

Language Proficiency Assessment Committee (LPAC) End-of-Year (EOY): Exiting English Language Learners (ELLs)

This transcript simulates a LPAC meeting that is conducted at the end of the year. During this annual meeting all LEP students will be discussed to include those in Bilingual/ESL program, monitored students, and those whose parents denied services. Student's progress is reviewed and exiting from the ESL program is considered for an English language learner (ELL). This dialogue is an example of the suggested discourse that should occur at the LPAC meeting on a secondary campus with an ESL program. **The individuals represent the required membership of the LPAC from an English as a Second Language Program campus; an administrator, ESL teacher and parent representative.**

Please show the following on the screen.

The following LPAC is composed of a:

- campus administrator
- LPAC Chair/ ESL teacher/professional transitional language educator
- Social Studies teacher
- 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)

LPAC CHAIR ESL EDUCATOR: Good morning. It is the end of the school year and we are here to review all ELLs on our campus, looking closely at students' progress made throughout the year. Let's take a moment to review the English Proficiency Exit Criteria Chart in order to determine if individual students have met their specific grade level's Exit criteria.

*All participants will be looking over the document
Capture picture of the English Proficiency Exit Criteria Chart*

ADMINISTRATOR: Based on the Exit Criteria Chart we need to review if students:

1. Scored fluent in English on an Oral Language Proficiency Test (OLPT)
2. Review Current Reading and Writing STAAR results
3. Review subjective teacher information, such as assessments, anecdotal notes, and portfolios

LPAC Chair/ESL Educator: That is correct. Actually per Texas Education Code, Chapter 29 states that we should, "review each limited English proficient student's progress at the end of the school year in order to determine future appropriate placement."

On Today's LPAC roster, we have a few students who may possibly meet the exit criteria. We have invited Mohammed's Social Studies teacher to help provide insight on his performance. Let's begin by looking at Mohammed's information.

Social Studies Educator: Mrs. Patel, as a parent representative, do you have any questions in regards to what we will be looking at today?

Parent: No, I don't have any questions at this time.

ADMINISTRATOR: Thank you Mrs. Patel for being here today to assist us in reviewing our English language learners. We couldn't do this without your support.

LPAC Chair/ESL Educator: Let's begin by looking at Mohammed who is a 7th grader and has been in ESL since he arrived in the country in 3rd grade. Mohammed is from Sudan and his first language is Arabic. He was placed in an ESL program upon arrival into the Texas public school system. Mohammed has taken the OLPT and he scored fluent. He has also met the performance level standard in STAAR reading and STAAR writing. He was rated advanced high in all language domains.

Social Studies Educator: I am so proud of Mohammed and from my observations he has done very well academically. He is doing well academically in Social Studies and participates actively in all classroom activities.

LPAC Chair/ESL Educator: I have seen great gains in Mohammed's expressive language as well.

Parent: Since Mohammed has met all of these requirements will he be eligible to be exited from the ESL program? And also, what will we need to do to ensure his future success?

LPAC Chair/ESL Educator: Based on the Exit criteria chart and our review of all documents, he will be exited and reclassified in PEIMS and coded as (F) for the following school year as non-lep, first-year monitored.

All members nod their heads that they are in agreement with exiting the student.

Administrator: How many years will we monitor Mohammed and what specifically do we look at while monitoring?

LPAC Chair/ESL Educator: According to Texas Code Chapters 29 and 89, it is stated that once a student has been exited from an ESL program then the student is to be monitored for the first two years after exiting. We will still observe Mohammed's grades during every grading period and his progress in all content areas as he will now be in classrooms with no second language support.

ADMINISTRATOR: Thank you! We will also need to send home a letter to the parents informing them that Mohammed has met all the requirements. The parents will need to sign the letter and return it so we may exit him from the program. All this information is being documented in the LPAC Annual End-of-Year Review Form.

Social Studies Educator: I agree and I feel strongly that Mohammed will be successful in the future.

ADMINISTRATOR: Mrs. Patel, do you have any additional questions in regards to the exit criteria process for a student?

Parent: Just for clarification, the LPAC, cannot exit a student at any time, correct?

LPAC Chair/ESL Educator: Correct. We can only exit students at the end of the year during our annual review LPAC that takes place typically at the end of May. If there are no other questions and everyone is in agreement with exiting Mohammed then we can sign and document all the information that we have discussed during this LPAC meeting in regards to Mohammed.

Show a picture of the LPAC Annual End-of-Year from (LPAC Suggested Form)

Also show LPAC Chair ESL Educator filling out the parental notification and approval for Exit letter (LPAC Parental Notification Form)

Summary:

- The LPAC reviews all ELLs (current, parental denials, and monitored)
- Additional LPAC members can be added to assist in dialogue related to the student's instructional and linguistic needs
- ELLs must meet all areas of the current year *English Proficiency Exit Criteria* to be eligible to exit the program
- ELLs who meet *English Proficiency Exit Criteria* are reclassified and monitored for 2 years
- *Parental Notification and Approval for Exit* form must be sent home to parent or guardian for approval
- All LPAC members must review and sign documentation during the meeting

Source:

TEC §29.0561 Evaluation of Students

TEC §29.063 (c) (3) Review Students Progress;

TAC §89.1220 (g) (k) (m) Language Proficiency Assessment Committee

TAC §89.1225 (h) (i) (j) Testing and Classification of Students

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