts sections of a state-approved norm-referenced standardized achievement test (for students in grades 1, 2, 11, 12); and
- (3) the results of a subjective teacher evaluation using the state's standardized rubric.

As a result, the LPAC has recommended the following for your son/daughter:

Continue in the ESL Program since reclassification criteria has not been met.

Exit the ESL program since reclassification criteria has been met. (A notification of reclassification letter will be provided to you that includes parental approval of exit and must be signed in order for your child to be placed in the general English education classroom.)

If you have any questions regarding this placement decision or continuation in the program, please contact: (name) at our office at (telephone) ______.

Parental Notification on Student Progress Independent School District/Charter School English as a Second Language (ESL) Program

Date: _____

Campus: _____

To the Parents/Guardians of: __

State and federal law requires that we notify all parents of students identified as English learners of the reason for identification of their child* and of the annual progress of their son/daughter in the acquisition of English, based on participation in the ESL program.

The ESL program enables English learners to become competent in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods and linguistically and culturally responsive teaching. The ESL program emphasizes 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. The ESL program curriculum is based on the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS).

Program services in Texas are provided in some cases in the child's primery language and Encish (bilingual education) or through instruction that is delivered in English using second language acquisition methods (ESL). The goal of both programs is for English learners to attainfull proficiency in English in order to participate equitably in school. On anerage, an English learner needs about 5 to 7 years of second language acquisition not tailored to English learners.

⁴⁴Ja pai Int's response to questions on the Home Language Survey at initial enrollment in Texas public schools indicates that a language other the english is used most often in the home or by the student, districts are required to assess that child's English proficiency to determine if the child shell be identified as an English learner. Placement of an identified English learner in a bilingual education or English as a second language (ESL) program requires parental approval.

The tables below (continued on the next page) summarize your child's linguistic and acade	mic
progress:	

Language Proficiency Progress												
Texas English Language Proficiency Assessment System (TELPAS) B - Beginning I - Intermediate A - Advanced H - Advanced High Please check ($$) level attained or attached Confidential Student Report.												
Reading		В]	A	Пн	Listening	В			A	Пн
Writing		В]	A	Пн	Speaking	В		lı [A	Пн
TELPAS Alternate, if applicable A – Awareness I – Imitation EI – Early Independence DI – Developing Independence BF – Basic Fluency Please check (√) level attained or attached Confidential Student Report. BF – Basic Fluency BF – Basic Fluency												
Reading	A]	EI	DI	BF	Listening	A		🗌 EI	DI	BF
Writing	A			EI	DI	BF	Speaking	A		EI	DI	BF

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on <u>www.txel.org/complianceandaccountability/</u> under Reclassification and Exit.



Academic Achievement Progress										
State of Texas Assessments of Academic Readiness (STAAR), if applicable										
Assessment	Type and Language	Performance Level	Score							
Reading*										
Writing										
English Language Arts*										
Mathematics										
Science										
Social Studies										
English Reading STAAR or English	Norm-Referenced Standardized	t eligible for reclassification if answer is d Achievement Test, if applical								
	lowa Assessments, Fo	rm F (Grades 1, 2, 11, 12)								
Reading: Date	Percentile	Language: Date	Percentile							
	Other linguistic/academic t	est(s) administered (optional)								
Test name:	Date:	Results								
Test name:	Date:	Results								
	Other Acad	emic Progress								
Credits earned towards graduatio	on (9-12):	Expected rate of high school g	raduation (specify on track/not on							
Tests taken for reclassification are in www.txel.org/complianceande count		hassification Chart found on HExit.								
	dence language acquisition addresses the goals in his		luding information regarding tion program (IEP), if							

At the end of each school year, the LPAC meets to determine if a student may be reclassified as English proficient and exit bilingual/ESL program services, based on the following criteria:

- (1) student demonstrates English proficiency using the state-approved English language proficiency test;
- (2) student meets passing standard on the STAAR reading assessment or scores at or above the 40th percentile on both the English reading and the English language arts sections of a state-approved norm-referenced standardized achievement test (for students in grades 1, 2, 11, 12); and
- (3) the results of a subjective teacher evaluation using the state's standardized rubric.

