ESSA UPDATE INCLUDED*

CHAPTER 8

TOOLS AND RESOURCES FOR MONITORING AND EXITING ENGLISH LEARNERS FROM EL PROGRAMS AND SERVICES

This is the eighth chapter of the English Learner Tool Kit, which is intended to help state and local education agencies (SEAs and LEAs) in meeting their obligations to English Learners (ELs). This tool kit should be read in conjunction with the U.S. Department of Education Office for Civil Rights' and the U.S. Department of Justice's Dear Colleague Letter on "English Learner Students and Limited English Proficient Parents," published in January 2015, which outlines SEAs' and LEAs' legal obligations to ELs under civil rights laws and other federal requirements. The Dear Colleague Letter can be found at http://www2.ed.gov/about/offices/list/ocr/ellresources.html.

TRACKING THE PROGRESS OF ENGLISH LEARNERS

KEY POINTS

- LEAs must monitor the progress of all ELs in achieving English language proficiency (ELP) and in acquiring content knowledge.

- LEAs should establish rigorous monitoring systems that include benchmarks for expected growth and take appropriate steps to assist students who are not adequately progressing towards those goals.

- SEAs must monitor LEAs to ensure that they are providing ELs meaningful access to grade-level core content instruction and remedying any academic deficits in a timely manner.

LEAs must monitor and regularly assess the progress of all ELs, including those who have opted out of EL programs, in both English language proficiency (ELP) and content knowledge. This includes conducting an annual ELP assessment and, at least annually, measuring their performance in grade-level core content areas.

Establishing rigorous monitoring systems that include periodic benchmarks allows LEAs to monitor ELs' progress over time, determine when students are not making appropriate progress, and provide additional support to enable ELs to reach English proficiency and gain grade-level content knowledge. SEAs must monitor LEAs to ensure that they are providing ELs meaningful access to grade-level core content instruction and remedying any academic deficits in a timely manner.

ELs could benefit from multi-tiered systems of support. One such system for supporting students, including ELs, is Response to Intervention (RTI). RTI is not an EL program and may not substitute for one. However, RTI can provide additional systems of support for ELs in areas such as assessment, screening, intervention, and monitoring, which when combined can help improve instructional outcomes for ELs (Brown & Sanford, 2011; Sáenz, 2008).

Educators, including teachers, need tools that help them continually monitor students' progress and adjust instructional strategies to target and support students' needs. Regularly monitoring ELs' progress in ELP and content knowledge allows teachers to target instruction and provide additional support services, as needed. For ELP, LEAs must assess ELs at least annually using a valid

You can access **Tools and Resources for Monitoring and Exiting English Learners from EL Programs and Services** at http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html.

and reliable assessment that is aligned to state ELP standards. In addition, periodic formative assessments of ELP help inform instruction and support ELs' English language development throughout the school year.

EL progress should inform EL program evaluations. See Chapter 9 of this tool kit for information on evaluating the effectiveness of an LEA's EL program.

EXITING ENGLISH LEARNERS

KEY POINTS

- **LEAs must document that an EL has demonstrated English proficiency using a valid and reliable ELP assessment that tests all four language domains.**

- **Students exiting from EL status must be monitored for at least two years, to ensure that (1) they have not been prematurely exited; (2) any academic deficits incurred as a result of participating in the EL program have been remedied; and (3) they are meaningfully participating in the standard program of instruction comparable to their never-EL peers.**

- **In addition, the *ESEA* now requires LEAs to report on the number and percentage of former ELs meeting state academic standards for four years.**

SEAs must use valid and reliable ELP assessments that test all four language domains (listening, speaking, reading, and writing) to ensure that ELs have achieved English proficiency. The proficiency score on the ELP assessment must be set at a level that enables students to effectively participate in grade-level content instruction in English without EL services. This does not mean that students must score proficient on a content assessment (e.g., reading/language arts) in order to exit EL status; indeed, there are never-EL students who are in the general education program who do not score proficient on these content assessments.

SEAs may use additional objective criteria related to English proficiency to decide if an EL who scores proficient on the ELP assessment is ready to exit EL services. However, these additional criteria may not substitute for a proficient score on a valid and reliable ELP assessment.

Exiting EL students either too soon or too late raises civil rights concerns. EL students who are exited too soon are denied access to EL services while EL students who are exited too late may be denied access to parts of the general curriculum. Denied or delayed access to the general curriculum can impede academic growth and contribute to a higher risk of dropping out of school.

After students have exited an EL program, LEAs must monitor their academic progress for at least two years. If an exited EL is not progressing academically as expected and monitoring suggests a persistent language need, LEAs should re-test the student's ELP with a valid, reliable, and grade-appropriate ELP test to see if the student must be offered additional language assistance services. In no case should re-testing of an exited student's ELP be prohibited. If the student is reentered into EL services, however, the LEA should document the reasons why and the parent's consent to reentry. If SEAs or LEAs find that changes to exit criteria or procedures are necessary, SEAs and LEAs need to provide teachers and staff with appropriate training.

