

LPAC

LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE

Review and Reclassification



LPAC Annual Review

Independent School District / Charter School

Student name:	Student ID:	Grade:
Academic year:	LPAC date:	

Language Proficiency Progress									
Texas English Language Proficiency Assessment System (TELPAS) B – Beginning I – Intermediate A – Advanced H – Advanced High <i>Please check (√) level attained or attach Confidential Student Report.</i>									
Reading	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Listening	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H
Writing	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Speaking	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H

TELPAS Alternate, if applicable A – Awareness I – Imitation EI – Early Independence DI – Developing Independence BF – Basic Fluency <i>Please check (√) level attained or attach Confidential Student Report.</i>											
Reading	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF	Listening	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF
Writing	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF	Speaking	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF

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			

Designated supports** (extra time, oral administration, or content and language supports) recommended by LPAC on English Reading STAAR or English EOC: Yes No

**Reading STAAR (English) for grades 3-8, English I EOC for grade 9, and English II EOC for grade 10 are part of EL reclassification criteria.*

***Student not eligible for reclassification if answer is Yes.*

Norm-Referenced Standardized Achievement Test, if applicable	
Iowa Assessments, Form F (Grades 1, 2, 11, 12)	
Reading: Date _____ Percentile _____	Language: Date _____ Percentile _____

Academic Grades (last reported)			
Subject	Grade	Subject	Grade
English/Language Arts		Mathematics	
Science		Social Studies	
Other Language:		Other:	

LPAC Signatures
Bilingual/ESL Educator _____
Campus Administrator _____
Parent Representative _____
ARD Committee Representative (if applicable) _____
Other _____

Reclassification Decision	Next Year's Placement
Continue as an English Learner Reclassify as English Proficient / Enter Monitoring	Continue Bilingual Education Program Continue ESL Program Exit Bilingual Education Program Exit ESL Program Continue Dual Language Immersion Program as reclassified English Proficient student Parental Denial of Services

Date sent: _____

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).

Date sent: _____

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.



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Date sent: _____

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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.



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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).

Date sent: _____

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)

I approve the exit from the ESL 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 ESL Program Type Code changed to Student Does Not Participate (0).

Date sent: _____

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)

I approve the exit from the ESL 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



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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).

Date sent: _____

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)

I approve the exit from the ESL 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 ESL Program Type Code changed to Student Does Not Participate (0).

Date sent: _____

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 English-proficient 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/

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), Bilingual Program Type Code continued with program participation, and Parental Permission Code changed to Reclassified EP Student Approval to Participate (G).

Date sent: _____

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 English-proficient 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.



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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), Bilingual Program Type Code continued with program participation, and Parental Permission Code changed to Reclassified EP Student Approval to Participate (G).

Date sent: _____

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 English-proficient 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/

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), 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.*

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		B – Beginning	I – Intermediate	A – Advanced	H – Advanced High		
<i>Please check (✓) level attained or attached Confidential Student Report.</i>											
Reading	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Listening	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H		
Writing	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Speaking	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H		
TELPAS Alternate, if applicable											
	A – Awareness	I – Imitation	EL – Early Independence	DI – Developing Independence	BF – Basic Fluency		A – Awareness	I – Imitation	EL – Early Independence	DI – Developing Independence	BF – Basic Fluency
<i>Please check (✓) level attained or attached Confidential Student Report.</i>											
Reading	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EL	<input type="checkbox"/> DI	<input type="checkbox"/> BF	Listening	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EL	<input type="checkbox"/> DI	<input type="checkbox"/> BF
Writing	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EL	<input type="checkbox"/> DI	<input type="checkbox"/> BF	Speaking	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EL	<input type="checkbox"/> DI	<input type="checkbox"/> BF

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on www.txel.org/complianceandaccountability/ 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			
Designated supports* (extra time, oral administration, or content and language supports) recommended by LPAC on English Reading STAAR or English EOC: Yes No *Student not eligible for reclassification if answer is Yes.			
Norm-Referenced Standardized Achievement Test, if applicable			
Iowa Assessments, Form F (Grades 1, 2, 11, 12)			
Reading: Date _____ Percentile _____		Language: Date _____ Percentile _____	
Other linguistic/academic test(s) administered (optional)			
Test name: _____	Date: _____	Results: _____	
Test name: _____	Date: _____	Results: _____	
Other Academic Progress			
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 www.txel.org/complianceandaccountability/ 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 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 equally 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.

