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**BRACKETT INDEPENDENT
SCHOOL DISTRICT**

**English as a Second
Language
(ESL)**

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Program and Administrative Procedures

CONTENTS

Each section of the manual follows this format: law, Brackett ISD procedures, and form instructions followed by actual forms.

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Program Vision

§89.1201(c). Policy. The goal of English as a second language programs shall be to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods.

ESL Core Purpose:

Provide equitable instruction and support that promote English language proficiency through collaboration with teachers, administration, and parents while maintaining compliance with state and federal guidelines.

ESL Core Values:

- Build confident, empowered, independent learners in a knowledge rich environment
- Celebrate cultural diversity, linguistic achievement, and individual student success
- Advocate equal opportunities, high expectations, and respect for all ESL students

ESL Program Goals:

- Ensure that ESL students progress by one proficiency level per year in the language domains of reading, writing, speaking, and listening
- Collaborate regularly with content area teachers regarding consistent implementation of the ELPS based on individual student language proficiency levels
- Maintain accurate LPAC documentation within district and state mandated timelines
- Communicate with teachers, administration, and parents regarding ESL instruction, assessment, and compliance

Identification of LEP Students

§89.1201. Policy.

(a) It is the policy of the state that every student in the state who has a home language full opportunity to participate in a bilingual education or English as a second language program, as required in the Texas Education Code, Chapter 29, Subchapter B. To ensure equal educational opportunity, as required in the Texas Education Code, §1.002(a), each school district shall:

- (1) identify limited English proficient students based on criteria established by the state;
- (2) provide bilingual education and English as a second language programs, as integral parts of the regular program as described in the Texas Education Code,

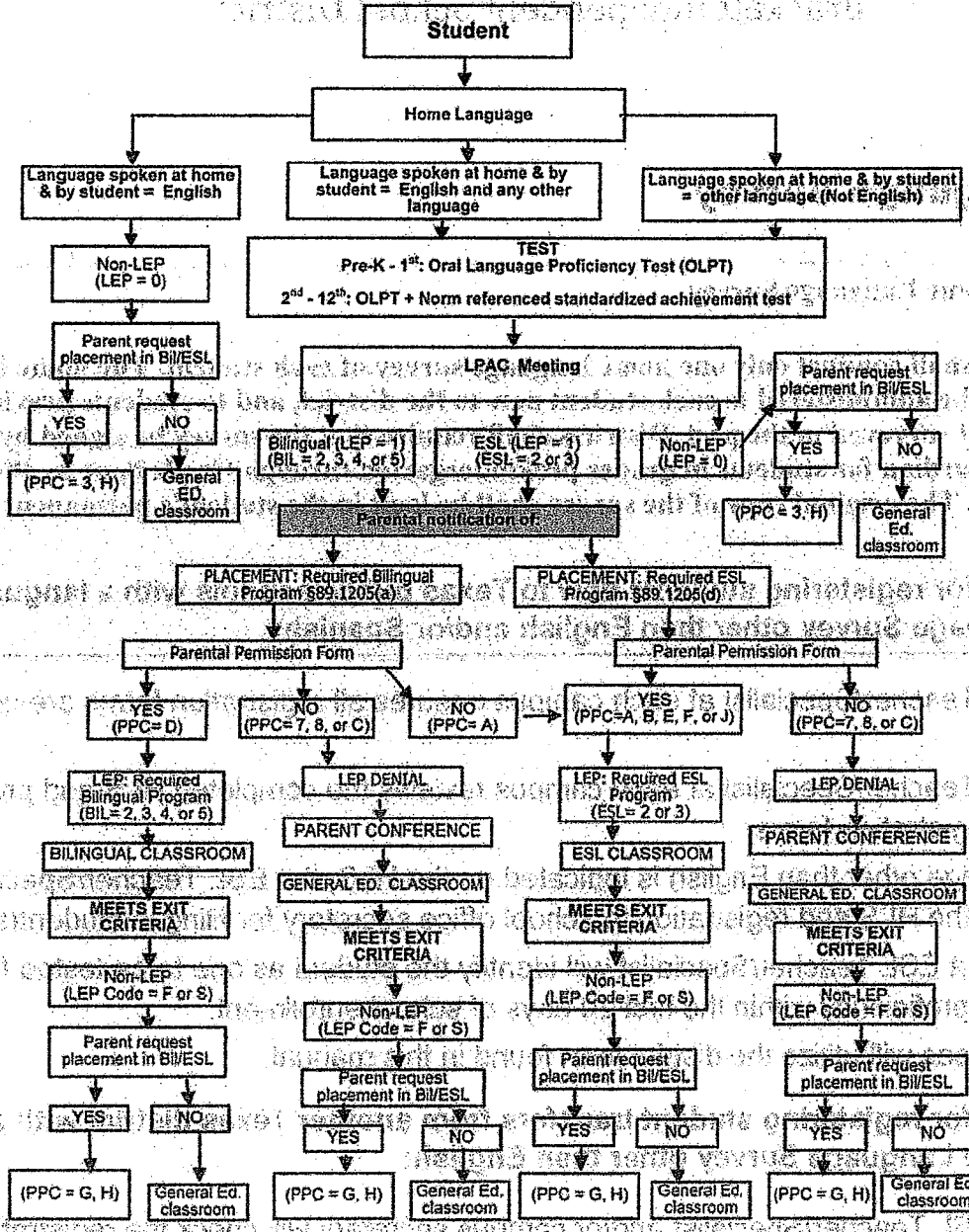
§89.1225. Testing and Classification of Students.

g) Within the four weeks of their initial enrollment in the district, students shall be identified as limited English proficient and enrolled into the required bilingual education or English as a second language program. Prekindergarten and kindergarten students registered in the spring shall be identified as limited English proficient and enrolled in the required English as a second language program within four weeks of the start of the school year in the fall.

Identification:

For students initially enrolling in Brackett ISD as a new student, a transfer from out of the state or out of the country, whose initial Home Language Survey (HLS) indicates a language other than English, it is the district obligation to provide an English language proficiency assessment and make a program placement decision within the first twenty school days of enrollment. The Language Proficiency Assessment Committee (LPAC) determines appropriate program placement for students who are assessed to be Limited English Proficiency (LEP) in oral language for grades PK through 1, and for those assessed to be LEP in oral and/or written language in grades 2 through 12. Students who are determined to be fluent English speakers in this initial assessment do not qualify for ESL services and will not be reviewed upon future enrollment forms. For students who transfer from another district within the state of Texas, previous LPAC documents must be secured and taken to the LPAC committee within the 20 day window for program placement as directed by that district.

Limited English Proficient Identification Chart



BIL = Bilingual Program Code ESL = English as a Second Language Code LEP = Limited English Proficient Code PPC = Parental Permission Code

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Home Language Survey

§89.1215. Home Language Survey.

(a) Districts shall conduct only one home language survey of each student. The home language survey shall be administered to each student new to the district, and to students previously enrolled who were not surveyed in the past. Districts shall require that the survey be signed by the student's parent or guardian for students in grades prekindergarten through Grade 8, or by the student in Grades 9-12. The original copy of the survey shall be kept in the student's permanent record.

Procedures for registering students new to Texas public schools with a language on the Home Language Survey other than English and/or Spanish:

- 1) The ELS Teacher/Specialist at each campus ensures all registration forms are completed fully.
- 2) The ELS Teacher/Specialist at each campus reviews the completed HLS and previous school data on registration forms.
- 3) If a language other than English is indicated on the HLS, the ESL Teacher/Specialist will give a copy of the HLS and registration to school office secretary for filing in student(s) record.
- 4) The District ESL Teacher/Specialist will identify the student as one to be tested for oral language proficiency within the first 20 days of school enrollment.
- 5) All campuses will utilize the district form found in this manual.

Procedures for registering student transfers from another Texas district with a language on the Home Language Survey other than English:

- 1) The ESL Teacher/Specialist and/or campus secretary will check the registration form for indication of previous enrollment in an ESL or bilingual program.
- 2) The campus secretary will fax a request for LPAC documents to previous district requesting most recent LPAC documents, original HLS and original signed parent permission letter.
- 3) The District ESL Teacher/Specialist will follow up with appropriate testing and documentation within the required time frame as needed.

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If a student is pre-Registering in the summer months, any necessary testing will occur no later than by the end of the first 20 days of the new school year.

Parent signatures are required BEFORE any assessment is given.

Testing and Classification of Students

§89.1225. Testing and Classification of Students.

(a) For identifying limited English proficient students, districts shall administer to each student who has a language other than English as identified on the home language survey:

- (1) in prekindergarten through Grade 1, an oral language proficiency test approved by the Texas Education Agency (TEA); and
- (2) in Grades 2-12, a TEA-approved oral language proficiency test and the English reading and English language arts sections from a TEA-approved norm-referenced measure, or another test approved by TEA, unless the norm-referenced measure is not valid in accordance with subsection (f)(2)(C) of this section.

The Brackett ISD uses the LAS LINKS for identifying Limited English proficient students. This test is on the list of approved Tests for Assessment of Limited English Proficient Students in the State of Texas. Pre-Las Links is used for PreK-K.

LANGUAGE PROFICIENCY ASSESSMENT

(a) §89.1220. Language Proficiency Assessment operate a language proficiency assessment committee. The district shall have on file policy and procedures for the selection, appointment, and training of members of the language proficiency assessment committee(s).

§Sec. 29.063. Language Proficiency Assessment Committees.

(b) Each committee shall include a professional bilingual educator, a professional transitional language educator, a parent of a limited English proficiency student, and a campus administrator.

Districts shall by T.E.A. and local board policy establish an LPAC Committee.

LPAC Committee:

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The ESL LPAC Committee consists of one ESL teacher, an administration representative, a parent representative, and an ARD committee member, when applicable.

All district members are trained in LPAC procedures annually by the District ESL Teacher/Specialist and the LPAC parent is required to sign an oath of confidentiality.

Roles of the LPAC:

ESL Teacher/Specialist: responsible for scheduling of LPAC, filling out LPAC forms, training the parent representative, and leading the meeting.

Parent Representative: must be an active LEP parent and be trained in the LPAC procedures and confidentiality, may not be an employee of the school district.

Administration: must be a Principal or Assistant Principal and be trained in LPAC procedures.

ARD Committee Representative: should attend when speaking about special exit/and or exemptions of special education students. Since the ESL teacher sits on the ARD committee, can serve a dual role for the LPAC.

PEIMS

The ESL / LEP PEIMS Information Form is to be filled out as indicated after the LPAC meeting determines LEP status, program placement and parent permission letters have been signed and returned.

This form is then given to the District ESL Teacher/Specialist who will sign the form and provide it to the Campus Secretary(s). The Campus Secretary(s) are responsible for adding the PEIMS coding.

For more information see "Procedures for Coding LEP Students" – Documentation is found in the Central Office.

Annual Assessments

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§89.1220. Language Proficiency Assessment Committee.

(h) Before the administration of the state criterion-referenced test each year, the language proficiency assessment committee shall determine the appropriate assessment option for each limited English proficient student as outlined in Chapter 101, Subchapter AA, of this title (relating to Commissioner's Rules Concerning the Participation of Limited English Proficient Students in State Assessments). The assessment options shall be:

- (1) administration of the English version criterion-referenced test;**
- (2) administration of the Spanish version criterion-referenced test; or**
- (3) for certain immigrant students, exemption from the criterion-referenced test.**

§101.1001. In kindergarten through Grade 12, limited English proficient students, as defined by the Texas Education Code, Chapter 29, Subchapter B, shall be administered state-identified English language proficiency assessments annually in listening, speaking, reading, and writing to fulfill state requirements under the Texas Education Code, Chapter 39, Subchapter B, and federal requirements under the No Child Left Behind Act of 2001.

**** TELPAS is administered to all eligible LEP students, including LEP students who do not participate in a bilingual or English as a second language (ESL) program because of a parental denial.**

Students in grades 3-12 are required to take state mandated academic assessments STAAR. Accommodations for testing are determined upon students' fluency levels and years in U.S. schools. ALL Accommodations will be presented and approved through LPAC.

ALL ESL students also participate in district required Unit Assessments and Universal Screenings unless exempted by LPAC and ARD (when appropriate).

