



English Learner Reclassification?



Update Training 2019-2020



Texas ESSA State Plan, Title III, Part A

- Terminology
- Subjective Teacher Evaluation
- TEA-Approved Norm-Referenced Test

2019-2020 English Learner Reclassification

- **Updated** English Learner Reclassification Criteria
- LPAC Responsibility Provisions

English Learner Reclassification Rubric Usage

- Teacher and Student Criteria
- Documentation & Decision-Making
- *New English Learner Reclassification Rubric - Alternate*

Entrance and Exit Procedures (ESEA section 3113(b)(2)):

Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, **standardized, statewide entrance and exit procedures**, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.



English learner (EL):

A student who is in the process of acquiring English and has another language as the primary language; synonymous with English language learner (ELL) and limited English proficient (LEP)

Reclassification:

The process by which the language proficiency assessment committee (LPAC) determines that an English learner has met the appropriate criteria to be classified as English proficient

English Learner Reclassification Rubric:

Evaluation tool to be used for documentation of the subjective teacher evaluation portion of the reclassification criteria; synonymous with Student Exit Rubric in the Texas ESSA State Plan

English proficient (EP):

A student who has met reclassification criteria and is no longer identified as an English learner; synonymous with non-EL, non-ELL, and non-LEP

Exit:

The point at which an English learner has met reclassification criteria and no longer requires bilingual or English as a second language (ESL) program services; student exits with parental approval

English Learner Reclassification Rubric - Alternate

Evaluation tool to be used for documentation of the subjective teacher evaluation portion of the reclassification criteria within the Individualized Reclassification Process for English learners with significant cognitive disabilities

Subjective Teacher Evaluation

- Beginning in 2018-2019: *English Learner Reclassification Rubric* used to inform the subjective teacher evaluation portion of the reclassification criteria
- Beginning in 2019-2020: *English Learner Reclassification Rubric – Alternate* provided for teachers of students with significant cognitive disabilities

TEA-Approved Norm-Referenced Test

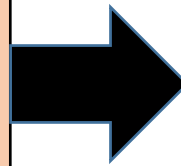
- 2019-2020: [*Iowa Assessments, Form F*](#) announced as the TEA-approved Norm-Referenced Test for the English Reading portion of the reclassification criteria in grades 1, 2, 11, and 12
- Beginning in 2020-2021: Full transition to *Iowa Assessments, Form F* (Riverside Insights) [required](#) for all local education agencies (LEAs)

Shift in Reclassification Criteria for English Learners

2018-2019 School Year

EL Reclassification Criteria TAC §89.1225 (i)

Grade Levels	Oral Language	English Writing	English Reading	Subjective Teacher Evaluation
1 st , 2 nd , 11 th , & 12 th	Fluent in Listening & Speaking on a TEA-approved OLPT	Proficient on a TEA-approved writing test; Met passing standard on STAAR Writing (4 th & 7 th)	At or + 40 th percentile on a TEA-approved NRT (Rdg & Lang)	Results of <i>English Learner Reclassification Rubric</i>
3 rd to 8 th			Met passing standard on STAAR Reading	
9 th & 10 th		Met passing standard on Eng I/Eng II STAAR EOC		



Beginning 2019-2020 School Year

EL Reclassification Criteria TAC §89.1226 (i)

Grade Levels	English Language Proficiency	English Reading	Subjective Teacher Evaluation
1 st , 2 nd , 11 th , & 12 th	Advanced High on the Texas English Language Proficiency Assessment System (TELPAS) in Listening, Speaking, Reading, & Writing	At or above 40 th percentile on the TEA-approved NRT: Iowa Assessments, Form F (Rdg & Lang)	Results of <i>English Learner Reclassification Rubric</i>
3 rd to 8 th		Met passing standard on STAAR Reading	
9 th & 10 th		Met passing standard on English I (9 th) or English II (10 th) STAAR EOC	

