



Process for Considering Special Education Exit Criteria from Bilingual/ESL Services

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3/24/2016

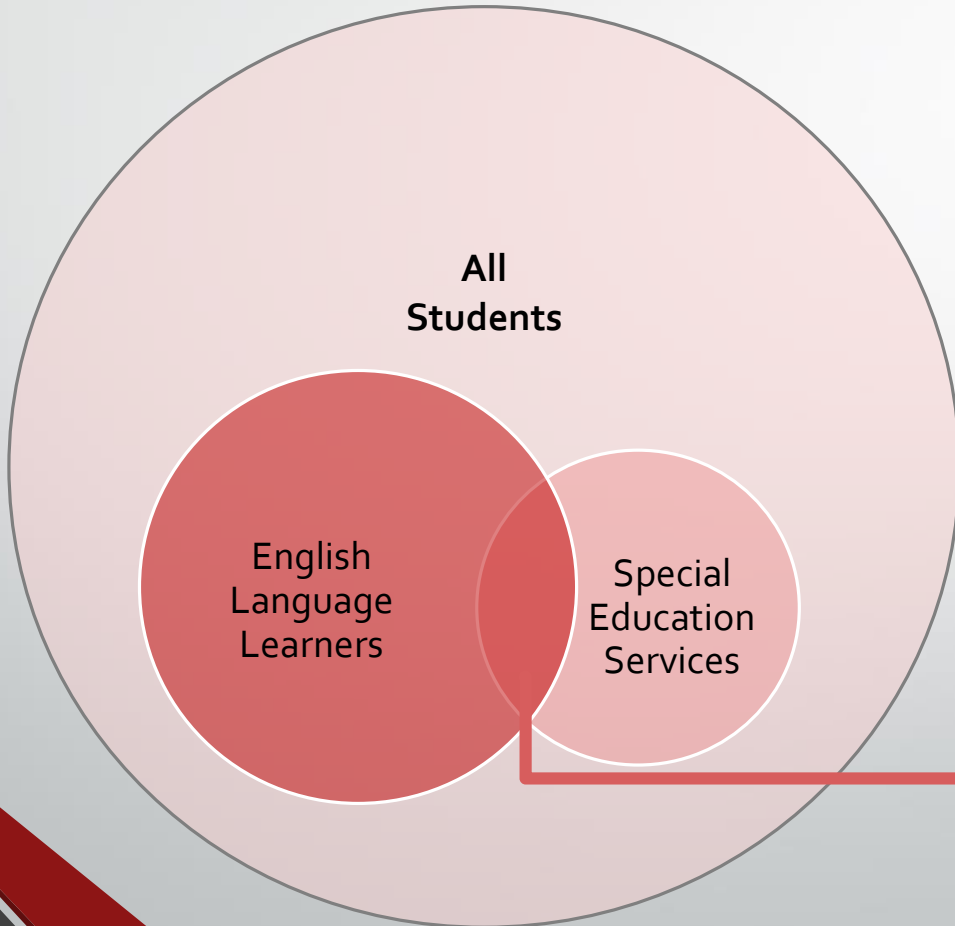


Objectives for Today



- **Content Objective** – Participants will...
 - receive an overview of the legal requirements that pertain to collaboration between ARD, RTI, and 504 committees and LPAC
 - read some pre-referral recommendations to consider for ELLs
 - review the state exit criteria for ELLs
 - read through the “Process for Considering Special Education Exit Criteria from Bilingual/ESL Services”
- **Language Objective** – Participants will...
 - Discuss the criteria for consideration of a special exit from the Bilingual/ESL program for students receiving special education services
 - Discuss the differences between the general exit criteria and special exit criteria
 - Discuss sources of information to be considered in completion of the form/documentation

Need / Data



- Some students receiving special education services are also identified as English Language Learners (ELLs)
- 19 Texas Administrative Code (TAC) §89.1225. **Testing and Classification of Students**

