

Identifying and Reclassifying English Learners

Guidance on Missouri's Entry and Exit Criteria



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Identifying and Reclassifying English Learners: Guidance on Missouri's Entry and Exit Criteria

Developed By

Ryan Rumpf
Director of ELL Curriculum
Department of Elementary and Secondary Education



Missouri Department of Elementary and Secondary Education
Margie Vandeven, PhD, Commissioner of Education
Jefferson City, Missouri

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205 Jefferson Street
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Jana Sawyer
ELL Coordinator
Carthage R-IX

Elena Okanovic
ESOL Coordinator
St. Louis Public Schools

Katy Booher
ELL Coordinator
Webb City R-VII

Jeremy Borland
ELL Coordinator
Springfield R-XII

Dr. Adrienne Johnson
TESOL Professor
Missouri Western State
University

Lynn Tarvin
HS Newcomer's Teacher
Independence School District

Krystal Wilson-Vermillion
ESL Facilitator
Waynesville R-VI

Kelly Hufty
Elementary ESL Teacher
Troy R-III

Guadalupe Magaña
MELL Instructional Specialist
UMKC

Shirley Brown
ELL Lead Teacher
Lee's Summit R-VII

Lonni Long
Middle School ESL Teacher
Troy R-III

Becky Smith
MELL Instructional Specialist
UCMO

Allison Parrett
High School ELL Teacher
St. Charles School District

Allyson Hile
Director of Language
Services
Kansas City Public Schools

Debra Cole
MELL Instructional Specialist
EdPlus – St. Louis

Jacqui Schilling
Elementary ELL Teacher
Mehlville School District

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ELL Coordinator
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DESE

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Using this Manual

This manual is intended to clearly and concisely describe the minimum requirements districts must use as entry and exit procedures; however, there are many opportunities for the workgroup to share its wealth of knowledge related to supporting ELs and developing academic language. These ideas can certainly improve an ELs experience at school as well as enhance the curriculum, instruction and assessment practices of districts who implement them with fidelity. Throughout the document, you will see the following symbols noting specific ideas from the group.



Green boxes will share ideas you may consider to make your procedures more efficient and/or effective.



Blue boxes will share common and uncommon scenarios and challenges that deviate from the norm. The advice shared here should only be used in specific circumstances.



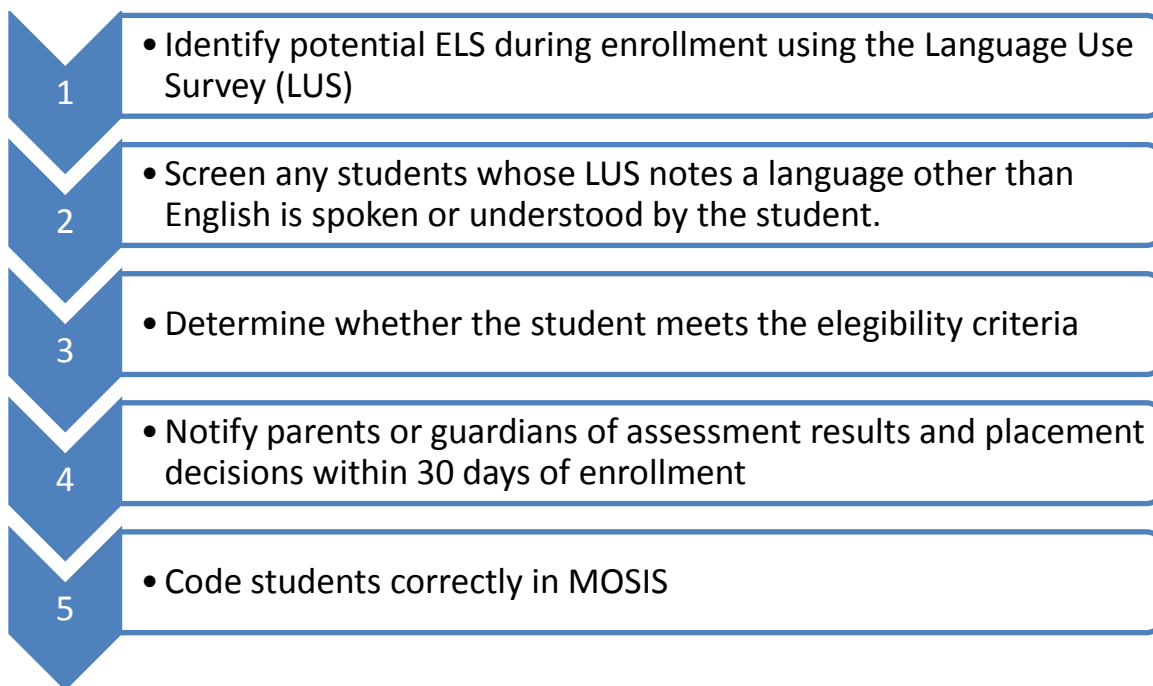
Purple boxes will share resources you may explore to further enhance your procedures and support.

Guidelines for Identifying English Learners

Every school district in Missouri must have procedures in place to identify students who meet the federal definition of an English learner. As stated in Title IX of the Education Amendments of 1972, an English learner is an individual who is

- A) age 3-21
- B) who is enrolled or preparing to enroll in an elementary or secondary school
- C) (i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant
- D) whose difficulties in speaking, reading, writing or understanding the English language may be sufficient to deny the individual – (i) the ability to meet the state's proficient level of achievement on the State assessments ...; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.

Figure 1.1 Steps districts must take to identify English Learners



Enrollment

During the enrollment process, districts must ask the parents or guardians to respond to the following questions:

- What was the student's first language?
- Which language(s) does the student use (speak) at home and with others?
- Which language(s) does the student hear at home and understand?

If the answer to any of these questions notes a language other than English is either spoken or understood, the student is *potentially* an English learner and the district must take active steps to determine if the student qualifies for language instruction educational program (LIEP). Ideally, the enrollment packet includes a Language Use Survey (LUS). Districts are encouraged to use the LUS in Appendix A that includes three tiers of questions meant to understand more about the student's linguistic and educational background.

