

“

Late Exit Program Model

EDCOUCH-ELSA ISD

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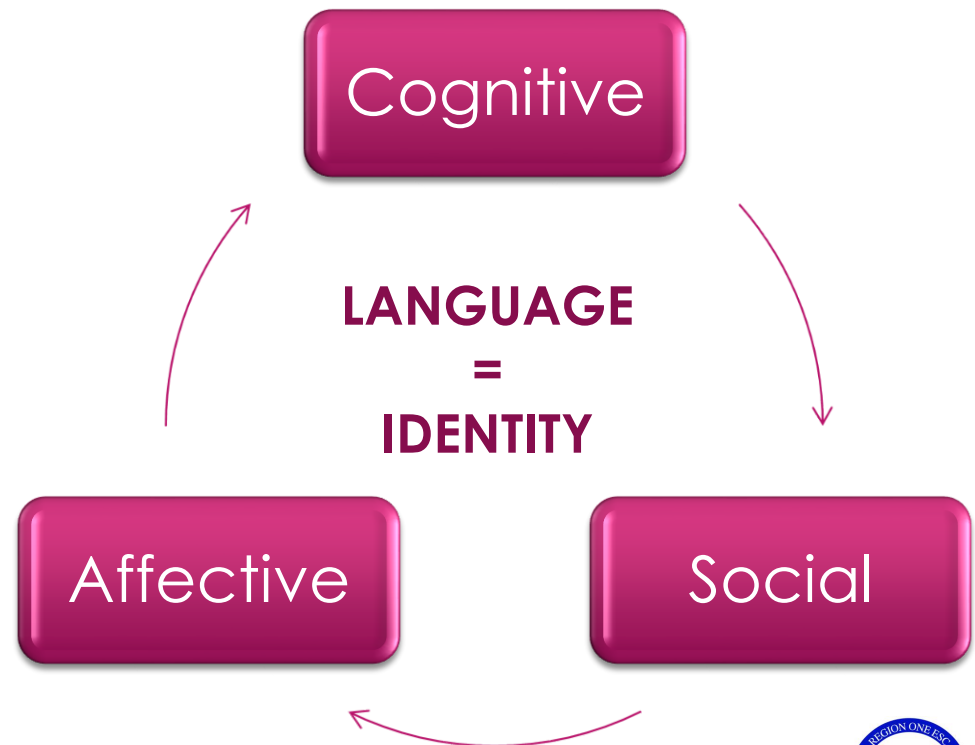
Region One ESC



The Power of Language

- ▶ “Language stands at the center of the many interdependent **cognitive, affective, and social** factors that shape learning”.

