

# Tyler Independent School District Documentation for Special Exit Criteria

This form is to be used when determining special exit criteria under TAC §89.1225(k) for students classified as LEP and Special Education. Students considered for special exit criteria should be those designated to take TAKS-M or TAKS-Alt as determined by ARD committee in conjunction with the LPAC.

**Campus:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student:** \_\_\_\_\_ **ID#** \_\_\_\_\_ **Grade** \_\_\_\_\_

Checklist of Evidence warranting the use of TAC §89.1225(k) exit criteria:

**Check here to indicate the student's IEP was reviewed and discussed in detail between the LPAC and key members of the ARD committee.**

**Historical formal assessment data:** Attach score reports reflecting student performance in formal assessments such as: TAKS, TELPAS, Stanford ELP, Stanford SLP and any other information to support the use of TAC §89.1225(k) exit criteria.

**Historical informal assessment data:** Attach score reports reflecting student performance with informal assessments designed to identify levels of academic functioning and English language proficiency such as: TEKS check, inventories, checklists, etc. and any other information to support the use of TAC §89.1225(k) exit criteria.

**Teacher input:** On the lines provided below, document the teacher's feedback provided during the collaboration meeting between key members of the ARD committee and the LPAC.

**Teacher comments:**

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**Standards under the TAC §89.1225(h) are not appropriate because of the nature of the student's particular disabling condition. The student is not expected to attain English language proficiency because of factors directly related to a disability and no longer appears to benefit from second language acquisition support in English. Based on the evidence provided, the exit criteria recommendation for the student satisfies the TAC §89.1225(k).**

*LPAC Members:*

*ARD Committee Members*

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