Be aware that language assistance services must be advertised in a visible location and provided upon request.

Initial Screening

Every potential EL identified by the LUS is required to be screened within the first 30 calendar days after enrollment. For second semester 1st graders through students in 12th grade, all districts in Missouri must use WIDA's Online Screener administered by a trained district employee. 1st semester Kindergarten students will only take the speaking and listening sections of the Kindergarten Screener and must take the ACCESS for ELLs 2.0 in the spring. 2nd semester kindergarteners and first semester first graders must take all four domains of the paper-based Kindergarten Screener. There are exceptions to these guidelines, but they should be applied in very specific cases.



Missouri is a member of the WIDA Consortium along with 38 other education agencies. If a potential EL was previously enrolled in a state belonging to the WIDA consortium, the student should have a WIDA score and educational history in an ELD program in their file. It is acceptable to use that score in lieu of administering the Online Screener to determine eligibility in the district's LIEP.



Assessment training is online at the wida.us site. District test coordinators were provided login information and have the ability to assign rights to access training modules. Additional testing policies and procedures can be found at dese.mo.gov and enter ACCESS for ELLs into the search bar.

Exceptions: During the 2017-18 school year, true beginners, at any grade level, may take the W-APT to prevent an unnecessary, prolonged testing experience. For example, a student who recently arrived to the country and shows signs of frustration may stop the Online Screener immediately and take the W-APT instead. Additionally, 1st semester Kindergarteners who score a combined 29-30 on the listening and speaking sections, may take the reading and writing portion of the Kindergarten Screener if the test administrator feels the student can be successful. By giving


all four domains, district leaders may confirm a student’s proficiency in English and consequently not be required to administer the ACCESS for ELLs 2.0 in the spring.

The screener will produce a series of scores by domain and an overall English language proficiency (ELP) score. The Kindergarten Screener for kindergarten and first semester first graders will produce a combined score for speaking & listening and individual scores for both reading and writing. Please see the chart below for specific scores that determine eligibility for ELD services.

Grade Level	The Student IS ELIGIBLE for ELD services if:	The Student is NOT ELIGIBLE for Services if:
1 st Semester Kindergarten	<ul style="list-style-type: none"> Has a combined score of 28 or lower on listening and speaking on the W-APT. See above for scores of 29-30. 	<ul style="list-style-type: none"> All first semester kindergarten students identified as potential ELs can receive support until earning a passing score in all four language domains. See above for scores of 29-30.
2 nd Semester Kindergarten 1 st Semester 1 st Grade	<ul style="list-style-type: none"> Has a combined score of 28 or lower on listening or speaking, OR Has a score of 10 or lower on reading; OR Has a score of 11 or lower on writing. 	<ul style="list-style-type: none"> Has a combined score of 29 or higher on listening and speaking; AND Has a score of 11 or higher on reading; AND Has a score of 12 or higher on writing.
2 nd Semester 1 st Graders through 12 th grade	<ul style="list-style-type: none"> Has an overall composite proficiency level 4.5 or below. 	<ul style="list-style-type: none"> Has an overall composite proficiency level of a 5.0 or higher.

Students with disabilities must take as much of the test as they can. For example, a student with a hearing impairment will not be able to take the oral sections of the assessment. They can, however, take the literacy portion. Decision-makers must carefully consider performance on these domains when deciding on eligibility. More information about accessibility can be found on the WIDA website.

If the student is eligible, the students must be placed in the district’s LIEP and the parents or guardians must be notified in a language they can understand. There are occasions where parents may opt-out or refuse the services provided by the district. Although parents are entitled to do so, districts must still take necessary steps to overcome language barriers that potentially prevent students from achieving proficiency on content assessments or participating in a classroom where English is the language of instruction. One of many possible steps is coaching the



Parent interviews are a great way to welcome ELs and their parents to the school. Delivering parent notifications in person makes a positive impact and can dissuade parents from refusing the district’s LIEP. District staff can learn more about the student’s background and can share important information about school events, routines and rules. If the district has the capacity to overcome any language barriers, these interviews do wonders for EL parent involvement in the district’s LIEP.

student's teacher(s) in sheltered instruction strategies. Further details are beyond the scope of this document and can be found in Section 2 of the *Educating Linguistically Diverse Handbook*.

Parents or guardians must be notified in a language they can understand once the district has determined a student is eligible for the LIEP. Please see Appendix B for DESE's recommended notification forms. How the parent notification is delivered is the decision of individual districts, but a copy of the notification should be kept in the student's permanent file.

The final step is to accurately code the students in the Missouri Student Information System (MOSIS). Please see the chart below for the codes and descriptions needed to identify ELs.

Codes	Descriptions
LEP_RCV	RCV students are those students identified as an English learner and will take the yearly ACCESS assessment to determine future eligibility in the LIEP.
LEP_NRC	NRC students are those students who do not receive supplemental Title III funded EL services. It also is used for 1 st semester kindergarten students who earn a 29-30 on the W-APT who do not receive support.
NLP	Not LEP, this code is for students who are not eligible for the district's LIEP.



The following are some scenarios that districts may encounter during the enrollment process that frequently cause confusion or misidentifications.

- Student A comes from a household of 2nd generation immigrants. For a few months each year, the student's relative comes to live in the house, but she is dominant in Spanish. During enrollment, the parents note a language other than English is spoken in the home accounting for when the relative visits. The student, however, does not speak or understand the language.
- Student B is a native English speaking student living with a single, native English speaking parent. Recently, the parent's boyfriend/girlfriend moved in whose first language is one other than English. During enrollment, the parent noted a language other than English is spoken in the home. The student may be learning some words in that language, but does not truly speak or understand it.

Neither student should take the WIDA Screener. If you refer back to the federal definition of an English learner, you will notice that the language spoken in the home must have a significant impact on the individual's level of English proficiency. Certainly students are influenced by the languages spoken around them including in the womb, but an EL is a student whose exposure to a second language has significantly impacted his or her English proficiency.

