Prior to training

- 19 Texas Administrative Code (TAC) Chapter 89
- Flowchart
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Subchapter BB is specific to ELLs.

Explain to participants that any of the following slides in which Chapter 89 is mentioned is in reference to Subchapter BB.
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Content Objectives

- Identify critical points related to 19 Texas Administrative Code (TAC) Chapter 89, Subchapter BB related to End-of-Year LPAC activities
- Explore significant points related to LPAC Annual Review
Subchapter BB is specific to ELLs.

Explain to participants that any of the following slides where Chapter 89 is mentioned is in reference to Subchapter BB.

Language Objectives

- Engage in discussion about 19 TAC Chapter 89 related to End-of-Year LPAC activities
- Share and collaborate with the entire group on specific activities related to End-of-Year LPAC activities and Annual Review
Allow participants time to read the slide.

Emphasize that districts shall establish and operate LPACs to follow policy and procedures as established by 19 TAC Chapter 89.

19 TAC §89.1203
The terms English language learner (ELL) and limited English proficient (LEP) student are used interchangeably.
Explain where the LPAC materials are located and share link with participants. The LPAC Framework manual is a project that is created in collaboration between TEA and Education Service Center, Region 20.

To review the LPAC materials, go to the ESC-20 LPAC Framework web portal and show participants exactly how to access the materials. [www.esc20.net/lpac](http://www.esc20.net/lpac)
Explain the LPAC materials, their location, and share link with participants. The LPAC Framework manual is a project that is created in collaboration between TEA and Education Service Center, Region 20.

Review the LPAC materials; go to the ESC-20 LPAC Framework web portal www.esc20.net/lpac. Click on each section, take note of tabs within each section.
Example: LPAC Framework – Documents, Flowcharts, & Presentations
Identify the goals of bilingual education.

**Note to trainer:** 19 TAC §89.1201 (d). The bilingual classroom has an ESL component embedded which is addressed through the English Language Proficiency Standards (ELPS) which are addressed in the notes section of the following slide.

The trainer should be familiar with the following 19 TAC §89.1201 (c) and (d): English Language Proficiency Standards (ELPS) TAC Chapter 74.4:

- The ELPS outline English language proficiency level descriptors and student expectations for ELLs. School districts shall implement this section as an integral part of each subject in the required curriculum. The ELPS standards are to be published along with the TEKS for each subject in the required curriculum.
- In order for ELLs to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the English needed for daily social interactions. Academic language proficiency consists of English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings.
- Classroom instruction that effectively integrates second language acquisition with quality content area instruction ensures that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential.
- Effective instruction in second language acquisition involves giving ELLs opportunities to
listen, speak, read, and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read and hear, and are expected to speak and write.

- The cross-curricular second language acquisition skills in subsection (c) of this section apply to ELLs in kindergarten-grade 12.

- The English language proficiency levels of beginning, intermediate, advanced, and advanced high are not grade-specific. ELLs may exhibit different proficiency levels within the language domains of listening, speaking, reading, and writing. The proficiency level descriptors outlined in subsection (d) of this section show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help content area teachers instruct ELLs commensurate with students’ linguistic needs.

Source: TEC §29.053 Establishment of Bilingual Education and Special Language Programs.
Goal of ESL Programs

The goal of ESL programs shall be to:

- Enable ELLs to become competent in the listening, speaking, reading, and writing of English
- Emphasize mastery of English language skills, as well as mathematics, science, and social studies
- Use instructional approaches designed to meet the needs of ELLs
- Be an integral part of the total school program
- Utilize the essential knowledge and skills required by the state as the curriculum

19 TAC §89.1201

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Note to trainer: The trainer should be familiar with the following 19 TAC §89.1201 (c) and (d):

ELPS TAC Chapter 74.4:

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Source:  TEC §29.053 Establishment of Bilingual Education and Special Language Programs.
19 TAC §89.1220. At the **beginning of the year (BOY)**, instructional linguistic accommodations need to be addressed and implemented.