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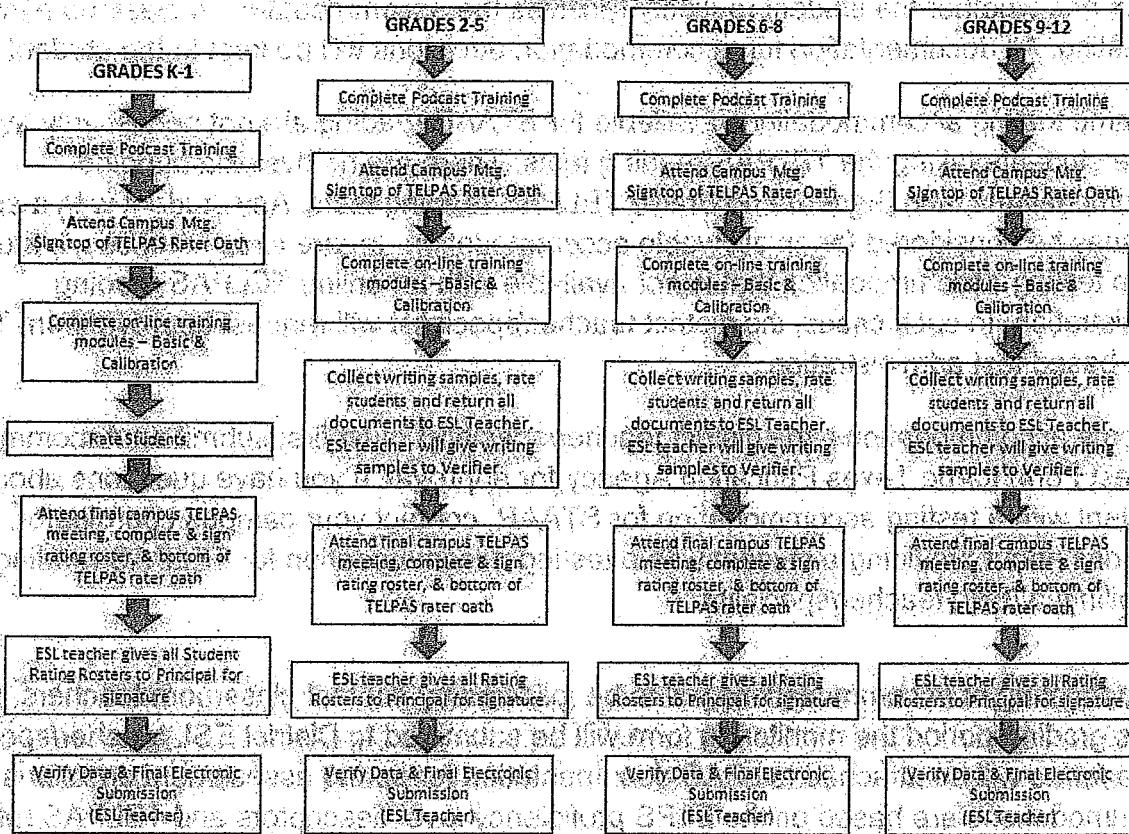
TELPAS

In compliance with state and federal mandates, the ESL students' language development will be assessed with TELPAS. Student ratings will be used in conjunction with the ELPS to linguistically accommodate and monitor annual student progress.

According to TEA, ELLs with disabilities who receive special education services may be exempted from the holistically rated components of TELPAS on a domain-by-domain basis as a result of a severe disabling condition. **The need for such exemptions is rare.** ELLs receiving special education services should be observed and rated if their IEP includes TEKS instruction on at least a kindergarten level. The decision to administer TELPAS or grant an ARD exemption in one or more domains is to be addressed by the LPAC and ARD committees and documented in the student's IEP. Before the ARD meeting of a student whose TELPAS participation might be in question, the ESL Teacher/Specialist teacher or diagnostician must meet to review the PLD rating rubrics and determine the appropriate committee recommendation. This recommendation will then need to be approved by the Bilingual/ESL Teacher/Specialist.

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TELPAS PROCESS



Annual Assessment Accommodations

Linguistic accommodations are provided on state academic assessments (STAAR) for eligible students within the first three years of enrollment (first five years for unschooled refugees) in a U.S. school. Certain accommodations are available for any ESL student. The LPAC committee decides appropriate accommodations for all ESL students based on guidelines set forth by the state. Accommodations provided on assessments are a reflection of the ongoing accommodations provided in the content classrooms throughout the year. Decisions about which accommodations will be provided for each assessment are made by the LPAC committee immediately prior to the first spring assessment and may be changed if student has made significant progress prior to the last assessment. The decision to use a particular accommodation is made on an individual student

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basis for each individual assessment. The decision takes into consideration both the needs of the student and whether the student routinely receives the accommodation in classroom instruction and testing. All documentation for accommodation decisions will be kept in the student's folder.

The same testing accommodations available for STAAR reading are not necessarily available for eligible students taking the TELPAS reading tests. There are no dyslexia bundled accommodations, and there are no Braille TELPAS reading tests. Any student with a special need may be considered for an allowable accommodation. In rare circumstances, a student may need a testing accommodation that is not available with an online TELPAS reading administration. In such cases, the district teacher/specialist will request approval from TEA for a paper-based test administration.

For some accommodations, the district teacher/specialist must first submit an Accommodation Request Form to the Texas Education Agency for approval. If you have questions about providing a student with a testing accommodation for STAAR, contact your campus coordinator. If you have questions about providing a student with a testing accommodation for TELPAS reading, contact your bilingual/ESL teacher/specialist.

The monitoring of accommodations will to be followed by content classroom teachers. Each six weeks grading period the monitoring form will be submitted to District ESL teacher/specialist. These forms will be attached to LPAC documentation for spring assessment decisions. Linguistic accommodations are based on the ELPS proficiency level descriptors and TELPAS ratings of students' fluency levels.

Additional content-specific ideas follow the required checklists and are provided for teacher support.

Accommodations Specific to Math

Write instructions and problems using shorter and less complex sentences.

- Check for understanding frequently.
- Teach key words for operations in word problems.
- Teach English expressions for math operations such as "square", "add", "multiply".
- Encourage categorizing math words into meaningful groups.
- Create a math glossary so the student can record/illustrate key words. □ Limit the number of problems that must be worked.

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- Encourage students to underline key words or important facts in word problems, directions and written assignments.
- Use graphic organizers.
- Use manipulatives to demonstrate concepts/TEKS.
- De-emphasize speed and emphasize accuracy of work.
- Encourage the use of diagrams and drawings as aids to identify concepts and see relationships.
- Verbalize the thinking process of solving problems.
- Teach the names of U.S. currency/coins/monetary units.
- Teach measurement terms through the use of actual instruments and devices whenever possible.
- Teach prefixes peculiar to the language of math such as "bi", "deci", "centi".
- Pair students for cooperative learning.
- Allow the student to use the on-line translation dictionary site.

Alternative Assessments:

- Oral interview – teacher questions student
- Story or text retelling – main ideas or selected details
- Oral report
- Portfolio showing language progress
- Projects/experiments done with pairs/groups
- Student produced illustration/poster, role-play
- Teacher observation of language progress
- Cloze passages
- Open-ended questions
- Completion of charts, tables, graphs, diagrams, etc.
- Dividing tests into smaller portions, color coding or short answer
- Highlighting key words in directions on a written assignment
- Oral administration of a test
- Rubric scoring or rating scales

Accommodations Specific to Science

- Teach scientific vocabulary, particularly verbs such as discover, classify, hypothesize.
- Create a glossary for Science Vocabulary.
- Check for understanding frequently and provide frequent visual demonstrations of concepts.
- Practice cause/effect relationships by providing language and visual clues. □ Stress definition of terms based on the student's observations.

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- Encourage careful, thoughtful reading of short selections in which one main idea is presented. Break chapters into sections. Present one main idea at a time.
- Encourage students to underline key words or important facts in written assignments.
- Verbalize the thinking process in drawing conclusions.
- Use manipulatives and hands-on experiences to reinforce concepts.
- Limit the number of variables in an experiment.
- Show the same information in the textbook through charts/visuals.
- Use graphic organizers to record information.
- Shorten reading assignments. Present one main idea at a time.
- Simplify language on tests/worksheets.
- Grade the student on demonstration/illustration of a concept/TEK. Reinforce sequential vocabulary (before/after, etc.)
- Allow students to use on-line translation dictionaries.
- Use student pairs or small groups for labs, reports and projects.

Alternative Assessments:

- Oral interview – teacher questions student
- Story or text retelling – main ideas or selected details
- Oral report, oral test administration
- Portfolio showing language progress
- Projects/experiments done with pairs/groups
- Student produced illustration/poster, role-play
- Teacher observation of language progress
- Cloze passages
- Open-ended questions
- Completion of charts, tables, graphs, diagrams, etc.
- Dividing tests into smaller portions, color coding or short answer, rubric scoring or rating scales
- Highlighting key words in directions on a written assignment

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Accommodations Specific to Social Studies

- Teach vocabulary needed to read maps.
- Encourage students to underline key words or important facts in their written assignments.
- Use graphic organizers.
- Create a glossary/pictionary of key words. Provide pictures to illustrate new words.
- Use pictures, tables, maps, diagrams, globe any visual aids to assist in comparison/contrast of concepts.
- Highlight written material for readability.
- Guide the student through organization of unit, chapter, or selection to help with organizing and learning the most information.
- Teach words that signal sequence.
- Show students how to use a timeline to arrange and sequence important facts.
- Summarize chapters and lessons as a class.
- Check for understanding frequently.
- Teach the vocabulary helpful in evaluating material as fact/opinion: Use outline maps for students to practice writing the details/labels.
- Provide biographies of significant men/women from different cultures.
- Collect/create comic strips that portray historic events in simplified language.
- Offer reference materials at the student's instructional level. Find Hi/Lo books or use your school literacy library/resources to find materials that will support the TEK on a lower reading level.

Alternative Assessments:

- Oral interview – teacher questions student
- Story or text retelling – main ideas or selected details
- Oral report
- Portfolio showing language progress
- Projects/experiments done with pairs/groups
- Student produced illustration/poster, role-play
- Teacher observation of language progress
- Cloze passages
- Open-ended questions
- Completion of charts, tables, graphs, diagrams, etc.
- Dividing tests into smaller portions, color coding or short answer
- Highlighting key words in directions on a written assignment
- Oral administration of a test and rubric scoring or rating scales

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Annual Review

§89.1220. Language Proficiency Assessment Committee.

(g) Upon their initial enrollment and at the end of each school year, the language proficiency assessment committee shall review all pertinent information on all limited English proficient students identified in accordance with §89.1225(f) of this title (relating to Testing and Classification of Students), and shall:

(1) designate the language proficiency level of each limited English proficient student in accordance with the guidelines issued pursuant to §89.1210(b) and (d) of this title (relating to Program Content and Design);

(2) designate the level of academic achievement of each limited English proficient student;

(3) designate, subject to parental approval, the initial instructional placement of each limited English proficient student in the required program;

(4) facilitate the participation of limited English proficient students in other special programs for which they are eligible provided by the district with either state or federal funds; and

(5) classify students as English proficient in accordance with the criteria described in §89.1225(h) of this title (relating to Testing and Classification of Students), and recommend their exit from the bilingual education or English as a second language program.

Brackett ISD Procedures: End of Year LPAC Meeting

English language learners are evaluated frequently throughout the year to monitor student progress. When a student demonstrates a level of proficiency through required testing that meets state exit criteria, the Language Proficiency Assessment Committee (LPAC) recommends

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dismissal from the program. Exited students are monitored academically for **four consecutive years** *

*Updated June of 2018 to meet new State/Federal Requirements.

Exit from LEP Status

§89.1201. Policy.

(h) For exit from a bilingual education or English as a second language program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English, instructional program. This determination shall be based upon all of the following:

- (1) TEA-approved tests that measure the extent to which the student has developed oral and written language proficiency and specific language skills in English;**
- (2) satisfactory performance on the reading assessment instrument under the Texas Education Code, §39.023(a), or a TEA-approved English language arts assessment instrument administered in English, or a score at or above the 40th percentile on both the English reading and the English language arts sections of a TEA-approved norm-referenced assessment instrument for a student who is enrolled in Grade 1 or 2; and**
- (3) TEA-approved criterion-referenced written tests when available and the results of a subjective teacher evaluation.**

Only at the end of the school year, a district may exit, reclassify or transition a LEP student out of a special language program if the student is able to participate equally in a regular all-English instructional program as determined by satisfactory performance in all three assessment areas: oral language, reading and writing. See the following exit criteria chart.