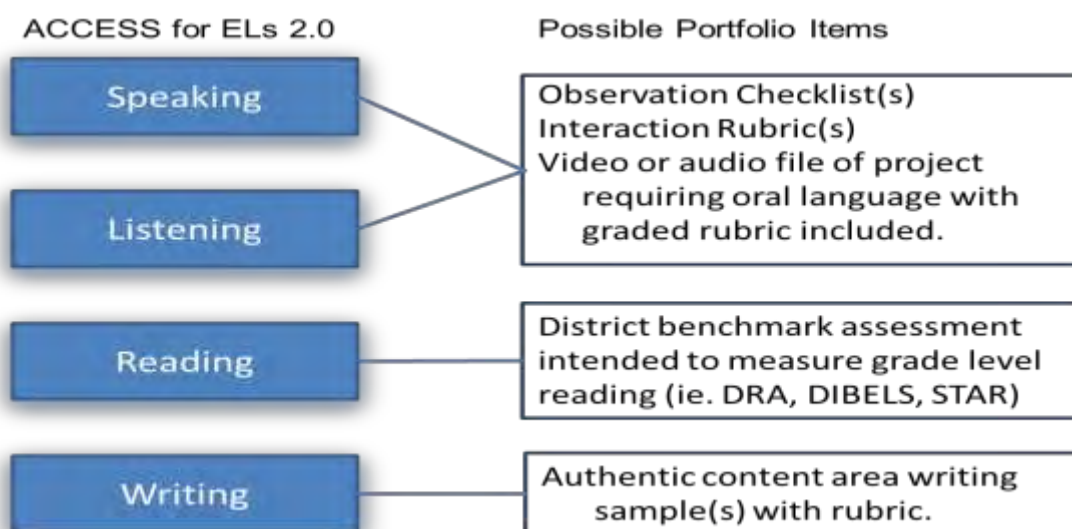
Gathering and Evaluating Evidence for Reclassification

ESSA has progressed beyond traditional methods of reclassifying students by no longer permitting the option to use content assessments as part of the reclassification criteria. In other words, results from the Missouri Assessment Program (MAP) Grade-Level Assessments and the End-of-Course (EOC) Assessments cannot be used. Without content assessments, districts are encouraged to find alternative evidence that proves an EL can fully participate in classrooms where English is the language of instruction. This provision includes all content classes and electives. To meet such a challenge, we advocate for districts to collect additional evidence, commonly referred to as a portfolio, to complement the student's ACCESS score when making reclassification decisions.

Portfolios

Various national organizations focusing on educational and psychological testing insist that high-stake decisions should not rest solely on a single test score and that other evidence is needed (AERA/APA/NCME, 2014). The Council of Chief State School Officers (CCSSO) guidance seconds that notion as well as explicitly notes that local educators who are closest to the EL students should meaningfully participate in this decision (Molle, Linqunti, MacDonald & Cook, 2016). Additional evidence should support inferences about an EL's English language proficiency as used in general education classrooms and should directly confirm or dispute individual domain scores earned on the ACCESS. The following diagram illustrates how evidence collected in the district's portfolio complements the ACCESS for ELLs assessments.


Figure 2.1 – Complementary evidence in portfolio



The goal of the portfolio is simple: to ensure districts are exiting students according to the “Goldilocks Principle” - just the right time, in just the right manner. If a district exits a student too early, they are at risk of academic failure; however, prolonging a student's time in an EL support program potentially limits educational opportunities and demoralizes students (Linqunti 2001; Callahan, 2009; Robinson, 2011). Since exited students should be able to demonstrate full academic potential in content area

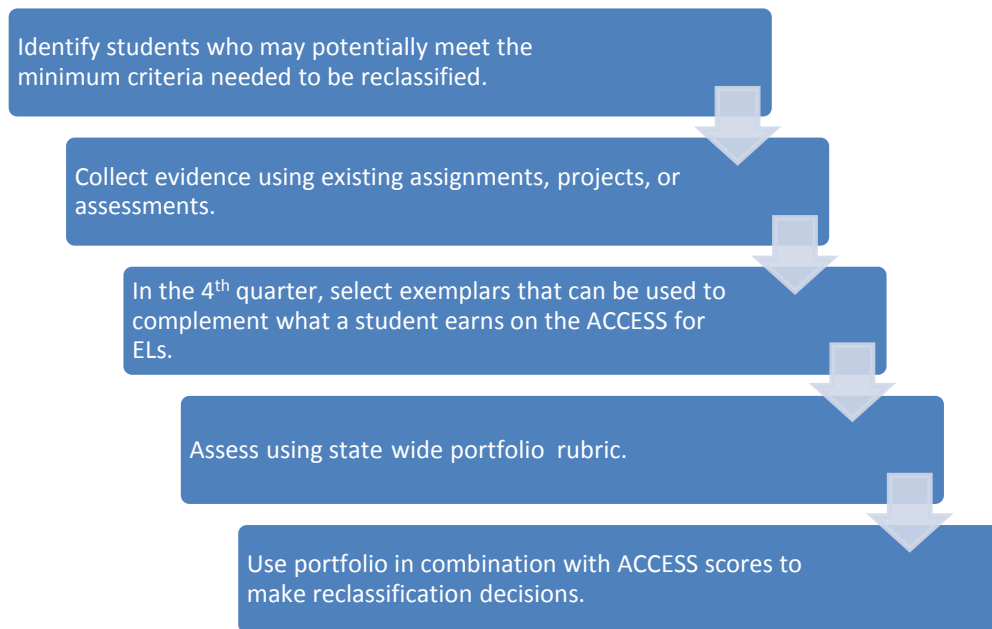
classrooms without additional English language support services, the workgroup strongly suggests that multiple measures be taken from various content areas to comprehensively verify any reclassification decision.

Districts should consider starting the data collection process early in the school year for students with an overall ACCESS score of 3.5 or higher, especially for students earning that score on the screener. Those responsible for the student's education should collect evidence from existing formative assessments, projects, formal reports or writing assignments. In the final quarter, evidence can easily selected from the portfolio to serve as a summary of the student's abilities and used to support what the student earns on the ACCESS for ELLs when the performance reports are given to districts.