At the **Middle of the Year (MOY)** in the spring, prior to state assessments, refer to the LPAC Decision-Making Manual from the Student Assessment Division at TEA. Refer to the Accommodations Manual for the designated supports found at [http://tea.texas.gov/student.assessment/accommodations/](http://tea.texas.gov/student.assessment/accommodations/). These accommodations and designated supports need to be implemented during classroom instruction throughout the year prior to being used in the assessments.

At the **End of the Year (EOY)**, the LPAC meets for an annual review to discuss instructional linguistic accommodations and to determine placement for the following year.

The LPAC must also convene on students who are being monitored, are parent denials and who are failing.

*Source: TEC §29.056 Enrollment of Students in Program*
See the Language Proficiency Decision-Making Process for the Texas Assessment Program for more information. The accommodations should be used routinely in classroom instruction so the LPAC should inform teachers as soon as possible regarding the available linguistic accommodations.

Please remember that the LPAC needs to meet and address the assessment decisions for ELLs that are being considered for designated supports or taking the Spanish state assessment. Assessment decisions should be made individually.

Districts should not have a blanket policy for students that are identified as an ELL.
LPAC assessment decisions are for ALL students identified as ELL. Non-ELL students participate in a general education classroom.

Refer to the **Annual Review Exit/Reclassification** tab in the binder.

Once students have met exit criteria, they must be monitored for 2 years. **F**-Student exited from LEP status – First Year Monitor (F) – student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, and is in his or her first year of monitoring as required by 19 TAC §89.1220(l) and is not eligible for funding due to the fact that he or she is not LEP. Will be discussed further in the training.

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**3**-(M3) – is a federal requirement. Will be discussed further into the training.

**4**-(M4) – is a federal requirement. Will be discussed further into the training.
It should be noted here that the LPAC also serves as an important advocate for each ELL with teachers, staff, and administration.

You may want to refer to the trainer notes on slide 18 to further emphasize the need to address the 4th and 5th bullets on this slide. It is important to mention that this is where the ELPS would be implemented in instruction and instructional acceleration plans should be considered. Below are the notes from slide 18.

**ELPS TAC Chapter §74.4**

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LPAC Responsibilities

- What other types of responsibilities may the LPAC do?
- How does the LPAC coordinate with other programs?
- How often are instructional interventions reviewed for progress monitoring?

Have districts discuss questions and share ideas.
Documentation
The following ELL Instructional Accommodation Checklist is a suggested form and can be found at www.esc20.net/LPAC under LPAC Framework documents or Frequently Used Resources.
### Annual Documentation

<table>
<thead>
<tr>
<th>Annual Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>End-of-Year (EOY) Documentation Reminders:</td>
</tr>
<tr>
<td>Oral Language Proficiency Test (OLPT)</td>
</tr>
<tr>
<td>State Assessment Results</td>
</tr>
<tr>
<td>TELPAS Individual Student Profile</td>
</tr>
<tr>
<td>Linguistic Accommodations and Designated Supports</td>
</tr>
<tr>
<td>(Instructional/Assessment) provided to the teacher(s)</td>
</tr>
<tr>
<td>for the following year</td>
</tr>
<tr>
<td>Notification of Exit</td>
</tr>
<tr>
<td>LPAC Annual Review</td>
</tr>
</tbody>
</table>
• Have participants refer to 19 TAC §89.1220 (l).

• All original documentation must be kept in the student’s records.

• Districts must have an ELL folder which may be found within the student’s record. The ELL folder must be secured at all times.

