

English Learner (EL) Re-Entry Procedures

Re-Entry Determination

If an exited EL is not progressing academically as expected and progress monitoring suggests a continuing language issue, districts should re-test the student's ELP with a valid, reliable and grade-appropriate ELP assessment (e.g., WIDA MODEL) to see if the student should be provided additional EL services (Reference [Kentucky's EL Identification and Placement Guidance](#) and [Non-Regulatory Guidance](#) question J-3).

J-3. How might an LEA or SEA use the data on former ELs, required under ESEA Section 3121(a)(5), to improve its programs for ELs?

The ESEA requires that a State and LEA use the data reported under Title III to inform program improvement. (ESEA Section 3121(b)). The specific data measure on the academic achievement of former ELs will provide an important opportunity to monitor the progress of these students to determine whether they are performing academically on par with their never-EL peers or whether gaps in achievement remain. These data may be used to determine whether a student should be re-assessed for EL services, or whether he or she may need additional supports in order to meet the challenging State academic standards. Under Title VI and the EEOA, States and LEAs have separate obligations to monitor the progress of exited EL students. After students have exited an EL program, school districts must monitor the academic progress of former EL students 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 they are meaningfully participating in the standard instructional program comparable to their never-EL peers. When a school district's monitoring of former EL student indicates that a persistent language barrier may be the cause of academic difficulty, LEAs should re-assess the student with a valid and reliable, grade-appropriate English language proficiency test to determine if there is a persistent language barrier and must offer additional language assistance services where needed to meet its civil rights obligations.

If reentered into EL services, the district should document the reasons and obtain the parent's consent to reenter the student into EL services.

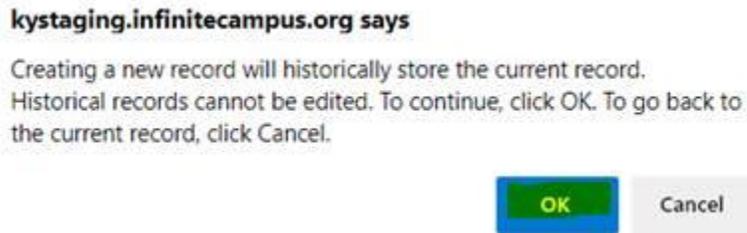
Re-Enter of EL Services in Student Record (Infinite Campus)

PATH: Student Information | Program Participation | English Learner

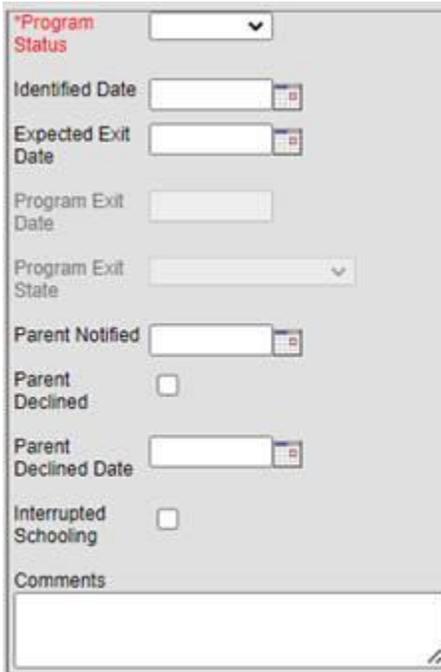
Click Re-Enter record on students current EL tab:



Click OK when you receive the pop-up box – this will make the current record historical.



Select EL as Program Status and enter Identified Date as the date the district determined student needs to re-enter EL services. Complete remaining data entry.



Save record and click ok on the pop-up edit check again.

Appropriate EL Services and EL Accommodations will also need to be entered.

Reference [English Learner Data Standards](#) for data entry guidance.

Assessment Requirements

Re-Entry students must take the annual ACCESS assessment to measure progress upon re-entry. The student should also be assessed by taking grade level state assessments and [WIDA MODEL](#) as an interim assessment to measure progress.

Notify KDE by submitting SSID of student via the [EL Re-Entry Survey](#). If the student is not included in SDRR (Student Data Review and Roster) or on testing rosters, they should be manually added for inclusion in ACCESS testing.