

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				
*Satisfactory performance on STAAR Reading/English EOC includes <i>Approaches, Meets, and Masters Grade Level</i> performance levels.					
Notes:					
<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)	English Learner Reclassification Rubric - ALTERNATE
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.