



End of Year LPAC Exit Decisions Flowchart
Exit Procedures for the 2017-2018 School Year Only

Accessible Version

Grade 1

The district decides upon an Oral Language Proficiency Test (OLPT) from the Texas Education Agency (TEA) List of Approved Tests, one option of which is TELPAS Listening and Speaking, to be used in determining exit for all English Learners (ELs) across the grade level.

- If the district chooses TELPAS Listening and Speaking, their pathway to approval of exit for a first grader is as follows. Since Listening and Speaking are holistically rated in Grade 1, raters' scores can be used initially to determine eligibility for exit with final verification of exit once official TELPAS scores are received. If the student scores Advanced High on both TELPAS domains of Listening and Speaking, continue to the next step. If the student scores below Advanced High on either Listening or Speaking domains of TELPAS, the student cannot be considered for exit. The next step is that the district decides upon an English Writing assessment from the TEA List of Approved Tests, one option of which is TELPAS Writing, to be used in determining exit for all ELs across the grade level. If the district chooses TELPAS Writing, the student must score Advanced High in order to move to the next step. If the student scores below Advanced High on the Writing domain of TELPAS, the student cannot be considered for exit. Since Writing TELPAS is holistically rated in Grade 1, raters' scores can be used initially to determine eligibility for exit with final verification of exit once official TELPAS scores are received. If the district chooses a writing test other than TELPAS from the TEA List of Approved Tests, the student must score fluent to continue to the next step. If the student scores below fluent on the writing test, the student cannot be considered for exit. The TEA List of Approved Tests notes the levels for each test that are considered "Fluent". The next step is that the district decides upon a Norm-Referenced test from the TEA List of Approved Tests to be used in determining exit for all ELs across the grade level. Students must score at or above the 40th percentile in both reading and language portions of the norm-referenced test in order to meet this segment of the exit criteria. If the student scores below the 40th percentile in either the reading or the language portions of the norm-referenced test, the student cannot be considered for exit, and the district sends home parent notification of continuation as an English Learner. If the student scores at or above the 40th percentile in both reading and language portions of the norm-referenced test, the student has met exit criteria. In addition to a student meeting the testing qualifications for exit, the LPAC must include input from the subjective teacher evaluation when determining a final exit decision. If an exit decision is made by the LPAC, parent approval of exit is obtained before the end of the school year.
- If the district chooses an Oral Language Proficiency Test other than TELPAS Listening and Speaking from the TEA List of Approved Tests, their pathway for approval of exit for a first grader is as follows. The student must score fluent on the Oral Language Proficiency test listening and speaking portions to continue to the next step. If the student scores below fluent on the Oral Language Proficiency test, the student cannot be considered for exit. The TEA List of

Approved Tests notes the levels for each test that are considered “Fluent”. The next step is that the district decides upon a Norm-Referenced test from the TEA List of Approved Tests to be used in determining exit for all ELs across the grade level. Students must score at or above the 40th percentile in both reading and language portions of the norm-referenced test in order to meet this segment of the exit criteria. If the student scores below the 40th percentile in either the reading or the language portions of the norm-referenced test, the student cannot be considered for exit. If the student scores at or above the 40th percentile in both reading and language portions of the norm-referenced test, the student continues to the next step. The next step is that the district decides upon an English Writing assessment from the TEA List of Approved Tests, one option of which is TELPAS Writing, to be used in determining exit for all ELs across the grade level. If the district chooses TELPAS Writing, the student must score Advanced High in order to have met exit criteria. If the student scores Advanced High on the writing domain of TELPAS, the student has met exit criteria. In addition to a student meeting the testing qualifications for exit, the LPAC must include input from the subjective teacher evaluation when determining a final exit decision. If an exit decision is made by the LPAC, parent approval of exit is obtained before the end of the school year. If the student scores below Advanced High on the Writing domain of TELPAS, the student cannot be considered for exit, and the district sends home parent notification of continuation as an English Learner. Since Writing TELPAS is holistically rated in Grade 1, raters’ scores can be used initially to determine eligibility for exit with final verification of exit once official TELPAS scores are received. If the district chooses a writing test other than TELPAS from the TEA List of Approved Tests, the student must score fluent to have met exit criteria. The TEA List of Approved Tests notes the levels for each test that are considered “Fluent”. If the student scores fluent on the writing test, the student has met exit criteria. In addition to a student meeting the testing qualifications for exit, the LPAC must include input from the subjective teacher evaluation when determining a final exit decision. If an exit decision is made by the LPAC, parent approval of exit is obtained before the end of the school year. If the student scores below fluent on the writing test, the student cannot be considered for exit, and the district sends home parent notification of continuation as an English Learner.

