

DONNA ISD TRANSITIONAL EARLY EXIT MODEL

3RD – 5TH GRADE TIME AND TREATMENT

--2022/2023 SCHOOL YEAR--

CONTENT	THIRD				FOURTH				FIFTH			
	B	I	A	AH	B	I	A	AH	B	I	A	AH
PHONICS	S	S	E	E	S	S	E	E	S	S	E	E
READING	S	S	E	E	S	S	E	E	S	S	E	E
WRITING	S	S	E	E	S	S	E	E	S	S	E	E
GUIDED READING	S	S	E	E	S	S	E	E	S	S	E	E
MATH	E	E	E	E	E	E	E	E	E	E	E	E
SCIENCE	E	E	E	E	E	E	E	E	E	E	E	E
SOCIAL STUDIES	E	E	E	E	E	E	E	E	E	E	E	E
ELECTIVE	E	E	E	E	E	E	E	E	E	E	E	E
ELD/SLD	ELD	ELD	SLD	SLD	ELD	ELD	SLD	SLD	ELD	ELD	SLD	SLD

LANGUAGE PROFICIENCY LEVELS FOR A AND AH GROUPING

(FOR A & AH GROUP/LANGUAGE OF INSTRUCTION PLACEMENT, STUDENT MUST MEET BOTH LANGUAGE AND READING PROFICIENCY LEVELS.)

GRADE/GROUP	BEGINNER	INTERMEDIATE	ADVANCED	ADVANCED HIGH
3 RD – 5 TH	B/I TELPAS READING	B/I TELPAS READING	A/AH TELPAS READING	A/AH TELPAS READING

READING PROFICIENCY LEVELS FOR A AND AH GROUPING

(FOR A & AH GROUP/LANGUAGE OF INSTRUCTION PLACEMENT, STUDENT MUST MEET BOTH LANGUAGE AND READING PROFICIENCY LEVELS.)

GRADE & READING LEVEL	3 RD – 2.6/M	4 TH – 3.7/P	5 TH – 4.6/S
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****NOTE:** STUDENTS ENTERING DONNA ISD SINCE KINDER MUST BE ADVANCED HIGH IN ENGLISH AT THE END OF 2ND GRADE. ENGLISH LANGUAGE DEVELOPMENT IN ALL DOMAINS DURING LANGUAGE ARTS, ELD, MATH, SCIENCE, SOCIAL STUDIES, AND ELECTIVES IS A MUST. CONTENT AND LANGUAGE INSTRUCTIONAL PLANNING MODEL SHOULD BE USED BY TEACHERS TO ACHIEVE THIS GOAL.

3RD – 5TH GRADE

- NEW TO THE DISTRICT (FIRST TIME IN TEXAS SCHOOL SYSTEM) 3RD – 5TH GRADE STUDENTS SCORING LAS LINKS 4-5 IN ENGLISH ARE CONSIDERED TO BE NON-LEP, FOR INITIAL IDENTIFICATION AND PLACEMENT.
- FOR LANGUAGE OF INSTRUCTION AND GROUP PLACEMENT IN THE EARLY EXIT TRANSITIONAL MODEL, PLEASE REFER TO LANGUAGE AND READING LEVEL PROFICIENCY LEVELS ABOVE. **STUDENTS MUST MEET BOTH LANGUAGE AND READING PROFICIENCY LEVELS FOR PLACEMENT IN A & AH GROUPS.**
- LANGUAGE OF INSTRUCTION FOR MATH, SCIENCE, SOCIAL STUDIES, AND ELECTIVE CLASSES IS FOCUSED IN ENGLISH.** ANY ENGLISH INSTRUCTION MUST BE DONE USING SHELTERED ENGLISH/CONTENT-BASED INSTRUCTION STRATEGIES, INCLUDING L1 SUPPORT AS NEEDED. STUDENT LEARNING MUST NOT BE SACRIFICED DUE TO LANGUAGE.

KEY GENERAL INFORMATION

- ALL TEACHERS SERVING EB STUDENTS IN A BILINGUAL MODEL SHOULD BE BILINGUAL CERTIFIED.**
- WHEN MAKING ANY INSTRUCTIONAL CHANGE FOR EL STUDENTS, IT MUST BE A TEAM EFFORT (*LPAC DECISION*).
- ELPS ARE REQUIRED IN ALL SUBJECT AREAS.** CONTENT AND LANGUAGE PLANNING INSTRUCTIONAL MODEL CAN BE UTILIZED TO FACILITATE DELIVERY.

