

## 2007-2008 Flowchart of Process for Exiting Limited English Proficient (LEP) Students Receiving Special Education Services from Bilingual/ESL Programs

Student is receiving special education services and is identified as a student with limited English proficiency (LEP).

Student appears to no longer need second language acquisition support in English to address learning needs (or is approaching that point).

Key Admission, Review, and Dismissal (ARD) committee members and key Language Proficiency Assessment Committee (LPAC) members meet to discuss second language acquisition within the context of student's disability and review data from testing and classroom.

Based on this review, key ARD committee members and key LPAC members identify:

1. appropriate listening and speaking [oral language proficiency test (OLPT)], reading, and writing assessments\*, and
2. appropriate student performance standards to verify that second language acquisition support in English is not needed to address learning needs.

**(2007-2008)\*\* Options include one or more of the following but not limited to:**

**Listening and speaking (OLPT):**

- Texas English Language Proficiency Assessment System (TELPAS) listening and speaking
- Assessment(s) from current *List of Approved Tests for Assessment of Limited English Proficient Students*

**Reading options include one or more of the following:**

- Reading Proficiency Test in English (RPTE) released test
- Assessment(s) from current *List of Approved Tests for Assessment of Limited English Proficient Students*
- Texas Assessment of Knowledge and Skills (TAKS)
- TAKS (Accommodated)
- TAKS Alternate (TAKS–Alt)

**Writing options include one or more of the following:**

- TAKS writing
- TAKS (Accommodated) writing
- TAKS–Alt writing
- TELPAS writing
- Assessment(s) from current *List of Approved Tests for Assessment of Limited English Proficient Students*

ARD committee meets to discuss recommendations, update Individualized Education Program (IEP), and document exit/reclassification decisions. Key members of the LPAC participate in this part of the ARD committee meeting. Decisions relating to exit from bilingual education or English as a second language (ESL) services must also be documented by the LPAC.

Please see also: <http://www.tea.state.tx.us/special.ed/guidance/ardlpac.html>

\* When it is not appropriate to assess one or more domains due to a student's disability, the ARD committee and LPAC will provide documentation to support the decision not to assess the domain(s).

\*\*TELPAS reading and TAKS-M are not to be used **this year** for exit purposes due to the fact that performance standards have not yet been set.