Note that in grades where students take the writing assessment of STAAR (4th, 7th,

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10th and 11th) the TELPAS writing will not be considered in the decision to exit. STAAR writing score will be used in place of TELPAS.

In grades where students do not take the writing assessment of STAAR (3rd, 5th, 6th, 8th and 9th) the TELPAS writing score must be Advanced High to meet exit criteria.

Student passing on grade level STAAR Reading Tests (First Administration Only) must be Exited from the program. Second and Third administrations of these tests will not be considered for Exiting (This is the recommendation of the Texas Education Agency).

The signed exit letter will be kept in the student's office folder. The ESL Teacher/Specialist may also keep a copy in the student's folder.

English Proficiency Exit Criteria Chart is released each school year. The ESL teacher/specialist MUST go to the following website to download the Exit Criteria Chart from year to year.

<http://www.tea.state.tx.us/index2.aspx?id=4098>

All forms and documentation of LPAC will be conducted through LPAC. These forms will be printed and placed in the student's folder at the end of each school year.

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Special Exit Criteria for Exiting LEP/SPED Students

§89.1225. Testing and Classification of Students.

(k) The ARD committee in conjunction with the language proficiency assessment committee shall determine an appropriate assessment instrument and performance standard requirement for exit under subsection (h) of this section for students for whom those tests would be inappropriate as part of the IEP. The decision to exit a student who receives both special education and special language services from the bilingual education or English as a second language program is determined by the ARD committee in conjunction with the language proficiency assessment committee in accordance with applicable provisions of subsection (h) of this section.

In order to exit LEP status or an ESL program, the special exit criteria process is required for LEP students receiving special education services who are assessed with STAAR or STAAR-Ait.

The instructions for the Special Exit Process to be followed by the joint ARD/LPAC committees are found in the Special Education section of this manual, followed by the special exit criteria forms.

Monitor Status

§89.1220. Language Proficiency Assessment Committee.

(l) The language proficiency assessment committee shall monitor the academic progress of each student who has exited from a bilingual or English as a second language program in accordance with the Texas Education Code, §29.0561.

Monitor Status: Students who have exited the bilingual/ESL program by meeting state criteria will be monitored for four years*.

LEP Status: Monitors are considered non-LEP but are still coded on PEIMS.

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Communication: The District ESL Teacher/Specialist will work closely with the general education teacher(s) who have monitor students to ensure continued success.

State Assessments: Monitors do not take the TELPAS nor do they qualify for any kind of TAKS/STAAR exemption.

Parent Denials: Parent denial students are also monitored for four years* after meeting exit criteria.

Folders: Documentation will remain in the student folders until the student graduates from Brackett ISD.

Reclassification: During monitored years a struggling student would be considered for reclassification into an ESL program if the LPAC committee determined a language deficiency still existed and was proven to be the cause of the lack of progress. However, the committee must first show that all general education interventions to assist the student have been exhausted.

Documentation: Fill out and maintain the monitor status sheet every grading period. Submit a copy at the end of each six weeks to the District ESL Teacher/Specialist. Monitoring Forms will be utilized to support STAAR Testing Accommodations when needed – additional intervention activities will need to be used to support the accommodation requested. At the end of the year, all monitoring forms will be scanned and submitted to the District ESL Teacher/Specialist.

LEP Programming for Special Education Students

§89.1225. Testing and Classification of Students.

(f) For entry into a bilingual education or English as a second language program, a student shall be identified as limited English proficient using the following criteria.

(4) The admission review and dismissal (ARD) committee in conjunction with the language proficiency assessment committee shall determine an appropriate assessment instrument and designated level of performance for indicating limited English proficiency as required under subsection (d) of this section for students for whom those tests would be inappropriate as part of the individualized education program (IEP). The decision for entry into a bilingual education or English as a

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second language program shall be determined by the ARD committee in conjunction with the language proficiency assessment committee (5) accordance with §89.1220(g) of this title (relating to Language Proficiency Assessment Committee).

§89.1230. Eligible Students with Disabilities.

- (a) Districts shall implement assessment procedures which differentiate between language proficiency and handicapping conditions in accordance with Subchapter AA of this chapter (relating to Special Education Services), and shall establish placement procedures which ensure that placement in a bilingual education or English as a second language program is not refused solely because the student has a disability.
- (b) A professional member of the language proficiency assessment committee shall serve on the admission, review, and dismissal (ARD) committee of each limited English proficient student who qualifies for services in the special education program.

Brackett ISD LEP Identification/Entry Process for Special Education Students:

1. Before testing, the ESL teacher/specialist meets informally with the key members of the ARD and LPAC committees to discuss whether the LAS Links will be an appropriate language assessment for the student using the standard score of 4 as an indication of fluency.
 - a. If the LAS Links or Pre-Las is deemed appropriate, the ESL Teacher/Specialist administers the assessment.
The student's score is then evaluated for LEP qualification.
 - b. If the LAS Links or Pre-Las is inappropriate, the key members of ARD and LPAC determine an alternate assessment as well as the standard to be met to qualify as LEP. The District ESL Teacher/Specialist administers the alternate assessment. The student's score is then evaluated for LEP qualification.
2. During testing, if the student cannot respond due to his disability, the District ESL Teacher/Specialist documents this on the testing protocol.
3. After testing, the key members of the ARD and LPAC committees meet in order to consider the testing results and ESL services.
4. At the formal ARD meeting, the student is identified and placed in appropriate services
 - a. as LEP
 1. if the testing was completed successfully and indicated limited English proficiency by score

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b. or non-LEP

1. if the testing was completed successfully and indicated fluent English proficiency by score
 2. or if the testing could not be completed successfully because the student was non-responsive due to the severity of his/her disability.
5. At the formal ARD meeting of a student who is identified LEP, the ARD will determine and document in the IEP the decision as to the provider and the timing of the ESL service. **The IEP is always the deciding factor in terms of all services for a special education student.**

****Note that the 20 day LEP identification deadline still applies. ARD and LPAC committees must work together in order to coordinate their timelines.**

ARD/LPAC Decisions:

§89.1230. Eligible Students with Disabilities.

(b) A professional member of the language proficiency assessment committee shall serve on the admission, review, and dismissal (ARD) committee of each limited English proficient student who qualifies for services in the special education program.

Once an LEP student (actively served or parent denial) is also served by special education, the ESL Teacher/Specialist will attend the student's ARD meetings as a member of the committee. The ESL Teacher/Specialist does not attend the ARD meetings of monitor students who receive special education services unless by special request of the ARD committee. If the ARD meeting is set at a time that the ESL Teacher/Specialist cannot attend, the ARD should be rescheduled.

***For any special education LEP student entering kindergarten or first grade, the ARD committee must discuss and decide whether participation in LEP summer school is appropriate.

Exit Criteria:

§89.1225. Testing and Classification of Students.

(k) The ARD committee in conjunction with the language proficiency assessment committee shall determine an appropriate assessment instrument and performance standard requirement for exit under subsection (h) of this section for students for

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whom those tests would be inappropriate as part of the IEP. The decision to exit a student who receives both special education and special language services from the bilingual education or English as a second language program is determined by the ARD committee in conjunction with the language proficiency assessment committee in accordance with applicable provisions of subsection (h) of this section.

In order to exit LEP status or an ESL program, the special exit criteria process is required for LEP students receiving special education services who are assessed with STAAR or STAAR-Ait. Steps 1-5 of the process and paperwork must be prior to the first round of state assessments. The attached paperwork must be used in order to be valid. See instructions and forms on the following pages

Program Structure

§89.1210. Program Content and Design.

(a) The district shall modify the instruction, pacing, and materials to ensure that limited English proficient students have a full opportunity to master the essential knowledge and skills of the required curriculum.

(d) English as a second language programs shall be intensive programs of instruction designed to develop proficiency in the comprehension, speaking, reading, and composition in the English language. Instruction in English as a second language shall be commensurate with the student's level of English proficiency and his or her level of academic achievement. In prekindergarten through Grade 8, instruction in English as a second language may vary from the amount of time accorded to instruction in English language arts in the regular program for nonlimited English proficient students to a full-time instructional setting utilizing second language methods. In high school, the English as a second language program shall be consistent with graduation requirements under Chapter 74 of this title (relating to Curriculum Requirements). The language proficiency assessment committee may recommend appropriate services that may include content courses provided through sheltered instructional approaches by trained teachers, enrollment in English as a second language courses, additional state elective English courses, and special assistance provided through locally determined programs.

Program Models

State Definition of Pull-out:

An English program that serves students identified as students of limited English proficiency in English only by providing a certified teacher under TEC 29.061(c) to provide English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas. Instruction may be provided by the ESL teacher in a pull-out or inclusionary delivery model.

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State Definition of Content-Based:

An English program that serves students identified as students of limited English proficiency in English only by providing a full-time teacher certified under TEC 29.061(c) to provide supplementary instruction for all content area instruction. It integrates English-as-a-second-language instruction with subject matter instruction which focuses not only on learning a second language, but using that language as a medium to learn mathematics, science, social studies, or other academic subjects.

Brckett ISD: Provides a pull-out program.

Brackett Independent School District

ELPS Proficiency Language Descriptors

§74.4. English Language Proficiency Standards.

The English language proficiency standards outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts shall implement this as an integral part of each subject in the required curriculum. School districts shall: identify the student's English language proficiency levels in the domains of listening, speaking, reading, and writing in accordance with the proficiency level descriptors for the beginning, intermediate, advanced, and advanced high levels delineated in subsection (d) of this section.

Each spring, all students in grades K-12 are holistically assessed with the ELPS/TELPAS Proficiency Language Descriptor (PLDs) rubrics to monitor student progress (listening, speaking, reading and writing ratings in kindergarten and first grade; listening, speaking, and writing ratings in grades 2-12). Students in grades 2-12 are assessed in reading using the online TELPAS reading assessment. State and federal expectations are that every student shall progress one fluency level each year. For new students entering the first year and not having TELPAS scores from the previous spring, teachers should use the following rubric as a guide to understand the fluency level of their student to determine appropriate accommodations to use in the classroom.

Brackett Independent School District

Staffing and Professional Development

§89.1245. Staffing and Staff Development. (a) School districts shall take all reasonable affirmative steps to assign appropriately certified teachers to the required bilingual education and English as a second language programs in accordance with the Texas Education Code, §29.061, concerning bilingual education and special language program

Brackett ISD Teachers have training in Sheltered Instruction Training, Gifted and Talented Training, and ELPS Training to better serve our Limited English Proficient students. Additionally, teachers receive training in providing accommodations, interventions and scaffolding instruction.

Program Evaluation

§89.1265. Evaluation. (b) Annual reports of educational performance shall reflect the academic progress in either language of the limited English proficient students, the extent to which they are becoming proficient in English, the number of students who have been exited from the bilingual education and English as a second language programs, and the number of teachers and aides trained and the frequency, scope, and results of the training.

An evaluation of the Brackett ESL Program will be prepared annually and sent to the District ELL Teacher/Specialist. The report will contain the following data:

- A. Introduction
- B. Demographics of the LEP population
- C. Student Performance

Brackett Independent School District

- D. Student English Proficiency Performance/TELPAS
- E. Student exits
- F. Staff development
- G. Summary and Conclusions

Summer School

§89.1250. Required Summer School Programs.

Summer school programs that are provided under the Texas Education Code, §29.060, for children of limited English proficiency who will be eligible for admission to kindergarten or first grade at the beginning of the next school year shall be implemented in accordance with this section.

(A) Limited English proficient students shall have an opportunity to receive special instruction designed to prepare them to be successful in kindergarten and first grade.

(B) Instruction shall focus on language development and essential knowledge and skills appropriate to the level of the student.

(C) The program shall address the affective, linguistic, and cognitive needs of the limited English proficient students in accordance with §89.1210(c) and §89.1210(e) of this title (relating to Program Content and Design).

