

The following chart shows the criteria for transferring a LEP student out of the bilingual or ESL education program at different grade levels.

IMPORTANT: The exit criteria shown in this chart are accurate as of the publication date of this handbook but are subject to change. Visit the TEA Bilingual Education web page at <http://tea.texas.gov/bilingual/esl/education/> for the most current exit criteria.

2017–2018 English Proficiency Exit Criteria Chart

At the end of the school year, a district may transfer (exit, reclassify, transition) an English language learner (ELL) 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 the student meeting the passing standard.

	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
Sharyland: L & S	LAS Links 4, 5	LAS Links 4, 5	LAS Links, 4, 5	LAS Links 4, 5	LAS Links 4, 5	LAS Links 4, 5	LAS Links 4, 5	LAS Links 4, 5	LAS Links 4, 5	LAS Links 4, 5	LAS Links 4, 5
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	STAAR	STAAR	STAAR	STAAR	STAAR	STAAR ⁴	STAAR ⁴	Norm-Referenced Standardized Achievement Test ² (Rdg./Lang.) 40th percentile or above
Sharyland: Reading	Terra Nova, 3 rd Ed.	Terra Nova, 3 rd Ed.	STAAR state standard	STAAR state standard	STAAR state standard	STAAR state standard	STAAR state standard	STAAR state standard			Terra Nova, 3 rd Ed.
English Writing³	Agency-Approved Writing Test ²	Agency-Approved Writing Test ²	Agency-Approved Writing Test ²	STAAR	Agency-Approved Writing Test ²	Agency-Approved Writing Test ²	STAAR ⁵	Agency-Approved Writing Test ²			Agency-Approved Writing Test ²
Sharyland: Writing	LAS Links 4, 5	TELPAS Adv. High	TELPAS Adv. High	STAAR state standard	TELPAS Adv. High	TELPAS Adv. High	STAAR state standard	TELPAS Adv. High	STAAR state standard	STAAR state standard	TELPAS Adv. High
Subjective Teacher Evaluation	Assessments, anecdotal notes, portfolios, etc.										
Sharyland: Teacher Evaluation	Use all instructional information pertinent to the student as evidence to support the teacher’s recommendation										

1 19 TAC §89.1225(h)

2 The 2017–2018 *List of Approved Tests for Assessment of English Language Learners* is 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 for grade 9, and English II for grade 10.

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.

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

SHARYLAND ISD – because of the program models that have been adopted, students must remain in the Bilingual/ESL program for a minimum of 2 years. Caution should be used when considering exit of students prior to 3rd grade to ensure that they have an English proficiency level that is strong enough to be successful on state assessments and in the classroom.

Note: ELL students for whom the LPAC recommends the use of Oral Administration, Content and Language Supports, or Extra Time as an accommodation for any reading or writing assessment, may not be considered for exit.