



CARROLL
Independent School District

Emergent Bilingual

REVIEW AND RECLASSIFICATION

Adopted October 2, 2023

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Review and Reclassification

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Review and Reclassification

What is Required

The Language Proficiency Assessment Committee (LPAC) will transfer an Emergent Bilingual (EB) student out of a bilingual education or special language program once the student can participate equally in a general education, all-English instructional program. This process is called reclassification. Reclassification will only take place at the end of the school year. When determining whether a student can be reclassified or exit an EB program, the LPAC will review and consider whether the student has achieved the following:

- A proficiency rating on the state-approved English language proficiency test for reclassification or exit that is designated for indicating English proficiency in each of the four language domains (listening, speaking, reading, and writing);
- “Approaches,” “Meets,” or “Masters Grade Level” performance levels on the State of Texas Assessments of Academic Readiness (STAAR) state standardized reading assessment (STAAR Reading for students in Grades 3-8, STAAR English I End of Course (EOC) for Grade 9, and STAAR English II EOC for Grade 10) or for students at grade levels not assessed by the reading assessment, a score of the 40th percentile or above on both the English reading and the English language arts test of the state-approved norm-referenced standardized achievement instrument (Iowa Assessments, Form F); and
- Results from a subjective teacher evaluation using the *Emergent Bilingual/English Learner Reclassification Rubric*, the state’s standardized rubric published by TEA, demonstrating attainment of the English language.

The *Emergent Bilingual/English Learner Reclassification Rubric* published by TEA must be completed by Campus EB Personnel, and it cannot be substituted with another form of subjective teacher evaluation or otherwise modified. The Campus EB Personnel will retain the results of each assessment/evaluation in the student’s educational file.

A child will not be reclassified or exited from a bilingual education or English as a Second Language (ESL) program in prekindergarten or kindergarten. Additionally, a student will not be reclassified or exited from the bilingual education or ESL program if the LPAC recommends designated supports or accommodations on the state reading assessment instrument. Likewise, if the LPAC recommends the use of Oral Administration, Content and Language Supports, or Extra time for English reading or English EOC assessments, that student will not be considered for reclassification at the end of that school year.

If the District has not yet received STAAR results at the end of the school year when the



LPAC meets to determine if reclassification is appropriate, the LPAC will make a decision regarding reclassification, pending STAAR results. The LPAC may determine that reclassification is appropriate if the student has met all other reclassification criteria and if the pending STAAR results demonstrate that the student has met the performance standard. Once the District receives the STAAR results, the LPAC will communicate in person, over the phone, via email, or through video conferencing to finalize the LPAC reclassification decision. This discussion should be documented and retained in the student's educational file. At this time, the LPAC Campus Administrator will enter the scores into the LPAC documentation and complete the reclassification process. Another LPAC meeting is not required. The LPAC may agree to allow a student meeting reclassification requirement to continue in the bilingual education or ESL program with parent approval on a case-by-case basis.

Once it has been determined that reclassification is appropriate, the LPAC Campus Administrator will send written notification to the parent seeking approval to exit the bilingual or ESL program. The LPAC Campus Administrator will obtain approval in writing from the parent for the student to exit the bilingual or ESL program and retain the written approval in the student's educational file. Upon receipt of written approval from the parent to exit the program, the student will be placed in the general education classroom. The LPAC will monitor the student's progress annually for the next two (2) years and provide written notice of the student's progress to the parent.

All tests used for the purpose of reclassifying students and approved by TEA must be re-normed at least once every eight years. A District EB Administrator will ensure that the Campus EB Personnel are utilizing the most current version of the assessments for reclassification.

Reclassification of Students Eligible for Special Education Services

The District will follow the standardized process for reclassifying EB students who are also eligible for special education services. The Admission, Review, and Dismissal (ARD) Committee in conjunction with the LPAC will meet annually at the end of the year to review progress and determine if an EB student is eligible to be reclassified or exit a bilingual education or ESL program and be classified as English proficient. [See LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE].

Reclassification of Students with Significant Cognitive Disability

The District will follow an alternate process for reclassifying students with significant cognitive disabilities. According to the STAAR Alternate 2 eligibility and participation requirements, a student with a significant cognitive disability under this section is a student who:

- Exhibits significant intellectual and adaptive behavior deficits in the student's ability to plan, comprehend, and reason;



- Indicates adaptive behavior deficits that limit the student's ability to apply social and practical skills, such as personal care, social problem-solving skills, dressing, eating, using money, and other functional skills across life domains;
- Is not identified based on the student's designation as EB or solely on the basis of previous low academic achievement or the need for accommodations; and
- Requires extensive, direct, individualized instruction, as well as a need for substantial supports that are neither temporary nor specific to a particular content area.

For an EB student with significant cognitive disabilities, the LPAC, in conjunction with the ARD Committee, will determine on a case-by-case basis whether the state's English language proficiency assessment for reclassification is appropriate because of the nature of the student's disability.