• Some sample LPAC student forms that are available (can be found on the ESC-20 LPAC Framework web portal):
  o Home Language Survey (HLS)
  o Bilingual or ESL Program Benefits
  o ELL Student Checklist
  o LPAC Initial Review
  o Parental Approval
  o LPAC State Assessment
  o LPAC Review
  o Parental Progress
  o Parental Notification of Exit
  o Summer School
  o Student History
  o ELL Instructional Accommodation Checklist

• Maintain records for five years after exiting/reclassification and two years of monitoring. For more information, see the link to the retention schedule as per the Texas State Library and Archives Commission Section 3-2: Bilingual and Special Language Program Records
  https://www.tsl.state.tx.us/slrm/recordspubs/sd.html#section3-2
Have participants refer to 19 TAC §89.1220 (l).

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Have districts/LEAs discuss questions and share ideas.

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Annual Review
LPAC assessment decisions are for ALL students identified as ELL. Non-ELL students participate in a general education classroom.

Refer to the **Annual Review Exit/Reclassification** tab in the binder.

Once students have met exit criteria, they must be monitored for 2 years.

**F**-Student exited from LEP status – First Year Monitor (F) – student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, and is in his or her first year of monitoring as required by 19 TAC §89.1220(l) and is not eligible for funding due to the fact that he or she is not LEP. This is a state requirement.

**S**-Student exited from LEP status – Second Year Monitor (S)– student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, and is in his or her second year of monitoring as required by 19 TAC §89.1220(l) and is not eligible for funding due to the fact that he or she is not LEP. This is a state requirement.

**3**-(M3) – is a federal requirement. Will be discussed further into the training.

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The LPAC is responsible for reviewing every ELLs progress, including students being served, parent denials, students that are being monitored, and students who have met exit criteria.
Even if the student meets exit criteria, the LPAC should review all of the above, including the subjective teacher evaluation before making the decision to reclassify the student.

Emphasize that an intensive review of all data should provide a clear profile of the student’s ability to successfully participate in a general education environment.
Note to Trainer:
It is important to note to districts that a process must be in place to ensure students who have met this criteria are properly exited and parental notification and approval of exit letters are sent and signed by parents. For more information, the following is the link for the 2017-2018 school year testing calendar: http://tea.texas.gov/student.assessment/calendars/

19 TAC §89.1240 (b)
(b) The school district shall notify the student's parent of the student's reclassification as English proficient and his or her exit from the bilingual education or English as a second language program and acquire approval as required under the Texas Education Code, §29.056(a).
Students meeting exit requirements may continue in the bilingual education or English as a second language program with parental approval but are not eligible for inclusion in the school district bilingual education allotment.

§29.056. Enrollment of Students In Program.
(a) The agency shall establish standardized criteria for the identification, assessment, and classification of students of limited English proficiency eligible for entry into the program or exit from the program. The student's parent must approve a student's entry into the program, exit from the program, or placement in the program.

Parent approval may be in the form of a signed letter which is the most highly encouraged form of documentation, a phone call where there is communication with the parent, an email, etc. Documentation to show that the parent has approved the exiting of their child must be kept on
file. The district can determine the process that best fits their needs, but the important factor is to have this documentation on file and that the parent has approved the exiting of their child.

Source: TEC §29.056. Enrollment of Students In Program.
Note to Trainer:
It is important to note to districts that a process must be in place to ensure students who have met this criteria are properly exited and parental notification and approval of exit letters are sent and signed by parents. For more information, the following is the link for the 2017-2018 school year testing calendar: http://tea.texas.gov/student.assessment/calendars/

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While some accommodations, or designated supports, may be appropriate for instructional use, they may not be appropriate or allowable on a statewide assessment. Providing unfamiliar or inappropriate accommodations during statewide assessments may hinder rather than help a
student. LPACs are responsible for coordinating with the content area teachers of ELLs to make accommodation, or designated support decisions in accordance with the eligibility criteria specified for each support.

LPACs should also be very familiar with the updated STAAR dictionary policy for all students, which is available on TEA’s STAAR Reading Resources webpage at http://tea.texas.gov/student.assessment/staar/reading/

Parent approval may be in the form of a signed letter which is the most highly encouraged form of documentation, a phone call where there is communication with the parent, an email, etc. Documentation to show that the parent has approved the exiting of their child must be kept on file. The district can determine the process that best fits their needs, but the important factor is to have this documentation on file and that the parent has approved the exiting of their child.