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4. **FOR STUDENTS THAT HAVE BEEN TRANSITIONED INTO THE ADVANCED/ADVANCED HIGH ENVIRONMENT, WITHOUT MEETING SET CRITERIA, AND HAVE RECEIVED MORE THAN ONE YEAR OF ALL ENGLISH INSTRUCTION AND ARE STILL BEGINNER AND/OR INTERMEDIATE, SHOULD NOT BE SWITCHED BACK TO SPANISH JUST BECAUSE OF THEIR TELPAS PROFICIENCY LEVEL AND/OR LOW SCORES.** THESE STUDENTS SHOULD BE **LOOKED AT HOLISTICALLY** (READLING LEVELS [SPAN AND ENG], ACADEMIC PERFORMANCE [SPAN AND ENG], preLAS/LAS LINKS [SPAN AND ENG], TELPAS, SUPPORT AT HOME, ETC...) IN ORDER TO **MAKE THE BEST INSTRUCTIONAL DECISION** FOR THIS EXTENUATING CIRCUMSTANCE. THE INSTRUCTIONAL DECISION MUST BE MADE THROUGH THE LPAC COMMITTEE; IT IS REQUIRED TO DOCUMENT THESE DECISIONS THROUGH THE LPAC PROCESS. **EB STUDENTS IN THIS ALL ENGLISH ENVIRONMENT MUST RECEIVE ALL THE L1 SUPPORT NEEDED TO LEARN THE SKILL(S) BEING TAUGHT. AN ACTION PLAN MUST BE DESIGNED DETAILING THE ACTIVITIES THAT WILL HELP THE STUDENT GET BACK ON GRADE LEVEL. THIS PLAN MIGHT HAVE TO BE A MULTI-YEAR PLAN.** THIS ALSO **HOLDS TRUE FOR STUDENTS** THAT HAVE BEEN ALREADY BEEN IDENTIFIED AS **TRANSITIONED TOO SOON** AND ARE FAILING AND/OR READING BELOW GRADE LEVEL.
5. IDENTIFIED EB STUDENTS SCHEDULED INTO ALL **ENGLISH LANGUAGE ARTS (Course ID = LA"GRADE" Course = RLAE)** MUST BE SCHEDULED FOR **SPANISH LITERACY DEVELOPMENT (SLD: Course ID = LC951 Course = SLD)**. PLEASE REFER TO SLD GUIDANCE DOCUMENT FOR CODING AND INSTRUCTIONAL DELIVERY OF COURSE.
6. IDENTIFIED EB STUDENTS THAT ARE RECEIVING SPANISH LANGUAGE ARTS (**Course ID = SLA"GRADE" Course = RLAS**) MUST BE SCHEDULED FOR **ENGLISH LITERACY DEVELOPMENT (ELD: Course ID = LC952 Course = ELEM-ELD)**. PLEASE REFER TO ELD GUIDANCE DOCUMENT FOR CODING AND INSTRUCTIONAL DELIVERY OF COURSE.
7. FOR EB STUDENTS PARTICIPATING IN THE TRANSITIONAL EARLY EXIT PROGRAM, THEIR **SCHEDULE SHOULD NOT REFLECT BEING CODED FOR BOTH ENGLISH RLA AND SPANISH RLA.**
8. **EXPLICIT AND SYSTEMIC READING AND WRITING IN ALL CONTENT AREAS IS A MUST. LITERACY AND LANGUAGE DEVELOPMENT ARE INTERDEPENDENT.**
9. **CAMPUSES ARE TO KEEP TRACK AND INCREASE BOTH SPANISH AND ENGLISH READING LEVELS.** DATA HAS SHOWN THAT STUDENTS READING ON GRADE LEVEL IN BOTH SPAN AND ENG HAVE THE HIGHEST PASSING RATES IN STAAR EXAMS, REGARDLESS OF THE LANGUAGE TESTED IN.
10. EL STUDENTS WILL BE **ASSESSED AT BOY, MOY, & EOY IN BOTH SPANISH AND ENGLISH, THROUGH ISTATION.**
11. **STUDENT LEARNING MUST NOT BE SACRIFICED DUE TO LANGUAGE.** ANY ENGLISH INSTRUCTION MUST BE DONE USING **— SHELTERED ENGLISH STRATEGIES, INCLUDING L1 SUPPORT. L1 SUPPORT MUST BE USED TO THE EXTENT NEEDED FOR STUDENT TO LEARN CONCEPT/SKILL.**
12. **LAP FORMS** MUST BE OPENED AT BEGINNING OF NEW SCHOOL YEAR BY TEACHER AND VERIFIED DURING BOY LPACING. THE FORMS MUST BE **MONITORED AND UPDATED EVERY SIX WEEKS** BY TEACHER AND VERIFIED BY LPAC DURING MOY (TESTING DECISIONS) AND EOY LPACING (APRIL/MAY). THESE PROCEDURES ALSO INCLUDE DENIALS. PLEASE **REFER TO LPAC YAAG AND LPAC MINUTES CALENDAR** FOR FURTHER DETAILS AND DUE DATES.
13. **ALL EB STUDENTS WILL BE TESTED WITH A LANGUAGE PROFICIENCY ASSESSMENT (IN ENGLISH) AT THE END OF THE SCHOOL YEAR;** PK: PRE-LAS ENG & SPAN, KINDER – 5TH: TELPAS.
14. **TELPAS COMPOSITE RATING IS COMPOSED OF THE FOLLOWING WEIGHTS: 25% READING, 25% WRITING, 25% LISTENING, AND 25% SPEAKING.** WHEN DISAGGREGATING DATA, IT IS MORE TELLING TO ANALYZE BY TELPAS READING AND/OR TELPAS WRITING THAN BY TELPAS COMPOSITE. **PROFICIENCY LEVELS SHOULD BE TRACKED ON A SIX WEEKS BASIS USING PLDs AND THROUGH TELPAS INVENTORY ASSESSMENT ON AWARE/EDUPHORIA.**
15. **EB STUDENTS MUST BE ADVANCED HIGH ON ALL TELPAS DOMAINS, AS THE FIRST CRITERION, TO QUALIFY FOR RECLASSIFICATION.** PLEASE REFER TO RECLASSIFICATION RUBRIC.
16. **NON-EB STUDENTS AND EB STUDENTS CAN NOT BE SERVED IN THE SAME CLASSROOM UNLESS IT IS IN A DUAL LANGUAGE SETTING** AND THE NON-EB STUDENTS HAVE PARENT PERMISSION TO PARTICIPATE IN THE DUAL LANGUAGE PROGRAM.
17. FOR **LPACING DECISIONS AND PROCEDURES, PLEASE REFER TO LPAC YAAG DOCUMENT.**

Updated 8/14/2022