OLPT = Oral Language Proficiency Test; NRT = Norm-Referenced Test



2019-2020 EL Reclassification

2019–2020 English Learner Reclassification Criteria Chart (Revised)	
<p>At the end of the school year, an LEA may reclassify an English learner (EL) as English proficient if the student is able to participate equally in a general all-English instructional program with no second language acquisition supports as determined by satisfactory performance in the assessment options below and the results of a subjective teacher evaluation using the State’s <i>English Learner Reclassification Rubric</i>.</p>	
	1 st through 12 th Grades
English Language Proficiency Assessment	<p>OPTION 1: 2019-2020 TELPAS Advanced High in each domain of Listening, Speaking, Reading and Writing (extended assessment window through May 29th)</p>
	<p>OPTION 2: LAS Links Assessment Fluent level Grade 1: in both Listening and Speaking Grades 2-12: in each domain of Listening, Speaking, Reading and Writing (extended assessment timeline through the first 30 calendar days of the 2020-2021 school year)</p>
State Standardized Reading Assessment	<p><i>STAAR requirements (for grades 3-10) waived by the State; Norm-Referenced Standardized Achievement Test requirement (for grades 1, 2, 11, and 12) waived</i></p>
Subjective Teacher Evaluation	<p>Form: English Learner Reclassification Rubric</p>

Individualized Reclassification Process

2019-2020 School Year (Revised)			
Individualized Reclassification Process for an English Learner with a Significant Cognitive Disability			
TAC §89.1226 (m)			
Grade Level(s)	English Language Proficiency Assessment	Academic Content Assessment	Subjective Teacher Evaluation
Grade 1	TELPAS (Holistic)	(not required)	(NEW) English Learner Reclassification Rubric - ALTERNATE
Grade 2	TELPAS Alternate	(not required)	
Grade 3-8		<i>STAAR Alternate 2 requirements waived by the State</i>	
Grades 9-10			
Grade 11-12		(not required)	

**Due to the nature of the TELPAS Alternate assessment design and the TELPAS holistic ratings for Grade 1, the English Language Proficiency component of the Individualized Reclassification Process for a student with a significant cognitive disability can be completed for the 2019-2020 school year, even if students are not present.*

During school closure within the 2019-2020 school year, the **Language Proficiency Assessment Committee (LPAC)** may use the following provisions:

- ✓ **Alternative meeting methods**, such as
 - Phone or video conferencing
 - Use of electronic signatures that adhere with LEA policy
- ✓ **Optional LPAC parent representation** (although highly encouraged)
- ✓ **Extended timeline** for determining English learner reclassification through the first 30 calendar days of the 2020-2021 school year



English Learner Reclassification Rubric Usage





Teacher

Certified bilingual and/or ESL teacher serving the EL and has a clear understanding of the student's ability to participate and succeed in classroom instruction

Student

Selected English learners, who:

- The teacher and/or the LPAC considers ready for reclassification and potential program exit
- Achieved TELPAS scores in the Advanced and Advanced High levels in the previous school year



Documentation

- LPAC includes *English Learner Reclassification Rubric* in the child's permanent record
- Teacher provides anecdotal records, student work samples, etc. to support his/her recommendation, particularly if recommending not to reclassify



Decision-Making

- Rubric may prevent a student from reclassifying as part of LPAC decision
- Rubric recommendation cannot reclassify a student if all assessment criteria is not met

This document fulfills requirements in TEC 29.056(g)(3) for the subjective teacher evaluation component of the reclassification criteria for English learners, providing teacher documentation of the student's academic English language proficiency and informing the Language Proficiency Assessment Committee (LPAC) of the student's readiness for reclassification as English Proficient with potential placement in a general education classroom setting.

