A. Definition

The Transitional Bilingual Early Exit Program model is a full-time program of transitional instruction. The amount of instruction in each language (primary and secondary) shall be appropriately designated based on student’s language proficiency and academic potential in both languages. Instruction in the first language is phased out and most students are mainstreamed into English by grade 1 and exited from the Bilingual Program by grade 3.

B. Goal

The goals of this program are as follows:

- Provide access to the state curriculum;
- Teach English to LEP students using appropriate researched-based methods;
- Help build knowledge and learning of academic subjects in the first language and English; and
- Instills self-assurance, confidence and cultural pride in students.
- Mainstream into all-English curriculum

C. Overview of the Transitional Early Exit Bilingual Program

19 TAC Chapter 89 An Adaptation for Special Populations specifies that the Bilingual Education program must address the affective, linguistic and cognitive needs of English Language Learners. SMISD’s Instructional Model for effective Bilingual Program implementation provides a written description on instructional supports and resources that will provide continuity from grade to grade and school to school. Implementation will require:

A. support from the family, community, and school administration;
B. well trained certified teachers with bilingual education certification, endorsements or permits to provide instruction;
C. appropriate and well-designed strategies and teaching materials;
D. state adopted English and Spanish texts and supplementary materials are used for instruction to enhance the learning process.

D. Program Features

The Transitional Bilingual Early Exit Program follows the program features as written by the Texas Education Agency (TEA)

1. Pre-literacy skills and reading will be taught in Spanish for students who are identified as LEP and dominant in Spanish;
2. Initial concept development for Spanish dominant LEP students will be in the primary language until the student reaches an English proficiency level of 4 or 5 as specified in the Oral Language Proficiency Tests and as documented in the ELL Student Language Acquisition Profile form;

3. Spanish language instruction for the Spanish dominant students will continue as long as the students remain in the Transitional Bilingual Early Exit Program and until criteria is met to transfer them into English. This will be achieved by providing high levels of language development in the primary language and in English as a Second Language and documented in the ESL Student Language Acquisition Profile form;

4. The program maintains strict separation of the language of instruction throughout specified content area blocks;

5. ESL (oral language) instruction MUST occur daily. English instruction gradually increases as the students’ proficiency in English develops;

6. Daily comprehensible content area instruction in English is taught using concepts and skills drawn from content already taught that in Spanish;

7. Content area instruction and the language of instruction for each content area are noted in the teacher’s lesson plan;

8. Assessment is administered in the primary language and/or the second language as specified by the Language Proficiency Assessment Committee (LPAC);

9. The classroom environment is language and content rich and reflects a bilingual setting. There is evidence of English and Spanish in the following: state adopted instructional materials, instructional bulletin boards, center labels, center materials and equipment, student products, posted classroom and school rules, and written communications to parents; and

10. Strong parental support and involvement are essential to reinforce children’s native and English language development and communicate high expectations about academic achievement.

E. Supporting Research

In 1995, Thomas and Collier reported “that students in well-taught bilingual classes that continue through at least sixth grade, with substantial cognitive and academic development of first language, are able to reach the 50th percentile and maintain their academic performance at the secondary level in academic classes taught all in English.” Similar findings were found in their more recent longitudinal study (1996-2001) for the Center for Research on Education, Diversity and Excellence (CREDE). This report may be viewed in its entirety at www.ncbe.gwe.edu and www.crede.ucsc.edu.

F. Target Students/Class Composition
The TBEEP is primarily designed for LEP/ELL students. Participation of non-LEP students is allowed by law with parent request, as long as the bilingual program gives priority to all LEP/ELL students and ensures that they are not displaced.

G. Placement Considerations

Students entering SMISD in 1st grade and having been in ESL or English-only in PK or K in another school or district must be carefully evaluated with Istation and/or other informal reading inventories (English and Spanish) to determine their optimal language for continued literacy instruction. Placement should be determined by the LPAC after determining the dominant language for literacy development.

Students entering SMISD elementary schools in grades 2-5, after having been in ESL or English-only classes in another school or district, should continue instruction in English. However, if the student is still LEP, (has not met exit criteria), he/she must still receive, at minimum, instruction from a Bilingual certified teacher utilizing ESL instructional strategies.