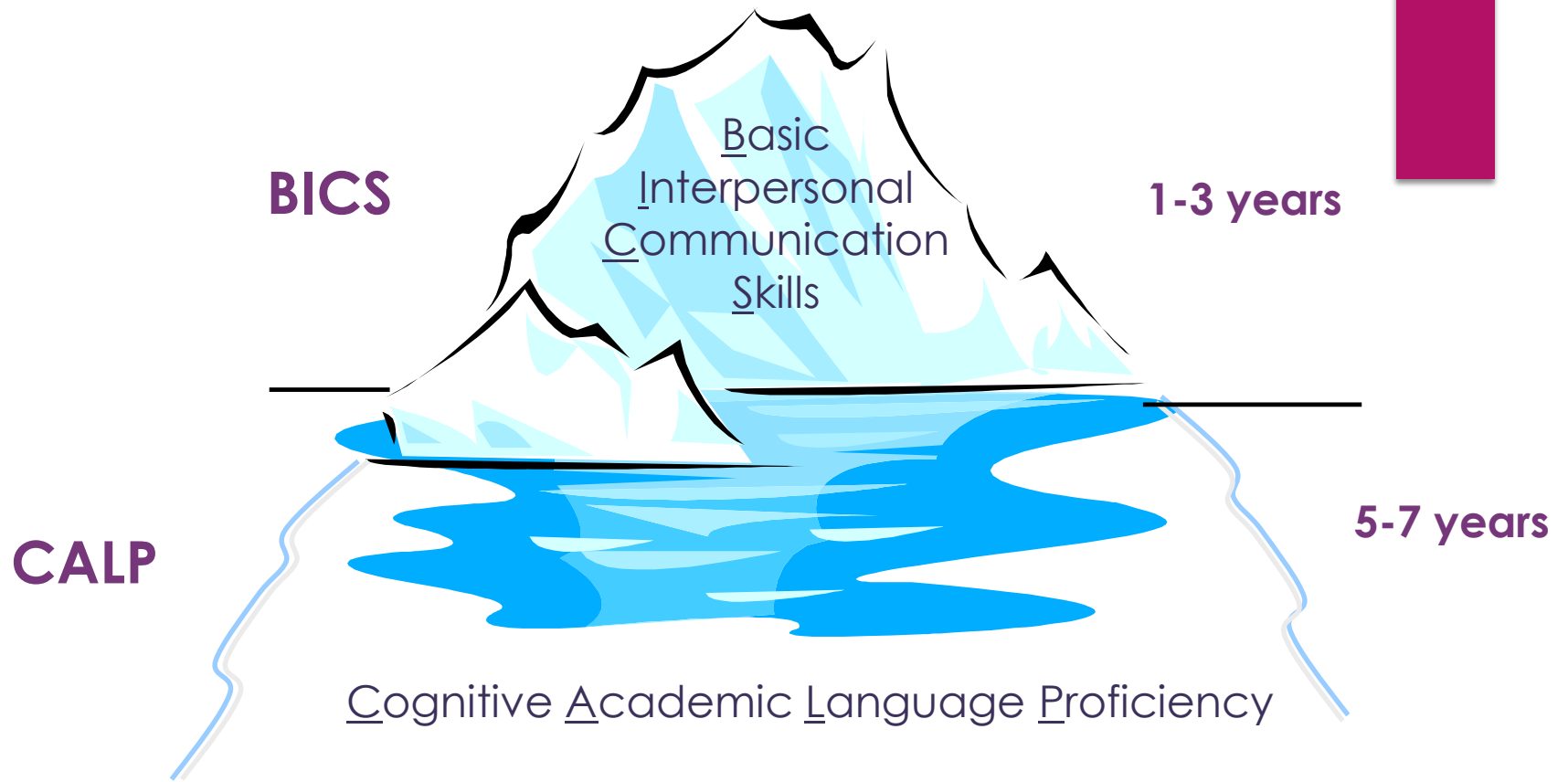
David Corson, 1999



BICS vs CALP

Social vs Academic Language





The Iceberg Theory

J. Cummins, 1981



BICS L1
1-3 years

BICS L2
1-3 years



Double Iceberg Theory

J. Cummins, 1981



Research Findings

W. Thomas & V.
Collier, 2009

The stronger *academically and cognitively* the L1, the stronger the L2.

The weaker *academically and cognitively* the L1, the weaker the L2.

