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Eligible Exited TBIP Students

[RCW 28A.180.030](#) defines an “exited pupil” as a student previously enrolled in the transitional bilingual instruction program (TBIP) who is no longer eligible for the program based on his or her performance on an annual English language proficiency assessment approved by the Superintendent of Public Instruction. [RCW 28A.180.040](#) requires school boards to provide instructional support for exited pupils who need assistance in reaching grade-level performance in academic subjects.

With respect to exiting English learners (ELs) from EL programs, services, and status, a valid and reliable English Language Proficiency assessment of all four language domains must be used to ensure that all K-12 ELLs have achieved English proficiency.

After students have exited an EL program, school districts must monitor the academic progress of former ELs for at least two years to ensure that: the students have not been prematurely exited; any academic deficits they incurred as a result of participation in the EL program have been remedied; and that the students are meaningfully participating in the standard instructional program comparable to their never-EL peers.

Funding for Academic Supports for Eligible Exited TBIP Students

Transitional Bilingual Instructional Program (TBIP) legislation does not prescribe a specific number of hours of service per week nor a specific group size. However, the funding formula for the program is based on the averages in the following table ([Senate Bill 5883 - 2017-18](#)):

Currently Eligible TBIP Students		Exited TBIP Students
Average of 4.778 hours per week of additional instruction in a group of 15 students, grades K - 6.	Average of 6.778 hours per week of additional instruction in a group of 15 students, grades 7 - 12.	Students exited on the annual state English language proficiency assessment within the two previous years are funded on an average of 3 hours per week of additional instruction in a group of 15 students.

However, districts should use caution when using the Exited TBIP report as the sole source for the P-223 count. The data source of the “Exited TBIP” report is CEDARS, so a district whose CEDARS reporting is not current will not get an accurate count when pulling an Exited TBIP report on count day. Districts may not count students on the P-223 who have met the enrollment exclusions ([WAC 392-121-108](#)) on count day, and Exited TBIP no longer qualify for Title III.



Eligible Exited Students	Ineligible Exited Students
<ul style="list-style-type: none">Scored “Proficient” on state-approved annual English Language Proficiency Assessment within the past two years.Continue in district after transitioning or transfer in from another district.Include students who previously waived TBIP services.	<ul style="list-style-type: none">Exited ELLs at private schools participating in Title III.Native American students who were eligible for Title III but not TBIP.Exited more than two years ago.Not eligible due to a score of “Proficient” on the screener.

Districts are funded based on the average monthly headcounts reported to the Office of the Superintendent of Public Instruction on the P-223 form. Because the funding formula differs for current and exited TBIP-eligible students, district headcounts are reported on separate fields of the P-223. See the screenshot below:

TRANSITIONAL BILINGUAL INSTRUCTIONAL PROGRAM (TBIP)		
TBIP Gr K–6 Headcount ⁷	TBIP Gr 7–12 Headcount ⁷	Exited TBIP Headcount ⁸

Districts should use the “Exited TBIP” link of the LEP Application as a support to identify students who qualify for Exited TBIP student funding and to verify the district’s P-223 count on each monthly count day. The Exited TBIP report includes all eligible Exited TBIP students who have successfully been reported to CEDARS, including those who tested out of program in other districts and those who previously waived TBIP services. Districts can access a list of enrolled eligible exited TBIP students at a selected point of time on the reports tab of the LEP Application by clicking on the “Exited TBIP” link.

The screenshot shows the LEP Application interface. At the top, there are tabs for Student, Reports, and Admin. Under Reports, there are links for Student Lists, Assessments, Data Cleanup, and LEP Tables. The left sidebar has a 'TBIP' button and a list of links: Enrollment Student List, Detailed Student List, Parent Waived Student List, Program Model Counts/List, Non-Qualifying Student List, Withdraw/Termination List, and Exited TBIP. The main content area is titled 'Student Lists -- TBIP' and 'Exited as English Language Proficient'. It includes a description: 'This report displays students enrolled in a district that exited the LEP program within the last year(s) because they achieved English Language Proficiency on their most recent annual assessment.' Below this is a form with fields for Year (2017-2018), District (-All Districts-), and a warning: 'Warning: searching all districts may result in exorbitantly long load times.' There are radio buttons for 'When Exited': Exited ELL Last Year, Exited ELL 2 Years Ago, and Exited ELL within last 2 years (selected). There is also an 'Enrolled On' date field (12/19/2017) and a 'Run Report' button. At the bottom, there are 'Business Rules for the TBIP English Language Proficient Report:' listed as: 1. The student is enrolled in the selected district on the 'Enrolled On' date. 2. The student exited the LEP program within the last year(s) because they achieved English Language Proficiency on their most recent annual assessment.



