

Illinois State Board of Education

Professional Development Modules: English Learner Tool Kit

Chapter Eight—Monitoring and Exiting EL Programs

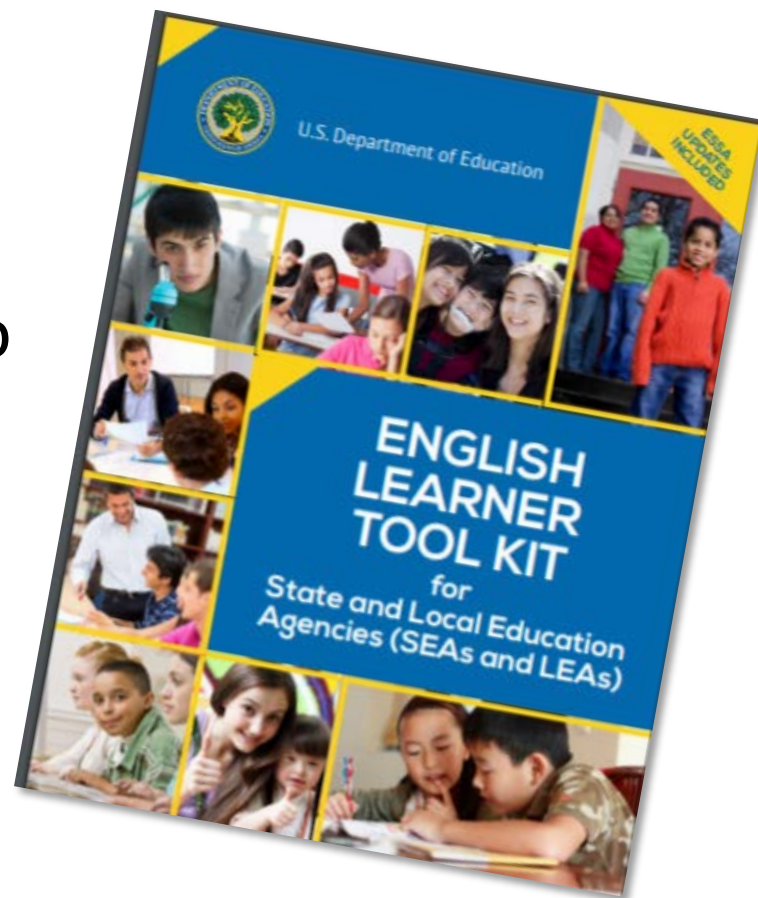
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Purpose

The **Professional Development Modules: English Learner Tool Kit** is a series of presentations intended to provide guidance to help local education leaders meet their legal obligations to English learners (ELs) and enhance existing EL practices to meet the needs of all EL students, parents, and families.





English Learner Tool Kit Topics

1. Identifying All ELs
2. Language Assistance Programs
3. Staffing and Supports
4. Meaningful Access
5. Inclusive Environment
6. ELs With Disabilities
7. ELs Who Opt Out of Programs
8. **Monitoring and Exiting EL Programs**
9. Evaluation of EL Programs
10. Ensuring Meaningful Communication With Limited-English-Proficient Parents



Significant Legal History

- [Title VI of the Civil Rights Act, 1964](#)
 - Prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance.
 - The Title VI regulatory requirements have been legally interpreted to prohibit **denial of equal access to education** because of a language minority student's limited proficiency in English.



Significant Legal History

□ Lau v. Nichols Court Case, 1974

- Case dealt with San Francisco school system's failure to provide English language instruction to 1,800 students of Chinese ancestry.
- U.S. Supreme Court unanimously ruled that a lack of supplemental instruction for ELs denies them a **meaningful** opportunity to participate in education programs, which violates the Civil Rights Act of 1964.



Significant Legal History

- Equal Educational Opportunities Act (EEOA), 1974
 - Prohibits states from denying equal educational opportunity to an individual on account of his or her race, color, sex, or national origin.
 - The statute specifically prohibits states from **denying equal educational** opportunity by the failure of an education agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.

“There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.”