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		B – Beginning	I – Intermediate	A – Advanced	H – Advanced High		
<i>Please check (✓) level attained or attached Confidential Student Report.</i>											
Reading	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Listening	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H		
Writing	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Speaking	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H		
TELPAS Alternate, if applicable											
	A – Awareness	I – Imitation	EL – Early Independence	DI – Developing Independence	BF – Basic Fluency		A – Awareness	I – Imitation	EL – Early Independence	DI – Developing Independence	BF – Basic Fluency
<i>Please check (✓) level attained or attached Confidential Student Report.</i>											
Reading	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EL	<input type="checkbox"/> DI	<input type="checkbox"/> BF	Listening	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EL	<input type="checkbox"/> DI	<input type="checkbox"/> BF
Writing	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EL	<input type="checkbox"/> DI	<input type="checkbox"/> BF	Speaking	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EL	<input type="checkbox"/> DI	<input type="checkbox"/> BF

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



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

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			
Designated supports* (extra time, oral administration, or content and language supports) recommended by LPAC on English Reading STAAR or English EOC: Yes No *Student not eligible for reclassification if answer is Yes.			
Norm-Referenced Standardized Achievement Test, if applicable			
Iowa Assessments, Form F (Grades 1, 2, 11, 12)			
Reading: Date _____ Percentile _____		Language: Date _____ Percentile _____	
Other linguistic/academic test(s) administered (optional)			
Test name: _____	Date: _____	Results: _____	
Test name: _____	Date: _____	Results: _____	
Other Academic Progress			
Credits earned towards graduation (9-12): _____		Expected date of high school graduation (specify on track/not on track) _____	

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on www.txel.org/compliance/ada-countability/ 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 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 equally 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.

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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		B – Beginning	I – Intermediate	A – Advanced	H – Advanced High		
<i>Please check (✓) level attained or attached Confidential Student Report.</i>											
Reading	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Listening	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H		
Writing	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Speaking	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H		
TELPAS Alternate, if applicable											
	A – Awareness	I – Imitation	EL – Early Independence	DI – Developing Independence	BF – Basic Fluency		A – Awareness	I – Imitation	EL – Early Independence	DI – Developing Independence	BF – Basic Fluency
<i>Please check (✓) level attained or attached Confidential Student Report.</i>											
Reading	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EL	<input type="checkbox"/> DI	<input type="checkbox"/> BF	Listening	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EL	<input type="checkbox"/> DI	<input type="checkbox"/> BF
Writing	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EL	<input type="checkbox"/> DI	<input type="checkbox"/> BF	Speaking	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EL	<input type="checkbox"/> DI	<input type="checkbox"/> BF

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

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			
Designated supports* (extra time, oral administration, or content and language supports) recommended by LPAC on English Reading STAAR or English EOC: Yes No *Student not eligible for reclassification if answer is Yes.			
Norm-Referenced Standardized Achievement Test, if applicable			
Iowa Assessments, Form F (Grades 1, 2, 11, 12)			
Reading: Date _____ Percentile _____		Language: Date _____ Percentile _____	
Other linguistic/academic test(s) administered (optional)			
Test name: _____	Date: _____	Results: _____	
Test name: _____	Date: _____	Results: _____	
Other Academic Progress			
Credits earned towards graduation (9-12): _____		Expected date of high school graduation (specify on track/not on track) _____	

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Independent School District/Charter School Bilingual Education Program