Brackett Summer School

The purpose of the summer school program is to immerse English Language Learners in learning activities that promote the acquisition of the English language through the domains of listening, speaking, reading and writing. The program must consist of 120 instructional hours. The class size may not exceed 18 students.

Participation is optional but upon registration a commitment to attend is expected. A registration letter is sent home to parents each spring detailing the dates, hours, and overall intent of the program.

Class should have at least 10 students enroll in order for district to provide service.

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Resources

Texas Education Agency – Bilingual/ESL Education

provides information on BE/ESL guidelines curriculum, assessment, rules, textbooks, etc. for individuals working to provide high quality programs for limited English proficient students.

<http://www.tea.state.tx.us/curriculum/bilingual.html>

Texas Education Agency - Student Assessment

Division manages and oversees development, administration, scoring, and analysis of the statewide assessment program.

<http://www.tea.state.tx.us/student.assessment>

US Department of Education

Comprehensive education resource covers access, grants, programs, and teaching materials.

<http://www.ed.gov/index.html>

Brackett Independent School District

PROCEDURES FOR PEIMS CODING LEP STUDENTS – USE MOST CURRENT UPDATED VERSION

- **RETURNING STUDENTS** - Students from the Brackett ISD's prior year should already be coded.
- **NEW TO THE PROGRAM STUDENTS**- Students who come to BISD for the first time as a student in the US school system will require NEW ENTRY form to be completed. Upon establishing the student is LEP, they will enter into the ESL program through an LPAC. LPAC paperwork, will be attached to the NEW ENTRY form to the birth certificate, any record of prior schooling outside the US and the Home Language Survey.
- **TRANSFER STUDENTS** – Records are to be obtained from the prior school. Transfer LPAC will be conducted, then procedures are to be followed as students **NEW TO THE PROGRAM**.

Parent/Teacher Resources

Res

Source: T.E.A.



[ESL Program Brochure](#) Opens a new window



[ESL Program Brochure - Spanish](#)



[English Learner Reclassification Criteria Chart- Updated 2020-2021](#) Reclassification Criteria Chart



[English Learner Reclassification Criteria Chart-Spanish](#) Opens a new window - Los criterios de reclasificación para el año escolar 2020-2021 (*revisiones hechos en Marzo del 2021*) sólo están disponibles en inglés.

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[English Learner Identification Reclassification Flowchart](#) Opens a new window



[English Learner Identification Reclassification Flowchart-Spanish](#)

<https://www.txel.org/tipsforfamilieswithenglishlearners/>

Visit the Parents and Families page on txel.org for additional resources and support for your child.

All English learners take a test that measures the progress made each year in learning the English language.

TELPAS - Texas English Language Proficiency Assessment System

[TELPAS FAQs for Parents in English \(PDF\)](#) Opens a new window [TELPAS FAQs for Parents in Spanish \(PDF\)](#)

For information on how parents can prepare their child for TELPAS:

[TELPAS Parent Tips in English \(PDF\)](#) [TELPAS Parent Tips in Spanish \(PDF\)](#)

Pre-K

Some schools provide a prekindergarten program for 3-year-olds, and some for 4-year-olds.

For a full list of eligibility requirements for free public-school kindergarten, visit:

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[Prekindergarten Eligibility and Attendance web page](#)

For information about students served through special education and the identification process for English learners to be dually served in Bilingual Education or English as a Second Language (ESL) program visit:

[Guidance on Identification and Placement of English Learners Prior to Kindergarten \(PDF\)](#)

Identification: Texas Educ. Agency information

The Identification section addresses timelines, procedures, assessment practices, and decision-making processes for identifying English learners.

Suggested forms are provided in fillable PDF only. Please check with your district with regards to these suggested forms prior to use.

To ensure your data is saved, download the form to your desktop before entering information.



[Identification Suggested Forms](#)



[LPAC Initial Review](#)



[Home Language Surveys \(Multiple Languages\)](#)

[The Process for Serving English Learners - English Video](#)

Brackett Independent School District

El proceso para brindar servicios a los estudiantes aprendices idioma inglés - Video en Español

NOTES:

District Student Snapshot	District	State
African American	0.4%	12.6%
Hispanic	68.8%	52.6%
White	29.2%	27.4%
American Indian	0.2%	0.4%
English Learners	4.3%	19.5%
Economically Disadvantaged	57.2%	60.6%

Brackett ISD serves 23 students in grades Early Childhood Education through 12. Demographic and performance data is reported as follows based on the most recent Texas Academic Performance information (TARP) for 2019-2020.

STAAR

Student Scores - May 2021 STAAR Mathematics, Grade 3

May 2021 STAAR Mathematics, Grade 3									
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	
Jones Elementary	30	20	1436	61.40%	63.33%	40%	26.67%	05/01/21	
Economic Disadvantage	19	15	1349	48.47%	42.11%	21.05%	5.26%	05/01/21	
Hispanic	22	19	1417	58.09%	54.55%	36.36%	22.73%	05/01/21	
White	8	23	1488	70.50%	87.5%	50%	37.5%	05/01/21	
LEP	2	18	1380	55%	50%	0%	0%	05/01/21	
Special Ed Indicator	3	15	1334	47%	66.67%	0%	0%	05/01/21	

Student Scores - May 2021 STAAR Reading, Grade 3

May 2021 STAAR Reading, Grade 3									
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	
Jones Elementary	30	23	1454	68.37%	80%	46.67%	26.67%	05/01/21	
Economic Disadvantage	19	20	1381	58.53%	68.42%	21.05%	5.26%	05/01/21	
Hispanic	22	23	1445	67.45%	77.27%	40.91%	22.73%	05/01/21	
White	8	24	1478	70.88%	87.5%	62.5%	37.5%	05/01/21	
LEP	2	25	1459	72%	100%	50%	0%	05/01/21	
Special Ed Indicator	3	15	1288	44.33%	66.67%	0%	0%	05/01/21	

Student Scores - May 2021 STAAR Mathematics, Grade 4

May 2021 STAAR Mathematics, Grade 4									
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	
Jones Elementary	25	21	1542	60.56%	60%	44%	24%	05/01/21	
Economic Disadvantage	20	20	1527	57.65%	55%	35%	25%	05/01/21	
Hispanic	17	21	1550	61.41%	58.82%	41.18%	29.41%	05/01/21	
White	8	20	1525	58.75%	62.5%	50%	12.5%	05/01/21	
Special Ed Indicator	3	16	1472	47.67%	33.33%	33.33%	33.33%	05/01/21	

Student Scores - May 2021 STAAR Reading, Grade 4

May 2021 STAAR Reading, Grade 4									
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	
Jones Elementary	25	24	1501	65.80%	76%	32%	24%	05/01/21	
Economic Disadvantage	20	24	1509	66.85%	75%	35%	30%	05/01/21	
Hispanic	17	24	1508	66.47%	70.59%	35.29%	29.41%	05/01/21	
White	8	23	1487	64.38%	87.5%	25%	12.5%	05/01/21	
Special Ed Indicator	3	20	1443	54.67%	33.33%	33.33%	33.33%	05/01/21	

Student Scores - May 2021 STAAR Writing, Grade 4

May 2021 STAAR Writing, Grade 4										
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken		
Jones Elementary	25	21	3890	66.32%	84%	32%	12%	05/01/21		
Economic Disadvantage	20	21	3907	66.45%	85%	30%	15%	05/01/21		
Hispanic	17	21	3917	66.47%	82.35%	29.41%	17.65%	05/01/21		
White	8	21	3832	66%	87.5%	37.5%	0%	05/01/21		
Special Ed Indicator	3	16	3388	50%	33.33%	0%	0%	05/01/21		

Student Scores - April 2021 STAAR Mathematics, Grade 5

April 2021 STAAR Mathematics, Grade 5									
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	
Brackett, J H	35	22	1584	60.03%	68.57%	40%	17.14%	04/01/21	
MATH 6 [0620]	35	22	1584	60.03%	68.57%	40%	17.14%	04/01/21	
Rendon, Jody - 01 [01]	10	24	1624	66.90%	90%	50%	20%	04/01/21	
Economic Disadvantage	8	22	1588	62.13%	87.5%	37.5%	12.5%	04/01/21	
Hispanic	8	24	1610	66%	87.5%	50%	12.5%	04/01/21	
White	2	26	1679	70.50%	100%	50%	50%	04/01/21	
LEP	1	26	1636	72%	100%	100%	0%	04/01/21	
Rendon, Jody - 02 [02]	14	21	1560	57.36%	71.43%	35.71%	7.14%	04/01/21	
Economic Disadvantage	8	17	1510	48.25%	50%	25%	0%	04/01/21	
American Indian/Alaskan Native	1	19	1532	53%	100%	0%	0%	04/01/21	
Hispanic	10	20	1550	55.60%	60%	40%	0%	04/01/21	
White	3	23	1604	64.67%	100%	33.33%	33.33%	04/01/21	
LEP	1	8	1368	22%	0%	0%	0%	04/01/21	
Special Ed Indicator	1	14	1464	39%	0%	0%	0%	04/01/21	
Rendon, Jody - 03 [03]	11	21	1579	57.18%	45.45%	36.36%	27.27%	04/01/21	
Economic Disadvantage	9	20	1551	54.44%	44.44%	33.33%	22.22%	04/01/21	
Hispanic	6	20	1551	54.83%	50%	33.33%	16.67%	04/01/21	
White	5	22	1613	60%	40%	40%	40%	04/01/21	
LEP	1	14	1464	39%	0%	0%	0%	04/01/21	
Special Ed Indicator	4	15	1470	40.25%	0%	0%	0%	04/01/21	
Economic Disadvantage	25	20	1550	54.92%	60%	32%	12%	04/01/21	
American Indian/Alaskan Native	1	19	1532	53%	100%	0%	0%	04/01/21	
Hispanic	24	21	1570	58.88%	66.67%	41.67%	8.33%	04/01/21	
White	10	23	1624	63.50%	70%	40%	40%	04/01/21	
LEP	3	16	1489	44.33%	33.33%	33.33%	0%	04/01/21	
Special Ed Indicator	5	14	1469	40%	0%	0%	0%	04/01/21	
Economic Disadvantage	25	20	1550	54.92%	60%	32%	12%	04/01/21	
American Indian/Alaskan Native	1	19	1532	53%	100%	0%	0%	04/01/21	
Hispanic	24	21	1570	58.88%	66.67%	41.67%	8.33%	04/01/21	
White	10	23	1624	63.50%	70%	40%	40%	04/01/21	
LEP	3	16	1489	44.33%	33.33%	33.33%	0%	04/01/21	
Special Ed Indicator	5	14	1469	40%	0%	0%	0%	04/01/21	
Economic Disadvantage	25	20	1550	54.92%	60%	32%	12%	04/01/21	
American Indian/Alaskan Native	1	19	1532	53%	100%	0%	0%	04/01/21	
Hispanic	24	21	1570	58.88%	66.67%	41.67%	8.33%	04/01/21	
White	10	23	1624	63.50%	70%	40%	40%	04/01/21	
LEP	3	16	1489	44.33%	33.33%	33.33%	0%	04/01/21	
Special Ed Indicator	5	14	1469	40%	0%	0%	0%	04/01/21	

Student Scores - April 2021 STAAR Reading, Grade 5

April 2021 STAAR Reading, Grade 5							
Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken

Student Scores - April 2021 STAAR Reading, Grade 5

April 2021 STAAR Reading, Grade 5									
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	
Brackett, J H	35	27	1569	69.91%	74.29%	51.43%	28.57%	04/01/21	
Economic Disadvantage	25	25	1546	67%	72%	44%	24%	04/01/21	
American Indian/Alaskan Native	1	26	1538	68%	100%	0%	0%	04/01/21	
Hispanic	24	27	1579	71.79%	79.17%	54.17%	33.33%	04/01/21	
White	10	25	1548	65.60%	60%	50%	20%	04/01/21	
LFP	3	23	1495	60.67%	66.67%	0%	0%	04/01/21	
Special Ed Indicator	5	14	1370	37.80%	0%	0%	0%	04/01/21	