Source: TEC §29.056. Enrollment of Students In Program.
LPAC Decisions about End-of-Year cont.

- For assessments with multiple administrations (e.g., EOC or SSI grades), STAAR designated supports decisions can be carried over from the spring to the summer administrations. However, the LPAC should meet to document any changes in a student's situation that have occurred between administrations, especially if a student no longer requires designated supports. Remember, some supports may prevent the student from being considered for exit at the end of the year.
The LPAC should
- discuss and plan linguistic accommodations for the current and following year,
- discuss, develop, and execute an EOY process,
- discuss ELPS implementation and student support, and
- determine the needs for professional development to ensure student success.

**Trainer Notes:**
The instructional accommodations should be used routinely in classroom instruction so the LPAC should inform teachers as soon as possible regarding the available accommodations. Please remember that the LPAC at the Middle of the Year (MOY) must meet to address the assessment decisions for ELLs that are being considered for designated supports or taking the Spanish state assessment. Assessment decisions should be made individually.
Participants that reviewed 19 TAC §89.1225 (h-j) should report to the group.

Even students with disabilities can ONLY be exited at the EOY, not at the time of the annual ARD.

Emphasize that oral language testing must be conducted at the end of the year prior to the EOY LPAC meeting.

The LPAC should also consider the passing rate applicable to the specific grade requirement for reading proficiency.

For students that minimally met standard, the LPAC should consider the number of testing attempts before passing. The LPAC may determine that the student should continue receiving language services based on the data, passing grades in all subjects, and courses taken and a subjective teacher evaluation.

The exit criteria under TAC §89.1225(h) apply to the vast majority of ELLs who receive special education services. In rare cases, an ELL receiving special education services may qualify to be exited using criteria permitted under TAC §89.1225(k), which give special consideration to an ELL for whom assessments and/or standards under TAC §89.1225(h) are not appropriate because of the nature of a student’s particular disabling condition.

REVIEW CURRENT ENGLISH PROFICIENCY EXIT CRITERIA CHART
End of Year LPAC Decision Flowcharts

As an additional support to the Exit Criteria Chart, the End of Year LPAC Decision Flowcharts provide further guidance to LPACs on exit decisions for the 2017-2018 school year.

The flowcharts are available on the LPAC Framework website under Frequently Used Resources, Documents. An explanation of the flowchart is available under Video. https://projects.esc20.net/page/lpac_resources

This information can also be found on the EL Portal under Bilingual/ESL, LPAC Information. http://www.elltbx.org/lpac.html
Emphasize that students may not be exited until the end of first grade and even then, the LPAC should be cautious of making that determination.
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Refer to the Annual Review Exit/Reclassification tab in the binder.

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§89.1240 (b) §29.056. Enrollment of Students In Program.

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Parent approval may be in the form of a signed letter which is the most highly encouraged form of documentation, a phone call where there is communication with the parent, an email, etc. Documentation to show that the parent has approved the exiting of their child must be kept on file. The district can determine the process that best fits their needs but the important factor is to have this documentation on file and that the parent has approved the exiting of their child.

Source: TEC §29.056. Enrollment of Students In Program.
**Note to trainer:** Trainer should review 19 TAC §89.1230 and §89.1225(k) related to testing and the flowchart of decisions for SPED students.

At or near the beginning of the school year, a meeting is to be scheduled between key admission, review, and dismissal (ARD) committee and language proficiency assessment committee (LPAC) members to discuss whether the student qualifies to exit using criteria under §TAC 89.1225(k).