Date: _____

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<i>Please check (✓) level attained or attached Confidential Student Report.</i>											
Reading	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Listening	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H		
Writing	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Speaking	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H		
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Reading	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EL	<input type="checkbox"/> DI	<input type="checkbox"/> BF	Listening	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EL	<input type="checkbox"/> DI	<input type="checkbox"/> BF
Writing	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EL	<input type="checkbox"/> DI	<input type="checkbox"/> BF	Speaking	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EL	<input type="checkbox"/> DI	<input type="checkbox"/> BF

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

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State of Texas Assessments of Academic Readiness (STAAR), if applicable			
Assessment	Type and Language	Performance Level	Score
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Writing			
English Language Arts*			
Mathematics			
Science			
Social Studies			
Designated supports* (extra time, oral administration, or content and language supports) recommended by LPAC on English Reading STAAR or English EOC: Yes No *Student not eligible for reclassification if answer is Yes.			
Norm-Referenced Standardized Achievement Test, if applicable			
Iowa Assessments, Form F (Grades 1, 2, 11, 12)			
Reading: Date _____ Percentile _____		Language: Date _____ Percentile _____	
Other linguistic/academic test(s) administered (optional)			
Test name: _____	Date: _____	Results: _____	
Test name: _____	Date: _____	Results: _____	
Other Academic Progress			
Credits earned towards graduation (9-12): _____		Expected date of high school graduation (specify on track/not on track) _____	

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Independent School District/Charter School Bilingual Education Program

Date: _____

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Reading	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Listening	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H		
Writing	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Speaking	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H		
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Reading	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EL	<input type="checkbox"/> DI	<input type="checkbox"/> BF	Listening	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EL	<input type="checkbox"/> DI	<input type="checkbox"/> BF
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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			
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Norm-Referenced Standardized Achievement Test, if applicable			
Iowa Assessments, Form F (Grades 1, 2, 11, 12)			
Reading: Date _____ Percentile _____		Language: Date _____ Percentile _____	
Other linguistic/academic test(s) administered (optional)			
Test name: _____	Date: _____	Results: _____	
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Other Academic Progress			
Credits earned towards graduation (9-12): _____		Expected date of high school graduation (specify on track/not on track) _____	

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Parental Notification on Student Progress

Independent School District/Charter School Bilingual Education Program

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<i>Please check (✓) level attained or attached Confidential Student Report.</i>											
Reading	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Listening	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H		
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Reading	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EL	<input type="checkbox"/> DI	<input type="checkbox"/> BF	Listening	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EL	<input type="checkbox"/> DI	<input type="checkbox"/> BF
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www.txel.org/parents-and-families/

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Reading	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Listening	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H
Writing	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Speaking	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H
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Assessment	Type and Language	Performance Level	Score
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Reading: Date _____ Percentile _____		Language: Date _____ Percentile _____	
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Other Academic Progress			
Credits earned towards graduation (9-12): _____		Expected date of high school graduation (specify on track/not on track) _____	

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on www.txel.org/compliance/ada-compliance/ 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

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.*

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		B – Beginning	I – Intermediate	A – Advanced	H – Advanced High
<i>Please check (√) level attained or attached Confidential Student Report.</i>									
Reading	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Listening	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H
Writing	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Speaking	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H

TELPAS Alternate, if applicable											
	A – Awareness	I – Imitation	EI – Early Independence	DI – Developing Independence	BF – Basic Fluency		A – Awareness	I – Imitation	EI – Early Independence	DI – Developing Independence	BF – Basic Fluency
<i>Please check (√) level attained or attached Confidential Student Report.</i>											
Reading	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF	Listening	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF
Writing	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF	Speaking	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on www.txel.org/complianceandaccountability/ 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			
Designated supports* (extra time, oral administration, or content and language supports) recommended by LPAC on English Reading STAAR or English EOC: Yes No *Student not eligible for reclassification if answer is Yes.			
Norm-Referenced Standardized Achievement Test, if applicable			
Iowa Assessments, Form F (Grades 1, 2, 11, 12)			
Reading: Date _____ Percentile _____		Language: Date _____ Percentile _____	
Other linguistic/academic test(s) administered (optional)			
Test name: _____	Date: _____	Results: _____	
Test name: _____	Date: _____	Results: _____	
Other Academic Progress			
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 www.txel.org/complianceandaccountability/ 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: _____

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.