Student Scores - May 2021 STAAR Science, Grade 5

May 2021 STAAR Science, Grade 5									
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	
Brackett J H	35	23	3706	63.89%	65.71%	17.14%	5.71%	05/01/21	
Economic Disadvantage	25	21	3579	58.92%	56%	8%	0%	05/01/21	
American Indian/Alaskan Native	1	27	3932	75%	100%	0%	0%	05/01/21	
Hispanic	24	23	3671	62.83%	66.67%	8.33%	4.17%	05/01/21	
White	10	24	3768	65.30%	60%	40%	10%	05/01/21	
LEP	3	20	3477	54.67%	33.33%	0%	0%	05/01/21	
Special Ed Indicator	5	16	3291	45.80%	0%	0%	0%	05/01/21	

Student Scores - May 2021 STAAR Mathematics, Grade 6

May 2021 STAAR Mathematics, Grade 6									
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	
Brackett J H	32	20	1605	51.41%	71.88%	28.12%	12.5%	05/01/21	
Economic Disadvantage	24	18	1580	47.17%	70.83%	12.5%	8.33%	05/01/21	
Hispanic	25	18	1576	46.52%	64%	16%	8%	05/01/21	
White	7	26	1709	68.86%	100%	71.43%	28.57%	05/01/21	
LEP	3	17	1562	44%	66.67%	0%	0%	05/01/21	
Special Ed Indicator	5	16	1546	41.20%	60%	0%	0%	05/01/21	

Student Scores - May 2021 STAAR Reading, Grade 6

May 2021 STAAR Reading, Grade 6									
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	
Brackett J H	32	24	1553	61.09%	53.12%	31.25%	18.75%	05/01/21	
Economic Disadvantage	24	22	1506	54.67%	45.83%	16.67%	8.33%	05/01/21	
Hispanic	25	22	1509	54.64%	40%	16%	12%	05/01/21	
White	7	34	1712	84.14%	100%	85.71%	42.86%	05/01/21	
LEP	3	17	1432	42.67%	33.33%	0%	0%	05/01/21	
Special Ed Indicator	5	15	1411	38.20%	20%	0%	0%	05/01/21	

Student Scores - May 2021 STAAR Mathematics, Grade 7

May 2021 STAAR Mathematics, Grade 7									
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	
Brackett J H	32	17	1587	42.09%	56.25%	15.62%	0%	05/01/21	
Economic Disadvantage	22	14	1556	36.27%	40.91%	4.55%	0%	05/01/21	
Hispanic	27	16	1579	40.59%	51.85%	11.11%	0%	05/01/21	
Two or More Races	2	13	1538	33%	50%	0%	0%	05/01/21	
White	3	25	1688	61.67%	100%	66.67%	0%	05/01/21	
LEP	1	11	1514	28%	0%	0%	0%	05/01/21	
Special Ed Indicator	4	12	1515	29.25%	25%	0%	0%	05/01/21	

Student Scores - May 2021 STAAR Reading, Grade 7

May 2021 STAAR Reading, Grade 7									
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	
Brackett J H	40	29	1650	69.93%	87.5%	37.5%	20%	05/01/21	
Economic Disadvantage	23	27	1604	63.39%	78.26%	21.74%	8.7%	05/01/21	
Hispanic	30	29	1636	67.83%	83.33%	33.33%	16.67%	05/01/21	
Two or More Races	2	30	1647	71.50%	100%	50%	0%	05/01/21	
White	8	33	1704	77.38%	100%	50%	37.5%	05/01/21	
LEP	1	15	1456	36%	0%	0%	0%	05/01/21	
Special Ed Indicator	4	21	1533	50%	50%	25%	0%	05/01/21	

Student Scores - May 2021 STAAR Writing, Grade 7

May 2021 STAAR Writing, Grade 7									
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	
Brackett J H	40	29	3880	63.28%	67.5%	42.5%	10%	05/01/21	
Economic Disadvantage	23	26	3619	55.91%	47.83%	26.09%	0%	05/01/21	
Hispanic	30	28	3800	60.97%	60%	40%	6.67%	05/01/21	
Two or More Races	2	30	3842	64%	100%	0%	0%	05/01/21	
White	8	33	4186	71.75%	87.5%	62.5%	25%	05/01/21	
LEP	1	18	3143	39%	0%	0%	0%	05/01/21	
Special Ed Indicator	4	20	3230	42.25%	0%	0%	0%	05/01/21	

Student Scores - April 2021 STAAR Mathematics, Grade 8

April 2021 STAAR Mathematics, Grade 8									
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	
Brackett H S	25	22	1635	51.96%	72%	16%	4%	04/01/21	
Economic Disadvantage	19	21	1622	49.32%	63.16%	5.26%	5.26%	04/01/21	
Hispanic	19	21	1628	50.47%	68.42%	5.26%	5.26%	04/01/21	
White	6	24	1658	56.67%	83.33%	50%	0%	04/01/21	
LEP	1	17	1576	40%	0%	0%	0%	04/01/21	
Special Ed Indicator	2	12	1506	27.50%	0%	0%	0%	04/01/21	
Brackett J H	8	26	1693	61.38%	75%	25%	12.5%	04/01/21	
Economic Disadvantage	1	25	1671	60%	100%	0%	0%	04/01/21	
Hispanic	3	22	1639	53.33%	66.67%	0%	0%	04/01/21	
White	5	28	1724	66.20%	80%	40%	20%	04/01/21	

Student Scores - April 2021 STAAR Reading, Grade 8

April 2021 STAAR Reading, Grade 8									
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	
Brackett HS	34	33	1718	75.76%	91.18%	64.71%	32.35%	04/01/21	
Economic Disadvantage	23	32	1686	71.83%	86.96%	56.52%	17.39%	04/01/21	
Hispanic	24	32	1693	72.75%	87.5%	58.33%	20.83%	04/01/21	
White	10	37	1779	83%	100%	80%	60%	04/01/21	
LEP	1	14	1458	32%	0%	0%	0%	04/01/21	
Special Ed Indicator	2	28	1621	62.50%	100%	0%	0%	04/01/21	

Student Scores - May 2021 STAAR Science, Grade 8

May 2021 STAAR Science, Grade 8										
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken		
Brackett H.S	30	24	3728	57.93%	70%	23.33%	13.33%	05/01/21		
Economic Disadvantage	21	22	3605	53.24%	57.14%	9.52%	9.52%	05/01/21		
Hispanic	22	23	3649	54.82%	63.64%	13.64%	13.64%	05/01/21		
White	8	28	3944	66.50%	87.5%	50%	12.5%	05/01/21		
LFP	1	13	3052	31%	0%	0%	0%	05/01/21		
Special Ed. Indicator	2	17	3253	39.50%	0%	0%	0%	05/01/21		
Brackett J.H	3	32	4356	77%	100%	66.67%	66.67%	05/01/21		
White	3	32	4356	77%	100%	66.67%	66.67%	05/01/21		

Student Scores - May 2021 STAAR Social Studies, Grade 8

May 2021 STAAR Social Studies, Grade 8									
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	
Bracket HS	34	28	3855	63.47%	79.41%	38.24%	23.53%	05/01/21	
Economic Disadvantage	23	25	3716	57.57%	69.57%	21.74%	13.04%	05/01/21	
Hispanic	24	26	3756	59.13%	70.83%	25%	16.67%	05/01/21	
White	10	33	4094	73.90%	100%	70%	40%	05/01/21	
LEP	1	32	4039	73%	100%	100%	0%	05/01/21	
Special Ed Indicator	2	21	3461	46.50%	50%	0%	0%	05/01/21	

Student Scores - Spring 2021 STAAR EOC, English I

Spring 2021 STAAR EOC, English I									
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	
Brackett H S	44	48	4185	70.55%	88.64%	72.73%	13.64%	05/01/21	
Economic Disadvantage	31	45	4049	66.42%	83.87%	61.29%	9.68%	05/01/21	
American Indian/Alaskan Native	1	53	4331	78%	100%	100%	0%	05/01/21	
Hispanic	37	47	4124	68.57%	86.49%	67.57%	10.81%	05/01/21	
White	6	56	4536	81.50%	100%	100%	33.33%	05/01/21	
LEP	1	36	3710	53%	0%	0%	0%	05/01/21	
Special Ed Indicator	5	38	3796	55.60%	60%	60%	0%	05/01/21	

Student Scores - Summer 2021 STAAR EOC, English I

Summer 2021 STAAR EOC, English I									
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	
Brackett H S	4	31	3576	45%	0%	0%	0%	06/01/21	
Economic Disadvantage	4	31	3576	45%	0%	0%	0%	06/01/21	
Hispanic	4	31	3576	45%	0%	0%	0%	06/01/21	
LEP	1	34	3678	50%	0%	0%	0%	06/01/21	
Special Ed Indicator	2	28	3489	40.50%	0%	0%	0%	06/01/21	

Student Scores - Spring 2021 STAAR EOC, English II

Spring 2021 STAAR EOC, English II									
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	
Brackett H S	30	50	4323	74.17%	83.33%	80%	13.33%	05/01/21	
Economic Disadvantage	23	47	4164	69.83%	78.26%	73.91%	4.35%	05/01/21	
Hispanic	23	48	4194	70.70%	78.26%	73.91%	4.35%	05/01/21	
White	7	58	4748	85.57%	100%	100%	42.86%	05/01/21	
LEP	3	33	3594	49%	33.33%	0%	0%	05/01/21	
Special Ed Indicator	1	35	3641	51%	0%	0%	0%	05/01/21	

Student Scores - Summer 2021 STAAR EOC, English II

Summer 2021 STAAR EOC, English II									
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	
Brackett H S	4	35	3666	51%	0%	0%	0%	06/01/21	
Economic Disadvantage	4	35	3666	51%	0%	0%	0%	06/01/21	
Hispanic	4	35	3666	51%	0%	0%	0%	06/01/21	
LEP	1	35	3674	51%	0%	0%	0%	06/01/21	
Special Ed Indicator	1	36	3705	53%	0%	0%	0%	06/01/21	

Student Scores - Spring 2021 STAAR EOC, Algebra I

Spring 2021 STAAR EOC, Algebra I									
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	
Brackett H S	39	27	3784	49.33%	74.36%	23.08%	5.13%	05/01/21	
Economic Disadvantage	30	25	3736	47%	70%	16.67%	3.33%	05/01/21	
American Indian/Alaskan Native	1	36	4123	67%	100%	100%	0%	05/01/21	
Hispanic	33	25	3728	46.58%	72.73%	12.12%	3.03%	05/01/21	
White	5	35	4087	64%	80%	80%	20%	05/01/21	
LEP	1	28	3829	52%	100%	0%	0%	05/01/21	
Special Ed Indicator	4	18	3464	33.75%	25%	0%	0%	05/01/21	

Student Scores - Summer 2021 STAAR EOC, Algebra I

Summer 2021 STAAR EOC, Algebra I									
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	
Brackett H.S	6	19	3457	35.17%	50%	0%	0%	06/01/21	
Economic Disadvantage	6	19	3457	35.17%	50%	0%	0%	06/01/21	
Hispanic	6	19	3457	35.17%	50%	0%	0%	06/01/21	
Special Ed Indicator	3	16	3341	30.33%	33.33%	0%	0%	06/01/21	

Student Scores - Spring 2021 STAAR EOC, Biology

Spring 2021 STAAR EOC, Biology									
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	
Brackett H S	41	27	3878	54.63%	75.61%	34.15%	4.88%	05/01/21	
Economic Disadvantage	34	26	3812	51.65%	70.59%	26.47%	5.88%	05/01/21	
American Indian/Alaskan Native	1	35	4196	70%	100%	100%	0%	05/01/21	
Hispanic	36	26	3820	51.94%	72.22%	25%	5.56%	05/01/21	
White	4	38	4327	75%	100%	100%	0%	05/01/21	
LEP	2	11	3069	22%	0%	0%	0%	05/01/21	
Special Ed Indicator	5	22	3642	44%	40%	20%	0%	05/01/21	

Student Scores - Summer 2021 STAAR EOC, Biology

Summer 2021 STAAR EOC, Biology									
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	
Brackett H S	6	19	3541	38%	50%	0%	0%	06/01/21	
Economic Disadvantage	6	19	3541	38%	50%	0%	0%	06/01/21	
Hispanic	6	19	3541	38%	50%	0%	0%	06/01/21	
Special Ed Indicator	3	19	3539	38%	66.67%	0%	0%	06/01/21	