—*Justice William Douglas*





Legal Obligations

- U.S. Department of Education's Office of Civil Rights (OCR) and the U.S. Department of Justice (DOJ) share enforcement authority.
- Issued joint guidance in 2015 to help states, districts, and schools meet legal obligations to ELs.
- Guidance identifies [10 common civil rights issues for ELs.](#)





Monitoring and Exiting ELs From Programs and Services



English Learner Tool Kit

Chapter 8: Tools and Resources for Monitoring and Exiting English Learners From EL Programs and Services

KEY POINTS

- Local education agencies (LEAs) must monitor the progress of all ELs in achieving English language proficiency (ELP) and in acquiring content knowledge.
- LEAs should establish rigorous monitoring systems that include benchmarks for expected growth and take appropriate steps to assist students who are not adequately progressing toward those goals.
- State education agencies (SEAs) must monitor LEAs to ensure that they are providing ELs meaningful access to grade-level core content instruction and remedying any academic deficits in a timely manner.





English Learner Tool Kit

Chapter 8: Tools and Resources for Monitoring and Exiting English Learners From EL Programs and Services

KEY POINTS

- LEAs **must monitor the progress of all ELs** in achieving ELP and acquiring content knowledge.
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English Learner Tool Kit

Chapter 8: Tools and Resources for Monitoring and Exiting English Learners From EL Programs and Services

KEY POINTS

SEAs must monitor LEAs to ensure that they provide ELs with meaningful **access to grade-level core content instruction** and remedying any academic challenges in a timely manner.



Additional Key Points: Exiting English Learners

To exit a student from an EL program, the LEA must document that the student has **demonstrated ELP using a valid and reliable assessment that tests all four language domains.**

In addition, the Elementary and Secondary Education Act (ESEA) now requires LEAs to report on the number and percentage of former ELs meeting state academic standards for 4 years after students exit EL programs.



Additional Key Points: Exiting English Learners

Students exiting from EL status must be **monitored for at least 2 years**, to ensure that:

- They have not been prematurely exited,
- Any **academic challenges** that students face as a result of participating in the EL program have been remedied, and
- They are **meaningfully participating** in the standard program of instruction, comparable to their never-EL peers.



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Illinois Requirements

Whole Child • Whole School • Whole Community



Tracking the Progress of English Learners

The ELP of ELs is tracked annually for all ELs in Grades K–12.

Illinois uses ACCESS for ELLs to measure ELs' ELP and has set an overall composite score of 4.8 for reclassification.

ACCESS also aligns to Illinois ELP standards.



Tracking the Progress of English Learners

Progress Reports:

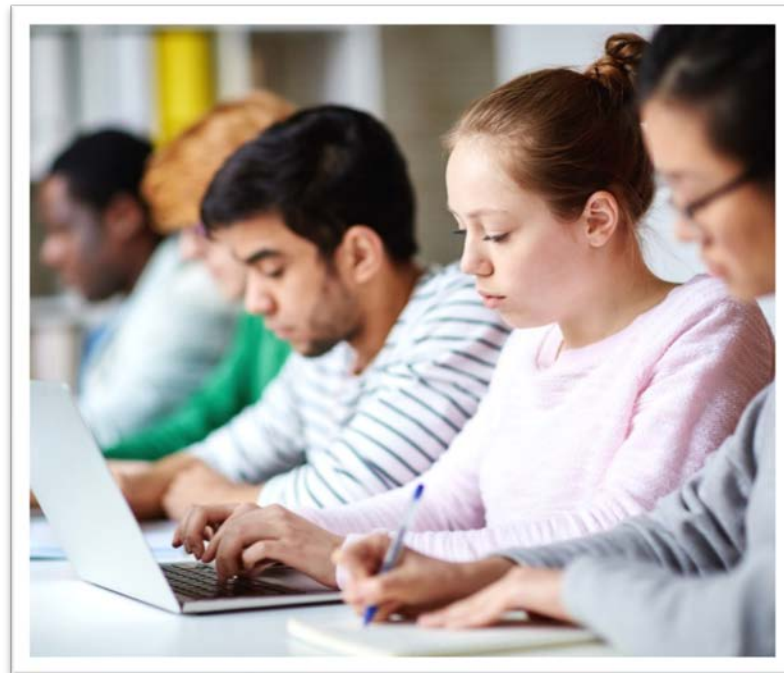
- LEAs must send progress reports to parents or legal guardians of ELs in the same manner and with the same frequency as their non-EL peers.
- Progress reports must describe the student's progress in the EL program and in the general program of instruction.