Academic Language	
Description of Receptive Skills: Listening and Reading <small>(Select one descriptor from the choices below)</small>	Description of Expressive Skills: Speaking and Writing <small>(Select one descriptor from the choices below)</small>
<input type="checkbox"/> Grade appropriate with no second language acquisition support needed to be successful: Student routinely demonstrates listening and reading comprehension skills comparable to English proficient grade-level peers. Student is able to construct meaning when reading grade appropriate texts, and student rarely needs speakers to slow down, repeat, or rephrase during conversations and academic discussions. Student receives written and oral information with no need for second language acquisition support to be successful with grade appropriate content.	<input type="checkbox"/> Grade appropriate with no second language acquisition support needed to be successful: Student routinely expresses thoughts and ideas in speaking and in writing at a level comparable to English proficient grade-level peers. Student uses grade-appropriate content-based vocabulary and grammar effectively in oral and written communications. Student communicates orally with few pauses and minimal errors that block communication. Student produces oral and written material with no need for second language acquisition support to be successful with grade appropriate content.
<input type="checkbox"/> Grade appropriate with some second language acquisition support needed to be successful: Student demonstrates listening and reading comprehension skills that are nearing but not yet comparable to English proficient grade-level peers. Student at times relies on linguistically accommodated text features to construct meaning from abstract grade appropriate text. Student comprehends conversations and discussions but relies at times on pauses for processing time, requests for repetition, visual cues, and requests for clarification with less familiar topics.	<input type="checkbox"/> Grade appropriate with some second language acquisition support needed to be successful: Student expresses thoughts and ideas in speaking and writing that are nearing but not yet comparable to English proficient grade-level peers. Student uses grade appropriate content-based terms on familiar topics with some errors in complex grammar usage. Student expresses grade appropriate ideas in writing with emerging grade appropriate vocabulary, but at times relies on second language acquisition supports to express ideas effectively in oral and written English.
Comments:	

This student **routinely demonstrates the readiness for reclassification as English proficient** and the ability to successfully participate in grade-level content instruction that is delivered with no second language acquisitions supports. Yes No

Provide an explanation in the comments and attach additional supporting documentation, as needed.

Teacher Name: _____ Teacher Signature: _____ Date of Completion: _____

Purpose

Provides a reclassification rubric that more closely aligns with the specific needs of English learners with significant cognitive disabilities

Use

Completed by a bilingual or ESL teacher in conjunction with a special education teacher as part of the Individualized Reclassification Process

This document fulfills requirements in TEC 29.056(g)(3) for the subjective teacher evaluation component of the reclassification criteria for English learners who meet the [definition of a student with a significant cognitive disability](#). This rubric provides teacher documentation as part of the [individualized reclassification process](#) in accordance with TAC 89.1226(h), (i) and (m) and informs the Language Proficiency Assessment Committee (LPAC) in conjunction with the Admission, Review, and Dismissal (ARD) Committee when making reclassification decisions. Caution should be exercised when considering the reclassification of students using the individualized process.

Academic Language	
Description of Receptive Skills: Listening and Reading <small>(Select one descriptor from the choices below)</small>	Description of Expressive Skills: Speaking and Writing <small>(Select one descriptor from the choices below)</small>
<input type="checkbox"/> Student routinely demonstrates listening and reading comprehension skills during IEP-aligned instruction that meet the expectations described in the TELPAS Alternate Proficiency Level Descriptors identified by the LPAC/ARD committee. Student appears to no longer benefit from second language acquisition supports in the areas of listening and reading.	<input type="checkbox"/> Student routinely demonstrates speaking and writing comprehension skills during IEP-aligned instruction that meet the expectations described in the TELPAS Alternate Proficiency Level Descriptors identified by the LPAC/ARD committee. Student appears to no longer benefit from second language acquisition supports in the areas of speaking and writing.
<input type="checkbox"/> Student appears to still benefit from second language acquisition supports in the areas of listening and reading. Student's routine demonstration of listening and reading comprehension skills may meet or fall below the expectations described in the TELPAS Alternate Proficiency Level Descriptors identified by the LPAC/ARD committee.	<input type="checkbox"/> Student appears to still benefit from second language acquisition supports in the areas of speaking and writing. Student's routine demonstration of speaking and writing comprehension skills may meet or fall below the expectations described in the TELPAS Alternate Proficiency Level Descriptors identified by the LPAC/ARD committee.
Comments: 	

This student **routinely demonstrates** that he/she no longer appears to benefit from second language acquisition support and is **eligible for reclassification**.

Yes No

Provide an explanation in the comments and attach additional supporting documentation, as needed.

Teacher Name: _____ Teacher Signature: _____ Date of Completion: _____



**Guidance and Resources
can be found on the
TEA Bilingual and ESL Programs webpage,
the English Learner Portal, and
the TEA COVID-19 Resources
Special Populations webpage.**

**For Questions, contact TEA English Learner Support Division
at
EnglishLearnerSupport@tea.texas.gov.**