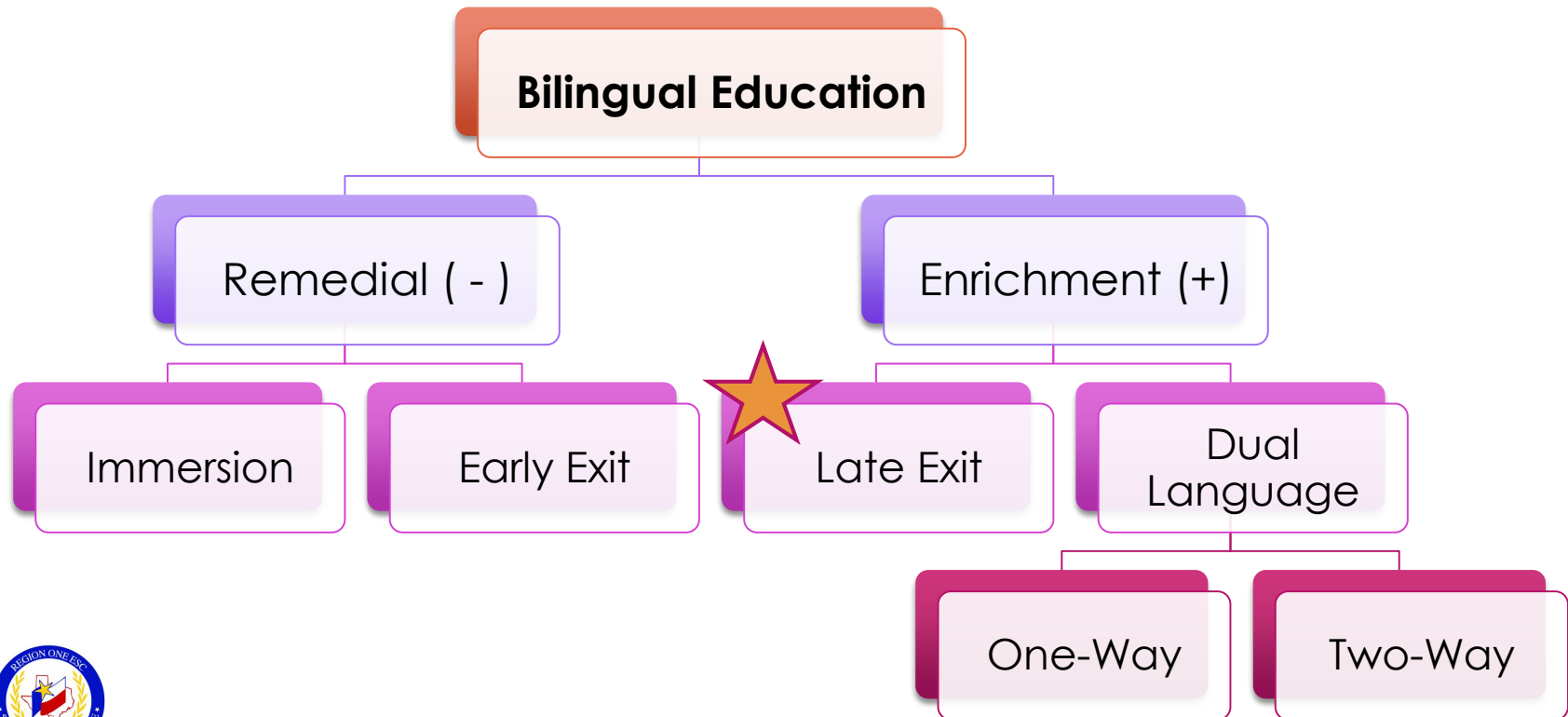


Bilingual Program Models

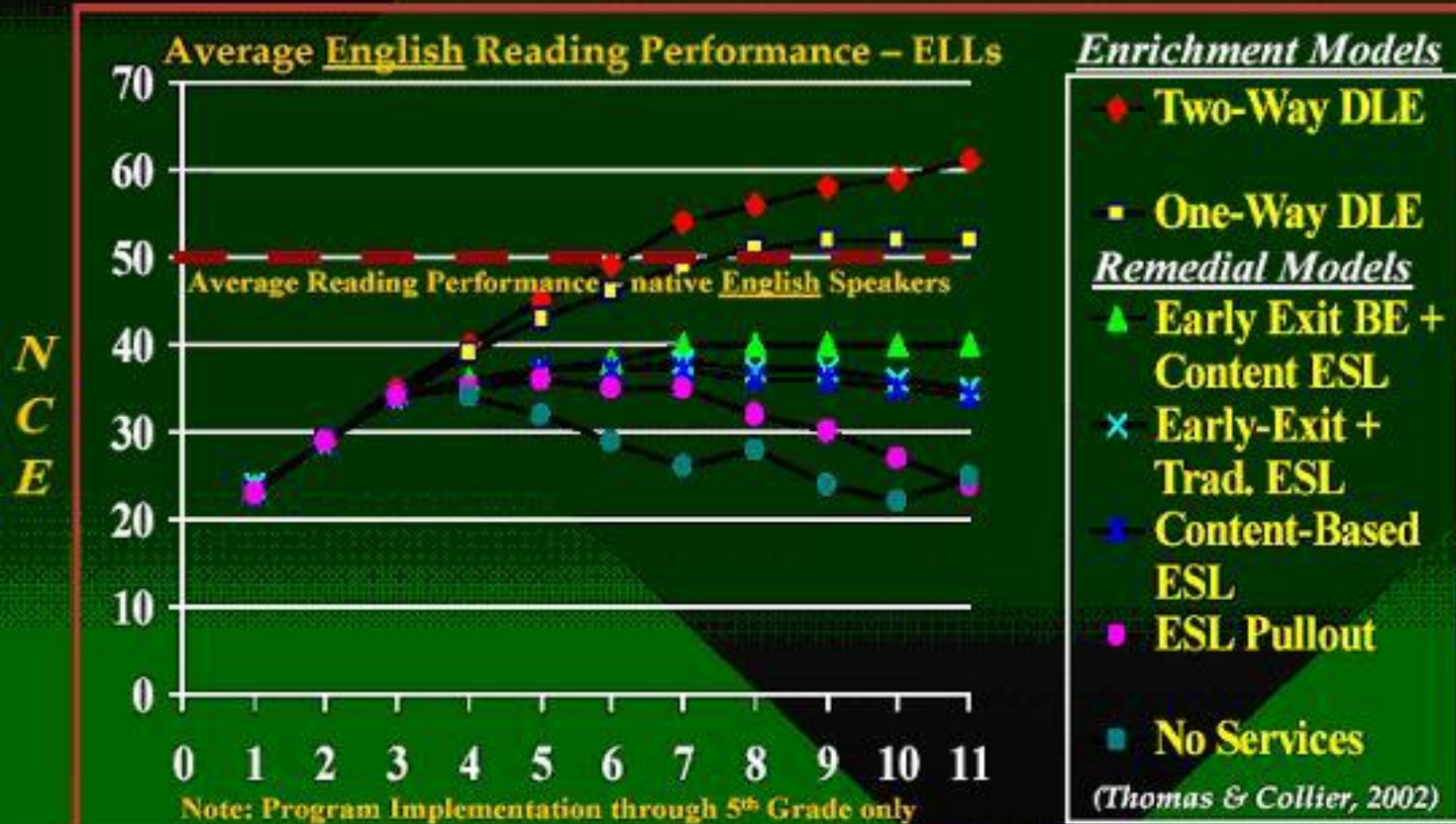
Texas Administrative Code (TAC) Chapter 89,
Subchapter BB