Student Reporting Category Breakdown - Spring 2021 STAAR EOC, US History

Spring 2021 STAAR EOC, US History											
	Total Students	AIIRCs				Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
		US History 1	US History 2	US History 3	US History 4						
Brackett H S	34	71.27%	76.72%	65.29%	73.71%	49	4368	71.85%	91.18%	67.65%	52.94%
Economic Disadvantage	17	66.08%	72.06%	59.41%	66.18%	45	4201	66.12%	88.24%	52.94%	35.29%
Hispanic	28	68.10%	75.30%	63.21%	69.64%	47	4288	68.93%	89.29%	60.71%	42.86%
White	6	86.11%	83.33%	75%	92.71%	58	4742	85.50%	100%	100%	100%
LEP	3	32.22%	52.78%	33.33%	39.58%	26	3427	37.33%	33.33%	0%	0%
Special Ed Indicator	3	46.67%	63.89%	53.33%	54.17%	36	3887	52.33%	33.33%	33.33%	33.33%

Student Scores - Summer 2021 STAAR EOC, US History

Summer 2021 STAAR EOC, US History									
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	
Brackett H S	2	27	3500	40%	0%	0%	0%	06/01/21	
Economic Disadvantage	1	27	3500	40%	0%	0%	0%	06/01/21	
Hispanic	2	27	3500	40%	0%	0%	0%	06/01/21	
LEP	2	27	3500	40%	0%	0%	0%	06/01/21	
Special Ed Indicator	1	27	3500	40%	0%	0%	0%	06/01/21	

Spring 2021 TELPAS LPAC REPORT

TELPAS OVERVIEW

Texas English Language Proficiency Assessment System

Spring 2021

English-As-A Second Language Program

2021 – 2022

Spring 2021 TELPAS

Texas English Language Proficiency System Ratings Overview

LANGUAGE DOMAINS

Grades K – 12

Listening Speaking Reading Writing

RATINGS

<i>Beginning</i>	12 %	12%	24%	12%
<i>Intermediate</i>	24 %	44 %	28 %	8 %
<i>Advanced</i>	36 %	36 %	28%	20 %
<i>Adv. High</i>	28 %	8 %	20 %	60 %
	<hr/>	<hr/>	<hr/>	<hr/>
	25(100%)	25 (100%)	25(100%)	25(100%)

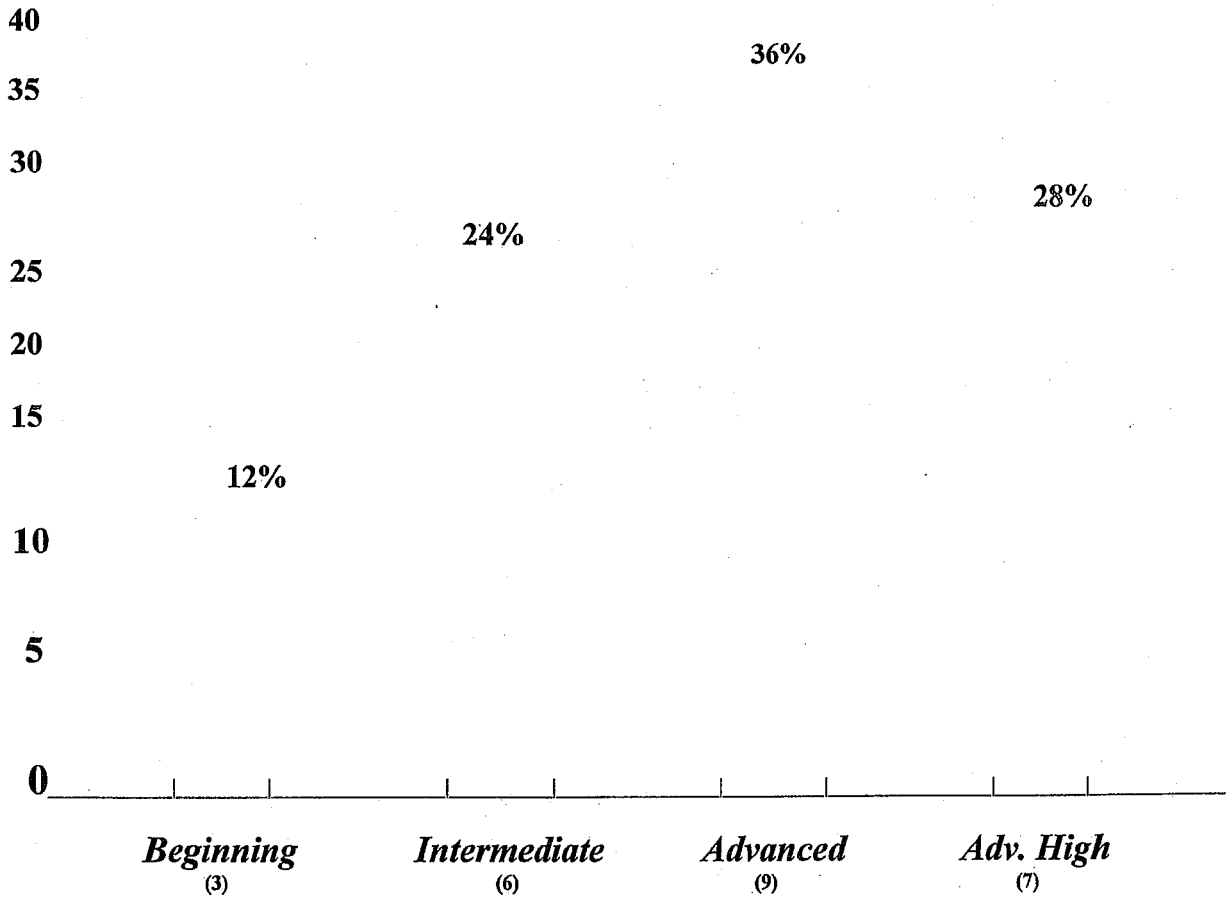
English-As-A Second Language Program
Brackett ISD

Texas English Language Proficiency Assessment System

SPRING 2021 TELPAS

Listening Domain Grades K - 12

Assessed: 25



Proficiency Ratings

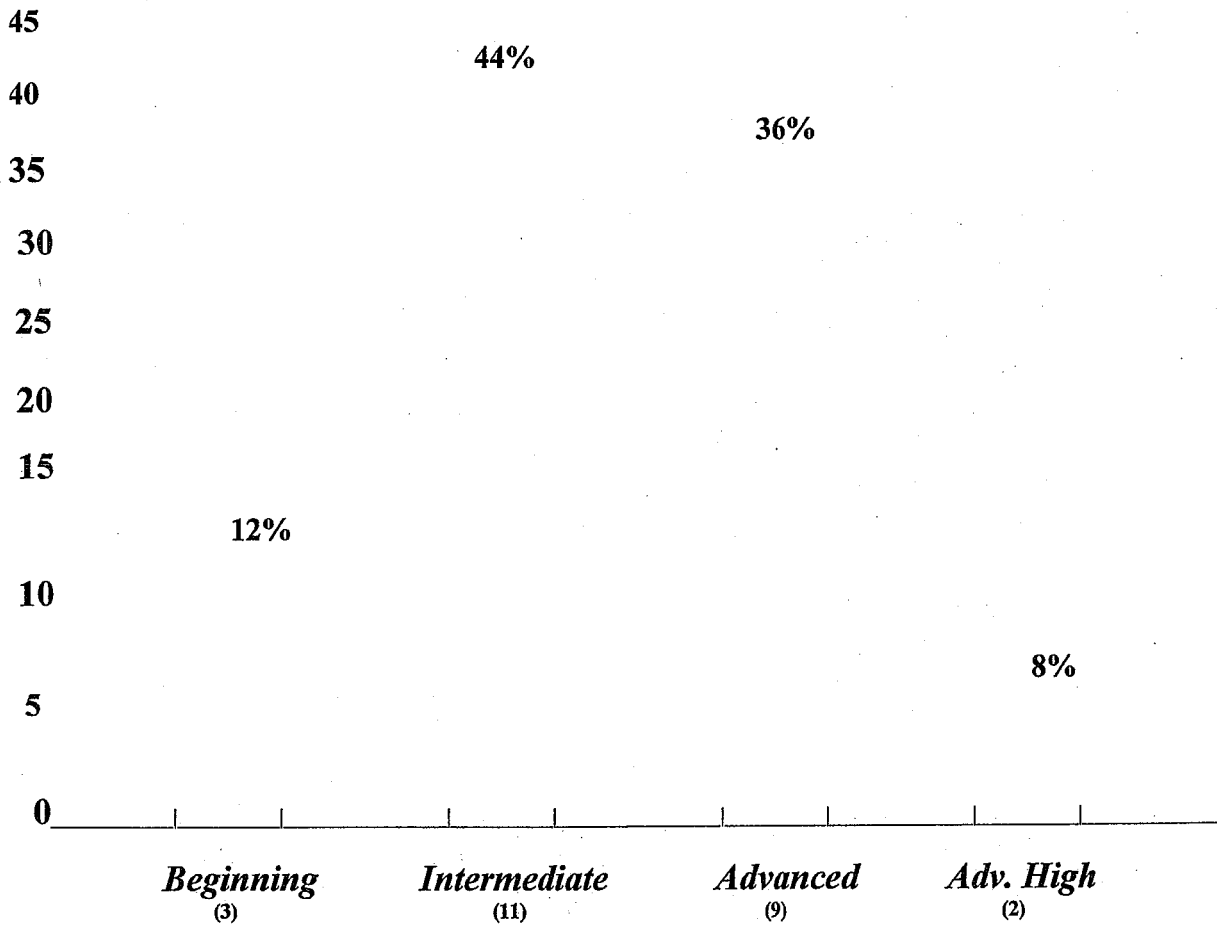
English-As-A Second Language Program
Brackett ISD

Texas English Language Proficiency Assessment System

SPRING 2021 TELPAS

Speaking DOMAIN Grades K – 12

Assessed: 25



Proficiency Ratings

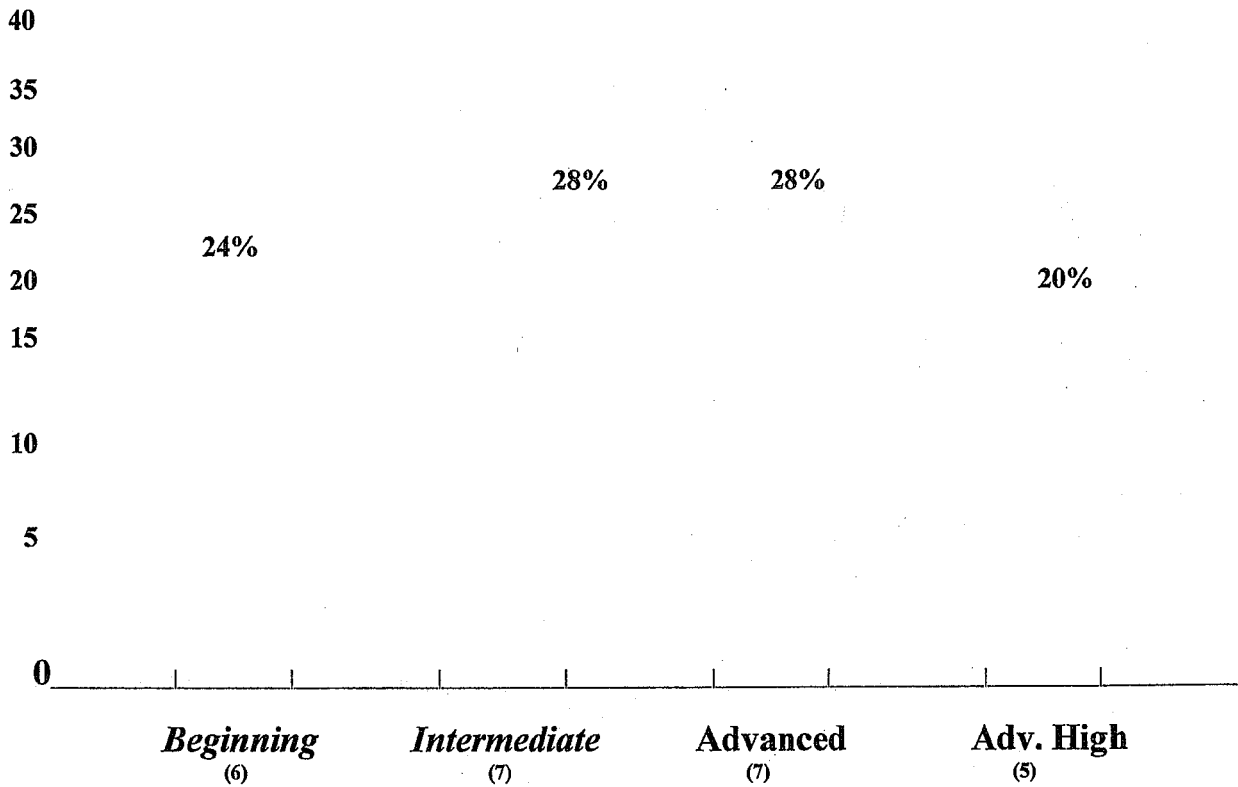
English-As-A Second Language Program
Brackett ISD