- Through this process, a determination is made about the assessments and/or English language proficiency assessment standards to be used in the exiting process.
- This process applies **ONLY** when one or more assessments and/or English language proficiency assessment standards under TAC §89.1225(h) are not appropriate for the student in a particular language domain for reasons directly associated with the student’s disability. In following this process, refer also to the document titled *Guidance Related to ARD Committee and LPAC Collaboration* found at [http://www.tea.state.tx.us/index2.aspx?id=2147496923](http://www.tea.state.tx.us/index2.aspx?id=2147496923).
- This process is to be used to address the needs of an individual student, not groups of students. Very few students qualify to exit using the TAC §89.1225(k) criteria.
- This process must be conducted by key admission, review, and dismissal (ARD) committee members (including a diagnostician when applicable) and key language proficiency assessment committee (LPAC) members who are familiar with the student’s current progress and needs, including one or more teachers with in-depth knowledge of the student’s second language acquisition and academic achievement.

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

At the meeting, the participants discuss the second language acquisition of the student within the context of the individual student’s disability to consider whether the TAC §89.1225(k) exit criteria are warranted.
Consideration must be IEP-based and must include documented evidence that, because of the nature of the student’s disability, the student is not expected to be able to attain English language proficiency in one or more domains and no longer appears to benefit from second language acquisition support in English to address second language acquisition cognitive, linguistic, and affective needs (or is expected to reach that point during the school year).

Evidence must include both historical formal and informal assessment data and direct teacher input. Ongoing informal assessment data may come from checklists, inventories, and other formative evaluations designed to identify the levels of academic functioning and English language proficiency of the student. The input of a diagnostician may be requested, as necessary, to help determine whether the TAC §89.1225(k) exit criteria are warranted. Direct teacher input should provide further insight into the student’s classroom performance and needs, and should include, if applicable, documentation of response to intervention, anecdotal notes, and other evidence drawn from sources such as classroom-based observations and classroom activities.

If, after reviewing the evidence, the meeting participants conclude that the student no longer benefits from second language acquisition support in English (or is expected to reach that point during the school year), the participants review the assessment information in the IEP and make exit criteria recommendations based on the information in the Process for Consideration Special Exit Criteria from bilingual/ESL.

As a reminder, modification of performance standards on academic content assessments not permitted.
If a student who is in the first or second year of monitoring fails a core content subject, the LPAC is required to meet and review the criteria on the following slides.

Source: TEC §29.0561 Evaluation of Transferred Students; Reenrollment.
Note to trainer: This criteria must be reviewed if a student that is in the first two years of being monitored fails a core content subject at during any grading period. Evidence must be documented.

Source: TEC §29.0561 Evaluation of Transferred Students; Reenrollment.
Evidence must be documented.

Reclassified Students (F & S Only)

(3) The student’s performance on each assessment instrument administered under Section 39.023 (a) or (c);

(4) The number of credits the student has earned toward high school graduation, if applicable; and

(5) Any disciplinary actions taken against the student under Subchapter A, Chapter 37.

TEC §29.0561(b)

Note: LPAC does not need to monitor the student’s performance for students whose LEP indicator code is a (3) or (4) in PEIMS.
Reclassified Students

After an evaluation under this section, the LPAC may require intensive instruction for the student or reenroll the student in a bilingual education or special language program.

TEC §29.0561(c)

If the LPAC determines that the student needs intensive instruction, a plan should be established, not just “tutorials.” Student progress should be monitored closely.

If the student is going to be re-enrolled in bilingual education or a special language program, parental approval is required and the student will be identified in PEIMS as ELL and the district will receive funding.

Communication between the bilingual/ESL teacher and the general education teacher during the year is important in case an LPAC meeting is needed to discuss the student’s reclassification or to discuss any other needed interventions.

Districts receiving Title III, Part A funding also need to follow any parental notification requirements as specified in the federal law when placing and exiting students.
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**3-(M3)** – is a federal requirement.