ESSA UPDATE

Under *Title III* of the *ESEA*, as amended by *ESSA* [Section 3121(a)(5)], LEAs must report on the number and percentage of former ELs meeting state standards for four years. For more information, see section J of the NRG (U.S. Department of Education, Office of Elementary and Secondary Education, 2016). In addition, the *ESEA* [Section 3113(b)(2)] requires standardized statewide entrance and exit procedures for ELs.

The following checklist is intended to assist with tracking the progress of ELs and exiting ELs. The checklist provides suggested questions only. Schools and LEAs should check their SEA's policies and federal guidance to ensure compliance.

Tracking the Progress of ELs

★ Are all ELs, including those who have opted out of EL programs and services, monitored at least annually for progress in achieving ELP and acquiring content knowledge?

★ Are LEAs monitoring ELs' progress toward established benchmarks for expected growth in ELP and the grade-level content areas and assisting students who are not making timely progress towards those goals?

★ Does the SEA monitor LEAs to ensure that they are both providing ELs meaningful access to grade-level core content instruction and remedying any academic deficits in a timely manner?

★ Has the SEA developed ELP standards and ensured that LEAs are implementing those ELP standards to inform EL programs, services, and assessments?

Exiting ELs

★ Are procedures in place to ensure that students exit from EL programs, services, and status only after they demonstrate English proficiency on a valid and reliable ELP assessment?

★ What processes are in place to monitor the progress of former ELs? Do LEAs monitor, for at least two years, the academic progress of students who have exited EL status to ensure that they have not been prematurely exited and that they are meaningfully participating in the LEA's standard educational programs comparable to their never-EL peers?

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MONITORING AND EXITING ENGLISH LEARNERS FROM EL PROGRAMS AND SERVICES

TOOLS

The U.S. Department of Education does not mandate or prescribe particular curricula, lesson plans, assessments, or other instruments in this tool kit. This tool kit contains examples of, adaptations of, and links to some resources created and maintained by other public and private organizations. This information is provided for the reader's convenience and is included here to offer examples of the many resources that educators, parents, advocates, administrators, and other interested parties may find helpful to use at their discretion. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. Further, the inclusion of links to items does not reflect their importance, nor is it intended to endorse any views expressed, or materials provided. All links verified on August 25, 2015.

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The following tools are intended to assist schools, LEAs, and SEAs in establishing rigorous monitoring systems that include benchmarks for expected growth and taking appropriate steps to assist students who are not adequately progressing towards those benchmarks.

Tool #1, Monitoring English Learner Progress in English Language Proficiency, is an example of a monitoring form that can help determine if an EL is making appropriate progress, or needs additional support to attain English proficiency.

Tool #2, Monitoring English Learner Progress in Core Content Areas, is an example of a form that can help track an EL's educational progress in the content areas.

Tool #3, Digital Progress Monitoring, provides examples of five digital systems available online to monitor ELs' progress.

Tool #4, Resources for Planning and Self-Assessments, provides reference tools, materials, and resources from the Office for Civil Rights (OCR).

TOOL #1
MONITORING ENGLISH LEARNER PROGRESS IN ENGLISH LANGUAGE PROFICIENCY

Educators need tools that will help them continually monitor students' progress and adjust instructional strategies to target and support students' language needs. Such tools must be used in addition to, rather than in lieu of, the annual ELP assessment.

EL LANGUAGE PROGRESS MONITORING FORMS

The following tool is used with permission from Colorín Colorado's *ELL Starter Kit for Educators: Tools for Monitoring Language Skills*. It may be helpful to use these forms to monitor ELs in the classroom, to determine if their progress is appropriate or whether they need additional support to attain English proficiency. The form below is an excerpt from a larger document. Additional monitoring forms for oral communication skills, reading and fluency skills, and use of comprehension strategies can be found in the starter kit (link provided below). The forms also may help in planning and communicating with parents and other teachers.

Source: Colorín Colorado. (n.d.). *ELL Starter Kit For Educators: Tools for monitoring language skills*. Washington, DC: AFT. Retrieved from http://www.colorincolorado.org/pdfs/guides/ellstarterkit.pdf

TOOL #2
MONITORING ENGLISH LEARNER PROGRESS IN CORE CONTENT AREAS

LEAs should create rigorous monitoring systems that include benchmarks for expected growth in acquiring academic content knowledge during the academic year and take appropriate steps to assist students who are not adequately progressing towards those goals. Classroom teachers and EL specialists should gather data on EL progress and collaborate based on this data to ensure that the EL is growing at an acceptable rate in both English language acquisition and content knowledge.

CONTENT MONITORING FORM FOR ENGLISH LEARNERS OR FORMER ENGLISH LEARNERS

The following tool was developed by the National Clearinghouse on English Language Acquisition (NCELA) based on tools used by SEAs and LEAs. This form may be useful to track an EL's educational progress during the school year. The tool is meant to be used at team meetings in which classroom teachers and EL specialists (1) review each student's progress in mastering academic content standards and meeting benchmarks, and (2) determine the support and services an EL may need. This form could also be modified for use in tracking the progress of former ELs during the required two-year monitoring period.