Student created digital portfolios are an excellent strategy districts may use to minimize the burden placed on their teachers. Additionally, the effects of students knowing where they are in their learning and where they need to be have a significant effect on student achievement. Teaching students what the next steps in their English acquisition looks and sounds like and asking students to collect artifacts that show their improvement is an excellent strategy to meet the revised procedures.

Figure 2.2 – Evidence-gathering flow chart



The process outlined in figure 2.2 reverses the previous steps that districts typically made for reclassification in that the additional criteria is assembled prior to receiving the ACCESS for ELLs 2.0 score reports. To ensure that adequate data is collected, those gathering the evidence should consider data points representing each language domain in the case one is low on the ACCESS. Please see Appendix C for a sample portfolio checklist.

Prior to receiving the score reports, districts should evaluate the portfolio to identify students who may potentially be reclassified. This final preparatory step anticipates both false positives and false negatives on the ACCESS. False positives are those students who score high on the ACCESS, but should remain in the program. False negatives are students who score low on the ACCESS, but have demonstrated the potential to achieve on grade level assessments and participate fully in class and society (see Federal EL definition). Please see Appendix B for a portfolio rubric.

Guidelines for Reclassification

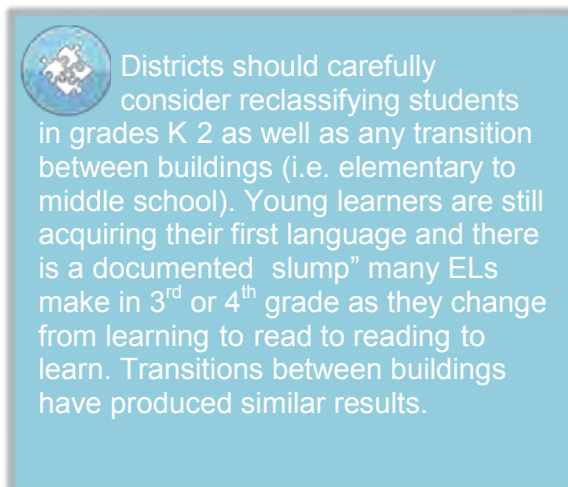
ESSA includes a statutory provision that requires states “to include uniform criteria that are applied statewide” (USED, Federal Register, 34586) and must not include the performance on content assessments. “Relying on content assessments may result in students being included in the English learner subgroup beyond the point when they are actually English learners, which may lead to negative academic outcomes for an individual student...” (USED, Federal Register, 34587). These statutes conflict with previous reclassification criteria used by many Missouri districts and require all states to respond by using alternative measures that provide evidence that language is no longer a barrier to achievement on state content assessments and the student is performing on par with native English speakers in a class where English is the language of instruction.

Figure 3.1 – Target ACCESS scores and district actions

ACCESS Scores	District Actions
4.7-6.0	The student must be exited barring compelling evidence in the EL Portfolio suggesting the student should remain in the LIEP.
Below 4.7	The student must remain in the LIEP barring compelling evidence that the student is capable of fully participating in a classroom where English is the language of instruction. The portfolio must include evidence that any unsatisfactory domain score on the ACCESS is not indicative of her or his ability.

After receiving the ACCESS for ELLs reports, district staff should carefully review the performance of any student considered for reclassification. Students will no longer meet the definition of an English learner and consequently be reclassified from ELD services when they demonstrate proficiency on the annual English language proficiency assessment and are able to succeed in age/grade appropriate learning environments. As noted in figure 3.1, Missouri’s defined score for English proficiency is a minimum 4.7 on the ACCESS for ELLs. In the case the district feels a student’s score was a false positive, or too high, additional evidence must be in the student’s portfolio that directly contradicts a specific domain score on the ACCESS. For example, the student earned a score in the 5 range for each domain, but the district has gathered evidence that the student is reading below grade level or is not able to write authentic, content-area reports at an acceptable level. The district is able to prove the student still needs language support.

To account for false negatives, students who score low but by all other measures is not an EL, may be exited provided the district has collected a body of evidence that directly



Districts should carefully consider reclassifying students in grades K 2 as well as any transition between buildings (i.e. elementary to middle school). Young learners are still acquiring their first language and there is a documented “slump” many ELs make in 3rd or 4th grade as they change from learning to read to reading to learn. Transitions between buildings have produced similar results.

disputes low domain scores. As shown in Figure 3.1, students whose overall scores are lower than 4.7 may be reclassified with satisfactory evidence. Since this data may be difficult to collect after the score reports are received, districts are encouraged to develop a portfolio, either traditional or digital, for students throughout the school year.

The next step districts may choose to take is an agreement between stakeholders at the school and the parents or guardians. This agreement is a component that remains from Missouri’s previous exit criteria, but one that is more of a formality than criteria. ESSA specifically notes that exit criteria be objective; opinions cannot be included. See Appendix D for a sample reclassification agreement form. This step is a great way to increase communication and collaboration between the school and home.

The final step to reclassification is coding in MOSIS. ESSA allows for states to include former ELs in the accountability system for 4 years; however, only two years are required for monitoring. The additional MOSIS codes AY3 and AY4 are added for the 2017-18 school year and beyond to identify former ELs who have successfully completed the two-year monitoring period. Please see the chart below for the codes needed for reclassification.

Codes	Descriptions
MY1	MY1 students are in the first year of monitor status.
MY2	MY2 students are in the second year of monitor status
AY3	AY3 students are no longer monitored, but recognized as a former EL in the accountability system.
AY4	AY4 students are a not monitored, but recognized as a former EL in the accountability system.
ACCESS	Students reclassified due to a score of a 4.7 or higher on the ACCESS for ELLs assessment.
POR	Students reclassified due to a score of 4.6 or lower on the ACCESS for ELLs with an approved portfolio.