**4-(M4)** – is a federal requirement.
Annual Review

At the end of the year, to meet federal requirements, the LPAC will:

- coordinate with PEIMS to code students for an additional 2 years, for accountability purposes only (no monitoring of students required)
- assist in identifying LEP indicator codes of former LEP students in the third and fourth years after program exit – coded as (3) and (4) in PEIMS
Monitor (3) and (4) Students

- LPAC will continue to coordinate with PEIMS for the additional 2 years required by federal statute. Students who complete their second (S) monitored year, required by state, will then have their LEP Indicator Code changed to a (3) and then a (4) the following academic year.

ESEA Section 3121(a)(5)

Trainer Notes: Districts may use the Monitored Student Roster form to document the information. The form can be found at www.esc20.net/lpac
## LEP Indicator Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Not LEP</td>
</tr>
<tr>
<td>1</td>
<td>Identified as Limited English proficient (LEP)</td>
</tr>
<tr>
<td>F</td>
<td>Student exited from LEP status – Monitored 1 (M1) – student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, and is in his or her first year of monitoring as required by 19 TAC §89.1220(f) and is not eligible for funding due to the fact that they are not LEP</td>
</tr>
<tr>
<td>S</td>
<td>Student exited from LEP status – Monitored 2 (M2) – student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, and is in his or her second year of monitoring as required by 19 TAC §89.1220(f) and is not eligible for funding due to the fact that they are not LEP</td>
</tr>
<tr>
<td>3</td>
<td>Student exited from LEP status – Monitored 3 (M3) – student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, and is in his or her third year of monitoring as required by ESEA Section 3121(a)(5) that LEAs report on the number and percentage of ELs meeting the challenging State academic standards for four years after such students are no longer receiving Title III services.</td>
</tr>
<tr>
<td>4</td>
<td>Student exited from LEP status – Monitored 4 (M4) – student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, and is in his or her fourth year of monitoring as required by ESEA Section 3121(a)(5) that LEAs report on the number and percentage of ELs meeting the challenging State academic standards for four years after such students are no longer receiving Title III services.</td>
</tr>
</tbody>
</table>
Trainer Notes: Districts may use the Suggested Form: Monitored Student Roster Form to document the information. Click on the link above to view form.

Trainer may take participants through an activity using the above information.
End-of-Year Requirements
Have participants that reviewed 19 TAC §89.1250 report to the group.

89.1250(4)(a)(iii)
Any school district required to offer the program under paragraph (2)(a) of this subsection that has less than ten students district-wide desiring to participate is not required to operate the program. However, those school districts must demonstrate that they have aggressively attempted to encourage student participation.

Summer school is for participating students who are going into kindergarten and first grade. Records must be kept regarding attendance and progress.

Have participants refer to 19 TAC Chapter §89.1250. Summer school is for students that are ELLs and participating in the language program (in order to receive funding).

The parent must accept bilingual/ESL services in order for a student to participate in the required bilingual/ESL summer program. The student must not participate in the summer school required program or earn bilingual/ESL eligible days present in the summer program unless the parents explicitly allow, in writing, placement of the student in the bilingual or ESL education program.

Source: The provisions of this §89.1250 adopted to be effective September 1, 1996, 21 TexReg 5700; amended to be effective April 18, 2002, 27 TexReg 3107; amended to be effective February 17, 2005, 30 TexReg 709; amended to be effective September 17, 2007, 32 TexReg 6311; amended to be effective May 28, 2012, 37 TexReg 3822.
TO THE ADMINISTRATOR ADDRESSED:

Subject: 2017 Summer School Program for English Language Learners (ELLs) in Kindergarten and First Grade

Texas Education Code (TEC), Section 39.1022, requires summer school programs, at the option of the district, to provide instruction in English to students who are identified as English language learners (ELLs). These programs must be provided in a manner that is appropriate for the 2016-2017 school year to reimburse schools districts for operating a summer school program in accordance with TAC §§120.20.

This information is provided to help districts prepare and coordinate budgeting services, transportation, calendars, and instruction with other state and federal programs. Districts required to offer a bilingual education or special language instruction program must report enrollment in their bilingual education program to the TEA by July 1. The TEA will make the appropriate adjustment to the appropriated funds for the 2016-2017 school year to reimburse district for operating a summer school program.