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	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Listening	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H		
Writing	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Speaking	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H		
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.										
Reading	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF	Listening	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF
Writing	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF	Speaking	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on www.txel.org/complianceandaccountability/ 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			
Designated supports* (extra time, oral administration, or content and language supports) recommended by LPAC on English Reading STAAR or English EOC: Yes No *Student not eligible for reclassification if answer is Yes.			
Norm-Referenced Standardized Achievement Test, if applicable			
Iowa Assessments, Form F (Grades 1, 2, 11, 12)			
Reading: Date _____ Percentile _____		Language: Date _____ Percentile _____	
Other linguistic/academic test(s) administered (optional)			
Test name: _____	Date: _____	Results: _____	
Test name: _____	Date: _____	Results: _____	
Other Academic Progress			
Credits earned towards graduation (9-12): _____		Expected date of high school graduation (specify on track/not on track) _____	

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on www.txeel.org/compliance/ada-compliance/until-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: _____

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.

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				
	<i>Please check (√) level attained or attached Confidential Student Report.</i>										
Reading	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Listening	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H		
Writing	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Speaking	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H		
TELPAS Alternate, if applicable											
	A – Awareness		I – Imitation		EI – Early Independence		DI – Developing Independence		BF – Basic Fluency		
	<i>Please check (√) level attained or attached Confidential Student Report.</i>										
Reading	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF	Listening	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF
Writing	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF	Speaking	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on www.txel.org/complianceandaccountability/ 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			
Designated supports* (extra time, oral administration, or content and language supports) recommended by LPAC on English Reading STAAR or English EOC: Yes No *Student not eligible for reclassification if answer is Yes.			
Norm-Referenced Standardized Achievement Test, if applicable			
Iowa Assessments, Form F (Grades 1, 2, 11, 12)			
Reading: Date _____ Percentile _____		Language: Date _____ Percentile _____	
Other linguistic/academic test(s) administered (optional)			
Test name: _____	Date: _____	Results: _____	
Test name: _____	Date: _____	Results: _____	
Other Academic Progress			
Credits earned towards graduation (9-12): _____		Expected date of high school graduation (specify on track/not on track) _____	

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on www.txeel.org/compliance-and-accountability/until-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: _____

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.

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				
	<i>Please check (√) level attained or attached Confidential Student Report.</i>										
Reading	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Listening	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H		
Writing	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Speaking	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H		
TELPAS Alternate, if applicable											
	A – Awareness		I – Imitation		EI – Early Independence		DI – Developing Independence		BF – Basic Fluency		
	<i>Please check (√) level attained or attached Confidential Student Report.</i>										
Reading	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF	Listening	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF
Writing	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF	Speaking	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on www.txel.org/complianceandaccountability/ 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			
Designated supports* (extra time, oral administration, or content and language supports) recommended by LPAC on English Reading STAAR or English EOC: Yes No *Student not eligible for reclassification if answer is Yes.			
Norm-Referenced Standardized Achievement Test, if applicable			
Iowa Assessments, Form F (Grades 1, 2, 11, 12)			
Reading: Date _____ Percentile _____		Language: Date _____ Percentile _____	
Other linguistic/academic test(s) administered (optional)			
Test name: _____	Date: _____	Results: _____	
Test name: _____	Date: _____	Results: _____	
Other Academic Progress			
Credits earned towards graduation (9-12): _____		Expected date of high school graduation (specify on track/not on track) _____	

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on www.txel.org/compliance-and-accountability/ 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: _____

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).