STUDENT INFORMATION	
Student Name	Date of Birth
School Name	
Date Entered U.S. Schools	
Home Language	

STATE CONTENT ASSESSMENT TEST SCORES	
Year:	Results:
Year:	Results:
Year:	Results:

GRADES	
Year:	Grades:
Year:	Grades:
Year:	Grades:
Is the student on track to graduate on time?	

Continued on next page

TOOL #2: MONITORING ENGLISH LEARNER PROGRESS IN CORE CONTENT AREAS (CONTINUED)

CURRENT YEAR BENCHMARKS

Subject	Term 1 Benchmark	Term 2 Benchmark	Term 3 Benchmark	Term 4 Benchmark
English/Language Arts	____ Above grade level ____ On grade level ____ Below grade level	____ Above grade level ____ On grade level ____ Below grade level	____ Above grade level ____ On grade level ____ Below grade level	____ Above grade level ____ On grade level ____ Below grade level
Mathematics	____ Above grade level ____ On grade level ____ Below grade level	____ Above grade level ____ On grade level ____ Below grade level	____ Above grade level ____ On grade level ____ Below grade level	____ Above grade level ____ On grade level ____ Below grade level
Science	____ Above grade level ____ On grade level ____ Below grade level	____ Above grade level ____ On grade level ____ Below grade level	____ Above grade level ____ On grade level ____ Below grade level	____ Above grade level ____ On grade level ____ Below grade level
Social Studies	____ Above grade level ____ On grade level ____ Below grade level	____ Above grade level ____ On grade level ____ Below grade level	____ Above grade level ____ On grade level ____ Below grade level	____ Above grade level ____ On grade level ____ Below grade level
Other _____	____ Above grade level ____ On grade level ____ Below grade level	____ Above grade level ____ On grade level ____ Below grade level	____ Above grade level ____ On grade level ____ Below grade level	____ Above grade level ____ On grade level ____ Below grade level

You can access **Tools and Resources for Monitoring and Exiting English Learners from EL Programs and Services** at http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html.

TOOL #2: MONITORING ENGLISH LEARNER PROGRESS IN CORE CONTENT AREAS (CONTINUED)

TEACHER OBSERVATIONS

Rating Scale: 1: Never 2: Seldom 3: Sometimes 4: Often 5: Always

Characteristic	Term 1	Term 2	Term 3	Term 4
Completes class assignments on time				
Participates effectively in class discussions				
Works independently				
Completes homework assignments				
Displays effort				

ATTENDANCE AND TARDY DATA

	Term 1	Term 2	Term 3	Term 4
Attendance				
Tardy				

SUMMARY AND ACTION STEPS

Summary	
1. Student meets grade-level academic standards or benchmarks.	
2. Student does not meet grade-level academic standards or benchmarks. English language proficiency is *not* a reason the student is not meeting grade-level academic standards or benchmarks.	
3. Student does not meet grade-level academic standards or benchmarks. Limited English language proficiency in one or more language domains *is* a reason the student is not meeting grade-level academic standards or benchmarks.	

Action Steps:

Date:	Person Completing the Form and Title:
	Team Members:

Source: Zantal-Wiener, K., & Bell, T. (2015). *Content monitoring form for English learners or former English learners*. Silver Spring, MD: National Clearinghouse for English Language Acquisition (NCELA). Retrieved from http://ncela.ed.gov/files/forms/content_monitoring_form.pdf

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TOOL #3
DIGITAL PROGRESS MONITORING

There are numerous Web-based tools available to monitor students' academic progress. Each tool has a wide range of functionality, including the ability to monitor an EL's placement and progress. Some systems generate individualized lesson plans and assignments and chart progress based on assessment results and the proficiency levels of all students. Some additional considerations may include accessibility for parents and staff with disabilities as well as availability of parent information in multiple languages.

SAMPLE DIGITAL MONITORING SYSTEMS

NCELA developed an alphabetical list of some data monitoring systems used by SEAs, LEAs, and individual schools. The chart below briefly describes the general features of the systems and, if applicable, features specifically for ELs. It is important to note that the U.S. Department of Education does not endorse any particular system, product, or program for data monitoring.

Program	General Features	EL-Specific Features
Blackboard/Blackboard Engage (previously Edline) http://www.blackboard.com/platforms/engage/overview.aspx	SEA, LEA, and school-wide student management system: • tracks attendance • tracks enrollment • creates class lists • produces grade reports • creates report cards • provides parental access • developed in accordance with the internationally recognized Web Content Accessibility (WCAG) Guidelines 2.0, Level AA, as well as the Section 508 standards in the United States	• Has the capacity to track progress for individual EL students, groups of EL students, and former EL students
Edmodo* https://www.edmodo.com/	SEA, LEA, school-wide and classroom-wide instructional system: • creates assignments • creates quizzes • assists with lesson planning • has online professional learning communities (PLCs)	• Has the capacity to track progress for individual EL students, groups of EL students, and former EL students