Texas English Language Proficiency Assessment System

SPRING 2021 TELPAS

Reading Domain Grades K – 12

Assessed: 25



Proficiency Ratings

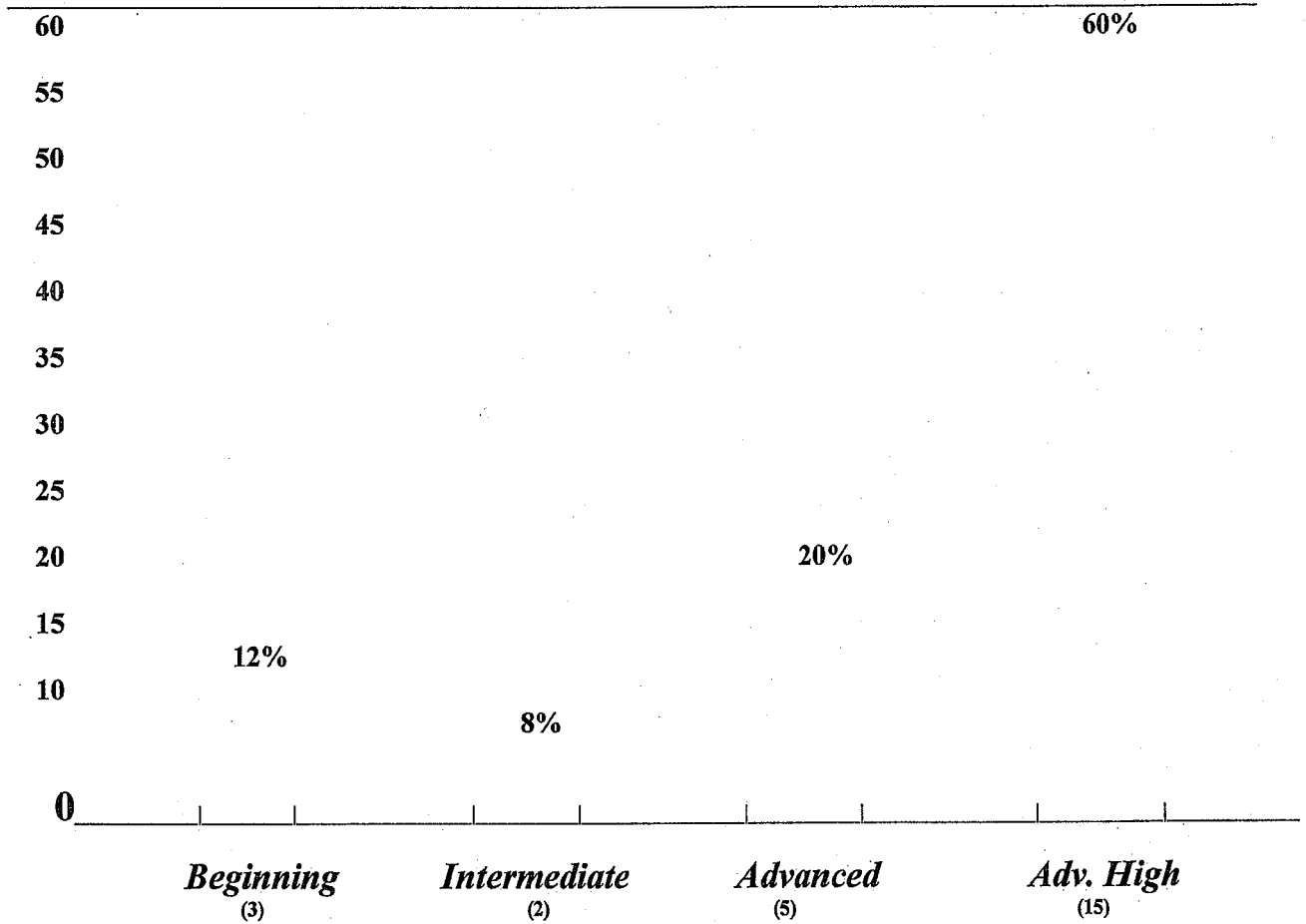
English-As-A Second Language Program
Brackett ISD

Texas English Language Proficiency Assessment System

SPRING 2021 TELPAS

Writing DOMAIN Grades K - 12

Assessed: 25



Proficiency Ratings

Student(s) Exited from the ESL Program

None

See new state requirements hand-out

Updated 2020-2021 English Learner Reclassification Criteria and Guidance



Due to continued effects of the Coronavirus pandemic as well as the impact of winter storms, the 2020-2021 English learner reclassification criteria has been updated to provide additional allowances for Local Education Agencies (LEAs) to ensure English learners have the opportunity to demonstrate readiness for reclassification as English proficient.

It is important to note that waiving the English Language Proficiency (ELP) Assessment, as allowed in the 2019-2020 school year, is not allowed for the 2020-2021 school year, based on federal guidance. However, in accordance with this guidance, the Texas English Language Proficiency Assessment System (TELPAS) **testing window has been extended until May 28th, 2021** to fulfill the federal ELP assessment requirement.

In order for the Language Proficiency Assessment Committee (LPAC) to fulfill their responsibilities during the 2020-2021 school year, including reclassification decisions, the LPAC may

- utilize alternative meeting methods, which may include phone or video conferencing and the use of electronic signatures in accordance with their LEA policy while maintaining confidentiality;
- incorporate the required LPAC parent representative in an optional capacity (although highly encouraged); and
- extend the timeline for **English learner reclassification decisions through the first 60 calendar days of the 2021-2022 school year** if unable to complete before the close of the 2020-2021 school year.

Below the following 2020-2021 English Learner Reclassification Criteria Chart, **additional allowances** have been provided for LPACs to consider for **individual student reclassification decisions**.

Guidance Quick Links

- [2020-2021 EL Reclassification Criteria](#)
- [EL Reclassification Allowances](#)
- [Reclassification for ELs with a Significant Cognitive Disability](#)
- [Resources](#)

2020–2021 English Learner Reclassification Criteria Chart					
At the end of the school year, a district may reclassify an English Learner (EL) as English proficient if the student has demonstrated readiness for equal participation in a general all-English instruction program with no second language acquisition supports as determined by satisfactory performance in the following assessment areas below and the results of a subjective teacher evaluation using the state’s English Learner Reclassification Rubric. An English learner may not be reclassified as English proficient in prekindergarten or kindergarten as per Texas Administrative Code §89.1226(j).					
	1 st /2 nd	3 rd through 8 th	9 th	10 th	11 th /12 th
English Language Proficiency Assessment	TELPAS Advanced High in each domain of Listening, Speaking, Reading and Writing				
State Standardized Reading Assessment	Iowa Form F (Reading/Language) 40 th percentile or above	STAAR Reading (English)	STAAR English I EOC*	STAAR English II EOC*	Iowa Form F (Reading/Language) 40 th percentile or above
Subjective Teacher Evaluation	Form: English Learner Reclassification Rubric				
<p>*Satisfactory performance on STAAR Reading/English EOC includes <i>Approaches, Meets, and Masters Grade Level</i> performance levels.</p> <p>Notes:</p> <ul style="list-style-type: none"> • Students for whom the LPAC recommends the use of Oral Administration, Content and Language Supports, or Extra Time as designated supports for English reading or English EOC assessments, may not be considered for reclassification at the end of the school year. • English learners with significant cognitive disabilities who are receiving special education services may qualify to be reclassified using the following: Individualized Reclassification Process for a Student with a Significant Cognitive Disability. • For an EL who is deaf/hard of hearing (DHH) and exempt from participating in the listening and/or speaking domains of TELPAS due to the inability to perform these components of the exam, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification. • For an EL who is blind/visually impaired (VI) and exempt from participating in the reading domain of TELPAS due to the inability of the EL to perform this component of the exam based on the EL's disability, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification. • The LPAC shall monitor the academic progress of each student who has met reclassification criteria during the first two years after reclassification. 					

English Learner Reclassification Allowances for Individual Students

The following allowances are only to be considered for **individual students** who are unable to complete the state requirements for English learner reclassification in the 2020-2021 school year as described in the chart above. **For students in grade 1**, no additional allowances to the English Language Proficiency (ELP) component are needed due to the nature of the TELPAS holistic ratings for Grade 1 that can be scored remotely.

English Language Proficiency (ELP) Assessment Allowances*

- **Allowance 1: TELPAS Combined Results (Grades 2-12)**
If an English learner in grade 2-12 completes one or more domains of the 2020-2021 TELPAS but not all, completed domains from the 2019-2020 TELPAS may be used to complete the ELP Assessment requirement. For domains in which the student has a score from both school years, the proficiency level from the 2020-2021 school year (most recent) must be used.
- **Allowance 2: Use of LAS Links (Grades 2-12)**
If an English learner in grade 2-12 is unable to receive a completed score for all four domains of the 2020-2021 TELPAS, the LAS Links assessment, **which can be administered remotely**, may be administered after the TELPAS testing window to determine that the student has met the level designated for English proficiency for the ELP component of the 2020-2021 EL reclassification criteria. LAS Links and TELPAS scores cannot be combined, and **LAS Links can only be administered for reclassification purposes**:
 - to students who did not complete all four domains of the 2020-2021 TELPAS.
 - to students who have demonstrated a potential for reclassification.
 - once the TELPAS window has closed (starting May 29, 2021).
- **Allowance 3: Use of 2020-2021 STAAR Reading (Grades 3-10)**
If an English learner is able to have a completed score of *Meets or Masters Grade Level* on the STAAR Reading (3-8) or STAAR English I or II EOC (9-10) exam but does not have a completed TELPAS Reading score, the STAAR results of *Meets or Masters Grade Level* can cover the ELP assessment criteria for meeting Advanced High on the TELPAS Reading component.

* Combining allowances is only possible with Allowance 1 and 3 based on the student's individual situation.

Reclassification of English Learners with a Significant Cognitive Disability

2020-2021 Individualized Reclassification Criteria for an EL with a Significant Cognitive Disability			
Grade Level(s)	English Language Proficiency Assessment*	Academic Content Assessment	Subjective Teacher Evaluation
Grade 1	TELPAS (Holistic)	(not required)	<u>English Learner Reclassification Rubric - ALTERNATE</u>
Grade 2	TELPAS Alternate	(not required)	
Grade 3-8		STAAR Alternate 2 Reading	
Grades 9-10		STAAR Alternate 2 English I/II EOC	
Grade 11-12		(not required)	

*Due to the nature of the TELPAS Alternate assessment design for grades 2-12 and the TELPAS holistic ratings for Grade 1 that can be scored remotely, no additional flexibilities are needed to the English Language Proficiency (ELP) component of the Individualized Reclassification Process for a student with a significant cognitive disability for the 2020-2021 school year.

