

## Monitoring Exited English Learners

English Learners (ELs) should be monitored for four years after achieving exit status by meeting the Kentucky English proficiency requirements. Designated instructional staff, such as EL staff or a guidance counselor, must formally monitor the former EL student's academic performance regularly. The information must be documented in the student's records. If monitoring shows that the student is struggling in academic performance and/or English language skills, appropriate assistance and language instruction services must be made available to the student.

If an exited EL is not progressing academically as expected and monitoring suggests a continuing language issue, districts should re-test the student's ELP with a valid, reliable, and grade-appropriate ELP assessment (WIDA MODEL) to see if the student should be provided additional EL services. If reentered into EL services the district should document the reasons and obtain the parent's consent to reenter the student into EL services.

Title III of the ESEA as amended by the ESSA [Section 3121(a)(5)] requires that districts report on the number and percentage of ELs meeting the State academic standards for four years after students are no longer receiving Title III services.

# Monitoring Regulations

The Kentucky Department of Education guidelines for monitoring exited EL students were updated 7/6/2017 and are as follows:

Districts have an obligation under Title VI of the Civil Rights Act and the Equal Educational Opportunities Act (EEOA) to monitor the academic progress of former English learner (EL) students who have been re-designated fully English proficient (RFEP). The students must be monitored for four years after exiting from a language instruction program [ESSA 3121(a)(5)].

Monitoring must ensure that RFEP students are able to participate meaningfully in the regular classroom. After students have exited an EL program, school districts must monitor the academic progress of exited EL students to ensure that:

- students were not prematurely exited;
- any academic deficits they experienced as a result of participation in the EL program have been alleviated; and
- they are successfully participating in the regular academic program comparable to their never-EL peers.

Designated instructional staff, such as English as a Second Language (ESL) staff or a guidance counselor, must formally monitor the RFEP student's academic performance regularly. The information must be documented in the student's records. If monitoring shows that the student is struggling in academic performance and/or English language skills, appropriate assistance and language instruction services must be made available to the student.

If a district's monitoring of exited EL student indicates that a persistent language barrier may be the cause of academic difficulty, the district should re-assess the student with a valid and reliable, grade-appropriate English language proficiency test such as the WIDA MODEL to determine if there persist to be an English proficiency issue and must offer additional language assistance services where needed to meet its civil rights obligations.

The district must collect data on the academic performance of RFEP students for the duration of the four year period. The sources of information collected may include:

- records on length of time from entry in a U S English speaking school to exit from E L programs;
- performance on standardized achievement tests;
- grades in content area classes;
- Grade Point Averages (GPAs);
- teacher observations;
- parent observations and/or feedback;
- meeting promotion and graduation requirements; and/or
- graduation rates.

ESSA 3121(a)(5) requires that districts report on the number and percentage of ELs meeting the State academic standards for four years after students are no longer receiving Title III services. The data must include results on content assessments for reading/language arts, mathematics, and science and be disaggregated by English learners with disabilities (ELWD).

## Steps for Developing the Monitoring Process

Following are guidelines that a district may use to monitor the success of English learners (ELs) after they have exited the district's language instruction educational program (LIEP). Exited ELs are also referred to as re-designated fully English proficient (RFEP) students or reclassified ELs. These steps may be used as a checklist to monitor the academic performance of RFEP students:

- Identify the staff person(s) who will be responsible for monitoring RFEP students.
- Establish guidelines for how often the district will monitor RFEP students (e.g., weekly, quarterly, each semester) and determine the length of monitoring (minimum of four-years per ESSA 3121(a)(5)).
- Identify the data the district will review to measure whether individual RFEP students are successful in the district's overall educational program (e.g., grades, test scores, teacher observations).
- Identify methods or criteria the district will utilize to measure success of RFEP students in the district's education program (e.g., the district may review the grades, testing results, teacher feedback and other appropriate information to determine whether or not a RFEP student has meaningful access to the district's regular education program).
- Establish criteria for determining the source of a RFEP student's lack of success in the district's regular program including a plan to determine whether a lack of success is due to academic deficits incurred while the student was receiving language instruction services, the lack of English language proficiency, or other reasons.
- Establish procedures, methods and services to be used by the district to provide assistance to RFEP students that experience lack of success due to academic deficits incurred while the student was receiving language instruction services.
- Establish procedures to be used by the district to provide services and meet civil rights requirements if students' insufficient academic progress is due to lack of English language proficiency.
- Determine procedures to provide appropriate communications to inform parents of RFEP students' progress during the four year monitoring period.

### Sources:

1. [Title III, Language Instruction for Limited English Proficient and Immigrant Students, of the Every Student Succeeds Act \[ESSA 3121 \(a\)\(5\)\]](#).
2. *Tools and Resources for Monitoring and Exiting English Learners from EL Programs and Services* ([Chapter 8, OELA English Learner Tool Kit](#))
3. [OCR/DOJ Jan 2015 Dear Colleague Letter \(H. Monitoring and Exiting EL Students from EL Programs and Services\)](#)