Guidelines for Monitoring

ESSA continues the requirement of the two-year monitoring period. To better understand reclassification, consider it as a “conditional exit” from the LIEP. They are exited from the program with the condition that they continue to perform on par with their English-speaking peers. Monitored students follow all of the same rules and procedures as all other students. They do not receive accommodations, modifications or alternative assessments. They do not receive direct support from the ELD specialist and they do not take the ACCESS for ELLs. If a monitored student begins to struggle or if concerns arise that English language proficiency is a barrier to achievement, that student can be placed back into the LIEP and continue as if (s)he never left the program. This includes taking the yearly ACCESS for ELLs 2.0.

Documentation is required to prove these students were indeed monitored to ensure each student is performing on par with the average non-EL in the classroom. Evidence should reflect how each monitored student performs on typical assignments, projects and/or assessments and be taken from what all students. See Appendix E for the monitoring form. This form and evidence should be included in the student’s permanent file. After successful completion of the two years of monitoring, there are no further actions with regards to data collection.



The concept of masking refers to scenarios when a student’s limited English proficiency masks, or prevents school personnel from identifying other areas in need of attention or development. The following are common scenarios that can be masked by a student’s limited English proficiency

- Student A has been in the LIEP for 5 years and has earned two consecutive scores in the 5 range on the ACCESS for ELLs. However, the student continues to underperform in class. This student is potentially in need of a specific intervention other than ELD.
- Student B consistently performs at the top of his class shows remarkable leadership skills, creative thinking, and visual or performing arts skills. In other words, he shows the signs of a gifted and talented student, but is in an LIEP and consequently not identified.
- Student C is a long term EL who consistently scores high on the ACCESS for ELLs, but has excessive absences, poor class grades and consequently, an inadequate portfolio. This student continues in the LIEP because of poor content performance and most likely will not produce the evidence necessary to successfully complete the eventual monitoring period.

In each of these scenarios, the local district has the option to use professional judgement to provide the most appropriate support or interventions. District personnel may determine that a student may be exited from the LIEP when objective data supports the decision that English proficiency is no longer a barrier to performing in a class where English is the language of instruction.

After two years of monitoring, students are still a part of the EL subgroup for an additional two years. Although there will be special coding (see above), there is no further actions to be taken by teaching staff for former ELs.

Frequently Asked Questions

- 1) The parents did not indicate a language other than English is spoken in the home, but we suspect there is. What are our legal rights and obligations?**

School districts are required under federal law to identify all English Learners in the district. The LUS is a tool that is used in the process of identifying students. A parent withholding information on the LUS, or providing inaccurate information, does not alleviate the district from its responsibility to identify ELs. If there is a reason to believe the student may not be proficient in English, the students must be assessed.
- 2) What happened to the Home Language Survey?**

As we edited our HLS questions, the focus changed from languages used in the home to languages used and understood by the student. Consequently, we changed the name of our survey.
- 3) Can students who have completed the monitoring period be pulled back into the program?** Any student can be pulled back into the program if objective, valid and reliable data shows that language is a barrier to achievement. If the student did complete the monitoring period and evidence shows the student should be in a LIEP, a program evaluation would be a good next step. Districts are cautioned to consider other possibilities to ensure language is not masking the real issue.
- 4) For one reason or another, we suspect a student was misidentified as an English Learner. What steps must we take to release the student from the LIEP?**

We suggest documenting what happened in writing and place it in the students file. Change the student's MOSIS code to NLP.
- 5) For kindergarten students who passed the W-APT with a 29 or 30, and who earned a passing score on the ACCESS for ELLs, what further responsibilities do districts have?**

None, the student was never fully identified as an English learner.
- 6) If a student enrolls during the ACCESS testing window, which test do they take?**

They take the screener as any other new student. You have the option to give the ACCESS, but are not required to do so.
- 7) What role do content assessments (MAP, EOC, etc.) play when making reclassification decisions?**

Content assessments can validate reclassification decisions, but cannot be used as the sole reason to keep a student in the LIEP.

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Appendix A – Language Use Survey

Appendix A(a) – Language Use Survey – English

In order to provide your child with the best possible education, we need to determine how well he or she understands, speaks, reads and writes in English. Please provide information about your child’s language abilities.

Student’s Name: _____

Date: _____

School: _____

Grade: _____

Relationship of person completing this survey: _____

Tier I: Language Background

1. What was your child’s first language? English Other: _____
2. Which language(s) does your child use (speak) at home and with others? English Other: _____
3. Which language(s) does your child hear at home and understand? English Other: _____

If any of these answers indicate a language other than English, please complete the rest of the survey.

Tier II: Expanded Language Background

4. Does the student understand when someone speaks with him/her in a language besides English?
5. Does the student read in a language other than English?
6. Does the student write in a language other than English?
7. Does the student interpret for you or anyone else in a language other than English?

YES	NO

Tier III: Educational History

8. How many years did the student attend school where the native language was used for instruction? _____
9. What was the most recent month and year the student attended school? _____
10. Do you believe that you child has learning difficulties that affects his/her ability to understand? _____
If yes, please explain: _____
11. Has your child been referred to be evaluated for special education? _____
If yes, please explain: _____

The school is required to assess the English language proficiency of all students who indicate, or are suspected of having, a first language other than English. If the results of the assessment show a student needs language support, you will be notified in writing and the school district will provide language support as deemed appropriate by district staff.

Notice to School Staff: This form must be given to all new and enrolling students. Any student that indicates use of a language other than English must be assessed to determine the student’s English language proficiency. Please notify district staff responsible for the next steps immediately and when ready, keep this form in the student’s permanent records.

Appendix A(b) – Language Use Survey - Spanish

zPara proveer a su hijo(a) la mejor educación posible, necesitamos determinar el nivel del habla, lectura, escritura y comprensión en el inglés. Favor de proveer información de las habilidades de su hijo(a).

