

Language Proficiency Assessment Committee (LPAC)

End-of-Year (EOY): Exiting English Language Learners (ELLs)

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This vignette simulates an LPAC meeting that is conducted for the consideration of Special Exit Criteria of an English language learner, who also receives special education services. This consideration involves a six step process that is delineated in a suggested document. It outlines the process to follow when considering whether a student qualified to exit using a special exit criteria. This dialogue is an example of the suggested discourse that should occur as part of the end of the year LPAC meeting, after all steps have been implemented and verified. It is an excerpt that can be heard at the end of the year LPAC meeting, detailing some of the steps taken from early fall to late spring.

The individuals participating in the LPAC represent the required membership of the LPAC, from an English as a Second Language program campus. Additionally, a special education representative has been invited to this part of the LPAC meeting, as best practice to ensure that there is collaboration between the LPAC and the ARD committee in making the best decisions for the ELL student who also receives special education services.

The following LPAC is composed of a LPAC chair, campus administrator, ESL teacher, professional transitional language educator, professional special education educator, parent of a current ELL participating in the required bilingual or special language program, ESL. This parent may not be an employee of the school district.

We have several students who may be eligible to exit from our ESL program at our campus this year. As the school year draws to an end, it is important to meet, discuss each student thoroughly, and review the English proficiency exit criteria chart.

Let's continue this end of the year LPAC meeting, by taking a look at Roman.

Roman is an ELL student who also receives special education services. If I recall correctly, we've been discussing the exit criteria for Roman since the beginning of the school year.

You're right. While the exit criteria applies the majority of the ELLs who receive special education services, there are some extenuating cases. In these cases, an ELL who receive special education services might need exit criteria that gives special consideration to the nature of the student's particular disabling condition. This is given to an ELL for whom assessments, and or standards, are not appropriate because of their disability.

I brought copies of the process from considering special education exit criteria from the bilingual English as a second language services. Let's take a minute to revisit this process.

So at this time of the year, we are now in step 6 in the process, which is to determine and document whether the student has met the modified exit criteria established.

Exactly. Our first step was to schedule a meeting to evaluate whether Roman would potentially qualify for exit. Then we discuss evidence of need for use of the special exit criteria. We, the key members of the ARD and LPAC, then specified assessment in English language proficiency test standards. Upon unanimous decision, the documentation was prepared before discussing the recommended exit criteria in a formal ARD committee meeting.

Ms. [? Fendor, ?] our ESL educator, who represents the LPAC in the process, and [INAUDIBLE], our special education representative, will share with us the specifics of what was discussed, and proposed, as a result of the process.

At the beginning of the year, we met to discuss if Roman would qualify for exit from the ESL program. During this meeting, key members of each committee made the following exit criteria recommendations for Roman, modifications and TELPAS for listening and speaking would be intermediate. In the domains of reading and writing for TELPAS, collaboratively we decided that the assessment in these domains would be inappropriate, due to the severity of the student's disability. And thus, he would not be holistically rated in these domains.

Since state established standards must be used in the STAAR assessments, we agreed that Roman would meet passing standards by the designated STAAR Alternate 2 in reading and writing, as he's eligible to take.

Roman has participated in the ELL program since enrolling in kindergarten. He's currently in the fourth grade. In first grade, Roman was identified as a student with specific learning disability in written expression and reading comprehension that was not related to his second language needs. Roman attained the following scores on TELPAS during the current school year, listening and speaking, intermediate. And based on the ARD, LPAC decision, was not holistically rated in reading and writing.

In addition, on the STAAR Alternate 2 assessments for the current school year, Roman met the passing standards for reading and writing.

Based on evaluation data, teacher information, grades, and classroom performance, Roman does not demonstrate a need for continued services in regard to second language acquisition. Does the LPAC committee agree that Roman has met the criteria outlined to be eligible for exit from the ESL program?

As an LPAC committee, we agree that Roman will be able to participate equally in all English instructional program that does not provide special language services. Do any other committee members have any other comments about Roman's special exit criteria?

Will he continue to receive special education support, in regards to reading and writing?

Yes. Roman will continue to receive the special education support and services outlined in his individualized education plan, for reading and writing. In addition, the ARD committee will meet to discuss the decision to exit Roman from ESL program. We will finalize and document the change in program and delineate instructional services.

I will be at this ARD committee meeting as the LPAC representative.

Thank you, Ms. [? Fendor. ?] If we're all in agreement, let's go ahead and sign the annual review form and prepare to send out the parent notification form.

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Summary. The process for considering special exit criteria from bilingual English as a second language, ESL services, is to be used in rare cases for ELLs who qualify due to the nature of a student's particular disabling condition. At or near the beginning of the school year, a meeting is conducted with the ARD and LPAC members to determine whether the student is eligible for Special Exit Criteria and sets educational linguistic goals.

ARD members shall meet in conjunction with the LPAC to review the educational needs of each ELL who qualifies for services in the special education program. The LPAC must review the process for considering Special Exit Criteria from Bilingual ESL, to ensure all steps are completed at the appropriate time of year as delineated.

Based on discussion at the formal ARD committee meeting, the IEP is updated with documentation of the modified exit. ELLs who meet current year English Proficiency Exit Criteria are reclassified and monitored for two years. Parental Notification and Approval for Exit form must be sent home to parents or guardians for approval. All LPAC members must review and sign documentation during the meeting.