Collaboration between ARD, Rtl, or 504 and LPAC



19 Texas Administrative Code (TAC) 89.1225. Testing and Classification of Students

- §89.1225(d) Approve list of tests, grade levels, and scores – the list is reviewed and updated annually by the commissioner
- §89.1225(f) Entry (4) ARD/LPAC shall determine an appropriate assessment instrument and designated level of performance for indicating LEP as required under subsection (d) for students for whom those tests would be inappropriate as part of the individualized education program (IEP)
 - The decision for entry into the bilingual or ESL program shall be determined by the ARD committee in conjunction with the LPAC [89.1220(g)]



19 Texas Administrative Code (TAC) 89.1225. Testing and Classification of Students

- §89.1225(h) – exit criteria from bilingual education or ESL program (end of year only)
- §89.1225.(k) – exit criteria from bilingual education or ESL program for students receiving special education services



19 Texas Administrative Code (TAC) 89.1225. Testing and Classification of Students

- §89.1225(d) Approve list of tests, grade levels, and scores – the list is reviewed and updated annually by the commissioner
- [List of Approved Tests for Assessment of English Language Learners 2015-2016 School Year](#)



19 Texas Administrative Code (TAC) 89.1225. Testing and Classification of Students

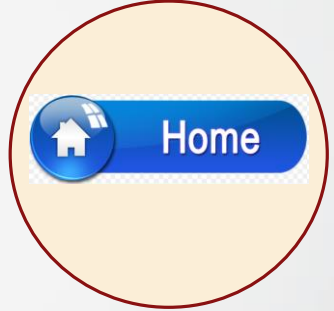
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- The decision for entry into the bilingual or ESL program shall be determined by the ARD committee in conjunction with the LPAC [89.1220(g)]



Pre-Referral Considerations to Consider for ELLs

Information is collected and analyzed



Broad Base of Student Data



Community



Peer Groups



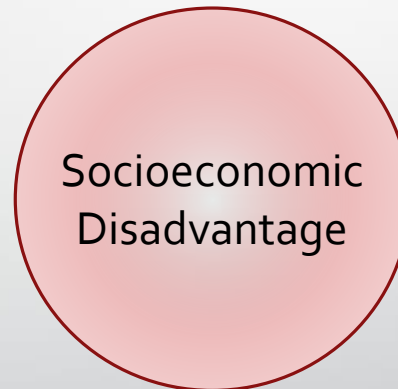
Pre-Referral Considerations to Consider for ELLs

ARD/LPAC Discussion for entry criteria and identification

LPAC Framework Manual Resources: Special Education

- [Document](#) p. 252 on page (electronic copy pg. 32/48)

§89.1225(f) (4)