Nombre del Estudiante: _____

Fecha: _____

Escuela: _____

Grado: _____

Relación de la persona que completa este cuestionario: _____

Nivel I: Conocimientos de idiomas

1. ¿Cuál es su primer idioma? inglés otro: _____
2. ¿Cuál idioma(s) habla su hijo(a) en la casa y con otras personas? inglés otro: _____
3. ¿Cuál idioma(s) escucha su hijo(s) en la casa o con familia y puede entender? inglés otro: _____

Nivel II: Conocimientos de idiomas expandidos

4. ¿Entiende su hijo(a) cuando alguien habla en un idioma otro de inglés?
5. ¿Puede su hijo(a) leer en un idioma otro de inglés?
6. ¿Puede su hijo(a) escribir en un idioma otro de inglés?
7. ¿Le interpreta o traduce su hijo(a) para Ud. u otras personas?

YES	NO

Nivel III: Historia educacional

8. ¿Cuántos años asistió su hijo(a) a una escuela donde usa su primer idioma durante las clases? ____
9. ¿Cuál fue el últimp mes que su hijo(a) estaba matriculado en una escuela? _____
10. ¿Cree Ud. que su hijo pueda tener dificultades educacionales que le afecten su aprendizaje? ____
Si afirmativo, explique por qué: _____
11. ¿Se le ha recomendado a su hijo(a) que reciba una evaluación de educación especial? _____
Si afirmativo, explique por qué: _____

Se requiere que la escuela evalúe las habilidades en inglés de todos los estudiantes que hablen o entiendan un idioma otro de inglés. Si los resultados indican que el estudiante requiere apoyo desarrollando el inglés, será notificado y el (la) estudiante entrará el programa de apoyo lingüístico que el distrito considere apropiado.

Notice to School Staff: This form must be given to all new and enrolling students. Any student that indicates use of a language other than English must be assessed to determine the student's English language proficiency. Please notify district staff responsible for the next steps immediately and when ready, keep this form in the student's permanent records.

Appendix B – Portfolio Evaluation Rubric

	Approaches	Meets Expectations	Exceeds
Oral language proficiency (listening/speaking)	Demonstrates ability to comprehend and produce spoken English across content areas <i>with ELD support(s)</i>	Demonstrates ability to comprehend and produce spoken English across content areas <i>with support comparable to that given to native speakers of English</i>	Demonstrates ability to comprehend and produce spoken English across content areas.
Interactive language	Demonstrates ability to interact with peers and teachers across content area classrooms <i>with ELD support(s)</i> .	Demonstrates ability to interact with peers and teachers across content area classrooms <i>with support comparable to that given to native speakers of English</i>	Demonstrates ability to interact with peers and teachers across content area classrooms.
Content Area Writing Proficiency	Demonstrates ability to clearly and accurately express understanding of academic content in writing, across content areas, <i>with ELD support(s)</i>	Demonstrates ability to clearly and accurately express understanding of academic content in writing, across content areas, <i>with support comparable to that given to native speakers of English</i>	Demonstrates ability to clearly and accurately express understanding of academic content in writing, across content areas.
Content Area Language Comprehension	Demonstrates ability to comprehend academic concepts, across content areas <i>with ELD support(s)</i>	Demonstrates ability to comprehend academic concepts, across content areas <i>with support comparable to that given to native speakers of English</i>	Demonstrates ability to comprehend academic concepts, across content areas.
Sociolinguistic Competency	Does not actively seek academic or linguistic resources or clarification.	Demonstrates ability to actively seek resources and self-advocate for linguistic and academic needs	Can accurately self-report grades, reflect on language use and adapt as needed.

Appendix C – EL Portfolio Summary

Student Name: _____

Academic Year: _____

District/School: _____

Grade: _____

Criterion	Evidence	Date(s)
Oral Language Proficiency	<input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Other: _____	
Classroom Interaction	<input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Other: _____	
Content-Area Writing	<input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Other: _____	
Grade-level Content Comprehension	<input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Other: _____	
Sociolinguistic Competence		

Additional Evidence:

- ACCESS Domain Scores
- Reading comprehension data
- Recorded audio samples
- Writing process artifacts (graphic organizers, drafts)
- Classroom observation documentation

Stakeholder Portfolio Review Meeting Date: _____

Appendix D – EL Reclassification Form

School: _____ Student: _____

Student ID: _____ Grade: _____ Current EL Level: _____

Reclassification date must be within 30 days after receiving ACCESS scores. Portfolio and ACCESS scores are required for ALL students to be considered for reclassification.

RECLASSIFICATION CRITERIA	QUALIFICATION	RESULTS
ACCESS	4.7 Overall	
Portfolio	Portfolio contains objective, valid and reliable evidence suggesting the student should exit the LIEP.	
Input from Stakeholders (EL teacher, Classroom/Content teacher, Counselor/Admin, Parent)	Majority Recommended	

Based on the criteria listed above, the stakeholders agree that _____ should be reclassified from the ELD support program to monitor status beginning _____. The school's ELD program personnel will monitor the student's progress for two years.

Signatures

ELL Teacher

Classroom/Content Teacher

Counselor/Principal/Coordinator

Parent/Guardian Consultation – Conducted Via: ___ conference ___ phone call ___ email

Parent/Guardian

Date

Appendix E – MY1 & MY2 Monitor Form Sample

School: _____ Student: _____

Grade Level (MY1) _____ Grade Level (MY2) _____

Monitor Form to be completed a minimum of three times annually (spaced by trimester or quarter)

Criteria to be monitored:

- District Benchmarks (DRA, STAR, etc.)
- Current Grades
- Input from some Stakeholders (EL teacher, Classroom/Content teacher, Counselor/Admin, Parent, Student)

MY1 1st check date	MY1 2nd check date	MY1 3rd check date	MY2 1st check date	MY2 2nd check date	MY2 3rd check date

Notes/Observation:

This student has successfully completed the monitoring process.