Bilingual Program Models



National Data - Remedial v. Enrichment Models Long-Term Academic Achievement of ELLs



W. Thomas and V. Collier, 2002



Texas Administrative Code (TAC)

§89.1210 Program Content and Design

The bilingual education program shall be a full-time program of instruction in which **both the students' home language and English** shall be used for instruction.

The amount of instruction in each language within the bilingual education program shall be **commensurate with the students' level of proficiency** in each language and their level of academic achievement.



Texas Administrative Code (TAC)

§89.1210 Program Content and Design

In bilingual education programs using **Spanish and English** as languages of instruction, school districts shall use **state-adopted English and Spanish instructional materials and supplementary** materials as curriculum tools to enhance the learning process.



Texas Administrative Code (TAC)

§89.1210 Program Content and Design

- Transitional bilingual/late exit is a bilingual program model that serves a student identified as limited English proficient in **both English and Spanish**, or another language, and **transfers** the student to **English-only** instruction.

EXITS

- Academic growth is accelerated through **cognitively challenging academic work in the student's first language** along with **meaningful academic content** taught through the student's **second language**, English.



Texas Administrative Code (TAC)

§89.1210 Program Content and Design

- The goal is to promote high levels of **academic achievement** and full **academic language** proficiency in the student's **first language and English**.
- A student enrolled in a transitional bilingual/late exit program is **eligible to exit the program no earlier than six years or later than seven years** after the student enrolls in school.



Transitional Bilingual Model Sample

PreK			Kinder			First			Second			Third			Fourth			Fifth			
B	I	A	B	I	A	B	I	A	B	I	A	B	I	A	B	I	A	B	I	A	
SLA	SLA	Pre LAS-Oral 4-5 = Non-LEP	SLA	SLA	ELA	SLA	SLA	ELA	SLA	SLA	ELA	SLA	SLA	ELA	SLA	SLA	ELA	SLA	SLA	ELA	
ESL	ESL		ESL	ESL	SLD	ESL	ESL	SLD	ESL	ESL	SLD	ESL	ESL	SLD	ESL	ESL	SLD	ESL	ESL	SLD	
Mate	Mate/ Math		Mate	Mate/ Math	Math	Mate	Mate/ Math	Math	Mate/ Math	Math	Math	Math	Math	Math	Math	Math	Math	Math	Math	Math	Math
ES	ES/ SS		ES	ES/ SS	SS	ES	ES/ SS	SS	ES	ES/ SS	SS	ES	ES/ SS	SS	ES	ES/ SS	SS	ES	ES/ SS	SS	SS
CIE	CIE/ SCI		CIE	CIE/ SCI	SCI	CIE	CIE/ SCI	SCI	CIE/ SCI	SCI	SCI	SCI	SCI	SCI	SCI	SCI	SCI	SCI	SCI	SCI	SCI
PE	PE		PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE



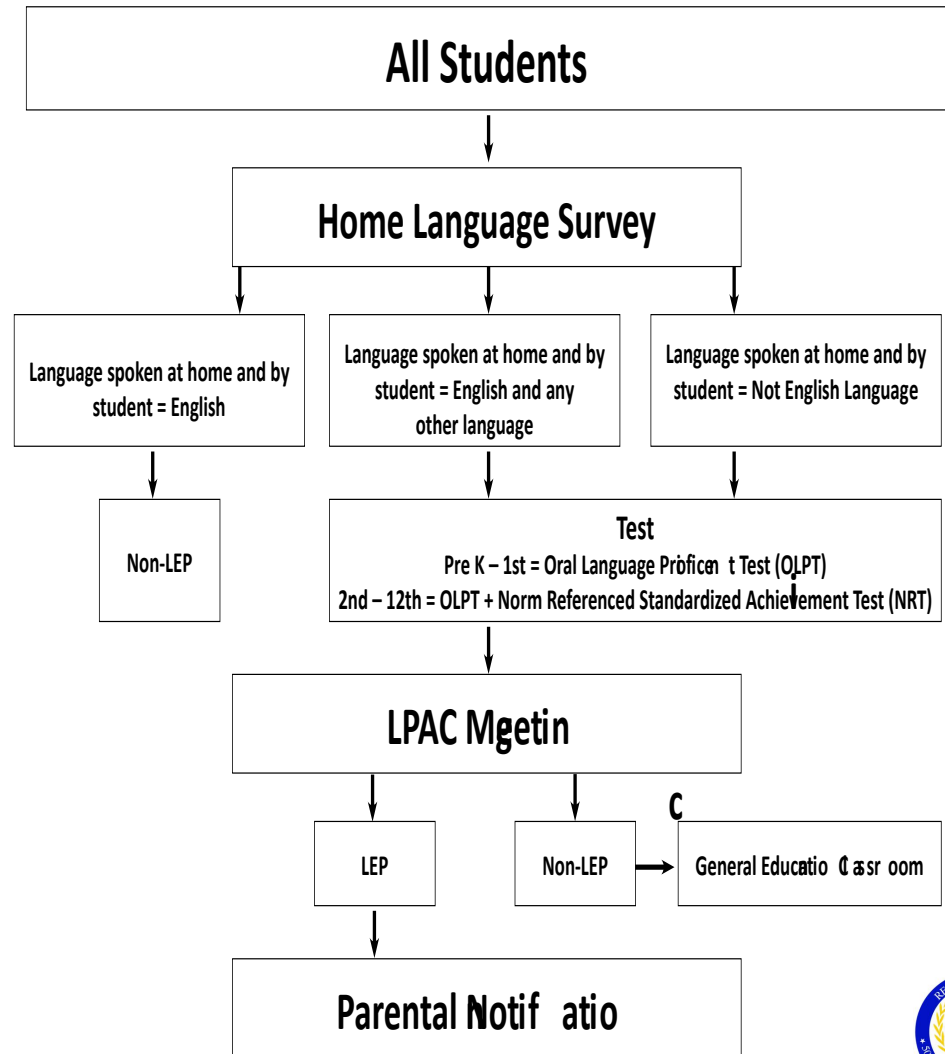
LPAC Procedures

Beginning of the Year



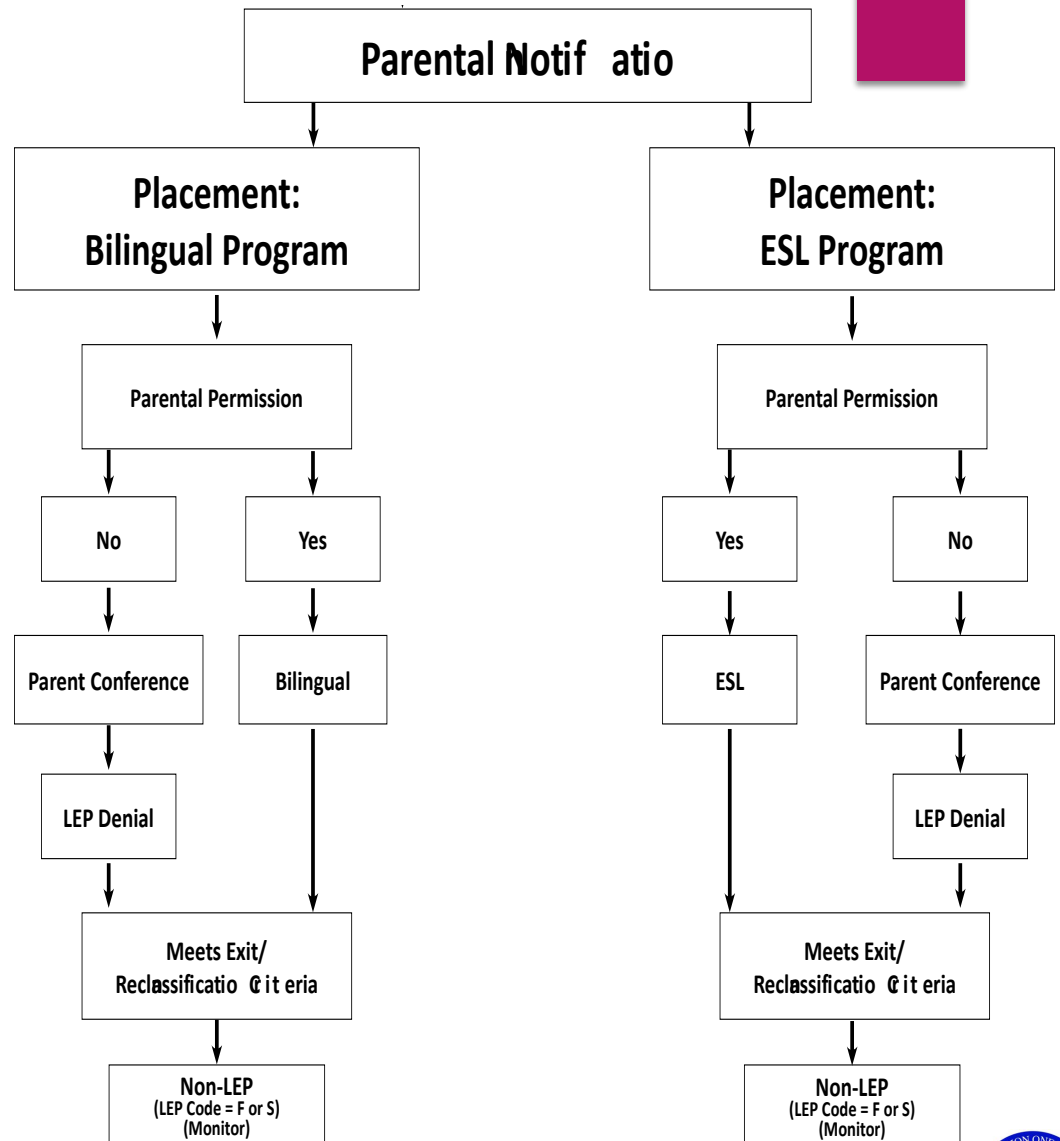
LPAC Procedures

Initial Identification Process



LPAC Procedures

Initial Identification Process



2015–2016 English Proficiency Exit Criteria Chart

At the end of the school year, a district may transfer (exit, reclassify, transition) a LEP student out of a bilingual or ESL education program for the first time or a subsequent time if the student is able to participate equally in a regular all-English instruction program as determined by satisfactory performance in all three assessment areas below and the results of a subjective teacher evaluation.¹

For State of Texas Assessments of Academic Readiness (STAAR) English reading and English writing, the performance level for program exit is Level II (Satisfactory Academic Performance) or above.

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11 th /12 th
Current School Year Oral = Listening & Speaking	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²
English Reading³	Norm-Referenced Standardized Achievement Test ² (Rdg./Lang.) 40th percentile or above	Norm-Referenced Standardized Achievement Test ² (Rdg./Lang.) 40th percentile or above	STAAR ⁵	STAAR ⁵	STAAR ⁵	STAAR ⁵	STAAR ⁵	STAAR ⁵	STAAR ^{4/5}	STAAR ^{4/5}	Norm-Referenced Standardized Achievement Test ² (Rdg./Lang.) 40th percentile or above
English Writing³	Agency-Approved Writing Test ²	Agency-Approved Writing Test ²	Agency-Approved Writing Test ²	STAAR ⁵	Agency-Approved Writing Test ²	Agency-Approved Writing Test ²	STAAR ⁵	Agency-Approved Writing Test ²			Agency-Approved Writing Test ²
Subjective Teacher Evaluation	Assessments, anecdotal notes, portfolios, etc.										

¹ 19 TAC §89.1225(h)

² In the 2015–2016 *List of Approved Tests for Assessment of Limited English Proficient Students* available on the following web page: <http://tea.texas.gov/bilingual/esl/education/>

³ For STAAR, English reading and English writing refer to the grade-level tests in grades 3–8 and to the applicable end-of-course English I and II reading and writing assessments.

⁴ Exception: Texas English Language Proficiency Assessment System (TELPAS) Reading and Writing Advanced High will be used for all students with the Texas Assessment of Knowledge and Skills (TAKS) as their graduation requirement under state policy.

⁵ Includes STAAR A without linguistic accommodations.

Note: LEP students may be exited only after the end of first grade based on 19 TAC §89.1225(i).

Note: LEP students for whom the LPAC has recommended linguistic accommodations on the STAAR reading or writing test should not be considered for exit.