Grades 2, 11, and 12

The district decides upon an Oral Language Proficiency Test (OLPT) from the Texas Education Agency (TEA) List of Approved Tests, one option of which is TELPAS Listening and Speaking, to be used in determining exit for all ELs across the grade level.

- If the district chooses TELPAS Listening and Speaking, their pathway to approval of exit for a second, eleventh or twelfth grader is as follows. Since the district will be awaiting results of TELPAS Listening and Speaking for grades 2, 11, and 12, continue to the next step, and TELPAS will be addressed at the end. The next step is that the district decides upon an English Writing assessment from the TEA List of Approved Tests, one option of which is TELPAS Writing, to be used in determining exit for all ELs across the grade level. If the district chooses TELPAS Writing, the student must score Advanced High in order to move to the next step. If the student scores below Advanced High on the Writing domain of TELPAS, the student cannot be considered for

exit. Since Writing TELPAS is holistically rated in Grades 2, 11, and 12, raters' scores can be used initially to determine eligibility for exit with final verification of exit once official TELPAS scores are received. If the district chooses a writing test other than TELPAS from the TEA List of Approved Tests, the student must score fluent to continue to the next step. If the student scores below fluent on the writing test, the student cannot be considered for exit. The TEA List of Approved Tests notes the levels for each test that are considered "Fluent". The next step is that the district decides upon a Norm-Referenced test from the TEA List of Approved Tests to be used in determining exit for all ELs across the grade level. Students must score at or above the 40th percentile in both reading and language portions of the norm-referenced test in order to meet this segment of the exit criteria. If the student scores below the 40th percentile in either the reading or the language portions of the norm-referenced test, the student cannot be considered for exit, and the district sends home parent notification of continuation as an English Learner. If the student scores at or above the 40th percentile in both reading and language portions of the norm-referenced test, the student has met exit criteria pending TELPAS. In addition to a student meeting the testing qualifications for exit, the LPAC must include input from the subjective teacher evaluation when determining a final exit decision. If an exit decision is made by the LPAC but TELPAS is pending, parent approval of exit should be obtained by a member of the LPAC, based on the LPAC end of year decision, when scores have been received (report date - August 15, 2018) in addition to the end of year parent progress letter; if school has begun for the 2018-19 school year, the student will remain in the Bilingual/ESL program until parent permission of exit has been obtained. If the student scores Advanced High on both TELPAS domains of Listening and Speaking, the LPAC proceeds with their decision of exit. If the student scores below Advanced High on either Listening or Speaking domains of TELPAS, the student cannot be considered for exit, and the district sends home parent notification of continuation as an English Learner.

- If the district chooses an Oral Language Proficiency Test other than TELPAS Listening and Speaking from the TEA List of Approved Tests, their pathway for approval of exit for a second, eleventh or twelfth grader is as follows. The student must score fluent on the Oral Language Proficiency test listening and speaking portions to continue to the next step. If the student scores below fluent on the Oral Language Proficiency test, the student cannot be considered for exit. The TEA List of Approved Tests notes the levels for each test that are considered "Fluent". The next step is that the district decides upon a Norm-Referenced test from the TEA List of Approved Tests to be used in determining exit for all ELs across the grade level. Students must score at or above the 40th percentile in both reading and language portions of the norm-referenced test in order to meet this segment of the exit criteria. If the student scores below the 40th percentile in either the reading or the language portions of the norm-referenced test, the student cannot be considered for exit. If the student scores at or above the 40th percentile in both reading and language portions of the norm-referenced test, the student continues to the next step. The next step is that the district decides upon an English Writing assessment from the TEA List of Approved Tests, one option of which is TELPAS Writing, to be used in determining exit for all ELs across the grade level. If the district chooses TELPAS Writing, the student must score Advanced High in order to have met exit criteria. If the student scores Advanced High on the writing domain of TELPAS, the student has met exit criteria. In addition to a student meeting the testing qualifications for exit, the LPAC must include input from the subjective teacher