As a result, the LPAC has recommended the following for your son/daughter:

Continue in the ESL Program since reclassification criteria has not been met.

Exit the ESL program since reclassification criteria has been met. (A notification of reclassification letter will be provided to you that includes parental approval of exit and must be signed in order for your child to be placed in the general English education classroom.)

If you have any questions regarding this placement decision or continuation in the program, please contact: (name) at our office at (telephone) .

Parental Notification on Student Progress Independent School District/Charter School English as a Second Language (ESL) Program

Date: _____

Campus: _____

To the Parents/Guardians of: __

State and federal law requires that we notify all parents of students identified as English learners of the reason for identification of their child* and of the annual progress of their son/daughter in the acquisition of English, based on participation in the ESL program.

The ESL program enables English learners to become competent in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods and linguistically and culturally responsive teaching. The ESL program emphasizes 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. The ESL program curriculum is based on the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS).

Program services in Texas are provided in some cases in the child's primery language and Encish (bilingual education) or through instruction that is delivered in English using second language acquisition methods (ESL). The goal of both programs is for English learners to attainfull proficiency in English in order to participate equitably in school. On anerage, an English learner needs about 5 to 7 years of second language acquisition not tailored to English learners.

⁴⁴Ja pai Int's response to questions on the Home Language Survey at initial enrollment in Texas public schools indicates that a language other the english is used most often in the home or by the student, districts are required to assess that child's English proficiency to determine if the child shell be identified as an English learner. Placement of an identified English learner in a bilingual education or English as a second language (ESL) program requires parental approval.

The tables below (continued on the next page) summarize your child's linguistic and academ	ic
progress:	

	Language Proficiency Progress											
Texas English Language Proficiency Assessment System (TELPAS) B - Beginning I - Intermediate A - Advanced H - Advanced High Please check (\/) level attained or attached Confidential Student Report.												
Reading		В			A	Пн	Listening	В		ı [A	Пн
Writing		В			A	Пн	Speaking	В		ı [A	Пн
TELPAS Alternate, if applicable A - Awareness I - Imitation EI - Early Independence DI - Developing Independence BF - Basic Fluency Please check (\sqrt) level attained or attached Confidential Student Report. BF - Basic Fluency BF - Basic Fluency												
Reading	A]।	EI		BF	Listening	A		EI	DI	BF
Writing	A]।	EI	DI	BF	Speaking	A		EI	DI	BF

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on <u>www.txel.org/complianceandaccountability/</u> under Reclassification and Exit.



	Academic Achie	vement Progress	
Stat	e of Texas Assessments of Acad	emic Readiness (STAAR), if ap	plicable
Assessment	Type and Language	Performance Level	Score
Reading*			
Writing			
English Language Arts*			
Mathematics			
Science			
Social Studies			
	Norm-Referenced Standardized	l Achievement Test, if applica m F (Grades 1, 2, 11, 12)	ble
Reading: Date	Percentile	Language: Date	Percentile
	Other linguistic/academic te	est(s) administered (optional)	
Test name:	Date:	Results	
Test name:	Date:	Risuits	
	Other Acade	emic Progress	
Credits earned towards graduati	on (9-12):	Expected rate of high school a trick	graduation (specify on track/not on
Tests taken for reclassification are in www.txel.org/compliancecodd could	ndinated on the English Learn in Rea <u>Ital (lity/</u> un an Realassi lication and	ussification Chart found on Exit.	
	udencs language acquisition addresses the goals in his	• •	cluding information regarding tion program (IEP), if

At the end of each school year, the LPAC meets to determine if a student may be reclassified as English proficient and exit bilingual/ESL program services, based on the following criteria:

- (1) student demonstrates English proficiency using the state-approved English language proficiency test;
- (2) student meets passing standard on the STAAR reading assessment or scores at or above the 40th percentile on both the English reading and the English language arts sections of a state-approved norm-referenced standardized achievement test (for students in grades 1, 2, 11, 12); and
- (3) the results of a subjective teacher evaluation using the state's standardized rubric.

