English Language Learner (ELL) Updates

September 18, 2019
Bilingual and English as a Second Language Education Programs Website

Bilingual and English as a Second Language Education Programs

The English Learner Support Division provides direction and leadership with the implementation of Bilingual and English as a Second Language (ESL) Programs for English learners.

Announcements

- Single Statewide Assessment
  - Click here to access the recorded webinar on the topic of "ESSA, Title III, Part A Updates ."
  - Click here to access a document containing important information about next steps.
  - Click here to access To The Administrator Addressed Correspondence (TAA) Letter.

Texas Administrative Code (TAC) Chapter 89, Subchapter BB Updates
Guidance on Identification and Placement of English Learners Prior to Kindergarten

Program Requirement Resources

These resources, tools, and web pages provide guidance on bilingual and English as a second language (ESL) program requirements:

- FAQ for English Learners and LPAC (Update Released 12/18/2018)
- For closing out the 2016-2019 school year, LPACs will utilize the 2018-2019 English Learner Reclassification Criteria Chart and 2018-2019 End-of-Year (EOY) LPAC Guidance Checklist.
- NEW! 2019-2020 Beginning-of-Year (BOY) LPAC Guidance Checklist (fillable)
- 2019-2020 English Learner Reclassification Criteria Chart, including links to the English Learner Reclassification Rubric (fillable PDF) for the subjective teacher evaluation, English Learner Reclassification Rubric Training Video Presentation (35 minutes), and English Learner Reclassification Rubric Introduction and Training PowerPoint (used in training video)
- Building Bilingual and English as a Second Language (ESL) Programs as a Local Education Agency (LEA)
- Guidance on Identification and Placement of English Learners Prior to Kindergarten
Guidance on Identification and Placement of English Learners Prior to Kindergarten

Guidance on Identification and Placement of English Learners Prior to Kindergarten

The Texas Education Agency (TEA) is committed to ensuring that all students are served in a manner that is responsive to their needs. This guidance provides information on how to identify and place English learners prior to kindergarten.

Identification

For any student initially entering a three-year or four-year-old public school program, a Language Assessment (LAAP) and the state prepared battery for identification as an English Learner (EL) are recommended before a child is placed in a unique student school program or in a unique student school program and related services.

Placement

The identification and assessment process may be completed within four calendar weeks of enrollment in kindergarten. The process may be completed within three calendar weeks if the district has determined that it can complete the process within the three-week period.

Process

The process begins when the student is enrolled in kindergarten. The student is administered a language assessment, which is used to determine the student's English language proficiency level. The language assessment is used to determine whether the student is an English learner and, if so, to determine the appropriate level of English language support.

Process Overview

What to Do:

1. Have the child identified as EL, clarify registration, and the child does not enter school?
2. The child is identified as EL, but does not enter school?
3. The child enters school, and the child is not identified as an EL?

These scenarios require follow-up, and the district is responsible for ensuring that all students are served in a manner that is responsive to their needs.
Guidance Related to ARD Committee and LPAC Collaboration

Program Requirement Resource Web pages

- Framework Manual for the Language Proficiency Assessment Committee (LPAC) Process (outside source)
- Updated! Guidance Related to ARD Committee and LPAC Collaboration (web page) including the NEW Individualized Reclassification Process for a Student with a Significant Cognitive Disability (PDE)
- Updated Resources: Bilingual Education Exception and ESL Waiver Resources
- 2019 Required Summer School Program
- Updates on the Every Student Succeeds Act (ESSA) State Plan, Title III, Part A section
- 2018-2019 List of Approved Tests for the Assessment of English Learners (Only to be used in accordance with this To The Administrator Addressed Correspondence from August 8, 2019)
Guidance on Identification/ Reclassification: LPAC and ARD Committee Collaboration
Questions?

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