evaluation when determining a final exit decision. If an exit decision is made by the LPAC, parent approval of exit is obtained before the end of the school year. If the student scores below Advanced High on the Writing domain of TELPAS, the student cannot be considered for exit, and the district sends home parent notification of continuation as an English Learner. Since Writing TELPAS is holistically rated in Grades 2, 11, and 12, raters' scores can be used initially to determine eligibility for exit with final verification of exit once official TELPAS scores are received. If the district chooses a writing test other than TELPAS from the TEA List of Approved Tests, the student must score fluent to have met exit criteria. The TEA List of Approved Tests notes the levels for each test that are considered "Fluent". If the student scores fluent on the writing test, the student has met exit criteria. In addition to a student meeting the testing qualifications for exit, the LPAC must include input from the subjective teacher evaluation when determining a final exit decision. If an exit decision is made by the LPAC, parent approval of exit is obtained before the end of the school year. If the student scores below fluent on the writing test, the student cannot be considered for exit, and the district sends home parent notification of continuation as an English Learner.

Grades 3, 5, 6, and 8

For grades 3, 5, 6, and 8, the LPAC begins by looking to see if they had documented any of the following designated supports on English STAAR Reading for the student: Oral Administration, Content and Language Supports, or Extra Time. If the LPAC recommends the use of any of these designated supports, the student may not be considered for exit, even if the student did not utilize these designated supports during STAAR administration. If the LPAC did not recommend the use of any of these designated supports on the English STAAR Reading assessment, continue to the next step. The next step is that the district decides upon an English Writing assessment from the TEA List of Approved Tests, one option of which is TELPAS Writing, to be used in determining exit for all ELs across the grade level. If the district chooses TELPAS Writing, the student must score Advanced High in order to move to the next step. If the student scores below Advanced High on the Writing domain of TELPAS, the student cannot be considered for exit. Since Writing TELPAS is holistically rated in Grades 3, 5, 6, and 8, raters' scores can be used initially to determine eligibility for exit with final verification of exit once official TELPAS scores are received. If the district chooses a writing test other than TELPAS from the TEA List of Approved Tests, the student must score fluent to continue to the next step. If the student scores below fluent on the writing test, the student cannot be considered for exit. The TEA List of Approved Tests notes the levels for each test that are considered "Fluent". The next step is that the district decides upon an Oral Language Proficiency Test (OLPT) from the Texas Education Agency (TEA) List of Approved Tests, one option of which is TELPAS Listening and Speaking, to be used in determining exit for all ELs across the grade level.

- If the district chooses TELPAS Listening and Speaking, the district will be awaiting results of TELPAS Listening and Speaking for grades 3, 5, 6, and 8, so continue to the next step, and TELPAS will be addressed at the end. The next step is for the LPAC to look at English STAAR Reading results. If the student does not meet passing standard, the student cannot be considered for exit, and the district sends home parent notification of continuation as an English Learner. Meeting the passing standard on STAAR includes Approaches Grade Level, Meets Grade Level,

and Masters Grade Level. If the student meets passing standard with scores received before the end of the school year, the LPAC determines exit, pending TELPAS. 5th & 8th Grade STAAR Reading assessments administered on April 11, 2018 shall be reported to districts by April 30, 2018. (Retests on May 15 report by June 5; retests on June 27 report by July 17.) 5th & 8th grade students who retest can be considered for exit if the LPAC determines passing difficulty NOT to be linguistically-related. 3rd and 6th Grade STAAR Reading assessments administered on May 15, 2018 shall be reported to districts by June 13, 2018. In addition to a student meeting the testing qualifications for exit, the LPAC must include input from the subjective teacher evaluation when determining a final exit decision. Parent approval of exit will be obtained once results are received, indicating that the student received Advanced High on both Listening and Speaking domains of TELPAS. For exit pending TELPAS, parent approval of exit should be obtained by a member of the LPAC, based on the LPAC end of year decision, when scores have been received (report date - August 15, 2018) in addition to the end of year parent progress letter; if school has begun for the 2018-19 school year, the student will remain in the Bilingual/ESL program until parent permission of exit has been obtained. If scores have not been received by the end of the year, and the LPAC projects that the student will meet passing standard, the LPAC can determine exit, pending STAAR and TELPAS. In addition to a student meeting the testing qualifications for exit, the LPAC must include input from the subjective teacher evaluation when determining a final exit decision. Parent approval of exit will be obtained once STAAR results are received, indicating that the student meets passing standard and once TELPAS results are received, indicating Advanced High on both Listening and Speaking domains of TELPAS. For exit pending TELPAS, parent approval of exit should be obtained by a member of the LPAC, based on the LPAC end of year decision, when scores have been received (report date - August 15, 2018) in addition to the end of year parent progress letter; if school has begun for the 2018-19 school year, the student will remain in the Bilingual/ESL program until parent permission of exit has been obtained.