As a result, the LPAC has recommended the following for your son/daughter:

Continue in the ESL Program since reclassification criteria has not been met.

Exit the ESL program since reclassification criteria has been met. (A notification of reclassification letter will be provided to you that includes parental approval of exit and must be signed in order for your child to be placed in the general English education classroom.)

If you have any questions regarding this placement decision or continuation in the program, please contact: (name) at our office at (telephone) .

Parental Notification on Student Progress Independent School District/Charter School Parental Denial

Date:

Campus:

To the Parents/Guardians of:

State and federal law requires that we notify all parents of students identified as English learners of the reason for identification of their child* and of the progress of their son/daughter in the acquisition of English. Students who do not have parental approval to participate in a bilingual or English as a second language (ESL) program are still required to be monitored for progress.

Currently, your child is not participating in a bilingual education or ESL program due to a parental denial of services. However, the parent or guardian of an identified English learner may choose to approve the placement of their child in a language program as recommended by the Language Proficiency Assessment Committee (LPAC).

Program services in Texas are provided in some cases in the child's primary language and English (bilingual education) or through instruction that is delivered in English using second language acquisition methods (ESL). The goal of both programs is for English learners to attain full proficiency in English in order to participate equitably in school. On average, an English learner needs about 5 to 7 years of second language acquisition support to obtain the academic language needed for transition to a classroom not tailored to English learners.

*If a parent's response to questions on the Home Language Survey at initial enrollment in Texas public schools indicates that a language other than English is used most often in the home, districts are required to assess that child's English proficiency to determine if the child shall be identified as an English learner. Placement of an identified English learner in a bilingual education or English as a second language (ESL) program requires parental approval.

	Language Proficiency Progress												
Texas English Language Proficiency Assessment System (TELPAS)B - BeginningI - IntermediateA - AdvancedH - Advanced HighPlease check ($$) level attained or attached Confidential Student Report.													
Reading			В]		A	Пн	Listening	В	II [A	Пн
Writing			в 🗆 і [A	Пн	Speaking	В	lı [A	Пн
A – Aware	TELPAS Alternate, if applicable A - Awareness I - Imitation EI - Early Independence DI - Developing Independence BF - Basic Fluency Please check (√) level attained or attached Confidential Student Report. BF - Basic Fluency BF - Basic Fluency												
Reading		A]।		EI	DI	BF	Listening	A	EI	DI	BF
Writing		A]।		EI	DI	BF	Speaking	A	EI	DI	BF

The tables below (continued on the next page) summarize your child's linguistic and academic progress:

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on <u>www.txel.org/complianceandaccountability/</u> under Reclassification and Exit.



Academic Achievement Progress										
State of Texas Assessments of Academic Readiness (STAAR), if applicable										
Assessment	Туре	and Language	Performance L	evel	Score					
Reading*										
Writing										
English Language Arts*										
Mathematics										
Science										
Social Studies										
Designated supports* (extra time English Reading STAAR or English	n EOC: Ye	es No *Student not	eligible for reclassification	if answer is Ye	S.					
	Norm-Refer	enced Standardized	Achievement Test, if	applicable	!					
	lov	va Assessments, For	m F (Grades 1, 2, 11, 1	2)						
Reading: Date	Percentile		Language: Date Percentile							
	Other lin	iguistic/academic te	st(s) administered (o	ptional)						
Test name:		Date:		Results:	5:					
Test name:		Results:								
Other Academic Progress										
Credits earned towards graduation (9-12): Expected rate of high school graduation (specify on track/not track):										

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on <u>www.txel.org/complianceandaccountability/</u> under Reclassification and Exit.