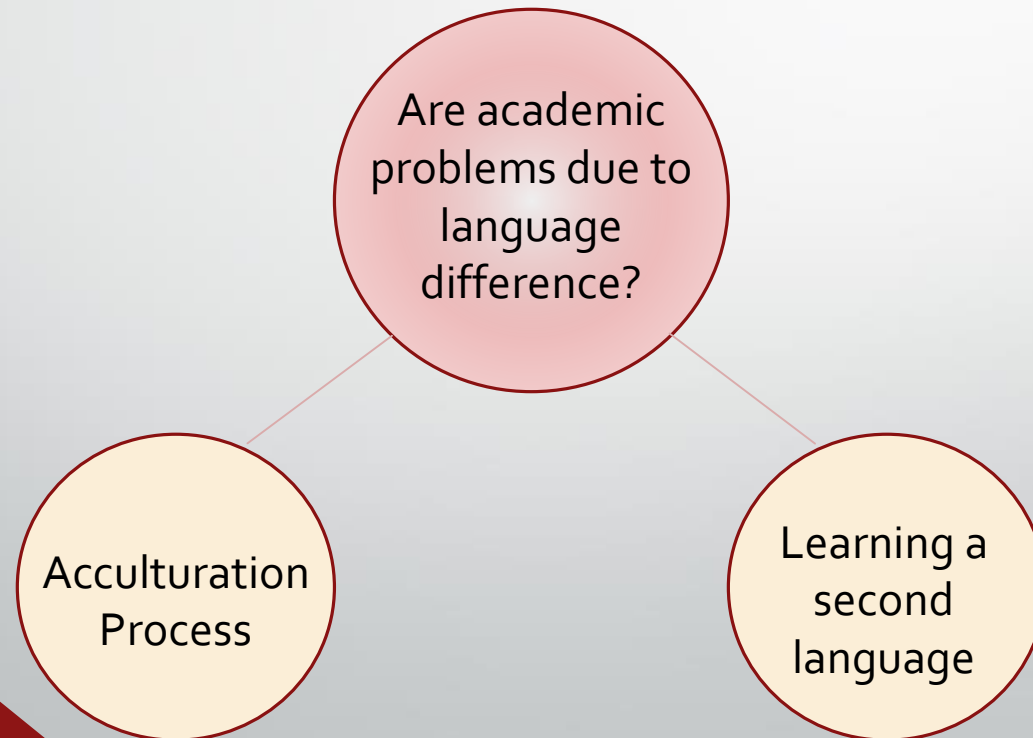
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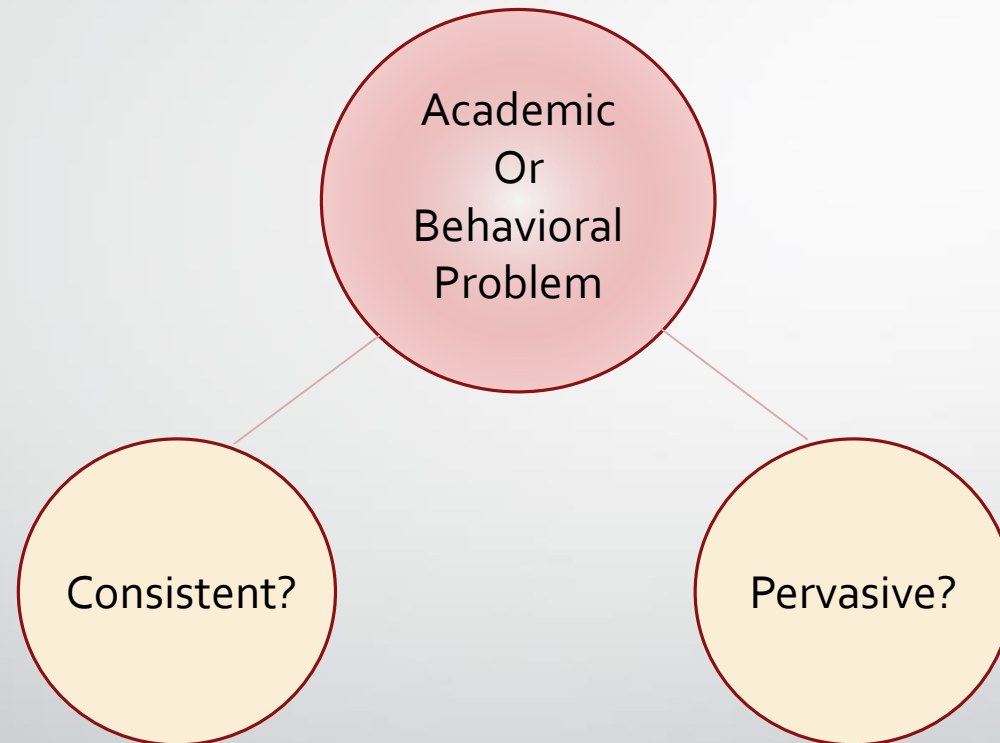


Possible Sources:

- **RTI-1** Initial Student Referral to RTI (information about language; learning style; method of instruction)
- **RTI-3A** Screening for Language Dominance
- **RTI-3B** BICS/CALP Checklist for LEP Students
- **RTI-9A** At-Risk for Dyslexia (English Instruction)
- **RTI-9B** At-Risk for Dyslexia (Spanish Instruction)