Reimbursement for costs of enrolling English language learners will be processed in the fall of 2017 through the Grants Administration Division.

In accordance with TAC §§120.20(3)(b), districts operating a two-semester program are required to offer the program for one-half day for eight weeks while school is recessed for the summer or for a total of 120 hours of instruction on a schedule established by the board of trustees. Districts operating year-round schools are required to offer a program during intersessions for a total of 120 hours of instruction.

For students who have not attended school previously and need to be identified as an English language learner, TEC, Section 39.1022, notes related to testing and classification of students must be followed. The list of Approved Tests for Assessment of English Language Learners is provided in the PISD/ELL Bureau of the TEA/TEA/2007-2009 under the Publications section.

Funding for the program will be on a teaching unit basis with 35 students or a fraction thereof constituting a unit. Since the appropriation for this program is $2,500 per student, the necessary to promote an effective program is to enroll students in a school district's summer school program in the number of individual students on a teaching unit basis. Assistance is available from the Bureau of Bilingual Education and English as a Second Language at 512-468-9752, at 512-468-9751 in various resources.

Please note that the Tejas Bord of Education's Knowledge Management System (KEEWS) is updated in the Student Program Evaluation as documented in the 2016-2017 Texas Education Standards (TESS) to identify students enrolled in a bilingual education or special language instruction program. This indicator is collected in Submission 1 only, and data is due for submission by August 15, 2017.

If you have any program questions, please contact Suite Courtois, State Director of Bilingual/ESL Education at (512) 468-9751. Please submit questions regarding the KEEWS submission requirements to the TEOC/Incident Management (TECM), which is available within the Texas Education Agency (TEA)的相关网站.

Sincerely,

Justin Porter, Ed.D.,
Executive Director,
Special Populations Division

[Signature]
Participants that reviewed 19 TAC §89.1265 report to the group.

Districts are required to annually provide a report to the school board on the above criteria. It is important to reiterate that the ultimate responsibility for the program monitoring and compliance of the district program resides with the school board.

Districts that implement a dual language program model must also follow §89.1267. Standards for Evaluation of Dual Language Immersion Program Models

Source: The provisions of this §89.1265 adopted to be effective September 1, 1996, 21 TexReg 5700; amended to be effective April 18, 2002, 27 TexReg 3107; amended to be effective May 28, 2012, 37 TexReg 3822.
Note to trainer: Progress reporting to parents must be provided to parents in English or in the student's home language. The progress reporting will display how the student is performing in the program in which they have been participating.
Districts that implement a dual language program model must also follow §89.1267. Standards for Evaluation of Dual Language Immersion Program Models.

• §89.1267. Standards for Evaluation of Dual Language Immersion Program Models.

• (a) A school district implementing a dual language immersion program must conduct annual formative and summative evaluations collecting a full range of data to determine program impact on student academic success.

19 TAC §89.1267
Program Evaluation

- (b) The success of a dual language immersion program is evident by students in the program demonstrating high levels of language proficiency in English and the other language and mastery of the Texas essential knowledge and skills for the foundation and enrichment areas. Indicators of success may include scores on statewide student assessments in English, statewide student assessments in Spanish (if appropriate), norm-referenced standardized achievement tests in both languages, and/or language proficiency tests in both languages.
End-of-Year Requirements

• How does the district ensure End-of-Year LPACs are complete?

• Who completes the Program evaluation?

• What other items are important for End-of-Year activities?
Subchapter BB is specific to ELLs.

Explain to participants that any of the following slides in which Chapter 89 is mentioned is in reference to Subchapter BB.
Subchapter BB is specific to ELLs.

Explain to participants that any of the following slides in which Chapter 89 is mentioned is in reference to Subchapter BB.
At this point in the training, take time to go through the section of the binder that has the forms. Explain each form.

Review the content and language objectives for the day to make sure they were covered.

Get feedback with some type of evaluation form.