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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	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Listening	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H		
Writing	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Speaking	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H		
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.										
Reading	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF	Listening	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF
Writing	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF	Speaking	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on www.txel.org/complianceandaccountability/ 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			
Designated supports* (extra time, oral administration, or content and language supports) recommended by LPAC on English Reading STAAR or English EOC: Yes No *Student not eligible for reclassification if answer is Yes.			
Norm-Referenced Standardized Achievement Test, if applicable			
Iowa Assessments, Form F (Grades 1, 2, 11, 12)			
Reading: Date _____ Percentile _____		Language: Date _____ Percentile _____	
Other linguistic/academic test(s) administered (optional)			
Test name: _____	Date: _____	Results: _____	
Test name: _____	Date: _____	Results: _____	
Other Academic Progress			
Credits earned towards graduation (9-12): _____		Expected date of high school graduation (specify on track/not on track) _____	

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on www.txel.org/compliance-and-accountability/until-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: _____

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.

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				
	<i>Please check (√) level attained or attached Confidential Student Report.</i>										
Reading	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Listening	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H		
Writing	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Speaking	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H		
TELPAS Alternate, if applicable											
	A – Awareness		I – Imitation		EI – Early Independence		DI – Developing Independence		BF – Basic Fluency		
	<i>Please check (√) level attained or attached Confidential Student Report.</i>										
Reading	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF	Listening	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF
Writing	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF	Speaking	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on www.txel.org/complianceandaccountability/ 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			
Designated supports* (extra time, oral administration, or content and language supports) recommended by LPAC on English Reading STAAR or English EOC: Yes No *Student not eligible for reclassification if answer is Yes.			
Norm-Referenced Standardized Achievement Test, if applicable			
Iowa Assessments, Form F (Grades 1, 2, 11, 12)			
Reading: Date _____ Percentile _____		Language: Date _____ Percentile _____	
Other linguistic/academic test(s) administered (optional)			
Test name: _____	Date: _____	Results: _____	
Test name: _____	Date: _____	Results: _____	
Other Academic Progress			
Credits earned towards graduation (9-12): _____		Expected date of high school graduation (specify on track/not on track) _____	

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on www.txeel.org/compliance/ada-compliance/ 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: _____

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.

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				
	<i>Please check (√) level attained or attached Confidential Student Report.</i>										
Reading	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Listening	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H		
Writing	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Speaking	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H		
TELPAS Alternate, if applicable											
	A – Awareness		I – Imitation		EI – Early Independence		DI – Developing Independence		BF – Basic Fluency		
	<i>Please check (√) level attained or attached Confidential Student Report.</i>										
Reading	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF	Listening	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF
Writing	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF	Speaking	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on www.txel.org/complianceandaccountability/ 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			
Designated supports* (extra time, oral administration, or content and language supports) recommended by LPAC on English Reading STAAR or English EOC: Yes No *Student not eligible for reclassification if answer is Yes.			
Norm-Referenced Standardized Achievement Test, if applicable			
Iowa Assessments, Form F (Grades 1, 2, 11, 12)			
Reading: Date _____ Percentile _____		Language: Date _____ Percentile _____	
Other linguistic/academic test(s) administered (optional)			
Test name: _____	Date: _____	Results: _____	
Test name: _____	Date: _____	Results: _____	
Other Academic Progress			
Credits earned towards graduation (9-12): _____		Expected date of high school graduation (specify on track/not on track) _____	

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on www.txeel.org/compliance-and-accountability/until-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

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.*

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					
<i>Please check (✓) level attained or attached Confidential Student Report.</i>											
Reading	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Listening	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H		
Writing	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Speaking	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H		
TELPAS Alternate, if applicable											
A – Awareness		I – Imitation		EI – Early Independence		DI – Developing Independence		BF – Basic Fluency			
<i>Please check (✓) level attained or attached Confidential Student Report.</i>											
Reading	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF	Listening	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF
Writing	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF	Speaking	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> EI	<input type="checkbox"/> DI	<input type="checkbox"/> BF

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



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

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			
Designated supports* (extra time, oral administration, or content and language supports) recommended by LPAC on English Reading STAAR or English EOC: Yes No *Student not eligible for reclassification if answer is Yes.			
Norm-Referenced Standardized Achievement Test, if applicable			
Iowa Assessments, Form F (Grades 1, 2, 11, 12)			
Reading: Date _____ Percentile _____		Language: Date _____ Percentile _____	
Other linguistic/academic test(s) administered (optional)			
Test name: _____	Date: _____	Results: _____	
Test name: _____	Date: _____	Results: _____	
Other Academic Progress			
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 www.txel.org/complianceandaccountability/ 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.