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TOOL #3: DIGITAL PROGRESS MONITORING (CONTINUED)

Program	General Features	EL-Specific Features
ELLevation* http://ellevationeducation.com/	SEA, LEA, and school-wide student management system: • provides suggestions for differentiation • includes individualized EL instructional plans • sets goals based on individual data • has a progress dashboard to view specific topics and areas • recommends accommodations based on student data and characteristics	• Has the capacity to track progress for individual EL students, groups of EL students, and ELs in the required two-year monitoring phase • *Title III* Parent letters in 28 languages
Infinite Campus* https://www.infinitecampus.com/	SEA, LEA, and school-wide student management system: • tracks attendance • tracks enrollment • creates class lists • creates assignments • produces grade reports • creates report cards • provides parental access	• Has the capacity to track progress for individual EL students, groups of EL students, and former EL students
Powerschool* http://www.pearsonschoolsystems.com/products/powerschool/	SEA, LEA, and school-wide student management system: • tracks attendance • tracks enrollment • creates class lists • creates assignments • produces grade reports • creates report cards • provides parental access	• Has the capacity to track progress for individual EL students, groups of EL students, and former EL students

*Vendor websites do not state explicitly whether programs are WCAG 2.0 or 508 compliant. Contact vendor directly for more information.

Source: Bell, T. (2015). *Sample digital monitoring systems*. Silver Spring, MD: National Clearinghouse for English Language Acquisition (NCELA). Retrieved from http://ncela.ed.gov/files/forms/digital_progress_monitoring.pdf

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TOOL #4
RESOURCES FOR PLANNING AND SELF-ASSESSMENTS

In addition to the Dear Colleague Letter regarding EL students published on January 7, 2015 (http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf), OCR's website contains resource materials from 1999 that may assist LEAs in serving their EL students. These reference tools, materials, and resources address procedures for determining when students no longer need EL services, and must be used consistently with the guidance on monitoring and exiting ELs in the 2015 EL Dear Colleague Letter.

Topic	Description	URL
Progression of Student Through EL Program	Flowchart describes an EL's progression through an EL program. The steps include (1) enrollment in a school; (2) identification as a potential EL; (3) assessment to determine need for services; (4) provision of appropriate services; (5) transition from services; and (6) monitoring of the former EL to gauge ability to participate meaningfully in the general education program.	http://www2.ed.gov/about/offices/list/ocr/ell/cprogression.html
	Flowchart describes a district's responsibility for providing EL services, including transitioning out of services and monitoring former EL students.	http://www2.ed.gov/about/offices/list/ocr/ell/coverview.html
Transition from EL Services	Questions that districts may use as a checklist for developing a description of the transition procedures.	http://www2.ed.gov/about/offices/list/ocr/ell/transition.html
	Flowchart describes criteria to determine when EL students no longer need EL services, and if a student is ready to transition from services.	http://www2.ed.gov/about/offices/list/ocr/ell/ctransition.html
Monitoring Former EL Students	Questions that districts may use to develop a description of the procedures for monitoring former EL students.	http://www2.ed.gov/about/offices/list/ocr/ell/cmonitoring.html
	Flowchart describes processes for monitoring a transitioned former EL student and what to do if the EL is not meaningfully participating in the district's educational program.	http://www2.ed.gov/about/offices/list/ocr/ell/cmonitoring.html

Source: U.S. Department of Education, Office for Civil Rights. (n.d.) Resource materials for planning and self-assessments. Retrieved from http://www2.ed.gov/about/offices/list/ocr/ell/index.html

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MONITORING AND EXITING ENGLISH LEARNERS FROM EL PROGRAMS AND SERVICES

RESOURCES

The U.S. Department of Education does not mandate or prescribe particular standards, curricula, lesson plans, assessments, or other instruments in this tool kit. This tool kit contains examples of, adaptations of, and links to resources created and maintained by other public and private organizations. This information is provided for the reader's convenience and is included here to offer examples of the many resources that educators, parents, advocates, administrators, and other interested parties may find helpful and use at their discretion. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. Further, the inclusion of links to resources does not reflect their importance, nor is it intended to endorse any views expressed, or materials provided. All links included here were verified on August 25, 2015. The list of resources will be updated and revised in the future.

Abedi, J. (2008, Fall). Classification system for English language learners: Issues and recommendations. *Educational Measurement: Issues and Practice, 27*(3). Retrieved from http://education.ucdavis.edu/sites/main/files/LEP_Class_EMIP_New.pdf

The purpose of this paper is to "reveal issues concerning the validity of the current EL classification system". Past studies show inconsistencies in how states, LEAs, and schools within states determine English language proficiency and define ELs. This paper suggests using pre-existing criteria, such as home language surveys and standardized language assessments, in a step-by-step process to ensure consistency in the classification of ELs.

