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Exit and Monitoring Mini-Manual

The mini-manuals are designed to be practical guides that should be downloaded and used in tandem with the Idaho State EL & Title III website. Each mini-manual provides information regarding specific topics and concludes with Idaho SDE resource links and frequently asked questions. These mini-manuals are designed to be “smart” so look for hyperlinks that will forward you to other mini-manuals, training videos, websites, and appendices.

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Exit and Monitoring Background

An English Learner (EL) student, who has the linguistic ability to successfully achieve in classrooms where the language of instruction is English, is ready to exit from the district Language Instruction Educational Program (LIEP). The Idaho State Department of Education worked with the an EL Advisory Group in 2016-2017, to establish and clearly define the exit criteria.

Section 3113(b)(2) of the ESEA require that a State’s standardized exit criteria and procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must:

1. Include a score of proficient on the State’s annual English language proficiency assessment;
2. Be the same criteria used for exiting students from the English learner subgroup for Title I reporting and accountability purposes; and
3. Not include performance on an academic content assessment.

In order to implement a uniform methodology for determining an EL student’s readiness for exit from a district LIEP across Idaho, new exit criteria were established in January 2017 and will begin being implemented statewide in 2017-2018 school year.

Exit Procedure and Criteria

The new criteria are based on the student’s performance on Idaho’s annual English language proficiency assessment ACCESS 2.0. To qualify for exit from a district LIEP the student must meet the following:

IDAHO’S STATEWIDE EXIT CRITERIA

Composite PL of 5.0 or higher

AND

At least 4.0 PL in EACH domain of Listening, Speaking, Reading, Writing

Process for Exit from LIEP

Upon receipt of ACCESS 2.0 Score reports from WIDA in May, districts should review all data to determine which students have met the above exit criteria. Schools are required to exit such students from their district LIEP. Section 3113(b)(2) of the ESEA, as amended by the ESSA, § 299.19(c)(3) prohibits a “local option” for districts to use to keep student in their LEIP because they do not “feel” like they are ready to exit. ESSA is clear that once students reach the statewide criteria, they **MUST** be exited and begin a two year academic monitoring status. Note that this doesn’t preclude the district from making special provisions or providing other interventions to support the areas where the student may continue to struggle.

A student’s “EL Exit Date”, as reported in a district student information system (SIS) is critical for data collection purposes. ACCESS 2.0 Score Repots are returned to district in early May, therefore **students must be exited from EL status prior to the end of the school year, with their EL status code updated to X1 prior to the End of Year ISEE Upload occurring in June.**

An exiting student:

- **Should have only one (1) exit date in their academic career.**
 - Only in extremely rare cases where an EL has exited, then been reclassified back into a program, and then exited again would a student have multiple exit dates.
- **Must be coded in district SIS as an exited status student (X1) as soon as they have an EL exit date.**
- **Must have an exit date from the school year that the student met the exit criteria.**
 - Example: If a student meets the exit criteria as a 5th grader, their exit date must come from their 5th grade year and not the following fall when they are a 6th grader. That student didn't meet the exit criteria as a 6th grader.

Uniform Procedure for Exiting a Student from a District LIEP

1. Determine student(s) who meet Idaho Exit Criteria.
2. Report an exit date in district SIS that is from the current school year
3. Change students' EL status code to X1
4. Complete an [EL Program Exit Form \(Appendix A\)](#)
5. Notify parents regarding their child's program exit. (See [Parent Notification of Exit Form Appendix B](#))
6. Monitor the student for the next one year to ensure they continue to perform academically successfully in the classroom where the instruction is delivered in English.

These three **must** be completed prior to the End of Year June ISEE Upload

Monitoring Status

Schools are required to monitor former EL students for two (2) years after he/she has exited the LIEP. The primary purpose of monitoring a student after exit from a program is to ensure that the student is not encountering difficulty as a result of English language proficiency. Exited students who are determined to be encountering difficulty as a result of English language proficiency can be reclassified back into a LIEP if the EL teacher, along with staff, determines that the information collected during the two (2) year monitoring period indicates a need or reclassification. Monitor status students do not count for State or Federal funding purposes, but they do count towards a school's accountability measures for the EL subgroup under Title I. Finally, monitor status students do not take the ACCESS 2.0 assessment.

Uniform Procedure for Monitoring Students

1. Monitor all X1 students for academic concerns during the proceeding school year from their exit.
2. Roll X1 status students to X2 (exited and monitored 2nd year) one year after their exit date – these students are transitioning into their second year of monitoring status.
3. Roll X2 status students to FLEP (former EL) two years after their exit date – these students are no longer EL, no longer monitored, and are determined to be Fluent.

How a school monitors is a local control decision based upon the resources and tools available for use in monitoring progress. **ACCESS 2.0 CANNOT be used as a progress monitoring tool for language during the two year monitoring period, nor can it be used as a reclassification tool for placing an exited student back into an EL program.** Monitoring processes in a school could include, but are not limited to frequent grade reviews, review of test scores, progress reports, in-class student observations, student work, and if appropriate, one-on-one meetings with the student to determine whether the student may need to be reclassified.