H. Primary Language Instruction

Because children bring a rich array of natural language from their homes, the schools must then develop each child’s primary language from the concrete to the abstract or formal levels. Knowledge learned in one language paves the way for knowledge acquisition in the second language. Thus, students in the Transitional Bilingual Early Exit Program will learn content (reading, mathematics, science, etc.) in their native language during the early primary grades with targeted language support.

Premises for First Language Development and Reading in the First Language

- Concept development in the first language should precede re-labeling of the same concepts in the second language.
- All of the language skills should be integrated listening, speaking, reading, and writing.
- Second language acquisition is most successful when there is a strong foundation in the first language.
- Academic skills learned in school transfer readily from one language to the other, so that skills taught in the native language in a transitional bilingual program do not have to be re-learned in English.
- A child who learns to read well in his/her first language can later transfer reading skills to the second language, usually with better results than learning to read directly in the second language.

Language Use/Allocation: For ELL students entering school speaking predominantly Spanish, the primary language of instruction shall be primarily in Spanish. The amount of instruction in each language is noted to ensure the continuing development of:

- The student’s native language
- Cognitive academic skills in the student’s native language
- Linguistic and cognitive academic proficiency skills in English
Campuses may vary language usage as the students’ progress from beginner, intermediate, to advanced levels of proficiency to provide primary language and content area instruction. Commensurate with individual student needs. The 80/20 model is provided as a guide for students beginning in Pre Kinder and Kinder.

I. Program Progression Chart

In a TEEBP model, the amount of English instruction increases as students develop their first language from grades PK3–1st. In grades PK-1st, subjects may be taught in Spanish in order to enhance the development of cognitive academic language proficiency (CALP). However, a strong ESL (oral language) component is also implemented. During these grades, the amount of time allotted to the development of listening, speaking, reading and writing in English increases with each grade level, as does the time allotted to the development of academics, or content based English, via ESL research-based methodology. The following chart depicts the progression of language use for students at each grade level in TBEEP. (See Transitional Bilingual Early Exit Model Time Allocation CHART)

J. ELL Language Acquisition Profile/LPAC Forms and ESL Categories

All ELL students in the Transitional Bilingual Early Exit Program shall be assigned an English language level as per the Oral Language Proficiency Test (OLPT) with a proficiency level of (Beginning, Intermediate, Advanced and Advanced High) upon initial entry and at the end of every year thereafter through the use of the Texas English Language Proficiency Assessment (TELPAS). These levels will establish benchmarks for second language growth. The ELL Student LPAC forms will be completed for every child beginning in PK-3 and thereafter. No student will be transferred from Spanish to English literacy until criteria, as per designated assessments, is met.

K. Instruction for Preliterate/Low-Schooled or Unschooled Recent Immigrant Students (who enter beyond grade 3)

School must plan for intensive or accelerated native language literacy development (through tutoring or teaming) for LEP students who enter beyond grade 3 and are low-schooled or unschooled recent immigrants. If a student is unable to handle the language intensity or difficulty of the content of the course outline for Grade 4, it is recommended that he/she be allowed to temporarily follow the course outline for the primary grades at an accelerated pace, which provides for all subjects taught in the native language with no less than 60 minutes daily of ESL (oral language development).

L. Woodcock-Munoz Language Proficiency Levels/Descriptors

<table>
<thead>
<tr>
<th>CALP Level</th>
<th>RPI</th>
<th>Instructional Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Very Advanced</td>
<td>100/90</td>
<td>Extremely Easy</td>
</tr>
<tr>
<td>5 Advanced</td>
<td>98/90 to 100/90</td>
<td>Very Easy</td>
</tr>
<tr>
<td>4.5 Fluent to Advanced</td>
<td>95/90 to 98/90</td>
<td>Easy</td>
</tr>
</tbody>
</table>
M. ESL Instructional Levels in a TBEEP Model

