

English Learner (EL) 101 Part VIII:

Exiting, Monitoring,
Reclassifying

TODAY'S SESSION TAKEAWAYS

What will be covered in today's session?

1

Qualifications for exiting the EL program

2

Formal two-year monitoring process requirements

3

Re-entry into an EL program

EXITING THE EL PROGRAM

What happens when students exit the EL program?

- 1** When a student scores a 5.0 or higher overall composite score on WIDA ACCESS, the student is reclassified as fluent in English and formally exited from EL programming.
- 2** Exited students enter a two-year formal monitoring period.
- 3** Former ELs will still be included in the Multilingual Learner (DEX-LM) data collection annually, but will no longer generate state and federal EL funding.
- 4** First-time enrollees who initially test at a 5.0 or higher on the WIDA Screener or Kindergarten Screener do not enter a monitoring period—they are considered fluent upon enrollment.

MONITORING FORMER ENGLISH LEARNERS

School districts **must monitor the academic progress of former ELs for at least two years** to ensure they are *meaningfully participating* in the district's educational program in a manner that is comparable to their native English-speaking peers and comparable to other ELs who exited at the same time.

Monitoring processes are defined locally, but schools **must implement a formal process and maintain robust documentation** for their ELs and content teachers to monitor former ELs.

MONITORING FORMER ENGLISH LEARNERS

Students in monitoring:

CAN receive access to all support services provided through the English language development program, if needed.



CANNOT receive state testing accommodations

- An ILP (Individual Learning Plan)
- WIDA Access Assessments *



*Unless a student has an IEP or is being assessed for reclassification as an English Learner

SUGGESTED MONITORING DOCUMENTATION

Monitoring Documentation

Student grades in all content areas

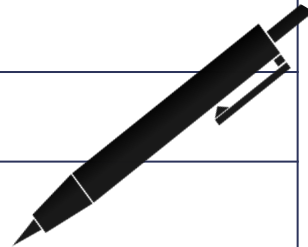
Summative and formative assessment data (including state assessments)

Content teacher observations

EL staff observations

Teacher observations of student progress in the four language domains of listening, speaking, reading, and writing

Behavior and attendance data



Formal Two Year Monitoring for Exited ELs - Year 1

Student Name: _____ STN#: _____ Date: _____
 School: _____ Grade: _____ Birthdate: _____
 School Year: _____
 Concerns after Semester #1: _____

Concerns after Semester #2: _____

Assessment	Reading	ELA	Mathematics	Other (Specify)	Date
ILEARN					
End-of-Course Assessments					
IREAD (Grade three only)					
Formative Assessments (i.e. DIBELS, Acuity)					
PSAT/SAT					

- ☐ After 1 year of monitoring, the student is performing successfully in the mainstream classroom(s).
☐ After 1 year of monitoring, the student is having difficulties in one or more mainstream classroom(s).

After 1 year of monitoring it is recommended that (check one):

- ☐ Continue monitoring without intervention
☐ Academic Intervention(s) (provide start date and description below): _____

Signature of primary teacher (elementary): _____ Date: _____

Signature of EL teacher: _____ Date: _____

Signature of counselor (secondary): _____ Date: _____

Signature of building principal: _____ Date: _____

Formal Two Year Monitoring of Exited ELs – Year 2

Student Name: _____ STN#: _____ Date: _____
 School: _____ Grade: _____ Birthdate: _____
 School Year: _____
 Concerns after Semester #1: _____

Concerns after Semester #2: _____

Assessment	Reading	ELA	Mathematics	Other (Specify)	Date
ILEARN					
End-of-Course Assessments					
IREAD (Grade three only)					
Formative Assessments (i.e. DIBELS, Acuity)					
PSAT/SAT					

- ☐ After 2 years of monitoring, the student is performing successfully in the mainstream classroom(s).
☐ After 2 years of monitoring, the student is having difficulties in one or more mainstream classroom(s).

After 2 years of monitoring it is recommended that (check one):

- ☐ Continue monitoring without intervention
☐ Academic Intervention(s) (provide start date and description below): _____

Signature of primary teacher (elementary): _____ Date: _____

Signature of EL teacher: _____ Date: _____

Signature of counselor (secondary): _____ Date: _____

Signature of building principal: _____ Date: _____

FORMAL TWO-YEAR MONITORING

Upon completion of the two-year monitoring period, local education agencies must ensure:

- Former ELs who have been reclassified as fluent have full access to mainstream curricula.
- Any academic deficits resulting from lack of English proficiency have been addressed and remedied.
- Any recurring language needs identified through the monitoring process have been addressed and remedied.
- Former ELs are meaningfully participating in the standard instructional program in a manner comparable to their native English-speaking peers.

RE-ENTRY INTO AN EL PROGRAM

There may be instances where students meet the state criteria for reclassification as fluent **without having truly attained English proficiency.**

BEFORE RECLASSIFYING

- Can you ensure that there was a **rigorous monitoring period**?
- Were there **targeted interventions** to address any academic deficits from a lack of English proficiency?
- Was the student **meaningfully participating** in the standard instructional program in a manner comparable to native English-speaking peers and other former English Learners?

IF “YES” TO ALL

- Re-administer the appropriate WIDA Screener or Kindergarten Screener to determine if the student meets the Indiana criteria for EL eligibility.
- Maintain local documentation of all supporting sources of data, evidence of interventions implemented, evidence of student’s eligibility for reentry after re-administration of the WIDA Screener or Kindergarten Screener, and secured parent/guardian consent.

NOTE: This process may be implemented for students who were identified as fluent upon enrollment from scoring a 5.0 or above on the WIDA Screener or Kindergarten Screener.



THANK YOU!