If you have any questions, 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 4 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.*

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		B – Beginning	I – Intermediate	A – Advanced	H – Advanced High
<i>Please check (✓) level attained or attached Confidential Student Report.</i>									
Reading	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Listening	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H
Writing	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Speaking	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H
TELPAS Alternate, if applicable									
	A – Awareness	I – Imitation	El – Early Independence	DI – Developing Independence		A – Awareness	I – Imitation	El – Early Independence	DI – Developing Independence
<i>Please check (✓) level attained or attached Confidential Student Report.</i>									
Reading	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> El	<input type="checkbox"/> DI	Listening	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> El	<input type="checkbox"/> DI
Writing	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> El	<input type="checkbox"/> DI	Speaking	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> El	<input type="checkbox"/> DI

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



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

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			
Designated supports* (extra time, oral administration, or content and language supports) recommended by LPAC on English Reading STAAR or English EOC: Yes No *Student not eligible for reclassification if answer is Yes.			
Norm-Referenced Standardized Achievement Test, if applicable			
Iowa Assessments, Form F (Grades 1, 2, 11, 12)			
Reading: Date _____ Percentile _____		Language: Date _____ Percentile _____	
Other linguistic/academic test(s) administered (optional)			
Test name: _____	Date: _____	Results: _____	
Test name: _____	Date: _____	Results: _____	
Other Academic Progress			
Credits earned towards graduation (9-12): _____		Expected date of high school graduation (specify on track/not on track) _____	

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on www.txel.org/compliance-and-accountability/until-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.

If you have any questions, 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 4 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.*

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		B – Beginning	I – Intermediate	A – Advanced	H – Advanced High		
<i>Please check (✓) level attained or attached Confidential Student Report.</i>											
Reading	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Listening	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H		
Writing	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Speaking	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H		
TELPAS Alternate, if applicable											
	A – Awareness	I – Imitation	El – Early Independence	DI – Developing Independence	BF – Basic Fluency		A – Awareness	I – Imitation	El – Early Independence	DI – Developing Independence	BF – Basic Fluency
<i>Please check (✓) level attained or attached Confidential Student Report.</i>											
Reading	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> El	<input type="checkbox"/> DI	<input type="checkbox"/> BF	Listening	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> El	<input type="checkbox"/> DI	<input type="checkbox"/> BF
Writing	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> El	<input type="checkbox"/> DI	<input type="checkbox"/> BF	Speaking	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> El	<input type="checkbox"/> DI	<input type="checkbox"/> BF

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



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

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			
Designated supports* (extra time, oral administration, or content and language supports) recommended by LPAC on English Reading STAAR or English EOC: Yes No *Student not eligible for reclassification if answer is Yes.			
Norm-Referenced Standardized Achievement Test, if applicable			
Iowa Assessments, Form F (Grades 1, 2, 11, 12)			
Reading: Date _____ Percentile _____		Language: Date _____ Percentile _____	
Other linguistic/academic test(s) administered (optional)			
Test name: _____	Date: _____	Results: _____	
Test name: _____	Date: _____	Results: _____	
Other Academic Progress			
Credits earned towards graduation (9-12): _____		Expected date of high school graduation (specify on track/not on track) _____	

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on www.txeel.org/compliance/ada-compliance/ 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.