<table>
<thead>
<tr>
<th>Instructional Level</th>
<th>Definition (Student Characteristics)</th>
</tr>
</thead>
</table>
| Preliterate         | - Is an immigrant student enrolling in Grade 3 or higher  
|                     | - Has little or no previous school experience or has interrupted schooling  
|                     | - Speaks little or no English  
|                     | - Has limited writing skills (unable to complete simple demographic information on school forms)  
| Beginning           | - Speaks little or no English  
|                     | - Is so limited in English that written achievement tests (required upon entry students entering grades 2-12) cannot be taken or considered as valid  
|                     | - May demonstrate literacy skills in native language appropriate to grade level  
|                     | - Able to respond to simple questions with one or two words  
| Intermediate        | - Has some oral English  
|                     | - Has minimal reading and writing skills in English  
|                     | - If able to take English achievement tests, scores at very low percentiles on either Total Reading or Total Language  
|                     | - Demonstrate mastery of the beginning level Objectives  
| Advanced            | - Has good command of oral English skills  
|                     | - Has English reading and writing skills, but has not reached 40% on both Total Reading and Total Language subtests of the English Achievement test  
|                     | - Demonstrates Mastery of the intermediate level ESL Objectives  

<table>
<thead>
<tr>
<th>Fluency</th>
<th>4</th>
<th>Fluent</th>
<th>82/90 to 95/90</th>
<th>Manageable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.5</td>
<td>Limited to Fluent</td>
<td>67/90 to 82/90</td>
<td>Difficult</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Limited</td>
<td>24/90 to 67/90</td>
<td>Very Difficult</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Very Limited</td>
<td>3/90 to 24/90</td>
<td>Extremely Difficult</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Negligible</td>
<td>0/90 to 3/90</td>
<td>Impossible</td>
</tr>
</tbody>
</table>
N. ESL Component in a TBEEP Model

The ESL (oral language development) component of the TBEEP for a Spanish dominant LEP student is essential to the student’s academic achievement and his/her second language development as he/she progresses through the program. The amount of daily instruction in English via ESL is specifically controlled by proficiency level. During the ESL time, the teacher shall teach the ESL objectives for listening, speaking, reading and writing that are appropriate for the student’s level of English (i.e. beginning, intermediate, advanced). The ESL objectives are outlined in the TEKS by grade level and are part of the English Language Proficiency Standards (ELPS).

Based on a student’s Language Proficiency Level and ESL Instructional Level, the content area objectives may be taught in the student’s native language. Additionally, those content skills that have been well mastered should be integrated into ESL instruction in order to accelerate the development of English Cognitive Academic Language Proficiency (CALP).

The time allotted for ESL must focus on:
1) teaching objectives for listening/speaking/reading and writing that are appropriate for the student’s level of English proficiency levels
2) integrating content objectives into the ESL lessons
3) reinforcing in English the concepts/vocabulary which have already been mastered in the primary language

O. Timeframes/Recommended Sample Schedules

Please see attached Transitional Early Exit Sample Schedules for PK 3

P. Staffing Requirements

Students assigned to bilingual classes in the TBEEP model must receive instruction in the native language (i.e. Spanish) and English by a bilingually certified teacher or one on permit.

Q. Instructional Material/Textbooks

Students in the TBEEP must receive instruction through use of the native language state-adopted materials (as applicable) and ESL state-adopted materials. Additional instructional materials that are both developmentally and linguistically appropriate should be incorporated in teaching the objectives for each subject. Documentation of use of the native language and ESL and use of state adopted materials in Spanish and English shall be indicated on teacher lesson plans as required by state law.

R. Promotion

A student who is enrolled in a bilingual instructional program shall be promoted to the next grade level if he/she meets the SMISD and state promotion standards.

- an overall yearly average of 70 or above
- a final reading average of 70 or above.
- a final Language Arts average of 70 or above
- a final Math average of 70 or above
- a final science or social studies average of 70 or above
- all attendance requirements included in the current year attendance policy

Promotion for LEP students must be based on assessment in the language used most for instruction. No LEP students shall be retained based on his/her lack of English Language proficiency. The LPAC is responsible for ensuring that every LEP student is afforded the fullest opportunity to master all the grade level essential knowledge and skills. The LPAC is also responsible for reviewing the progress of all identified LEP students at the end of the school year in order to make recommendations to the Grade Placement Committee (GPC) regarding promotion in accordance with state and local policy.

