Form Assist - Edugence ELL
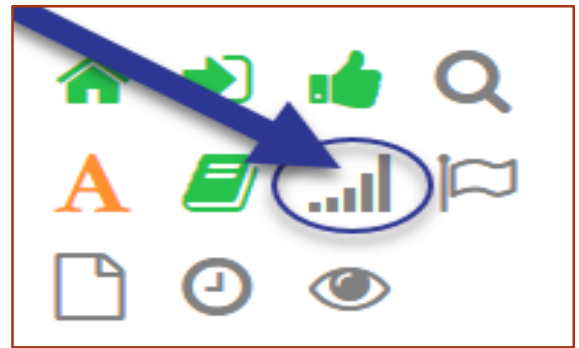## Step-by-Step

End of Year Review
Parent Report on Student Progress & Parent Permission to Exit

R10 Region 10 ESC

Developed by Region 10 Education Service

The Edugence ELL management tool was created to assist Texas school districts manage English Language Learners (ELLs) and the entire Language Proficiency Assessment Committee (LPAC) process.

Step-by-Step
Step-by-step assistance in completing the *Edugence ELL* End of Year LPAC forms.
End of Year Review Form

CHAVEZ, TERESA (475387)	TELPAS		Progress :	STAAR
Edugence EI (01)	Listening ■	Reading ■		Reading:
Home Language : 01-Spanish	Speaking ■	Writing ■		Math:
Years in US Schools : 1	Composite ■	Year : 2016		

Find the student that you will be completing the EOY Review form on and choose the icon to open the End of Year Review form on that student. If you hover over the icons, they will provide text for identification.

End of Year Review
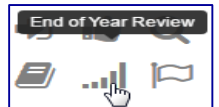
There are five sections to complete as well as the signature section—some information will be pre-populated.

Open or close each section with the up and down indicator on the right-hand side.

IMPORTANT! **Note the assessment dates!**

Remember that assessment data is from the most recently released TEA data that has been loaded by the district. Always look at the dates here to ensure that you are not making decisions based on last year's data.
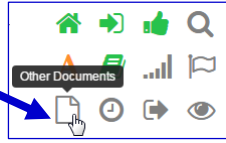
Hit 'SAVE' at the top of the form when complete…

Do not 'SEAL' until full LPAC meeting has been completed with signatures—no changes can be made after being sealed except with authorization (super-user).

Parent Report on Student Progress (annual)

From the student's icons, choose the 'Other Documents' and open.

Choose/click the 'Parent Report on Student Progress' form from the list of Forms Available.

Choose the Program and the Language from the dropdown list.

Once the letter has been generated below with the appropriate program and language, add the date sent, and any additional comments regarding the student's language acquisition and/or academic progress.

Choose the LPAC Recommendation made in the EOY Review and provide school contact info.

IMPORTANT!

This letter should be <u>attached to the LPAC EOY Review</u> and sent home to the parents if your district has decided to use this method of reporting the progress annually of their child as a result of participation in the district ELL program. Your district may have another process for meeting this requirement.

Parent Permission to Exit
(For students who have met exit criteria as determined in the official LPAC)
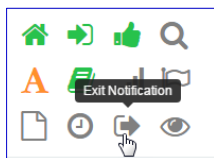
Choose the student's icon for 'Exit Notification' to open the form.

Once again, choose the program and language. English will be at the top but if you scroll down you will see the other language.

Be sure to include the date it was sent from your calendar pop-up.

Once 'Parent Notification and Permission to Exit' is signed either with a signature on this form or as an attachment, be sure that this and all other EOY documents are saved and sealed.

R10 Tips:
- *Always print completed LPAC forms and place in the student's permanent record.*
- *Don't forget to 'seal' forms to ensure that no changes will be made to anything following the meeting—this turns the icon green and places the copy into the LPAC History (icon).*

For additional assistance, see the video at the Region 10 Resource link within *Edugence ELL.*
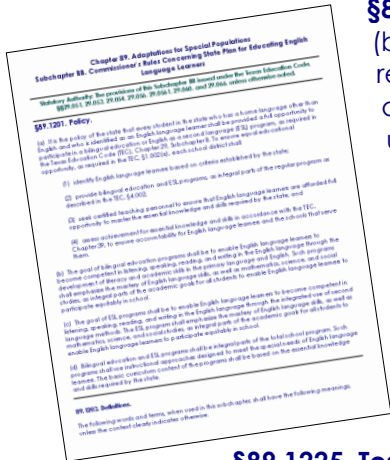Thank you!

Lee Ann Valerio, Region 10 ESC
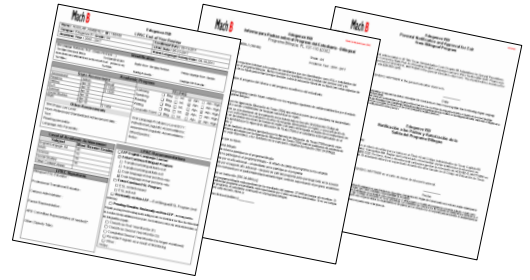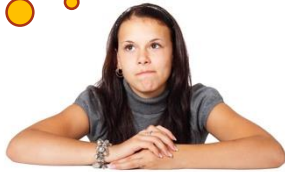
§89. Adaptations for Special Populations
Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Language Learners

Please read the entire Chapter 89 for full explanation of these reference points:

§89.1240. Parental Authority and Responsibility. (Exit notification and permission)
(b) The school district shall notify the student's parent of the student's reclassification as English proficient and his or her exit from the bilingual education or English as a second language program and acquire approval as required under the Texas Education Code, §29.056(a). Students meeting exit requirements may continue in the bilingual education or English as a second language program with parental approval but are not eligible for inclusion in the school district bilingual education allotment.

§89.1265. Evaluation. (Parent notification of progress)
(c) School districts shall report to parents the progress of their child as a result of participation in the program offered to English language learners in English and the home language at least annually.

§89.1225. Testing and Classification of Students. (Exit criteria)
(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 general education, 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 (TEC), §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 standardized achievement instrument for a student who is enrolled in Grade 1 or 2; and
(3) TEA-approved criterion-referenced written tests when available, or other TEA-approved tests when criterion-referenced tests are not available, and the results of a subjective teacher evaluation.
(i) A student may not be exited from the bilingual education or English as a second language program in prekindergarten or kindergarten. A school district must ensure that English language learners are prepared to meet academic standards required by the TEC, §28.0211.
(j) For determining whether a student who has been exited from a bilingual education or English as a second language program is academically successful, the following criteria shall be used at the end of the school year:
(1) the student meets state performance standards in English on the criterion-referenced assessment instrument required in the TEC, §39.023, for the grade level as applicable; and
(2) the student has passing grades in all subjects and courses taken.