If you have any questions, 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 4 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.*

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		B – Beginning	I – Intermediate	A – Advanced	H – Advanced High
<i>Please check (✓) level attained or attached Confidential Student Report.</i>									
Reading	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Listening	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H
Writing	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Speaking	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H
TELPAS Alternate, if applicable									
	A – Awareness	I – Imitation	El – Early Independence	DI – Developing Independence		A – Awareness	I – Imitation	El – Early Independence	DI – Developing Independence
<i>Please check (✓) level attained or attached Confidential Student Report.</i>									
Reading	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> El	<input type="checkbox"/> DI	Listening	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> El	<input type="checkbox"/> DI
Writing	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> El	<input type="checkbox"/> DI	Speaking	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> El	<input type="checkbox"/> DI

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



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

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			
Designated supports* (extra time, oral administration, or content and language supports) recommended by LPAC on English Reading STAAR or English EOC: Yes No *Student not eligible for reclassification if answer is Yes.			
Norm-Referenced Standardized Achievement Test, if applicable			
Iowa Assessments, Form F (Grades 1, 2, 11, 12)			
Reading: Date _____ Percentile _____		Language: Date _____ Percentile _____	
Other linguistic/academic test(s) administered (optional)			
Test name: _____	Date: _____	Results: _____	
Test name: _____	Date: _____	Results: _____	
Other Academic Progress			
Credits earned towards graduation (9-12): _____		Expected date of high school graduation (specify on track/not on track) _____	

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on www.txel.org/compliance/ada-compliance/ 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.

If you have any questions, 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 4 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.*

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		B – Beginning	I – Intermediate	A – Advanced	H – Advanced High		
<i>Please check (✓) level attained or attached Confidential Student Report.</i>											
Reading	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Listening	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H		
Writing	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Speaking	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H		
TELPAS Alternate, if applicable											
	A – Awareness	I – Imitation	El – Early Independence	DI – Developing Independence	BF – Basic Fluency		A – Awareness	I – Imitation	El – Early Independence	DI – Developing Independence	BF – Basic Fluency
<i>Please check (✓) level attained or attached Confidential Student Report.</i>											
Reading	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> El	<input type="checkbox"/> DI	<input type="checkbox"/> BF	Listening	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> El	<input type="checkbox"/> DI	<input type="checkbox"/> BF
Writing	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> El	<input type="checkbox"/> DI	<input type="checkbox"/> BF	Speaking	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> El	<input type="checkbox"/> DI	<input type="checkbox"/> BF

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



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

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			
Designated supports* (extra time, oral administration, or content and language supports) recommended by LPAC on English Reading STAAR or English EOC: Yes No *Student not eligible for reclassification if answer is Yes.			
Norm-Referenced Standardized Achievement Test, if applicable			
Iowa Assessments, Form F (Grades 1, 2, 11, 12)			
Reading: Date _____ Percentile _____		Language: Date _____ Percentile _____	
Other linguistic/academic test(s) administered (optional)			
Test name: _____	Date: _____	Results: _____	
Test name: _____	Date: _____	Results: _____	
Other Academic Progress			
Credits earned towards graduation (9-12): _____		Expected date of high school graduation (specify on track/not on track) _____	

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on www.txel.org/compliance/ada-compliance/ 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.

If you have any questions, 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 4 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.*

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		B – Beginning	I – Intermediate	A – Advanced	H – Advanced High		
<i>Please check (✓) level attained or attached Confidential Student Report.</i>											
Reading	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Listening	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H		
Writing	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Speaking	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H		
TELPAS Alternate, if applicable											
	A – Awareness	I – Imitation	El – Early Independence	DI – Developing Independence	BF – Basic Fluency		A – Awareness	I – Imitation	El – Early Independence	DI – Developing Independence	BF – Basic Fluency
<i>Please check (✓) level attained or attached Confidential Student Report.</i>											
Reading	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> El	<input type="checkbox"/> DI	<input type="checkbox"/> BF	Listening	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> El	<input type="checkbox"/> DI	<input type="checkbox"/> BF
Writing	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> El	<input type="checkbox"/> DI	<input type="checkbox"/> BF	Speaking	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> El	<input type="checkbox"/> DI	<input type="checkbox"/> BF

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



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

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			
Designated supports* (extra time, oral administration, or content and language supports) recommended by LPAC on English Reading STAAR or English EOC: Yes No *Student not eligible for reclassification if answer is Yes.			
Norm-Referenced Standardized Achievement Test, if applicable			
Iowa Assessments, Form F (Grades 1, 2, 11, 12)			
Reading: Date _____ Percentile _____		Language: Date _____ Percentile _____	
Other linguistic/academic test(s) administered (optional)			
Test name: _____	Date: _____	Results: _____	
Test name: _____	Date: _____	Results: _____	
Other Academic Progress			
Credits earned towards graduation (9-12): _____		Expected date of high school graduation (specify on track/not on track) _____	

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on www.txrel.org/compliance/ada-compliance/ 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.