Pre-Referral Considerations to Consider for ELLs

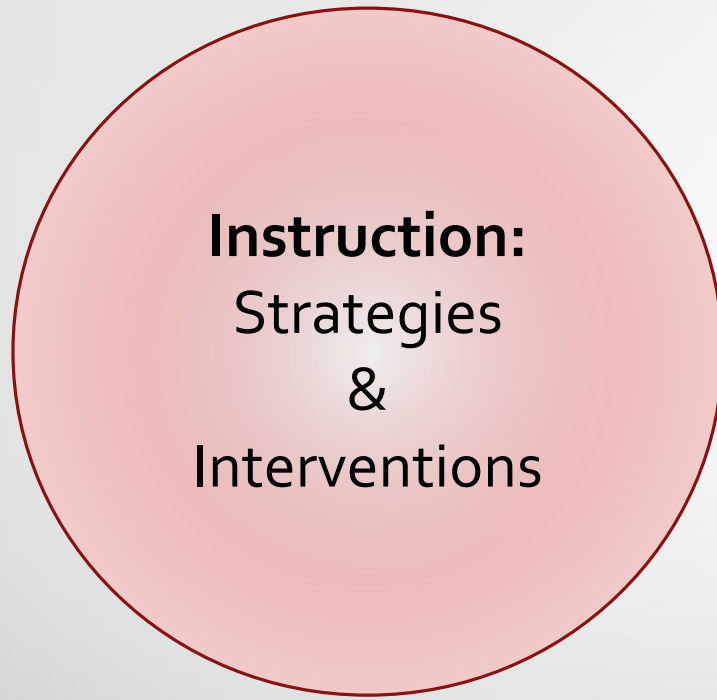


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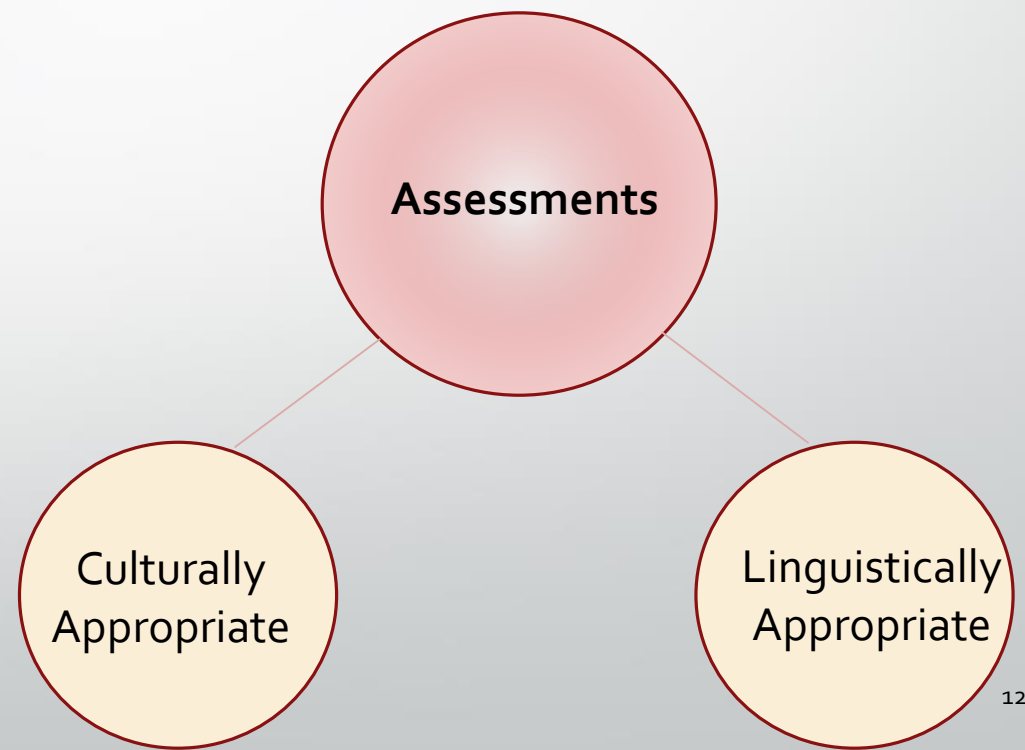
- RTI-11 Classroom Behavior Observation Data
- Review of
 - grades,
 - attendance, and
 - performance on computer programs