- If the district chooses an Oral Language Proficiency Test other than TELPAS Listening and Speaking from the TEA List of Approved Tests, the third, fifth, sixth, or eighth grade student must score fluent on the Oral Language Proficiency test listening and speaking portions to continue to the next step. If the student scores below fluent on the Oral Language Proficiency test, the student cannot be considered for exit. The TEA List of Approved Tests notes the levels for each test that are considered "Fluent". The next step is for the LPAC to look at English STAAR Reading results. If the student does not meet passing standard, the student cannot be considered for exit, and the district sends home parent notification of continuation as an English Learner. Meeting the passing standard on STAAR includes Approaches Grade Level, Meets Grade Level, and Masters Grade Level. If English STAAR Reading scores are received before the end of the school year and the student meets the passing standard, the student has met exit criteria. In addition to a student meeting the testing qualifications for exit, the LPAC must include input from the subjective teacher evaluation when determining a final exit decision. If an exit decision is made by the LPAC, parent approval of exit is obtained before the end of the school year. 5th & 8th Grade STAAR Reading assessments administered on April 11, 2018 shall be reported to districts by April 30, 2018. (Retests on May 15 report by June 5; retests on June 27 report by July 17.) 5th & 8th grade students who retest can be considered for exit if the LPAC determines passing difficulty NOT to be linguistically-related. 3rd and 6th Grade STAAR Reading assessments

administered on May 15, 2018 shall be reported to districts by June 13, 2018. If the English STAAR Reading scores are not received before the end of the school year, and the LPAC projects that the student will meet passing standard, the LPAC can determine exit, pending STAAR. In addition to a student meeting the testing qualifications for exit, the LPAC must include input from the subjective teacher evaluation when determining a final exit decision. Parent approval of exit will be obtained once STAAR results are received, indicating that the student meets passing standard. For exit pending STAAR, parent approval of exit should be obtained by a member of the LPAC, based on the LPAC end of year decision, during the summer when scores have been received in addition to the end of year parent progress letter.

Grades 4 and 7

For grades 4 and 7, the LPAC begins by looking to see if they had documented any of the following designated supports on English STAAR Reading and / or English STAAR Writing for the student: Oral Administration, Content and Language Supports, or Extra Time. If the LPAC recommends the use of any of these designated supports, the student may not be considered for exit, even if the student did not utilize these designated supports during STAAR administration. If the LPAC did not recommend the use of any of these designated supports on the English STAAR Reading and / or English STAAR Writing assessment, continue to the next step. The next step is that the district decides upon an Oral Language Proficiency Test (OLPT) from the Texas Education Agency (TEA) List of Approved Tests, one option of which is TELPAS Listening and Speaking, to be used in determining exit for all ELs across the grade level.