If you have any questions, 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 4 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.*

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		B – Beginning	I – Intermediate	A – Advanced	H – Advanced High
<i>Please check (✓) level attained or attached Confidential Student Report.</i>									
Reading	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Listening	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H
Writing	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H	Speaking	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> H
TELPAS Alternate, if applicable									
	A – Awareness	I – Imitation	El – Early Independence	DI – Developing Independence		A – Awareness	I – Imitation	El – Early Independence	DI – Developing Independence
<i>Please check (✓) level attained or attached Confidential Student Report.</i>									
Reading	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> El	<input type="checkbox"/> DI	Listening	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> El	<input type="checkbox"/> DI
Writing	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> El	<input type="checkbox"/> DI	Speaking	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> El	<input type="checkbox"/> DI

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



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

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			
Designated supports* (extra time, oral administration, or content and language supports) recommended by LPAC on English Reading STAAR or English EOC: Yes No *Student not eligible for reclassification if answer is Yes.			
Norm-Referenced Standardized Achievement Test, if applicable			
Iowa Assessments, Form F (Grades 1, 2, 11, 12)			
Reading: Date _____ Percentile _____		Language: Date _____ Percentile _____	
Other linguistic/academic test(s) administered (optional)			
Test name: _____	Date: _____	Results: _____	
Test name: _____	Date: _____	Results: _____	
Other Academic Progress			
Credits earned towards graduation (9-12): _____		Expected date of high school graduation (specify on track/not on track) _____	

Tests taken for reclassification are indicated on the English Learner Reclassification Chart found on www.txel.org/compliance/ada-compliance/ 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.

If you have any questions, 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: _____

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.

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			
Other linguistic/academic test(s) administered (optional)			
Test name: _____	Date: _____	Results: _____	
Test name: _____	Date: _____	Results: _____	
Other Academic Progress			
Credits earned towards graduation (9-12): _____		Expected rate of high school graduation (specify on track/not on track): _____	

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): _____



As a result of your child's academic progress, the LPAC:

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: _____

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.

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			
Other linguistic/academic test(s) administered (optional)			
Test name: _____	Date: _____	Results: _____	
Test name: _____	Date: _____	Results: _____	
Other Academic Progress			
Credits earned towards graduation (9-12): _____		Expected rate of high school graduation (specify on track/not on track): _____	

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): _____



As a result of your child's academic progress, the LPAC:

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 intervention 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: _____

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.

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			
Other linguistic/academic test(s) administered (optional)			
Test name: _____	Date: _____	Results: _____	
Test name: _____	Date: _____	Results: _____	
Other Academic Progress			
Credits earned towards graduation (9-12): _____		Expected rate of high school graduation (specify on track/not on track): _____	

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): _____



As a result of your child's academic progress, the LPAC:

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 intervention 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: _____

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.

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			
Other linguistic/academic test(s) administered (optional)			
Test name: _____	Date: _____	Results: _____	
Test name: _____	Date: _____	Results: _____	
Other Academic Progress			
Credits earned towards graduation (9-12): _____		Expected rate of high school graduation (specify on track/not on track): _____	

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): _____



As a result of your child's academic progress, the LPAC:

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 intervention 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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Parent Signature

Date

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Parent Signature

Date

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Parental Notification on Student Progress

Independent School District/Charter School

Monitoring After Reclassification

Date: _____

Campus: _____

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Parent Signature

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Parental Notification on Student Progress

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