Monitoring of Former English Learners

Districts are required to monitor the academic performance of former ELs for at least 2 years after having exited EL services.

The Illinois ESSA plan also requires school districts to report on the number and percentage of former ELs meeting state academic standards from the year ELs exit services until they graduate from high school.





Reentry of English Learners Into EL Services



If a student exits from EL services but struggles to perform at grade level due to English language needs, the student may be reenrolled in an EL program upon a parent's request and based on the district's ability to service the student.



Pause and Reflect

- How do we monitor all ELs, including those who have opted out, at least annually for progress in achieving ELP and acquiring academic content?
- How do we monitor former ELs' performance in academic subjects?
- How do we communicate concerns to parents when former ELs need additional EL services?





Additional Resources to Consider From the EL Tool Kit



Tools for Monitoring and Exiting English Learners

Tool #1

Monitoring English Learner Progress in English Language Proficiency

Provides an example of a monitoring form that can help determine if an EL is making appropriate progress or needs additional support to attain English proficiency.



Tools for Monitoring and Exiting English Learners

Tool #2

Monitoring English Learner Progress in Core Content Areas

Provides an example of a form that can help track an EL's educational progress in the content areas.



Tools for Monitoring and Exiting English Learners

Tool #3

Digital Progress Monitoring

Provides examples of five digital systems available online to monitor ELs' progress.



Tools for Monitoring and Exiting English Learners

Tool #4

Resources for Planning and Self-Assessments

Provides reference tools, materials, and resources from the Office for Civil Rights (OCR).



Background Resources

- ❑ Fact sheet on the responsibilities of school districts
- ❑ Fact sheet answering common questions about the rights of limited-English-proficient parents and guardians
- ❑ Original OCR/DOJ guidance in the “Dear Colleague” letter
- ❑ Translations into multiple languages
- ❑ All available at
<https://www2.ed.gov/about/offices/list/ocr/ellresources.html>
- ❑ Companion tool kit from the U.S. Department of Education’s Office of English Language Acquisition:
<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>



Resources

English Learner Tool Kit (see Chapter 8 on monitoring and exiting English learners):

<http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>

Dear Colleague Letter: Guidance to ensure equal opportunities for English learners:

<https://www.justice.gov/crt/guidance-ensure-equal-opportunities-english-learner-students>

Illinois School Code 14C for Transitional Bilingual Programs:

<http://ilga.gov/legislation/ilcs/ilcs4.asp?DocName=010500050HArt%2E+14C&ActID=1005&ChapterID=17&SeqStart=119100000&SeqEnd=120600000>

Illinois Administrative Code 228 for Transitional Bilingual Education:

<https://www.isbe.net/Documents/228ARK.pdf>

Illinois State Board of Education Guidance Document Section 228.27: Plan for Language Support Services:

https://www.isbe.net/Documents/228-27_guidance_lang_svcs.pdf



Further Reading

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- Bell, T. (2015). *Sample digital monitoring systems*. Silver Spring, MD: National Clearinghouse for English Language Acquisition (NCELA). Retrieved from https://ncela.ed.gov/files/forms/digital_progress_monitoring.pdf



Further Reading

Brown, J. E., & Sanford, A. (2011). *RTI for English language learners: Appropriately using screening and progress monitoring tools to improve instructional outcomes*. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Response to Intervention. Retrieved from <http://www.rti4success.org/sites/default/files/rtiforells.pdf>

Callahan, R. M. (2005). Tracking and high school English learners: Limiting opportunity to learn. *American Educational Research Journal*, 42(2), 305–328. Retrieved from <http://journals.sagepub.com/doi/abs/10.3102/00028312042002305>

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Colorín Colorado. (n.d.). *ELL starter kit for educators: Tools for monitoring language skills*. Washington, DC: American Federation of Teachers. Retrieved from <http://www.colorincolorado.org/pdfs/guides/ellstarterkit.pdf>