

Use this flowchart only for the domains for which a determination has been made that assessments and standards approved under TAC 89.1225(h) are not appropriate \*

**Bilingual/ESL Exit Process for Limited English Proficient (LEP) Students Receiving Special Education Services When Certain Assessments Identified in TAC §89.1225(h)\*and their Standards are Inappropriate**

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 based on historical data to verify that second language acquisition support in English is not needed to address learning needs.

**Assessments 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

**Reading options:**

- TELPAS reading
- Reading assessment from current *List of Approved Tests for Assessment of Limited English Proficient Students*
- TAKS–Modified (TAKS–M) reading
- TAKS–Alternate (TAKS–Alt) reading

**Writing options:**

- TELPAS writing
- TAKS–M writing
- TAKS–Alt writing

ARD committee meets to discuss recommendations, update Individualized Education Program (IEP), and document exit/reclassification decisions. The 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>

\* Title 19 Texas Administrative Code Chapter 89 Adaptations for Special Populations; Subchapter BB. Commissioner's Rules Concerning State Plan for Educating Limited English Proficient Students Section 89.1225(h)

\*\* These key members must have in-depth knowledge of the student's current progress and needs.

\*\*\* 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)