Name: _____

ELL INSTRUCTIONAL ACCOMMODATIONS

Beginning of Year (BOY)

Date: ____/____/____

Middle of Year (MOY)

Date: ____/____/____

End of Year (EOY)

Date: ____/____/____

- peer and native language support
- gestures for added emphasis
- simple conversations (words/phrases)
- visuals and/or verbal cues to reinforce spoken or written words
- pre-teach vocabulary
- short sentences and single words
- provide phrases or simple sentence frames
- rephrase, repeat, or slow down
- wait time
- extra time for complex material and/or assignments
- non-participation in simple conversations
- word bank of key vocabulary
- model pronunciation
- tiered sentence stems
- organize reading in chunks
- adapted text(s)
- clarification of word(s) or phrase(s)
- oral translation
- bilingual dictionary or glossary
- clarify directions
- translate word(s), phrase(s), or sentence(s)
- read and model think aloud
- drawing or pictorial representation
- writing on familiar, concrete topics
- scaffold writing assignments

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Campus: _____

Grade: _____

Academic Year: _____

Prior Year TELPAS:

L	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
S	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
R	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
W	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH

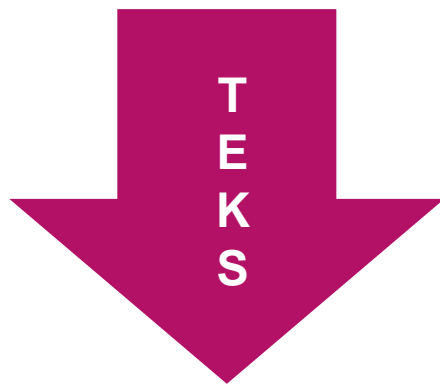


TELPAS-ELPS Connection

DMAC Reports



TEKS vs ELPS



STAAR



TELPAS



TEKS vs ELPS

Academic Proficiency

Language Proficiency

STAAR

TELPAS

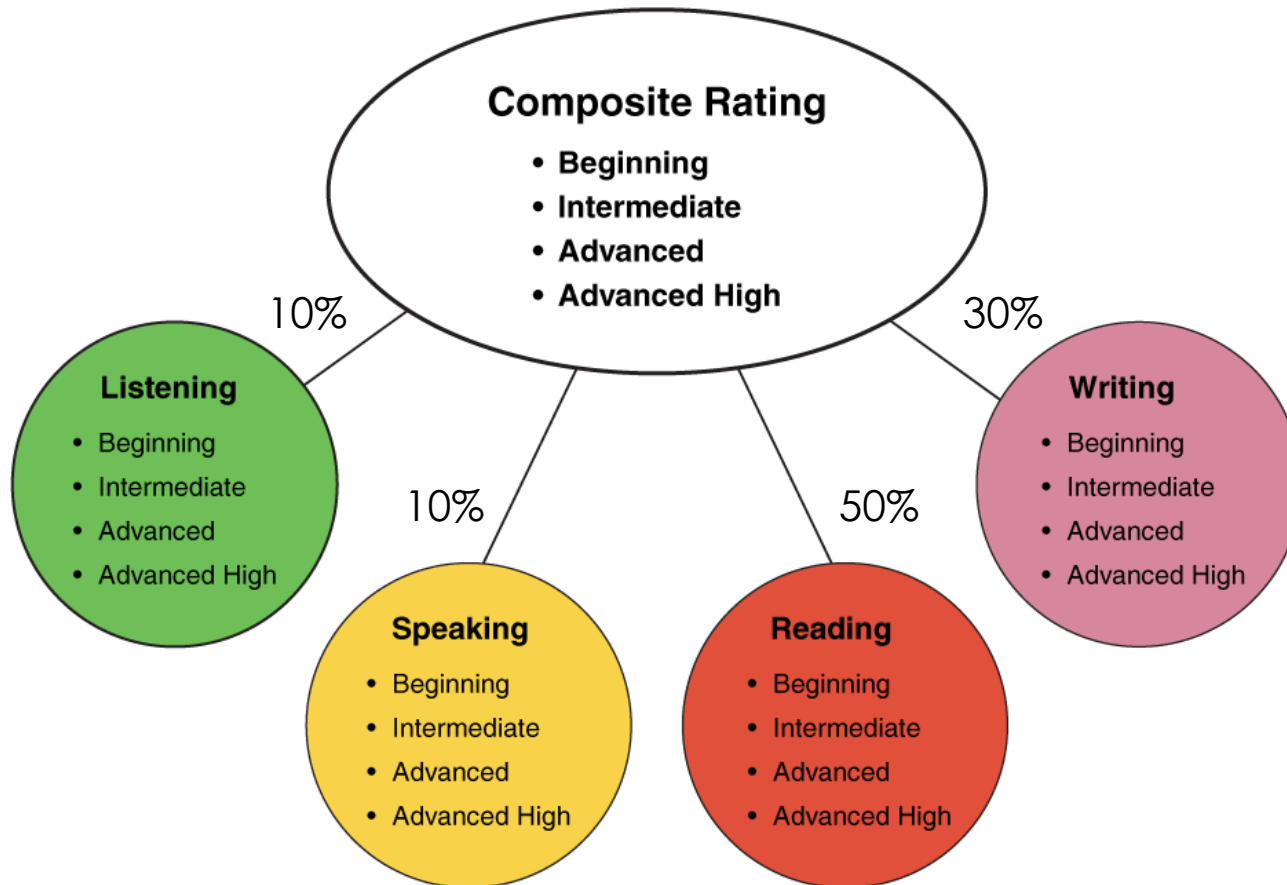
TEKS

ELPS

Relating Factor: *evaluates/measures*



TELPAS Domains

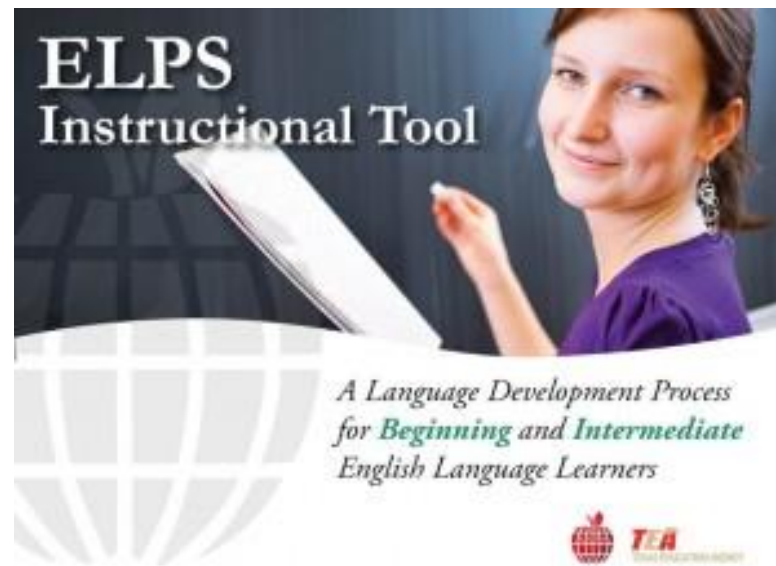
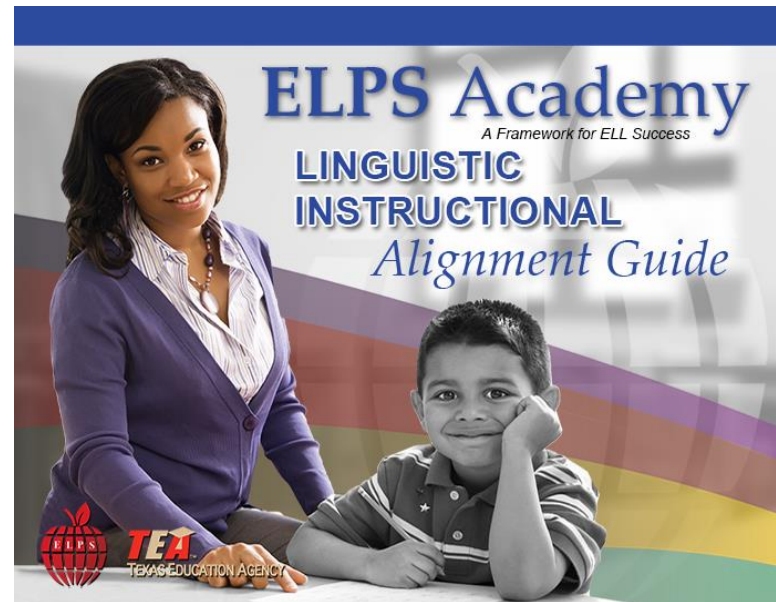


ELPS Academy

LIAG and ELPS
Instructional
Tool

+

DMAC Reports



Sample DMAC Report



TELPA Student Language Proficiency Rating for [REDACTED]

Grade: 05 Administration: 3 2016

Demographic Group(s): All Students

Student Count: 3 Source: Current Flag: 70%

Student Name	Reading 50%	Listening 10%	Speaking 10%	Writing 30%	Comprehension Score	Composite Score	Composite Rating
[REDACTED]	1	3	2	3	2.0	1.9	Intermediate
[REDACTED]	1	3	4	1	2.0	1.5	Intermediate
[REDACTED]	1	3	2		0.0	0.0	NA

* Proficiency Rating - 1=Beginning, 2= Intermediate, 3= Advanced, 4=Advanced High.



Let's Reflect!

Tickets Out

- ▶ I used to think...
- ▶ But now I know...



Thank you for your participation!

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