Additional comments on student's language acquisition/academic progress (including information regarding how the child's language needs are addressed in his/her individualized education program (IEP), if applicable):

At the end of each school year, the LPAC meets to determine if a student may be reclassified as English proficient and exit bilingual/ESL program services, based on the following criteria:

- (1) student demonstrates English proficiency using the state-approved English language proficiency test;
- (2) student meets passing standard on the STAAR reading assessment or scores at or above the 40th percentile on both the English reading and the English language arts sections of a state-approved norm-referenced standardized achievement test (for students in grades 1, 2, 11, 12); and
- (3) the results of a subjective teacher evaluation using the state's standardized rubric.

As a result, the LPAC has recommended the following for your son/daughter:

Continue monitoring academic progress of student until he/she meets reclassification criteria without program participation due to parental denial of services.

Reclassification of student as English proficient since reclassification criteria has been met. Therefore, your child will no longer be identified as an English learner, and he/she will no longer take the Texas English Language Proficiency Assessment System (TELPAS) yearly assessment. Your child will be monitored for two years by the LPAC, in compliance with Texas statute.

Parental Notification on Student Progress Independent School District/Charter School Parental Denial

Date:

Campus:

To the Parents/Guardians of:

State and federal law requires that we notify all parents of students identified as English learners of the reason for identification of their child* and of the progress of their son/daughter in the acquisition of English. Students who do not have parental approval to participate in a bilingual or English as a second language (ESL) program are still required to be monitored for progress.

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Program services in Texas are provided in some cases in the child's primary language and English (mingua education) or through instruction that is delivered in English using second language acquisition methods (ESL). The goal of both programs is for English learners to attain full preficiency in English in order to participate equitably in school. On average, an English learner needs about 1 to 7 years of second language acquisition support to obtain the academic language needs of outransition to a classroom not tailored to English learners.

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Reading		В]	A		н	Listening	В		ı [A	Пн
Writing		В]	A		Н	Speaking	В		ı [A	Пн
A – Aware	TELPAS Alternate, if applicable A - Awareness I - Imitation EI - Early Independence DI - Developing Independence BF - Basic Fluency Please check (√) level attained or attached Confidential Student Report. BF - Basic Fluency BF - Basic Fluency												
Reading		A			EI [DI	BF	Listening	A		EI	DI	BF
Writing		A			EI [DI	BF	Speaking	A		EI	DI	BF

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Parental Report on Student Progress

	Academic Achie	vement Progress	
Stat	e of Texas Assessments of Acad	emic Readiness (STAAR), if a	pplicable
Assessment	Type and Language	Performance Level	Score
Reading*			
Writing			
English Language Arts*			
Mathematics			
Science			
Social Studies			
	Norm-Referenced Standardized		able
Reading: Date	Percentile	m F (Grades 1, 2, 11, 12) Language: Date	Percentile
	Other linguistic/academic to		
Test name:	Date:	Resul	
Test name:	Date:	Risul	l5:
	Other Acade	emic Prograss	
Credits earned towards graduati	on (9-12):	Expected rite of high schoo trick	l graduation (specify on track/not on
Tests taken for reclassification are in www.txel.org/compliancearda.com	ndhated on he English Learner Re- <u>Ital lity/</u> un er Kerlassi jication and	assification Chart found on Exit.	
Additional comments on st regarding bow the child's la applicable):			ncluding information zed education program (IEP), if

At the end of each school year, the LPAC meets to determine if a student may be reclassified as English proficient and exit bilingual/ESL program services, based on the following criteria:

- (1) student demonstrates English proficiency using the state-approved English language proficiency test;
- (2) student meets passing standard on the STAAR reading assessment or scores at or above the 40th percentile on both the English reading and the English language arts sections of a state-approved norm-referenced standardized achievement test (for students in grades 1, 2, 11, 12); and
- (3) the results of a subjective teacher evaluation using the state's standardized rubric.