Alvarez, L., Ananda, S., Walqui, A., Sato, E., & Rabinowitz, S. (2014). *Focusing formative assessment on the needs of English language learners.* San Francisco, CA: WestEd. Retrieved from http://www.wested.org/wp-content/files_mf/1391626953FormativeAssessment_report5.pdf

This paper examines ways for educators to use formative assessment in improving pedagogical and instructional outcomes for ELs. The authors "highlight the opportunities and challenges inherent in integrating formative assessment into the instruction for ELL students [ELs]". They believe that teachers must simultaneously assess ELs' content and language skills to gauge academic growth.

Assessment and Accountability Comprehensive Center. (2009). *Framework for high-quality English language proficiency standards and assessments.* San Francisco, CA: WestEd. Retrieved from http://files.eric.ed.gov/fulltext/ED524106.pdf

This framework provides criteria for high-quality ELP standards and aligned assessments using research and practice. Intended primarily for SEAs, the framework suggests a cross-disciplinary process for using the criteria to either "1) engage in an evaluation of states' existing ELP standards and assessments, and their implementation, or 2) oversee the development and implementation of new ELP standards and assessments."

August, D., Estrada, J., & Boyle, A. (2012). *Supporting English language learners: A pocket guide for state and district leaders.* Washington, DC: American Institutes for Research. Retrieved from http://www.air.org/sites/default/files/downloads/report/ELL_Pocket_Guide1_0.pdf

This guide provides research-based guidelines to support state and district leaders in implementing reforms for ELs outlined by the U.S. Department of Education in 2011. The reforms are broken into four main principles: "1) achieving college- and career-ready expectations for all students; 2) developing differentiated recognition, accountability, and support systems; 3) supporting effective instruction and leadership; and 4) reducing duplication and unnecessary burden." This guide "focuses on the implementation of reforms related to ELLs [ELs] across the first three principles."

Bell, T. (2015). *Sample digital monitoring systems*. Silver Spring, MD: National Clearinghouse for English Language Acquisition (NCELA). Retrieved from http://ncela.ed.gov/files/forms/digital_progress_monitoring.pdf

This tool is an alphabetical list of some data-monitoring systems used by SEAs, LEAs, and individual schools. The tool describes the general features of the systems, and if applicable, features specifically for ELs.

Brown, J. E., & Sanford, A. (2011, March). *RTI for English language learners: Appropriately using screening and progress monitoring tools to improve instructional outcomes*. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Response to Intervention. Retrieved from http://www.rti4success.org/sites/default/files/rtiforells.pdf

This brief provides a framework for using Response to Intervention (RTI) methods with students who are ELs from Hispanic backgrounds. Highlights include guiding appropriate screening, progress monitoring, and goal setting to promote English literacy, as well as the need for system-wide process and professional development plans to ensure educational equity for ELs and other diverse student populations.

Callahan, R. M. (2005, Summer). Tracking and high school English learners: Limiting opportunity to learn. *American Educational Research Journal, 42*(2), 305-328. Retrieved from http://www.utexas.edu/cola/orgs/etag/_files/pdfs/articles/2005/Callahan%202005.pdf

This study examines the effects of "track placement and English proficiency on secondary English learners' academic achievement." The study also controls for students' previous schooling and how long they attended school in the United States. Authors find that "track placement was a better predictor of achievement than proficiency in English."

Colorín Colorado. (n.d.). *Assessment of English language learners* [Webcast]. Retrieved from http://www.colorincolorado.org/webcasts/assessment/

This 45-minute webcast discusses various methods for assessing ELs. Topics covered include "performance-based standardized assessments; assessment as a tool for informing instruction; use of assessment to reinforce reading comprehension; and student self-assessment and self-monitoring." The author also provides ideas on how EL and mainstream teachers can collaborate to more effectively assess ELs.

Colorín Colorado. (n.d.). *English language learners with learning disabilities* [Webcast]. Retrieved from http://www.colorincolorado.org/webcasts/disabilities/

This webcast "discusses effective assessment and instruction strategies for ELs with learning disabilities (LD)." Specific strategies discussed include "assessing children regularly and carefully," "basing instructional design upon assessment data," "having consistency across languages of instruction," "providing opportunities to develop social language skills," and "focusing intensively on high-level vocabulary and comprehensive skills." This webcast also provides suggestions for involvement of parents of ELs with LD in their children's schools.

Colorín Colorado. (n.d.). *ELL starter kit for educators: Tools for monitoring language skills*. Washington, DC: AFT. Retrieved from http://www.colorincolorado.org/pdfs/guides/ellstarterkit.pdf

This starter kit for English learners provides "high-quality, research-based instructional information on what educators can do to help their ELLs succeed academically." The kit contains worksheets to monitor students' conversation skills, fluency, reading, and comprehension. It was developed for Spanish-speaking students and also contains a short Spanish-to-English translation guide.

Cook, G., Boals, T., & Lundberg, T. (2011, November). Academic achievement for English learners: What can we reasonably expect? *Kappan, 93*(3), 66-69. Retrieved from https://www.wida.us/get.aspx?id=485

This article addresses the journey to English proficiency for ELs and the relationship between academic language and academic content proficiency. Research suggests that comparisons between ELP and academic content proficiency should be part of the process that states use to define English proficiency. It also suggests that representations of EL achievement must be sensitive to the fact that ELs progress at different rates.