ELL Teacher

Counselor/ Administration

Date

Appendix F – Oral Language Data Tools

Oral Language Proficiency Level					
Component	Level 1	Level 2	Level 3	Level 4	Level 5
Fluency	Fragmentary Speech	Hesitant, telegraphic speech often with long lapses	Conversant speech with some search for words and expressions	Generally fluent with strategies to compensate for challenging vocabulary or structures	Fluid, flowing, effortless speech
Sentence Structures	Syntactic structures consisting of chunks of language	Simple, short, often repetitive sentences	Simple and compound sentences	Simple, compound and complex sentences	A variety of sentence structures and uses specific to the context
Vocabulary Use	Isolated words and memorized expressions	Everyday words and phrases with some academic words	Everyday language sprinkled with academic words and phrases	Use of idioms, multiple meanings and academic language oral discourse	Use of age-appropriate nuances and academic language in specific oral discourse

(Gottlieb, 2006, p.50)

Student Oral Language Observation Matrix

Source: CAL.org - <http://www.cal.org/twi/EvalToolkit/appendix/solom.pdf>

Student: _____ Language Observed: _____

Evaluator: _____ Grade: _____ Date: _____

	1	2	3	4	5
A: Comprehension	Cannot be said to understand even simple conversation.	Has great difficulty following what is said. Can comprehend only social conversation spoken slowly and with frequent repetitions.	Understands most of what is said at slower-than-normal speed with repetitions.	Understands nearly everything at normal speech. Although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussions.
B: Fluency	Speech so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant: often forced into silence by language limitations.	Speech in everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression	Speech in everyday conversation and classroom discussions generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Speech in everyday conversation and classroom discussions fluent and effortless; approximating that of a native speaker.
C: Vocabulary	Vocabulary limitations so extreme as to make conversation virtually impossible.	Misuse of words and very limited: comprehension quite difficult.	Student frequently uses wrong words: conversation somewhat limited because of inadequate vocabulary.	Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Use of vocabulary and idioms approximate that of a native speaker.
D: Pronunciation	Pronunciation problems so severe as to make speech virtually unintelligible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Always intelligible, although the listener is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximate that of a native speaker.
E: Grammar	Errors in grammar and word order so severe as to make speech virtually unintelligible.	Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict him/herself to basic patterns.	Makes frequent errors of grammar and word order that occasionally obscure meaning.	Occasionally makes grammatical and/or word order errors that do not obscure meaning	Grammar and word order approximate that of a native speaker.

Appendix G – Tools for Evaluating Writing

Adapted from Molle et al, 2016 - *Discerning and Fostering What English Learners Can Do With Language*

	Low	Moderate	High
Cohesion	Can link groups of words with simple connectors like “and,” “but,” and “because.”	Can link simple and discrete elements into a connected, linear sequence of points. Uses similar language to describe different relationships between ideas (such as additive, causal, sequential, comparative, or conditional).	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of a range of organizational patterns, connectors, and cohesive devices
Word/Phrase	Can use basic sentence patterns with memorized phrases, groups of a few words, and formulae in order to communicate limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/herself with some hesitation and circumlocutions on familiar topics.	Can strategically select language to express him/herself clearly in an appropriate style on a wide range of academic topics without having to restrict what he/she wants to say.
Grammar	Can employ some simple structures with minimal or partial consistency. Formulates short, simple sentences with a predictable structure.	Uses reasonably accurately a repertoire of frequently used grammatical patterns associated with predictable situations. Uses mostly simple sentences	Maintains a high degree of grammatical accuracy; errors are rare, difficult to spot, and generally corrected when they occur. Uses a variety of sentence structures.
Narratives	Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of events and experiences.	Can produce straightforward, detailed descriptions on a range of familiar subjects. Can narrate experiences and events, describing feelings and reactions in simple connected text.	Can put forth clear, smoothly flowing stories and descriptions of experiences in a style appropriate to the genre adopted. Uses language effectively to draw in the reader.
Reports & Essays	Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of known opinions and phenomena.	Can summarize, report, and give his/her opinion about accumulated factual information on familiar topics and following a standardized format.	Can present information on complex subjects in clear, well-structured text, underlining relevant salient issues. Can expand and support interpretations at some length with subsidiary points, reasons, and relevant examples
Arguments	Can express a point of view on a familiar topic in a series of simple sentences. Can exchange basic factual information and discuss solutions to familiar problems using simple linked sentences.	Can pass on routine factual information and state reasons for actions in brief text following a standardized format.	Can present arguments on complex subjects in clear, well-structured text that may include counter argumentation. Can support arguments at some length with subsidiary points, reasons, and relevant examples.

Appendix H – Parent Notification Forms

Appendix H(a) – Eligibility for Language Support – English

Eligibility for Language Support

Date:

Dear _____

After a thorough review of the enrollment forms, your child, _____, was tested on _____ using the WIDA Online Screener to determine the level of English your child has acquired. The results of the assessment show that your child is eligible for the school’s chosen language instruction educational program. The results of the assessments are shown below:

Language Domain	Score (1.0 6.0)
Speaking	
Listening	
Reading	
Writing	
Oral	
Literacy	
Overall	

In Missouri, a student who has an overall score of 4.7 or higher is considered proficient and not eligible for a language instruction educational program.

The goal of the program is to support your child as he or she acquires English proficiency and meets the learning goals of each subject. We are committed to working closely with all of our families. If you would like more information about the program and what you can do at home to support your child’s education, please contact _____ (name) _____ at _____ (phone #) _____ to set up a meeting. Language assistance services are available if you need them.

We are confident that our program will best meet the needs of your child. However, you have the right to decline the specific support plan we have designed in favor of another approach. Please contact the school if you would like to discuss options for your child.

Sincerely,

DISTRICT OFFICIAL

Appendix H(b) – Eligibility for Language Support – Spanish

Elegibilidad por Apoyo Lingüístico

Fecha:

Estimados padres de familia,

Después de una revisión exhaustiva de los formularios de inscripción, su hijo(a) _____ (nombre) _____, tomó un examen el ___(fecha)___ usando el examen de WIDA Online Screener, para determinar el nivel de inglés que su hijo(a) ha adquirido. Los resultados de la evaluación indican que su hijo(a) está elegible para el programa de enseñanza de idiomas de la escuela. Los resultados de la evaluación se muestran a continuación:

Idioma del dominio	Puntuación (1.0 6.0)
Hablar	
Escuchar	
Leer	
Escribir	
Oral – Hablar + Escribir	
Saber leer y Escribir	
Total	

En Missouri, un estudiante que recibe una calificación de 4.7 o superior se considera competente inglés no es elegible por el programa educativo de enseñanza de idiomas.