Pre-Referral Considerations to Consider for ELLs



Possible Sources:
➤ RTI-5 Individual Intervention Plan





Pre-Referral Considerations to Consider for ELLs

Native language development

Second language learning process

Other procedures for language evaluations

Individual learning

Developmental differences

Possible Sources:

- RTI-1 Initial Student Referral to RTI (information about language; learning style; method of instruction)
- RTI-3A Screening for Language Dominance
- RTI-3B BICS/CALP Checklist for LEP Students
- RTI-9A At-Risk for Dyslexia (English Instruction)
- RTI-9B At-Risk for Dyslexia (Spanish Instruction)
- RTI Forms – Developmental Assets
- RTI Form – Learning Styles
- TPRI/Tejas LEE Results ¹³



Pre-Referral Considerations to Consider for ELLs

Possible Resources from RTI:

- Vanderbilt Assessment Scale (Parent p. 5-1 to 5-3; Teacher 5-5 to 5-7)
- Area of Difficulty p. 5-9
- Area of Difficulty Intervention Process p. 5-10 to 5-13
- Interventions for the Educational Environment p. 5-14 to 5-17
- Elementary Assesd Checklist (Developmental) p. 5-20
- Secondary Asset Checklist (Developmental) p. 5-21



Pre-Referral Considerations to Consider for ELLs

Possible Resources from RTI:

➤ Learning Styles

- Information p. 5-31 to 5-32
- Observation Checklist p. 5-33
- Inventory – Elementary p. 5-34 to 5-36
- Inventory – Secondary p. 5-37 to 5-40
- Auditory – p. 5-41 to 5-46
- Tactile/Kinesthetic Learners p. 5-47 to 5-51
- Visual Learners p. 5-52 to 5-57
- Brain Hemisphere Checklist p. 5-58
- Brain Hemisphere Characteristics p. 5-59

➤ Multiple Intelligences

- Information p. 5-60 to 5-62
- Elementary Checklist p. 5-63 to 5-64
- Secondary p. 5-65 to 5-66



Pre-Referral Considerations to Consider for ELLs

Possible Resources from RTI:

➤ Behavior

- Behavior Antecedent Strategies p. 5-22 to 5-23
- Behavior Strategies for Replacement or Alternative Behaviors p. 5-24
- Behavior Consequence Strategies p. 5-25 to 5-27
- Behavior Motivation Assessment Scale 5-28 to 5-29
- Menu of Behavioral Interventions p. 5-30

➤ Speech and Language Development Milestones p. 5-67 to 5-71

- Characteristic Problems of Older School-Age Students with Language Disorders p. 5-72 to 5-73
- Articulation Development (English/Spanish) p. 5-74 to 5-75
- Strategies for Articulation Intervention p. 5-76 to 5-79
- Validating Learning Difficulty p. 5-80 to 5-83



General Exit Criteria

89.1210 Program Content and Design

[LPAC Framework Manual](#) p. 20/77

Bilingual Program Model: Transitional Bilingual /Early Exit

ESL Program Model: ESL/Content-based

- Must remain in the program for a minimum of 2 years
- Cannot exit in PK or Kinder
- Expected to exit within 5 years

Notes:

- Cannot exit if the LPAC recommended linguistic accommodations for Reading and/or Writing on STAAR/EOC
- See *2015-2016 English Proficiency Exit Criteria Chart*



19 Texas Administrative Code (TAC) 89.1225. Testing and Classification of Students

- §89.1225(h) – exit criteria from bilingual education or ESL program (end of year only)
- §89.1225.(k) – exit criteria from bilingual education or ESL program for students receiving special education services



General Exit Criteria

- Created by TEA
- It is reviewed each year
- Includes LEP denials

2015–2016 English Proficiency Exit Criteria Chart

At the end of the school year, a district may transfer (exit, reclassify, transition) a LEP student out of a bilingual or ESL education program for the first time or a subsequent time if the student is able to participate equally in a regular all-English instruction program as determined by satisfactory performance in all three assessment areas below and the results of a subjective teacher evaluation.¹

For State of Texas Assessments of Academic Readiness (STAAR) English reading and English writing, the performance level for program exit is Level II (Satisfactory Academic Performance) or above.