Cook, H. G., Linquanti, R., Chinen, M., & Jung, H. (2012). *National evaluation of Title III implementation supplemental report—Exploring approaches to setting English language proficiency performance criteria and monitoring English learner progress.* Washington, DC: U.S. Department of Education; Office of Planning, Evaluation and Policy Development; Policy and Program Studies Service. Retrieved from http://www2.ed.gov/rschstat/eval/title-iii/implementation-supplemental-report.pdf

This report describes "several empirical methods and conceptual or theoretical rationales" to assist in creating meaningful ELP performance standards. The authors discuss various methodological approaches that may assist educators to "1) determine a meaningful ELP performance standard; 2) establish a realistic, empirically anchored time frame for attaining a given ELP performance standard; and 3) take into account an EL's ELP level when setting academic progress and proficiency expectations."

de Jong, E. J. (2004, September). After exit: Academic achievement patterns of former English language learners. *Education Policy Analysis Archives, 12*(50). Retrieved from http://files.eric.ed.gov/fulltext/EJ853517.pdf

This study examines the achievement patterns in English language arts, math, and science of former ELs who attended a bilingual and an ESL program. Results show that "4th grade students more closely paralleled non-ELL [non-EL] students' achievement patterns than 8th grade students, particularly for the BE [bilingual education] students." The authors find that "exit grade does emerge as an important variable to take into consideration in setting exit guidelines."

Gallegos, C. and Wise, D. (2011, September). Leadership for English learners: Challenges and questions. *Educational Leadership and Administration: Teaching and Program Development, 23*, 37-55. Retrieved from http://files.eric.ed.gov/fulltext/EJ965168.pdf

This article discusses decision points to reclassify students as fluent and proficient in English. The study examines "the achievement gap between English learners and the overall student population and the reclassification of English learners as proficient in English in schools across three California counties."

Gwynne, J., Stitziel Pareja, A., Ehrlich, S. B., & Allensworth, E. (2012, May). *What matters for staying on-track and graduating in Chicago public schools: A focus on English language learners.* Chicago, IL: University of Chicago Consortium on Chicago School Research. Retrieved from https://ccsr.uchicago.edu/sites/default/files/publications/ELL%20Report_0.pdf

This report analyzes "ninth-grade course performance indicators." These indicators are seen as good predictive measures for high school graduation amongst the overall student population. The authors examine whether these indicators have the same predictive ability with ELs. The authors differentiate between long-term ELs, students identified as ELs before sixth grade, and new ELs, students identified as ELs after the sixth grade.

Kim, J. (2011). *Relationships among and between ELL status, demographic characteristics, enrollment history, and school persistence* (CRESST Report 810). Los Angeles, CA: University of California, Los Angeles (UCLA), Graduate School of Education and Information Studies, National Center for Research on Evaluation, Standards, and Student Testing (CRESST). Retrieved from http://www.cse.ucla.edu/products/reports/R810.pdf

"This report examines enrollment history, achievement gaps, and persistence in school for ELL students [ELs] and reclassified ELL students as compared to non-ELL students. ... [R]esults show that after accounting for academic achievement, behavioral issues, background, and district contexts, the longer a student is designated as an EL, the more likely the student will be to drop out [of school]."

Kim, J., & Herman, J. L. (2010). *When to exit ELL students: Monitoring success and failure in mainstream classrooms after ELLs' reclassification* (CRESST Report 779). Los Angeles, CA: UCLA, Graduate School of Education and Information Studies; CRESST. Retrieved from https://www.cse.ucla.edu/products/reports/R779.pdf

This study "assesses the validity of existing systems in terms of gross consequences of reclassification of ELs." Authors investigated the academic outcomes of reclassified ELs in general education classrooms in a local control state. They found that "ELL [EL] students tend to make a smooth transition upon their reclassification and keep pace in mainstream classrooms."

Kim, J. & Herman, J. L. (2012). *Understanding patterns and precursors of ELL success subsequent to reclassification* (CRESST Report 818). Los Angeles, CA: UCLA, Graduate School of Education and Information Studies; CRESST. Retrieved from http://files.eric.ed.gov/fulltext/ED540604.pdf

This study focuses on ELs who were reclassified after they finished elementary school. Findings reveal that there was "no evidence of former ELLs [ELs] falling behind in academic growth after reclassification, either relative to their non-ELL [non-EL] peers or in terms of absolute academic proficiency levels."

Linquanti, R., & Cook, H. G. (2013). *Toward a "common definition of English learner": Guidance for states and state assessment consortia in defining and addressing policy and technical issues and options*. Washington, DC: Council of Chief State School Officers. Retrieved from http://www.ccsso.org/Documents/2013/Toward_a_Common_Definition_2013.pdf

This paper outlines key issues in defining ELs and discusses specific policy and technical options through a four-state framework. The framework captures the following key criteria and processes to define ELs: (1) identifying potential ELs, (2) classifying a student as an EL, (3) establishing EL performance standards on state or consortium ELP tests to assess EL proficiency, and (4) using multiple exit criteria to reclassify ELs.