As a result, the LPAC has recommended the following for your son/daughter:

Continue monitoring academic progress of student until he/she meets reclassification criteria without program participation due to parental denial of services.

Reclassification of student as English proficient since reclassification criteria has been met. Therefore, your child will no longer be identified as an English learner, and he/she will no longer take the Texas English Language Proficiency Assessment System (TELPAS) yearly assessment. Your child will be monitored for two years by the LPAC, in compliance with Texas statute.

Parental Notification on Student Progress Independent School District/Charter School Parental Denial

Date:

Campus:

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	Academic Achie	vement Progress								
State of Texas Assessments of Academic Readiness (STAAR), if applicable										
Assessment	Type and Language	Performance Level	Score							
Reading*										
Writing										
English Language Arts*										
Mathematics										
Science										
Social Studies										
	Norm-Referenced Standardized		ıble							
		rm F (Grades 1, 2, 11, 12)								
Reading: Date	Percentile	Language: Date	Percentile							
	Other linguistic/academic t	est(s) administered (optional)								
Test name:	Date:	Result								
Test name:	Date:	Risults								
	Other Acad	emic Progress								
Credits earned towards graduation	on (9-12):	Expected in te of high school ; trick	graduation (specify on track/not on							
Tests taken for reclassification are in www.txel.org/compliancearda.com	dil ated on the English Learner Rec t <u>at Vity/</u> unlish ke classification and	assification Chart found on Exit.								
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Parental Report on	Student Progress
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	Academic Achie	evement Progress	
Sta	ate of Texas Assessments of Acad	lemic Readiness (STAAR), if a	applicable
Assessment	Type and Language	Performance Level	Score
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Writing			
English Language Arts*			
Mathematics			
Science			
Social Studies			
		rm F (Grades 1, 2, 11, 12)	
Reading: Date	Percentile	Language: Date	Percentile
	Other linguistic/academic t	est(s) administered (option	al)
Test name:	Date:	Resu	
Test name:	Date:	Risc	its:
	Other Acad	emic Progress	
Credits earned towards gradu	ation (9-12):	Expected in te of high school truck	of graduation (specify on track/not on
Tests taken for reclassification ar www.txel.org/complianceanda.co	e indicated on the English Learn y Rec <u>ountal lity/</u> unter Reclassification and	nassification Chart found on d Exit.	
	studencs language acquisitio		
applicaste):	language needs are addres	seu in his/her inuividual	ized education program (IEP), if

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Reading		A			EI [DI	BF	Listening	A		EI	DI	BF
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Reading: Date	Percentile	r m F (Grades 1, 2, 11, 12) Language: Date	Percentile
		est(s) administered (optional	
Tast pamer			
Test name:	Date:	Result	
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		emic Progress	
Credits earned towards gradu	ation (9-12):	Expected in te of high school truck	graduation (specify on track/not on
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Reading		A			EI [DI	BF	Listening	A		EI	DI	BF
Writing		A			EI [DI	BF	Speaking	A		EI	DI	BF

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State	of Texas Assessments of Acad	lemic Readiness (STAAR), if a	oplicable
Assessment	Type and Language	Performance Level	Score
Reading*			
Writing			
English Language Arts*			
Mathematics			
Science			
Social Studies			
٩	Norm-Referenced Standardize	d Achievement Test, if applic	able
	lowa Assessments, Fo	rm F (Grades 1, 2, 11, 12)	
Reading: Date F	Percentile	Language: Date	Percentile
	Other linguistic/academic t	est(s) administered (optional	
Test name:	Date:	Result	
Test name:	Date:	Result	5:
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Parental Notification on Student Progress Independent School District/Charter School Monitoring After Reclassification

Date: _____ Campus: _____

To the Parents/Guardians of:

State and federal law requires that we monitor the progress of former English learners after meeting reclassification as English proficient. The Language Proficiency Assessment Committee (LPAC) monitors the academic progress of reclassified students for two years and may recommend re-entry into a bilingual education or English as a second language (ESL) program or may recommend intensive instruction support, as needed. Since your child has been reclassified as English proficient within the last two years, we have reviewed the following academic data, in addition to your child's grades, to determine the best placement for your son/daughter. Results are listed below, as applicable.