El objetivo del programa es apoyar a su hijo a medida que él o ella adquiera el dominio del inglés y cumpla con los objetivos de aprendizaje de cada asignatura. Estamos comprometidos a trabajar estrechamente con todas nuestras familias. Si desea más información sobre el programa y en cómo ayudar a su hijo en casa para apoyar la educación de su hijo(a) favor de contactar a _____ al número _____ para agendar una cita. Los servicios de enseñanza lingüística están disponibles si los necesita.

Confiamos en que nuestro programa satisfaga las necesidades de su hijo. Sin embargo, usted está en su derecho de rechazar el plan de apoyo designado para su hijo(a), a favor de otro enfoque. Favor de comunicarse con la escuela si desea discutir opciones para su hijo.

Sinceramente,

DISTRICT OFFICIAL

Appendix H(c) – Continued Eligibility For Language Support – English

Continued Eligibility for Language Support

Date:

Dear _____

After a thorough review of the your child’s academic performance and test scores this past school year, your child will continue to be eligible for the district’s language instruction educational program. A primary factor for this determination was your child’s performance on the yearly language assessment called the ACCESS for ELLs. A copy of the parent report of this assessment is included with this letter.

In Missouri, a student who has an overall score of 4.7 or higher is considered proficient and not eligible for a language instruction educational program. Some students may remain in the language instruction educational program with a score higher than a 4.7 if the district has additional evidence that shows English proficiency may still be a barrier to success.

The goal of the program is to support your child as he or she acquires English proficiency and meets the learning goals of each subject. We are committed to working closely with all of our families. If you would like more information about the program and what you can do at home to support your child’s education, please contact _____ (name) _____ at _____ (phone #) _____ to set up a meeting. Language assistance services are available if you need them.

We are confident that our program will best meet the needs of your child. However, you have the right to decline the specific support plan we have designed in favor of another approach. Please contact the school if you would like to discuss options for your child.

Sincerely,

DISTRICT OFFICIAL

Appendix H(d) – Continued Eligibility For Language Support – Spanish

Elegibilidad para el Apoyo Lingüístico

Fecha:

Estimado _____

Después de una revisión detallada del desempeño académico de su hijo(a) y las calificaciones de los exámenes este último año escolar, su hijo(a) seguirá siendo elegible para el programa educativo de instrucción de idiomas del distrito. Un factor primario para esta determinación ha sido el desempeño de su hijo(a) en la evaluación anual del idioma llamada ACCESS para EL's. Una copia del informe de los padres de esta evaluación se incluye con esta carta.

En Missouri, un estudiante que recibe una calificación de 4.7 o superior se considera competente inglés no es elegible por el programa educativo de enseñanza de idiomas. Algunos estudiantes pueden permanecer en el programa de instrucción de idiomas con un puntaje superior a 4.7 si el distrito tiene evidencia adicional que muestre el dominio del inglés pueda ser una barrera para el éxito del estudiante.

El objetivo del programa es apoyar a su hijo a medida que él o ella adquiera el dominio del inglés y cumpla con los objetivos de aprendizaje de cada asignatura. Estamos comprometidos a trabajar estrechamente con todas nuestras familias. Si desea más información sobre el programa y en cómo ayudar a su hijo en casa para apoyar la educación de su hijo(a) favor de contactar a _____ al número _____ para agendar una cita. Los servicios de enseñanza lingüística están disponibles si los necesita.

Confiamos en que nuestro programa satisfaga las necesidades de su hijo. Sin embargo, usted está en su derecho de rechazar el plan de apoyo designado para su hijo(a), a favor de otro enfoque. Favor de comunicarse con la escuela si desea discutir opciones para su hijo.

Sinceramente,

DISTRICT OFFICIAL

Appendix H(e) – Notice Of Reclassification – English

Notice of Reclassification

Date:

Dear _____

Congratulations! After a thorough review of your child’s academic performance and test scores this past school year, your child will exit the district’s language instruction educational program. A primary factor for this determination was your child’s performance on the yearly language assessment called the ACCESS for ELLs. A copy of the parent report of this assessment is included with this letter.

In Missouri, a student who has an overall score of 4.7 or higher is considered proficient and not eligible for a language instruction educational program. Some students may still exit the program with a score lower than a 4.7 if additional evidence disproves a lower than expected score in speaking, listening, reading or writing.

We will continue to monitor your child for two years to ensure he or she continues to be successful in all classes. If at any time we suspect that your child is struggling and in need of our support, we will bring him or her back into the program.

As always, if you have any questions or concerns, please contact the school.

Sincerely,

DISTRICT LEADERSHIP

Appendix H(e) – Notice Of Reclassification – Spanish

Notificación de Reclassificación

Fecha:

Estimado _____

¡Felicidades! Después de una revisión detallada del desempeño académico de su hijo(a) y las calificaciones de los exámenes este último año escolar, su hijo(a) saldrá del programa educativo de instrucción de idiomas del distrito. Un factor primario para esta determinación ha sido el desempeño de hijo(a) en la evaluación anual del idioma llamado ACCESS para ELs. Una copia del informe de los padres de esta evaluación se incluye con esta carta.

En Missouri, un estudiante que tiene una calificación general de 4.7 o superior se considera competente y no es elegible para el programa educativo de instrucción de idiomas. Algunos estudiantes todavía pueden salir del programa con un puntaje menor que un 4.7 si la evidencia adicional demuestra una puntuación más baja de lo esperado en hablar, escuchar, leer o escribir.

Continuaremos con la supervisión de su hijo(a) durante dos años para asegurar que él o ella continúe teniendo éxito en todas las clases. Si en algún momento sospechamos que su hijo está teniendo problemas y necesita nuestro apoyo, será readmitido al programa.

Si tiene alguna pregunta o inquietud favor de llamar a la escuela

Sinceramente,