Linquanti, R. (2001). *The redesignation dilemma: Challenges and choices in fostering meaningful accountability for English learners* (Policy Report 2001-1). Santa Barbara, CA: University of California Linguistic Minority Research Institute. Retrieved from http://www.wested.org/online_pubs/redesignation.pdf

This policy report focuses on issues surrounding redesignation or reclassification of ELs from limited to fluent English proficient. The authors provide state and local administrators and policymakers with guidance for reviewing their current reclassification policies and procedures.

Musgrove, M. (2011, January). *A response to intervention (RTI) process cannot be used to delay-deny an evaluation for eligibility under the Individuals with Disabilities Education Act (IDEA)* [Memorandum]. Washington, DC: Department of Education Office of Special Education Programs. Retrieved from https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/osep11-07rtimemo.pdf

This memorandum aims to clarify the relationship between Response to Intervention and evaluations pursuant to the Individuals with *Disabilities Education Act* (IDEA). It suggests examination of procedures and practices in states to ensure any LEA implementing RTI strategies is appropriately using RTI and not delaying or denying timely initial evaluations of children suspected of having a disability.

National Center on Educational Outcomes (NCEO). (2014, June). *State assessment decision-making processes for ELLs with disabilities*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Retrieved from http://www.cehd.umn.edu/NCEO/OnlinePubs/briefs/brief09/brief09.html

This brief presents information on determining state assessments for ELs with disabilities. Topics discussed in the brief include: "(a) required assessment decision-making processes, (b) experts' recommendations about assessment decisions for ELs with disabilities, (c) resources available to guide assessment decisions, (d) standards-based individualized education programs, and (e) recommended participants on the decision-making team."

Sáenz, L. (2008, March). *Using CBM to progress monitor English language learners* [Slide presentation]. Retrieved from National Center on Student Progress Monitoring website, http://www.studentprogress.org/doc/webinars/mar08webinarslides.pdf

This webinar consists of four sections, (1) "Introductions and ELL Background," (2) "PM with CBM," (3) "RTI and ELL," and (4) "A Closer Look at CBM in a RTI Model," and describes the process of how CBM and RTI assist with monitoring ELLs. It also highlights the potential benefits of using Curriculum-Based Measurement (CBM) for monitoring EL progress and using CBM within an RTI model.

You can access **Tools and Resources for Monitoring and Exiting English Learners from EL Programs and Services** at http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html.

U.S. Department of Education, Office for Civil Rights. (2014, October). *Dear colleague letter: Resource comparability*. (Guidance to ensure all students have equal access to educational resources.) Retrieved from http://www2.ed.gov/about/offices/list/ocr/letters/colleague-resourcecomp-201410.pdf

This document provides detailed and concrete information to educators on the standards set in *Title VI* of the *Civil Rights Act of 1964,* including information on the requirements for educational resources; how OCR investigates resource disparities; and what SEAs, LEAs, and schools can do to meet their obligations to all students. Under *Title VI*, SEAs, LEAs, and schools must not intentionally treat students differently based on race, color, or national origin in providing educational resources. In addition, they must not implement policies or practices that disproportionately affect students of a particular race, color, or national origin, absent a substantial justification. The law does not require that all students receive exactly the same resources to have an equal chance to learn and achieve. It does, however, require that all students have equal access to comparable resources in light of their educational needs.

U.S. Department of Education, Office for Civil Rights, and U.S. Department of Justice (DOJ). (2015, January). *Dear colleague letter: English learner students and limited English proficient parents*. Retrieved from https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf

This document provides guidance to assist SEAs, LEAs, and all public schools in meeting their legal obligations to ensure that ELs can participate meaningfully and equally in educational programs and services. This guidance provides an outline of the legal obligations of SEAs and LEAs to ELs under the civil rights laws. Additionally, the guidance discusses compliance issues that frequently arise in OCR and DOJ investigations under *Title VI* of the *Civil Rights Act of 1964* and the *Equal Educational Opportunities Act*, and offers approaches that SEAs and LEAs may use to meet their federal obligations to ELs. A discussion of how SEAs and LEAs can implement their *Title III* grants and subgrants in a manner consistent with these civil rights obligations is included. Finally, the guidance discusses the federal obligation to ensure that limited English proficient parents and guardians have meaningful access to SEA-, LEA-, and school-related information.

U.S. Department of Education, Office of Elementary and Secondary Education. (2016). *Non-regulatory guidance: English Learners and* Title III *of the* Elementary and Secondary Education Act *(*ESEA*), as amended by the* Every Student Succeeds Act *(*ESSA*)*. Washington, DC: Author. Retrieved from http://www2.ed.gov/policy/elsec/leg/essa/essatitleiiiguidenglishlearners92016.pdf

This guidance provides state and local educational agencies (SEAs and LEAs) with information to assist them in meeting their obligations under *Title III* of the *Elementary and Secondary Education Act of 1965* (*ESEA*), as amended by the *Every Student Succeeds Act of 2015* (*ESSA*). This guidance also provides members of the public with information about their rights under this law and other relevant laws and regulations.