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11 th /12 th
Current School Year Oral = Listening & Speaking	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²
English Reading³	Norm-Referenced Standardized Achievement Test ² (Rdg./Lang.) 40th percentile or above	Norm-Referenced Standardized Achievement Test ² (Rdg./Lang.) 40th percentile or above	STAAR ⁵	STAAR ⁵	STAAR ⁵	STAAR ⁵	STAAR ⁵	STAAR ⁵	STAAR ^{4/5}	STAAR ^{4/5}	Norm-Referenced Standardized Achievement Test ² (Rdg./Lang.) 40th percentile or above
English Writing³	Agency-Approved Writing Test ²	Agency-Approved Writing Test ²	Agency-Approved Writing Test ²	STAAR ⁵	Agency-Approved Writing Test ²	Agency-Approved Writing Test ²	STAAR ⁵	Agency-Approved Writing Test ²			Agency-Approved Writing Test ²
Subjective Teacher Evaluation	Assessments, anecdotal notes, portfolios, etc.										



General Exit Criteria

2015–2016 English Proficiency Exit Criteria Chart											
<p>At the end of the school year, a district may transfer (exit, reclassify, transition) a LEP student out of a bilingual or ESL education program for the first time or a subsequent time if the student is able to participate equally in a regular all-English instruction program as determined by satisfactory performance in all three assessment areas below and the results of a subjective teacher evaluation.¹</p> <p>For State of Texas Assessments of Academic Readiness (STAAR) English reading and English writing, the performance level for program exit is Level II (Satisfactory Academic Performance) or above.</p>											
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Sharyland ISD: L & S	LAS Links 4, 5	LAS Links 4, 5	LAS Links, 4, 5	LAS Links 4, 5	LAS Links 4, 5	LAS Links 4, 5	LAS Links 4, 5	LAS Links 4, 5	LAS Links 4, 5	LAS Links 4, 5	LAS Links 4, 5
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Sharyland ISD: Rdg.	Terra Nova, 3 rd Ed.	Terra Nova, 3 rd Ed.	STAAR state standard	STAAR state standard	STAAR state standard	STAAR state standard	STAAR state standard	STAAR state standard	STAAR state standard	STAAR ^{4/5}	Terra Nova, 3 rd Ed.
English Writing³	Agency-Approved Writing Test ²	Agency-Approved Writing Test ²	Agency-Approved Writing Test ²	STAAR ⁵	Agency-Approved Writing Test ²	Agency-Approved Writing Test ²	Agency-Approved Writing Test ²	Agency-Approved Writing Test ²	Agency-Approved Writing Test ²	STAAR ^{4/5}	Agency-Approved Writing Test ²
Sharyland ISD: Wtg.	LAS Links 4, 5	TELPAS Adv. High	TELPAS Adv. High	STAAR state standard	TELPAS Adv. High	TELPAS Adv. High	STAAR state standard	TELPAS Adv. High	STAAR state standard	STAAR state standard	TELPAS Adv. High
Subjective Teacher Evaluation	Assessments, anecdotal notes, portfolios, etc.										
Sharyland ISD: Teacher Evaluation	Use all instructional information pertinent to the student as evidence to support the teacher's recommendation										





19 Texas Administrative Code (TAC) 89.1225. Testing and Classification of Students

§89.1225(h) exit criteria from bilingual education or ESL program (end of year only)	§89.1225(k) exit criteria from bilingual education or ESL program for students receiving special education services
applies to the vast majority of ELLs receiving sp. ed. services.	applies when the assessments and/or standards under (h) are not appropriate because of the nature of a student's particular disabling condition
	Should only be those designated to take STAAR Alternate 2



Collaboration Meeting Discussions

- **Who?** Key members of the ARD committee and LPAC
- **Why?**
 - Student's cognitive abilities;
 - Student's linguistic abilities;
 - Student's affective needs;
 - Linguistic accommodations for access to the general curriculum; and
 - Whether the student will benefit from second language acquisition services