In determining eligibility for promotion, the LPAC should review each LEP student individually, taking special care to review not only the gains the student has made in learning the content, as evidenced by his/her grades, but also the scores on tests required for promotion (i.e., STAAR). The LPAC should also review the type of instructional modifications and interventions which have been provided to each student in question. The LPAC is charged with carefully documenting and consulting with the school GPC, regarding any extenuating circumstances which would adversely affect the student’s participation in either the required assessments or accelerated instruction.

S. End-of-Year LPAC Review of LEP Students

At the end of the school year, the campus LPAC must review every LEP student to make the following decisions:

1) Determine whether the student remains LEP or meets exit criteria (and becomes non-LEP).
2) Determine student’s placement for next year.
3) If student remains LEP, determine his/her ESL Instructional level for next year.
4) Recommend promotion and/or prepare required documentation for the Grade Placement Committee regarding the reasons for promoting after parent appeal of retention.
5) Determine if student could benefit from additional instructional interventions/programs and make recommendations accordingly (i.e. GT testing, special tutoring, etc.)

T. End of Year LPAC Review to Determine Next Year Placement

The LPAC Committee together with the respective student’s teacher will review all assessments’ results and determine if criteria has been met for transition, exit or promotion.

U. End of Year Assessment

At the end of each school year, the LPAC committee shall review each LEP students’ progress to document academic growth and to determine program placement for the following year.
Based on instructional modifications/requirements, LEP students in the TBEEP model shall be assessed as follows:

**ASSESSMENT IN TRANSITIONAL BILINGUAL EARLY EXIT PROGRAM**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Type of Assessment</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK</td>
<td>Informal/formal Assessment</td>
<td>Monitor Progress</td>
</tr>
<tr>
<td>K</td>
<td>Woodcock-Munoz (if applicable)</td>
<td>Measure CALP in Spanish or English if applicable</td>
</tr>
<tr>
<td>1 - 2</td>
<td>Istation (if applicable)</td>
<td>Measure CALP in English or Spanish if applicable</td>
</tr>
<tr>
<td></td>
<td>STAR Reading</td>
<td>Measure English or Spanish reading skills</td>
</tr>
<tr>
<td></td>
<td>Woodcock-Munoz</td>
<td>Measure oral proficiency level in Eng./Span.</td>
</tr>
<tr>
<td></td>
<td>TELPAS</td>
<td>Measure listening, speaking, reading and writing proficiency levels in English</td>
</tr>
<tr>
<td>3, 4, &amp; 5</td>
<td>Informal/formal Assessment</td>
<td>Monitor Progress (CALP)</td>
</tr>
<tr>
<td></td>
<td>Spanish STAAR, if applicable</td>
<td>Measure CALP in English</td>
</tr>
<tr>
<td></td>
<td>Eng STAAR</td>
<td>Measure oral proficiency level in Eng/Span.</td>
</tr>
<tr>
<td></td>
<td>TELPAS</td>
<td>Measure listening, speaking, reading and writing proficiency levels in English</td>
</tr>
<tr>
<td><strong>OR IF</strong></td>
<td><strong>LOW SCHOOLED OR UNSCHOOLED RECENT IMMIGRANT</strong></td>
<td><strong>AND</strong></td>
</tr>
<tr>
<td>*3, 4, &amp; 5 Recent Immigrant student</td>
<td>Span. STAAR</td>
<td>Measure CALP in Spanish</td>
</tr>
<tr>
<td></td>
<td>TELPAS</td>
<td>Measure oral proficiency in Eng./Span.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Measure listening, speaking, reading and writing</td>
</tr>
</tbody>
</table>
NOTE: At grade 3 or beyond, a limited or non-educated student is characterized as one with little or no prior formal schooling and reads 2-3 years below grade level placement due to inconsistent educational experience or may not be literate. The LEP English Dominant students in the TBEEP model will receive all required assessment solely in English in grades 2-5.