U.S. Department of Education, Office of Special Education and Rehabilitative Services. (2014). *Questions and answers regarding the inclusion of English learners with disabilities in English language proficiency assessments and* Title III *annual measurable achievement objectives*. Retrieved from http://www2.ed.gov/about/offices/list/osers/osep/policy.html#elp-qa

This document provides guidance on the inclusion of ELs with disabilities in ELP assessments under *Titles I* and *III* of the *Elementary and Secondary Education Act of 1965,* as amended. These are assessments designed to measure the progress of ELs in attaining English language proficiency.

Western Oregon University, The Teaching Research Institute, Education Evaluation Center. (2007). *Guidelines and resources for the Oregon Department of Education: Special education assessment process for culturally and linguistically diverse (CLD) students* (Rev. ed.). Salem, OR: Oregon Department of Education, Office of Student Learning & Partnerships. Retrieved from https://www.wou.edu/tri/eec/CLD.pdf

This manual provides best practices for the special education assessment process for culturally and linguistically diverse (CLD) students. The manual includes an "integrated assessment paradigm" and practice, expanded terminologies and definitions, emerging practices in RTI, as well as revised assessment tools and resources.

You can access **Tools and Resources for Monitoring and Exiting English Learners from EL Programs and Services** at http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html.

Wolf, M. K., Herman, J. L., Bachman, L. F., Bailey, A. L., & Griffin, N. (2008). *Issues in assessing English language learners: English language proficiency measures and accommodation uses—Literature review, Part 1 of 3* (CRESST Report 731). Los Angeles, CA: UCLA, Graduate School of Education and Information Studies, CRESST. Retrieved from http://files.eric.ed.gov/fulltext/ED502283.pdf

This literature review is "the first component of a series on assessing ELL students [ELs], containing pertinent literature related to assessing ELs. The areas being reviewed include validity theory, the construct of ELP assessments, and the effects of accommodations in the assessment of ELL students' content knowledge."

Wolf, M. K., Kao, J., Griffin, N., Herman, J. L., Bachman, P. L., Chang, S. M., & Farnsworth, T. (2008). *Issues in assessing English language learners: English language proficiency measures and accommodation uses—Practice review, Part 2 of 3* (CRESST Report 732). Los Angeles, CA: UCLA, Graduate School of Education and Information Studies, CRESST. Retrieved from http://files.eric.ed.gov/fulltext/ED502284.pdf

This practice review is the second component of the series on assessing ELs, providing a comprehensive picture of states' current policies related to EL assessment. The areas reviewed include "the procedures of ELL [EL] identification and re-designation, the characteristics of English language proficiency assessments, including validity information, and the use of accommodations in the assessment of content knowledge."

Wolf, M. K., Herman, J. L., Bachman, L. F., Bailey, A. L., & Griffin, N. (2008). *Recommendations for assessing English language learners: English language proficiency measures and accommodation uses — Recommendations report, Part 3 of 3* (CRESST Report 737). Los Angeles, CA: UCLA, Graduate School of Education and Information Studies, CRESST. Retrieved from http://files.eric.ed.gov/fulltext/ED502273.pdf

Third in a series on assessing ELs, this report presents a set of "guidelines and recommendations for practitioners to use as a resource to improve EL assessment systems."

Wolf, M. K., Herman, J. L., & Dietel, R. (2010, Spring). *Improving the validity of English language learner assessment systems* (Policy Brief 10). Los Angeles, CA: UCLA, Graduate School of Education and Information Studies, CRESST. Retrieved from http://eric.ed.gov/?q=reclassification+ells&ft=on&id=ED520528

This brief identifies five considerations for improving the validity of assessment systems for EL students. The authors' recommendations include "improvements in: (1) English Language Proficiency standards and assessments; (2) ELL [EL] Classification and Reclassification; (3) Content Assessments for ELL students [ELs]; (4) ELL [EL] Test Accommodations; and (5) Teacher Capacity and ELL students' [ELs] Opportunity to Learn."

Zantal-Wiener, K. (2015). *Content monitoring form for English learners or former English learners*. Silver Spring, MD: National Clearinghouse for English Language Acquisition (NCELA). Retrieved from http://ncela.ed.gov/files/forms/content_monitoring_form.pdf

This tool, based on tools used by SEAs and LEAs, may be useful to track an EL's educational progress during the school year. The tool may be used at team meetings in which classroom teachers and EL specialists review each student's progress in mastering academic content standards and meeting benchmarks and to determine the support and services an EL may need. This form could also be modified for use in tracking the progress of former ELs during the required two-year monitoring period.

To access these and other relevant resources, and for additional information about ELs, please visit http://www.ncela.ed.gov/.

You can access **Tools and Resources for Monitoring and Exiting English Learners from EL Programs and Services** at http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html.