	A	Academic Achie	vement Progres	S	
State	e of Texas /	Assessments of Acad	emic Readiness (STAA	R), if applic	cable
Assessment	Туре	e and Language	Performance L	.evel	Score
Reading					
Writing					
English Language Arts					
Mathematics					
Science					
Social Studies					
	Other l	inguistic/academic te	est(s) administered (o	ptional)	
Test name:		Date:		Results:	
Test name:		Date:		Results:	
		Other Acade	emic Progress	•	
Credits earned towards graduation	on (9-12):		Expected rate of high track):	school grad	duation (specify on track/not on

Additional comments on student's language acquisition/academic progress (including information regarding how the language program addresses the goals in his/her individualized education program (IEP), if applicable):



will continue with the second year of monitoring after reclassification **without** re-entry or intensive intervention measures

has completed the state-required two years of monitoring after reclassification and has **not** recommended re-entry or intensive intervention measures. Your child will continue to be monitored in the Public Education Information Management System (PEIMS) for two additional years based on federal requirements under the Elementary and Secondary Education Act (ESEA) Section 3121(a)(5). These additional two years of monitoring are for federal accountability only, and the LPAC will not monitor academic progress during these two years.

has recommended re-entry in a bilingual education program. Please sign and date here for approval of re-entry into the bilingual education program:

Parent Signature

Date

has recommended re-entry in an ESL program. Please sign and date here for approval of re-entry into the ESL program:

Parent Signature

Date

will continue with the second year of monitoring after reclassification and has recommended that your child receive intensive interventions to support language acquisition within the general English education classroom. You will receive further information on the details of this support.

If you have any questions regarding this placement decision or continuation in the program, please contact: (name) ______ at our office at (telephone) ______.

Parental Notification on Student Progress Independent School District/Charter School Monitoring After Reclassification

Date: _____ Campus: _____

To the Parents/Guardians of: ____

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	Academic Achi	evement Progres	s		
Stat	e of Texas Assessments of Aca	demic Readiness (STAA	R), if appli	cable	
Assessment	Type and Language	Performance L	evel	Sore	
Reading				NV	
Writing		+NIF			
English Language Arts					
Mathematics					
Science					
Sicial Studies					
	Other linguistic/academic	test(s) administered (o	ptional)		
Test name:	Date:		Results:		
Test name:	Date:		Results:		
	Other Acad	lemic Progress]
Credits earned towards graduat	ion (9-12):	Expected rate of high track):	school gra	duation (specify on track/not on	

Additional comments on student's language acquisition/academic progress (including information regarding how the language program addresses the goals in his/her individualized education program (IEP), if applicable):



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Parental Notification on Student Progress Independent School District/Charter School Monitoring After Reclassification

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Sta	te of Texas Assessments of A	cademic Readiness (STA	AAR), if applica	able
Assessment	Type and Language	Performance	e Level	Score
Reading			フト	
Writing				
English Language Arts				
Mathematics				
Science	フレー			
Sicial studies				
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Test name:	Date:		Results:	
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Assessment	Type and Language	Performance I	Level	Sore	
Reading				NU	
Writing		-1 N 1			
English Language Arts					
Mathematics					
Science					
Successful as					
	Other linguistic/academic	: test(s) administered (o	ptional)		
Test name:	Date:		Results:		_
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Writing			YY	•	
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Mathematics					
Science					
Sicial studies					
	Other linguistic/academ	nic test(s) administere	d (optional)		
Test name:	Date:	Date:		Results:	
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