- If the district chooses TELPAS Listening and Speaking, the district will be awaiting results of TELPAS Listening and Speaking for grades 4 and 7, so continue to the next step, and TELPAS will be addressed at the end. The next step is for the LPAC to look at English STAAR Reading results. If the student does not meet passing standard, the student cannot be considered for exit, and the district sends home parent notification of continuation as an English Learner. Meeting the passing standard on STAAR includes Approaches Grade Level, Meets Grade Level, and Masters Grade Level. If the student meets passing standard, continue to the next step by looking at English STAAR Writing results. If the student does not meet passing standard, the student cannot be considered for exit, and the district sends home parent notification of continuation as an English Learner. If the student meets passing standard with scores received before the end of the school year, the LPAC determines exit, pending TELPAS. Meeting the passing standard on STAAR includes Approaches Grade Level, Meets Grade Level, and Masters Grade Level. 4th and 7th Grade STAAR Writing assessments administered on April 10, 2018 as well as 4th and 7th Grade STAAR Reading assessments administered on May 15, 2018 shall be reported to districts by June 13, 2018. In addition to a student meeting the testing qualifications for exit, the LPAC must include input from the subjective teacher evaluation when determining a final exit decision. Parent approval of exit will be obtained once TELPAS results are received, indicating that the student received Advanced High on both Listening and Speaking domains of TELPAS. If scores have not been received by the end of the year, and the LPAC projects that the student will meet passing standard, the LPAC can determine exit, pending STAAR and TELPAS. In addition to a student meeting the testing qualifications for exit, the LPAC must include input from the subjective teacher evaluation when determining a final exit decision. Parent approval of exit will

be obtained once STAAR results are received, indicating that the student meets passing standard for both English Reading and Writing STAAR assessments and once TELPAS results are received, indicating Advanced High on both Listening and Speaking domains of TELPAS. For exit pending TELPAS, parent approval of exit should be obtained by a member of the LPAC, based on the LPAC end of year decision, when scores have been received (report date - August 15, 2018) in addition to the end of year parent progress letter; if school has begun for the 2018-19 school year, the student will remain in the Bilingual/ESL program until parent permission of exit has been obtained.

- If the district chooses an Oral Language Proficiency Test other than TELPAS Listening and Speaking from the TEA List of Approved Tests, the fourth or seventh grade student must score fluent on the Oral Language Proficiency test listening and speaking portions to continue to the next step. If the student scores below fluent on the Oral Language Proficiency test, the student cannot be considered for exit, and the district sends home parent notification of continuation as an English Learner. The TEA List of Approved Tests notes the levels for each test that are considered "Fluent". The next step is for the LPAC to look at English STAAR Reading results. If the student does not meet passing standard, the student cannot be considered for exit, and the district sends home parent notification of continuation as an English Learner. Meeting the passing standard on STAAR includes Approaches Grade Level, Meets Grade Level, and Masters Grade Level. If the student meets passing standard, continue to the next step by looking at English STAAR Writing results. If the student does not meet passing standard, the student cannot be considered for exit, and the district sends home parent notification of continuation as an English Learner. If the student meets passing standard on both English STAAR Reading and Writing with scores received before the end of the school year, the student has met exit criteria. Meeting the passing standard on STAAR includes Approaches Grade Level, Meets Grade Level, and Masters Grade Level. 4th and 7th Grade STAAR Writing assessments administered on April 10, 2018 as well as 4th and 7th Grade STAAR Reading assessments administered on May 15, 2018 shall be reported to districts by June 13, 2018. In addition to a student meeting the testing qualifications for exit, the LPAC must include input from the subjective teacher evaluation when determining a final exit decision. If an exit decision is made by the LPAC with all met standard English STAAR Reading and Writing scores received, parent approval of exit is obtained before the end of the school year. If scores have not been received by the end of the year, and the LPAC projects that the student will meet passing standard on both English STAAR Reading and Writing assessments, the LPAC can determine exit, pending STAAR. In addition to a student meeting the testing qualifications for exit, the LPAC must include input from the subjective teacher evaluation when determining a final exit decision. Parent approval of exit will be obtained once STAAR results are received, indicating that the student meets passing standard for both English Reading and Writing STAAR assessments. For exit pending STAAR, parent approval of exit should be obtained by a member of the LPAC, based on the LPAC end of year decision, during the summer when scores have been received in addition to the end of year parent progress letter.

Grades 9 and 10

For grades 9 and 10, the LPAC begins by looking to see if they had documented any of the following designated supports on STAAR End of Course (EOC) English I / II for the student: Oral Administration, Content and Language Supports, or Extra Time. If the LPAC recommends the use of any of these designated supports, the student may not be considered for exit, even if the student did not utilize these designated supports during STAAR administration. The applicable STAAR EOC for Grade 9 is English I, and the applicable STAAR EOC for Grade 10 is English II. If the LPAC did not recommend the use of any of these designated supports on STAAR End of Course (EOC) English I / II assessment, continue to the next step. The next step is that the district decides upon an Oral Language Proficiency Test (OLPT) from the Texas Education Agency (TEA) List of Approved Tests, one option of which is TELPAS Listening and Speaking, to be used in determining exit for all ELs across the grade level.