Resources

- [TEA Approved Norm-Reference Standardized Achievement Test \(Iowa Form F, Riverside Insights\)](#)
- [State Assessments for English Learners](#)
- [Guidance Related to ARD Committee and LPAC Collaboration](#)
- [LPAC Guidance for Deaf or Hard of Hearing English Learners and associated training video](#)
- [LAS Links Texas \(Data Recognition Corporation\)](#)
- Explanatory examples of reclassification allowances for the ELP component:
 - **Allowance 1 Example:** For 2020-2021 TELPAS, an English learner has a completed Writing score of *Advanced High*, but does not have a completed score for the Listening, Speaking, and Reading components. If this student has completed Listening, Speaking, and Reading scores of *Advanced High* from 2019-2020, the LPAC may use the combination of the 2019-2020 and 2020-2021 results in order to demonstrate that the student has met the ELP requirement of the 2020-2021 EL reclassification.
 - **Allowance 2 Example:** An English learner was unable to complete all four domains of TELPAS during the testing window, but this student has demonstrated a potential for meeting reclassification criteria based on linguistic progress monitoring. Therefore, after the TELPAS testing window, the school assesses the student with LAS Links, and the student meets or exceeds the level designated for English proficiency. The LPAC may use the LAS Links results to document that the student has met the ELP component of the 2020-2021 EL reclassification criteria.
 - **Allowance 3 Example:** An English learner in grade 3 has a completed score of *Advanced High* on the 2020-2021 TELPAS Listening, Speaking, and Writing but does not have a completed score for TELPAS Reading. If the student receives a STAAR Reading score of *Meets or Masters Grade Level*, the LPAC can document that the STAAR Reading score of *Meets or Masters Grade Level* covers the TELPAS Reading Advanced High criteria, so this student would meet the ELP and State Standardized Reading components of the 2020-2021 EL reclassification criteria.

Waivers and Non-waivers for ELAR Teachers

Grade Level: Current School Year 2021-2022	# of Teachers Assigned to ESL Classroom ELAR	# of Teachers under waiver this year
PRE-K	0	0
Kindergarten	2	0
Grade 01	1	0
Grade 02	1	0
Grade 03	1	0
Grade 04	1	0
Grade 05	0	0

Current Grade Level School Year 2021-2022	# of Teachers Assigned to ESL Classroom ELAR	# of Teachers under waiver this year
Grade 06	1	1
Grade 07	1	0
Grade 08	1	1
Grade 09	1	0
Grade 10	1	0
Grade 11	1	0
Grade 12	1	0

District Professional Development

Campus	Professional Development	Number of Staff
Elementary	Sheltered Instruction for Elementary Teachers	All
Secondary	Sheltered Instruction for Secondary Teachers	All

FOR TEACHERS UNDER A WAIVER:

Additional assistance for the two teachers under a waiver.

Teachers are given Texas Education Agency information regarding how to prepare for the ESL Supplementary Certification, <https://www.txeslprep.org>.

TeXeS course preparation is an additional study source and this information has also been shared with teachers.

One teacher previously not successful is scheduled to retest this fall. One teacher, first time tester, is planning to test this fall. Both teachers have been given information to support their preparation for the exam.

English-As-A Second Language Program

Brackett ISD

2021-2022

ESL Enrollment Report

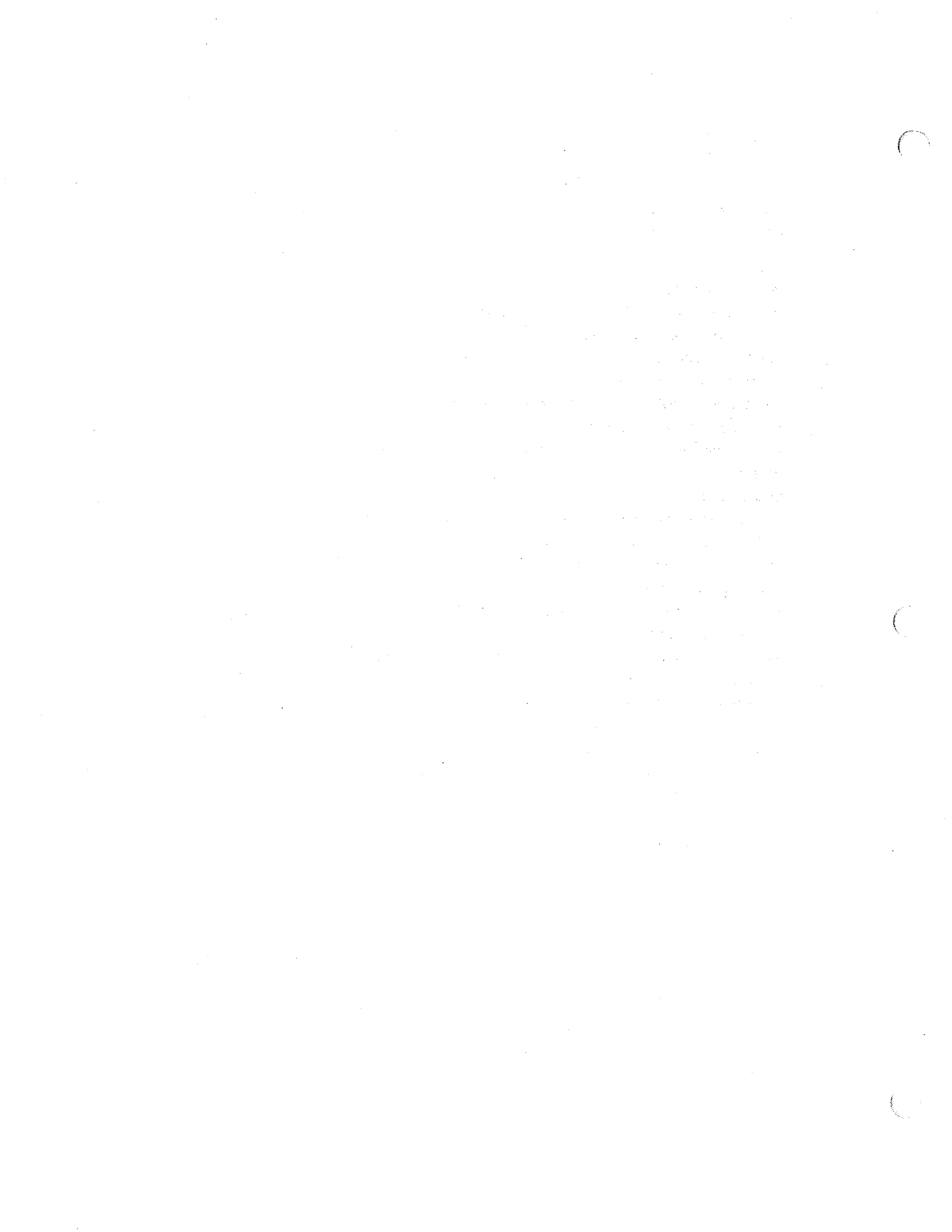
Pre Kinder	0
Kindergarten	4
1st Grade	1
2nd Grade	1
3rd Grade	1
4th Grade	2
5th Grade	0
6th Grade	3
7th Grade	3
8th Grade	1
9th Grade	1
10th Grade	1
11th Grade	2
12th Grade	<u>3</u>

Accommodations and Modifications Checklist for ESL Students

ELL Name: _____ Teacher: _____ Dates: _____

Federal law requires that teachers of second language students provide accommodations and modifications to enable students to succeed in the classroom. Documentation of accommodations/modifications is recommended.

- _____ Give tests orally
- _____ Give instructions/directions in writing and orally
- _____ Assign a peer tutor, same language or English speaking
- _____ Allow use of a bilingual dictionary
- _____ Provide summaries of text or study guides of particular chapters
- _____ Shorten reading assignments
- _____ Highlight key vocabulary **(Recommended for all assignments)**
- _____ Reduce amount of work required
- _____ Assess comprehension through demonstration or other alternative means (gestures, drawings, retellings)
- _____ Allow open book tests
- _____ For each question, indicate page number in textbook where answer is found
- _____ Rephrase questions, directions, and explanations
- _____ Use group projects rather than individual work
- _____ Reduce multiple choices to two
- _____ Provide study guides and/ or outlines and word banks
- _____ Provide video on subject
- _____ Allow extended time for test/project completion **(Recommended for all assignments)**
- _____ Use books on tape/CD
- _____ Use reduced text, so that print is not dense
- _____ Adapt homework to reflect language proficiency
- _____ Adapt homework to reflect home support
- _____ Provide hands-on activities and explanations **(Recommended for all assignments)**
- _____ Allow extended time to answer questions, and permit drawing, as an explanation
- _____ Accept participation at any level, even one word
- _____ Use of translation dictionaries to locate words in the native language
- _____ Use Graphic organizers **(Recommended for all assignments)**
- _____ Use story retellings to assess comprehension
- _____ Use anecdotal records as a form of assessment
- _____ Keep portfolio of work as a form of assessment
- _____ Use visuals/pictures throughout lesson/unit/assignment **(Recommended for all assignments)**
- _____ Other accommodations used – Please list: _____



Name: _____

ENGLISH LEARNER INSTRUCTIONAL ACCOMMODATIONS CHECKLIST

Beginning of Year (BOY)

Middle of Year (MOY)

End of Year (EOY)

Date:

- peer and native language support
- gestures for added emphasis
- simple conversations (words/phrases)
- visuals and/or verbal cues to reinforce spoken or written words
- pre-teach vocabulary
- short sentences and single words
- provide phrases or simple sentence frames
- rephrase, repeat, or slow down
- wait time
- extra time for complex material and/or assignments
- non-participation in simple conversations
- word bank of key vocabulary
- model pronunciation
- tiered sentence stems
- organize reading in chunks
- adapted text(s)
- clarification of word(s) or phrase(s)
- oral translation
- bilingual dictionary or glossary
- clarify directions
- translate word(s), phrase(s), or sentence(s)
- read and model think aloud
- drawing or pictorial representation
- writing on familiar, concrete topics
- scaffold writing assignments

Date:

- peer and native language support
- gestures for added emphasis
- simple conversations (words/phrases)
- visuals and/or verbal cues to reinforce spoken or written words
- pre-teach vocabulary
- short sentences and single words
- provide phrases or simple sentence frames
- rephrase, repeat, or slow down
- wait time
- extra time for complex material and/or assignments
- non-participation in simple conversations
- word bank of key vocabulary
- model pronunciation
- tiered sentence stems
- organize reading in chunks
- adapted text(s)
- clarification of word(s) or phrase(s)
- oral translation
- bilingual dictionary or glossary
- clarify directions
- translate word(s), phrase(s), or sentence(s)
- read and model think aloud
- drawing or pictorial representation
- writing on familiar, concrete topics
- scaffold writing assignments

Date:

- peer and native language support
- gestures for added emphasis
- simple conversations (words/phrases)
- visuals and/or verbal cues to reinforce spoken or written words
- pre-teach vocabulary
- short sentences and single words
- provide phrases or simple sentence frames
- rephrase, repeat, or slow down
- wait time
- extra time for complex material and/or assignments
- non-participation in simple conversations
- word bank of key vocabulary
- model pronunciation
- tiered sentence stems
- organize reading in chunks
- adapted text(s)
- clarification of word(s) or phrase(s)
- oral translation
- bilingual dictionary or glossary
- clarify directions
- translate word(s), phrase(s), or sentence(s)
- read and model think aloud
- drawing or pictorial representation
- writing on familiar, concrete topics
- scaffold writing assignments

Campus: _____

Grade: _____

Academic Year: _____

Prior Year TELPAS

L	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
S	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
R	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
W	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH

Prior Year TELPAS A.T. (if applicable)

L	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> E	<input type="checkbox"/> D
S	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> E	<input type="checkbox"/> D
R	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> E	<input type="checkbox"/> D
W	<input type="checkbox"/> A	<input type="checkbox"/> I	<input type="checkbox"/> E	<input type="checkbox"/> D

Name: _____

ENGLISH LEARNER INSTRUCTIONAL ACCOMMODATIONS CHECKLIST

Teacher

LPAC Committee

Subjective Teacher Evaluation/EL Reclassification Rubric:

Comments/Recommendations:

BOY

Subjective Teacher Evaluation/EL Reclassification Rubric:

Comments/Recommendations:

MOY

Subjective Teacher Evaluation/EL Reclassification Rubric:

Comments/Recommendations:

EOY

Completed by: _____

Signature: _____ Date: _____

Signature: _____

_____ Date: _____

EOY Review: <input type="checkbox"/> TELPAS/TELPAS ALT <input type="checkbox"/> State Assessment Results <input type="checkbox"/> Additional Assessment (Optional) <input type="checkbox"/> Linguistic Accommodations <input type="checkbox"/> Academic Progress	Linguistic Accommodations to "Developing Independence" A Awareness I Imitation EI Early Independence DI Developing Independence BF Basic Fluency
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