Reclassification

In extenuating circumstances, an exited student (X1 or X2) still may need more language support services. An example scenario could happen when a student meets [Idaho's exit requirements](#) in the 8th grade and is coded LEPX1. The student then moves on to 9th grade and struggles with the academic language in the content classes. In

this case, or in similar scenarios, the district/charter should determine whether the student should be placed back in the school's LIEP and be qualified as an English learner.

If sufficient evidence deems that a particular student needs to be placed back into an LIEP program, he/she will again be coded as LE for language support services and for testing purposes. **The school must ensure all documentation used to justify reclassification is placed in the student's cumulative file.** See sample [Reclassification form \(Appendix C\)](#).

Parental notification that the school is reclassifying the student back into a LIEP **is required**. The parent must be given the option to waive EL program services if they so desire. If a parent waives program services, then that documentation must be placed in the student's cumulative file. For more information, see "Parental Waiver of Services" in "Identification and Screening Mini-Manual".

Frequently Asked Questions

We used to be able to administer the former Idaho English Language Assessment (IELA) to our exited students, so why can't we administer the ACCESS 2.0 to them?

- Once a student meets the exit criteria they should not participate in the ACCESS 2.0. If a school is adamant about testing their exited and monitor status students they may, but at their own expense. Schools must inform the Idaho State English Language Proficiency Assessment Coordinator of their plan to do so and will be invoiced accordingly for the assessment expense.

I have a student who enrolled at my school that was already exited from a LIEP in their former school district. Can I accept it?

- Yes, if a student has exited from a program in any other state (WIDA or non-WIDA), then the receiving Idaho school should accept that exit status. Code the student appropriately in the school SIS based on their exit data. Enter the entry date and exit date as well. If this student is in a monitor status year, then monitor just as you would other students in the school at the same status.

Appendix A: EL Program Exit Form

[DISTRICT/SCHOOL LETTERHEAD]

English Learner Program (EL) Exit Form

This form is used for exiting a student from the district's English Language Development (ELD) program. Please complete the following information and file in the student's cumulative folder.

<u>Student Name</u>		<u>Date:</u>	
<u>School</u>		<u>Grade:</u>	

Idaho's Exit Criteria

**Composite PL
5.0 (or higher)**

AND

**At least 4.0 in EACH domain
(Listening, Speaking, Reading, and Writing)**

Exit Date:		Composite PL	
<small>*Must be from school year the student met the exit criteria</small>			
Listening PL		Speaking PL	
Reading PL		Writing PL	
<input type="checkbox"/> EL Status Code has been changed to X1 or X2 in district SIS <input type="checkbox"/> Exit date has been entered in district SIS			

An exited student must be monitored for 2 years. (Monitored students are coded as X1 for the first year and X2 for the second year of monitoring status). After 2 years, the student is considered fluent and coded as (FLEP).

Signature of ELD/ELL teacher/Coordinator

Date

Signature of School Principal

Date

Signature of Parent

Date

Appendix B: Parent Notification of Exit Form

[DISTRICT/SCHOOL LETTERHEAD]

Parent Notification of Language Instruction Educational Program (LIEP) Exit

For **[Student Name]**

Dear Parent/Guardian,

Upon enrollment, a language other than English was noted on your student's Home Language Survey (HLS) prompting a screening of his/her English language proficiency as required by the Office for Civil Rights and Title III, Part A. Once a student qualifies and enters the district Language Instruction Educational Program (LIEP), an annual assessment of English language proficiency is administered to determine his/her level of English proficiency. Title I and Title III require our school district to notify you of your child's Exit from the district LIEP. Based on assessment results, your child has **exited** and does not qualify for EL services because they have met Idaho's Exit Criteria for English Language Proficiency on the annual ACCESS 2.0 English Language Proficiency Assessment.

Idaho's English Language Proficiency Assessment Exit Criteria for School Year 2017-2018

In order for a student to be exited from a district LIEP and no longer qualify as an EL student, he/she must meet the following criteria on the annual English Language Proficiency Assessment ACCESS 2.0.

Composite Score of 5.0 or higher,

AND

At least a score of 4.0 in EACH domain of listening, speaking, reading and writing.

Your student's ACCESS 2.0 Results from **[DATE]**

Listening	Reading	Speaking	Writing	Composite
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Performance Level (PL) Scores range from 1.0-6.0				

[District Monitoring Process]

Thank you,

[EL Program Coordinator]

Appendix C: SAMPLE EL Reclassification Form

DISTRICT/SCHOOL LETTERHEAD

EL Program Reclassification Form

Student First/Last Name:		EDUID #	Date	School/District	
Original Entry/Exit Date into LEP Program:	Years in EL Program Prior to Exiting:	Original Exit Scores		Composite PL:	
		Listening	Speaking	Reading	Writing
<p>Reason for Reclassification Attach new qualifying W-APT/Screener scores to this form</p>					
School Team Members: Names/Positions		Signature		Date	
EL Staff/Coordinator:					
Classroom Teacher:					
School principal:					