TBIP Services to Eligible Exited Students

Although funds are allocated based on the headcount of eligible exited TBIP students who are enrolled in each district, districts will make the determination of the amount and type of supplemental instructional support based on eligible students' needs in the academic subjects in which they are not at grade level. Academic subjects are not limited to those that fall within state-testing requirements.

Districts should use more than one measure to determine when a student needs assistance in reaching grade-level performance. Such review of exited students' academic needs should occur throughout the school year and not be limited to annual assessment results.

Measurements can include:

- State, district, and classroom assessments
- Grades
- Teacher recommendations.

Academic support could be provided by a member of the district's English Language Development staff or other district staff best able to meet the specific individual academic needs of the exited students. This support may be provided before, during, or after school. The following items are examples of ways a district may use exited TBIP funds for exited students:

- Expanded access to homework supports to increase academic achievement
- In-class support
- Extended day, extended year, and/or Saturday support services
- Other innovative district supports designed to assist recently exited TBIP students in reaching grade-level performance in academic subjects.

Services provided will depend on the individual academic needs of exited students identified as needing support. The district should provide supports based on specific students' needs, rather than developing a program that all recently exited English learners would participate in.

The exit criterion of a Proficient score on the ELPA21 annual is set with the anticipation that transitioning ELs are proficient enough in English to participate meaningfully in the regular educational program. Districts should provide language program services for only as long as necessary for the English learner to transition out of program. While the focus of TBIP services to exited students is academic support, language development support should also be provided if this need is identified through monitoring.

Program Evaluation Requirements Regarding Former English Language Learners

Both TBIP and Title III require evaluation of the effectiveness of services to English learners with regard to how students perform academically after they exit a district's English language development program.

[ESEA Title III, Section 3121\(4\)](#) indicates districts' program evaluations must include "a description of the progress made by children in meeting challenging State academic content and student academic achievement standards for each of the two years after such children are no longer receiving services" to support English language development.



Reclassification of Exited English Learners – Fewer than 1% of Exited ELs

A school district's monitoring of an exited EL student may indicate that a persistent language barrier is the cause of academic difficulty. In such instances, first examine the student's general education and intervention services and determine whether they are adequate. After a thorough examination of data and an in-person consultation with the family, school districts should retest the student with the state's English language proficiency screener to determine if there is a persistent language barrier. Prior to re-assessing the student, school districts should document the bases for rescreening and the parents' consent to rescreening. In order to rescreen a student for reclassification, the parent must consent to having their child rescreened.

If the results of the rescreening qualify the student as an English learner, the school district must re-enter the student into English learner status, offer English language development services, and send home the [parent notification of student placement into program](#). The district may claim the reclassified student for funding. Students who test but do not qualify on their initial screener, and who later demonstrate a need to be re-assessed, should also follow the reclassification process. Exited English learners may be considered for reclassification during or after the two year monitoring period.



Process for Identifying Exited ELs for Reclassification

Building staff's monitoring of an exited EL indicates that the student is academically at-risk due to a persistent language barrier related to the student's acquisition of a second language.

Complete a [data review](#) to determine whether the student has a persistent language barrier.

Inform the family that their child appears to need continual English language development instruction.

Determine whether the district has provided appropriate general education and support services and complete [The Reclassification Support Tool](#).

The student has been provided the appropriate supports.

The student has not been provided appropriate supports.

Family indicates that other supports are necessary.

Meet the family, review data and supports, then request the family's approval to rescreen the student.
Allow the family to describe their perception of the support system.
Complete the [Family Consent to Rescreening Form](#).

Provide the necessary supports, update the family, and continue to monitor the student.

Rescreen the student on the state-approved English language proficiency screener.
If the student qualifies for support, place the student in program and count the student for TBIP funding.
If the student tests but does not qualify: report the screener result, notify the family, and determine what other supports should be provided.