- If the district chooses TELPAS Listening and Speaking, the district will be awaiting results of TELPAS Listening and Speaking for grades 9 and 10, so continue to the next step, and TELPAS will be addressed at the end. The next step is for the LPAC to look at STAAR EOC English I results for Grade 9 and STAAR EOC English II results for Grade 10. If the student does not meet passing standard, the student cannot be considered for exit, and the district sends home parent notification of continuation as an English Learner. Meeting the passing standard on STAAR includes Approaches Grade Level, Meets Grade Level, and Masters Grade Level. If the student meets passing standard with scores received before the end of the school year, the LPAC determines exit, pending TELPAS. STAAR EOC English I assessments administered on April 10, 2018 and STAAR EOC English II assessments administered on April 12, 2018 shall be reported to districts by June 1, 2018. In addition to a student meeting the testing qualifications for exit, the LPAC must include input from the subjective teacher evaluation when determining a final exit decision. Parent approval of exit will be obtained once results are received, indicating that the student received Advanced High on both Listening and Speaking domains of TELPAS. For exit pending TELPAS, parent approval of exit should be obtained by a member of the LPAC, based on the LPAC end of year decision, when scores have been received (report date - August 15, 2018) in addition to the end of year parent progress letter; if school has begun for the 2018-19 school year, the student will remain in the Bilingual/ESL program until parent permission of exit has been obtained. If STAAR EOC English I / II scores have not been received by the end of the year, and the LPAC projects that the student will meet passing standard, the LPAC can determine exit, pending STAAR and TELPAS. In addition to a student meeting the testing qualifications for exit, the LPAC must include input from the subjective teacher evaluation when determining a final exit decision. Parent approval of exit will be obtained once STAAR results are received, indicating that the student meets passing standard and once TELPAS results are received, indicating Advanced High on both Listening and Speaking domains of TELPAS. For exit pending TELPAS, parent approval of exit should be obtained by a member of the LPAC, based on the LPAC end of year decision, when scores have been received (report date - August 15, 2018) in addition to the end of year parent progress letter; if school has begun for the 2018-19 school year, the student will remain in the Bilingual/ESL program until parent permission of exit has been obtained.
- If the district chooses an Oral Language Proficiency Test other than TELPAS Listening and Speaking from the TEA List of Approved Tests, the ninth or tenth grade student must score

fluent on the Oral Language Proficiency test listening and speaking portions to continue to the next step. If the student scores below fluent on the Oral Language Proficiency test, the student cannot be considered for exit, and the district sends home parent notification of continuation as an English Learner. The TEA List of Approved Tests notes the levels for each test that are considered "Fluent". The next step is for the LPAC to look at STAAR EOC English I results for Grade 9 and STAAR EOC English II results for Grade 10. If the student does not meet passing standard, the student cannot be considered for exit, and the district sends home parent notification of continuation as an English Learner. Meeting the passing standard on STAAR includes Approaches Grade Level, Meets Grade Level, and Masters Grade Level. If English STAAR EOC English I / II scores are received before the end of the school year and the student meets the passing standard, the student has met exit criteria. In addition to a student meeting the testing qualifications for exit, the LPAC must include input from the subjective teacher evaluation when determining a final exit decision. If an exit decision is made by the LPAC, parent approval of exit is obtained before the end of the school year. STAAR EOC English I assessments administered on April 10, 2018 and STAAR EOC English II assessments administered on April 12, 2018 shall be reported to districts by June 1, 2018. If the STAAR EOC English I / II scores are not received before the end of the school year, and the LPAC projects that the student will meet passing standard, the LPAC can determine exit, pending STAAR. In addition to a student meeting the testing qualifications for exit, the LPAC must include input from the subjective teacher evaluation when determining a final exit decision. Parent approval of exit will be obtained once STAAR English I / II results are received, indicating that the student meets passing standard. For exit pending STAAR, parent approval of exit should be obtained by a member of the LPAC, based on the LPAC end of year decision, during the summer when scores have been received in addition to the end of year parent progress letter.