

SERIES 300 - INSTRUCTION

Educational Program - 340

Reclassification of English Language Learner Students (342.71)

Students reaching an Overall Composite of 5.0 or greater must be reclassified, and students reaching an Overall Composite of 4.5 or greater may be reclassified, should the district find additional evidence of proficiency using the Multiple Indicator Protocol.

Students in the Norwalk Ontario Wilton School District will exit the EL program when students:

- Score at an overall composite score of 5.0 on the ACCESS test.

OR

- Have scored at least an overall composite score of 4.5.
- Read and comprehend English meeting or exceeding current grade level as evidenced by successful classroom performance and average district score on standardized achievement tests.
- Write English which meets or exceed current grade level as evidenced by successful classroom performance and average district scores on standardized achievement tests.
- Meet or exceed classroom expectations in their academic subjects.

A student who has exited the EL program will be monitored for two years:

- The student's two-year monitoring period begins the school year following the year of the assessment which triggered their reclassification. (For spring results, the two-year period begins in the fall.)
- Data collected in this period should include district and state academic content assessment scores. Student performance evidence should include a minimum of two standardized measures demonstrating access to grade-level content without the use of adapted or modified EL-related accommodations. A MIP may serve as an added measure beyond the required two.
- If a student was exited from an EL program in their former district at any time during the last two years, the Norwalk-Ontario-Wilton School District is obligated to complete the remaining monitoring.

- The Norwalk-Ontario-Wilton School District may extend monitoring for any student for up to four years post-exiting if deemed necessary.

While it is anticipated that the majority of students will be able to rapidly transition away from EL supports after reclassification, some students may occasionally demonstrate a need for targeted assistance. Students should continue to receive these supports while EL staff work with content teachers to ensure that appropriate bridges are being made to support the transition out of EL status for the student.

During the two-year monitoring period there may be an adjustment period as students learn to navigate outside of the ESL program. If it appears that a student is not succeeding academically or emotionally, the first step is to reconsider the transition plan. If the student's needs cannot be met by updating and adjusting the transition plan, the district should consider restoring EL status for the student.

Prior to restoring EL status, the district must administer the MIP, and assess the results of that tool.

If it is decided that restoring EL status may be the best option for a student, that student should be assigned ELP 5, and services should be given based on the student's needs.

Students who have been exited and who have completed their two-year monitoring period are assumed to be fully English Proficient. If such a student is struggling academically, districts should investigate other supports (for example, using MLSS) to address areas of need. However, if these interventions suggest that the underlying cause is indeed a lack of full English proficiency, districts may reassess the student once again using the MIP. If the evidence collected in the MIP suggests that the student is not English proficient, the WIDA Screener can be used to make an EL classification determination.

- Students who return to EL status must take ACCESS for ELLs annually, and should progress through this reclassification process the same way as any other EL when they meet the criteria after the next ACCESS assessment, even if this occurs during the same school year.

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