In rare situations where the LPAC determines the state assessment is not appropriate, the LPAC, in conjunction with the ARD Committee, will recommend an appropriate performance standard requirement for the EB student to be reclassified or exit a program. This decision will be made by key members of the ARD Committee and LPAC who are familiar with the student's current progress and needs. At least one decision-maker will have in-depth knowledge of the student's second language acquisition and academic achievement. This decision-making process includes but is not limited to review of both formal and informal assessment data, teacher input, parent input, input of District or Campus EB Personnel and other relevant service providers, classroom performance and needs, documentation of response to intervention and other provided supports, and classroom observations.

The ARD Committee will document evidence of this discussion in the IEP, including a statement that the student is not expected to be able to attain English language proficiency in one or more domains due to a significant cognitive disability and no longer appears to benefit from second language acquisition support in English to address second language acquisition cognitive, linguistic, and affective needs.

If the ARD Committee and LPAC then determine the student qualifies for reclassification, the ARD Committee and LPAC will meet to specify the assessments and individualized criteria for reclassification. This ARD meeting will be held as quickly as possible and prior to participation in the identified assessments. The ARD Committee and LPAC will review the assessment information in the student's IEP and recommend reclassification criteria based on the student's grade.



First Grade

- Texas English Language Proficiency Assessment System (TELPAS) – The ARD Committee will determine, by language domain and TELPAS Proficiency Level, individualized criteria for reclassification based on the student's language proficiency and disability.
- Academic Content Assessments of Reading and Writing – There are no requirements for norm-referenced standardized achievement tests at this grade level.
- Subjective Teacher Evaluation – The ARD Committee should use the *Emergent Bilingual/English Learner Reclassification Rubric – Alternative*.

Second Grade

- Texas English Language Proficiency Assessment System (TELPAS) – The ARD Committee will determine, by language domain and TELPAS Proficiency Level, individualized criteria for reclassification based on the student's language proficiency and disability.
- Subjective Teacher Evaluation – The ARD Committee should use the *Emergent Bilingual/English Learner Reclassification Rubric – Alternative*.

Grades 3-10

- Academic Content Assessments of Reading and Writing – Should the ARD Committee of a student in grades 3-10 determine that the student meets eligibility criteria for STAAR Alternate 2, the ARD Committee should recommend that the student take the STAAR Alternate 2, an assessment based on alternate academic achievement standards. The ARD Committee must apply the same state assessment standards for all state assessments and may not further modify performance standards on academic content assessments.

Grades 11-12

- Academic Content Assessments of Reading and Writing – There are no requirements for norm-referenced standardized achievement tests at this grade level.

At the end of the school year and following the receipt of assessment results, the ARD Committee in conjunction with the LPAC will meet to review the assessment results and subjective teacher evaluation to determine whether the student has met the individualized reclassification criteria. If, using the *English Learner Reclassification Rubric Alternative*, the decision is made to reclassify the student, the ARD Committee and LPAC will finalize and document the change in placement or program and include the decisions in the student's IEP. The LPAC must also document the reclassification decision in the student's permanent record file, notify the student's parent in writing of the decision, and request written approval for exit from the bilingual or ESL program.



To comply with the Family Educational Rights and Privacy Act (FERPA), each trained member of the LPAC will sign an oath of confidentiality to protect student confidentiality when discussing a student's status as a special education student. During the review of the student's progress at the end of the school year, the LPAC will share only limited information regarding student assessment results—i.e., whether or not the student met reclassification criteria.

Evidence of Implementation

- Documentation of LPAC Discussions
- Standardized Assessment Results
- Completed Emergent Bilingual/English Learner Reclassification Rubric
- Signed Parent Approval for Reclassification Form
- Evidence of Monitoring Following Reclassification
- Annual Monitoring LPAC Meeting Following Reclassification
- ARD Documentation
- Deliberations of ARD Meeting
- Oath of Confidentiality
- Reclassification of Students into General Education

Resources

[Bilingual and English as a Second Language Education Programs - Texas Education Agency](#)

[Commissioner's Rules Concerning State Plan for Educating English Learners](#)

[Emergent Bilingual Reclassification Rubric - Texas Education Agency](#)

[Reclassification Criteria Chart - Texas Education Agency](#)

[Review and Reclassification Suggested Forms - Texas Education Agency](#)

[LPAC Annual Review Form - Texas Education Agency](#)

[Texas Emergent Bilingual/English Learner Reclassification Testing - Texas Education Agency](#)

[Guidance on Identification and Reclassification: LPAC and ARD Committee Collaboration - Texas Education Agency](#)

[Guidance Related to ARD Committee and LPAC Collaboration - Texas Education Agency](#)

[Guidance on Identification and Reclassification of Dual-Identified Students - Texas Education Agency](#)



Review and Reclassification

[2020-2021 English Learner Reclassification Video - Texas Education Agency](#)

[FAQs LPAC and Emergent Bilingual Students - Texas Education Agency](#)

[LPAC Framework - Texas Education Agency](#)

CITATIONS

Board Policy EHBE(LEGAL); Texas Education Code §§28.011, 29.062, 39.023; 19 TAC
89.1220, 89.1226, 89.1240