Step 1: Schedule Meeting to Evaluate Whether Student Potentially Qualifies for Exit

- **When?** At or near the beginning of the school year
- **Who Must Attend?**
 - 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
 - key admission, review, and dismissal (ARD) committee members (including a diagnostician when applicable)
 - key language proficiency assessment committee (LPAC)



Step 1: Schedule Meeting to Evaluate Whether Student Potentially Qualifies for Exit

- **Why?** To discuss whether a student qualifies to exit using criteria under §TAC 89.1225(k)
 - Determine assessments and/or English language proficiency assessment standards to be used in the exiting process
 - ONLY when assessments and/or English language proficiency assessment standard 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
 - To address the needs of an INDIVIDUAL student (not groups)
 - VERY FEW students qualify to exit using the §TAC 89.1225(k) criteria



Step 2: Discuss Evidence of Need for Use of §89.1225(k) Exit Criteria

- When? At the collaboration meeting
- What?
 - Discuss the second language acquisition of the student within the context of the individual student's disability to consider **whether** special exit criteria are warranted
 - IEP-based and **must** include documented evidence due to nature of student's disability,
 - 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)

Step 2: Discuss Evidence of Need for Use of §89.1225(k) Exit Criteria



Evidence must include -

- Historical formal assessment data;
- Historical informal assessment data; **and**
- Direct teacher input to provide insight into the student's classroom performance and needs
 - Should include documentation of response to intervention (RtI), anecdotal notes, and other evidence from other sources
 - classroom-based observations **and**
 - classroom activities (work samples)

Step 2: Discuss Evidence of Need for Use of §89.1225(k) Exit Criteria



Evidence must include (continued)

- Ongoing informal assessment data to identify the levels of academic functioning and English language proficiency–
 - checklists, inventories, and other formative evaluations
- The input of diagnostician may be requested to help determine whether the TAC 89.1225(k) exit criteria are warranted



Step 3: Specify Assessments and English Language Proficiency Test Standards

- **When?** After reviewing the evidence **and IF** 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)
- **What?**
 - Participants review the assessment information in the IEP
 - Participants make exit criteria recommendations



Step 4: Prepare Documentation

- Who? Key members of the ARD committee and LPAC
- What?
 - Document:
 - Evidence;
 - Recommendation;
 - Assessments; **and**
 - Any modified English language proficiency test standards



Step 5: Discuss Recommended Exit Criteria in Formal ARD Committee Meeting

- **Who?** Key members of the ARD committee and LPAC
- **What?**
 - Present the documentation
 - Update IEP with documentation of the modified exit criteria **IF** the committee as a whole determines that exit is anticipated
- **Where?**
 - At the formal ARD committee meeting
 - **Should** take place as early in the current school year as possible; **or**
 - At the end of the year to be applied the next school year
 - **Must** occur prior to the student's participation in the identified assessments



Step 6: Determine and Document Whether Student Has Met Modified Exit Criteria

- Who? Key members of the ARD committee and LPAC
- When?
 - At the end of the year [TAC §89.1220(g)]
 - An additional ARD committee meeting is necessary for students whose annual ARD committee meeting is held at a different time



Step 6: Determine and Document Whether Student Has Met Modified Exit Criteria

- What?
 - Determine whether the student has met the modified exit criteria
 - Review the assessment results; **and**
 - Subjective teacher evaluation [TAC §89.1225 (h)] – must reflect the status of the student after the administration of the assessments



Step 6: Determine and Document Whether Student Has Met Modified Exit Criteria

- What?
 - IF the decision is made to exit the student based on assessment results **and** subjective teacher evaluation,
 - ARD committee-
 - Finalizes **and** documents the change in placement/program; **and**
 - Delineates instructional services
 - Including the monitoring period for exited students (two years after exit)
 - LPAC
 - Documents the exit decision in the student's permanent record file [TAC 89.1220(l)(1)(H)]



Questions & Comments



Contact Information

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