

ELD Update and Former EL (FEL) Reclassification Meeting Checklist Form SY 2017–2018

Name						School	Maurice J. Tobin K-8 School		
ID #		Grade		HR		Program Code		SN Code	

Name of meeting participants

Name	Title
John Holly	LAT Facilitator/Designee
Amanda Harvey	ESL Teacher
	Content Teacher 1
	Content Teacher 2 or SPED Teacher (if applicable)
	Parent(s)/Guardian(s)/Student (over 18) ¹
Efrain Toledano	Principal or designee

Meeting Date		Only if SLIFE Student	
Current ELD level	#	Current HILT level	#
New ELD level		New HILT level	
If student meetings Former EL (FEL) reclassification criteria, do you recommend student for exit of EL status? See here.			<input type="checkbox"/>

Next to each step, place **√** for progress or **X** for not making progress. These results should be discussed within the context of the [WIDA Performance Definitions](#).

Review Step	√; X; N/A	Rationale for recommendation
1. Student's Speaking language progress is discussed using the ACCESS Speaking scores and any classroom evidence. These skills should be aligned to the WIDA Speaking Rubric.		
2. Student's Comprehension progress is discussed using ACCESS Listening and Comprehension Composite and any other classroom evidence. These skills should be aligned to the ELD Performance Definitions.		
3. Student's Reading progress is discussed using the ACCESS Reading scores and assessments. School-based reading assessments (Ex: unit tests, TRC, DIBELS, ATI, WIDA Performance Definitions) should be taken into account.		
4. Student's Writing progress is discussed using the ACCESS writing scores and assessments. Classroom writing samples (from beginning, mid-year, and end of the year) should also be used to understand student's progress according to the WIDA Writing Rubric.		
5. Student's academic progress in language arts, math, science, social studies is analyzed in accordance with the following areas: a) WIDA ELD Standards: Language of language arts/ math/science/social studies b) Content-specific within the context of the district curriculum c) Curriculum-based classroom measurements or unit assessments d) Content-specific formative, interim and annual assessments		
6. If student's new ELD level proposed is more than one-step removed from the latest ACCESS results, or if student's LEP status is being restored from FEL, please provide rationale in comments section and send copy of this form to OELL.		
7. Parent/guardian or student (18 and over) is informed of ACCESS results, upcoming year's ELD level or FEL status, student's program placement & goals, opt-out options via the Annual Parent Notification of English Language Education form.		

¹ Note: Parent participation in the meeting is highly recommended but not legally required for this meeting to take place.

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Instructions for *ELD Update and FLEP Reclassification Meeting Checklist Form*

Please feel free to contact the Office of English Language Learners at 617-635-9435 if you have any questions regarding this form.

The purpose of the “English Language Development (ELD) Review Checklist and FLEP Reclassification Criteria Form” is to document **1) Updating** an ELL student’s ELD Level; **2) Reclassifying** an eligible student from ELL to FLEP; or **3) Restoring** ELL/LEP status within the two-year FLEP monitoring period. This checklist form should be retained in the student’s **ELD folder**, and, upon completion of this checklist, **all ELD update and FLEP reclassification decisions must be input into the Aspen SIS Student Details Language Tab.**

1. **Assigning or updating an ELL student’s ELD level** based on ACCESS for ELLs assessment results and student classroom performance: Each ELL student should be assigned an ELD level upon entering school, and annually based on ACCESS/ACCESS-Alt for ELLs English proficiency assessment results in conjunction with other academic performance evidence. In general, the student’s new ELD level should not be more than one-step removed from the latest ACCESS results.
2. **Reclassifying an ELL student to Formerly Limited English Proficient (FLEP) status:** Eligible ELL students can be reclassified as FLEP based on academic performance, ACCESS for ELLs, and MCAS assessment results. The school’s Language Assessment Team (LAT) should use all available evidence to determine whether or not each eligible student is ready to perform ordinary coursework in English in a **regular education setting**, without additional linguistic support. **In accordance with the BPS Criteria for Reclassification to Former English Learner (FEL) Status issued Spring 2018 for SY18-19 in alignment with DESE guidance students may be reclassified to Former EL status by LAT if/when:**

Ia. 2018 ACCESS for ELLs - Overall Composite Level of 4.2 AND Literacy Composite Level of 3.9

Ib. Recommended Indicators of Ability to Perform Ordinary Classroom Work in English include:

- Speaking progress is reviewed using WIDA Speaking Rubric
- Listening progress is reviewed using WIDA ELD Performance Definitions
- Reading Progress is reviewed using WIDA ELD Performance Definitions
- Writing progress is reviewed using the WIDA Writing Rubric
- Written observations and recommendations by the student's ESL and content teacher(s)
- Consideration of course grades (e.g., mark of 3/C/Pass or above in an English Department class)

Ic. Benchmark score on all skills assessed on the DIBELS; Illuminate, or other assessments, unit tests, etc. Needs Improvement or above on MCAS ELA;

Notes:

1. Per DESE [guidance](#), 1st graders may only be reclassified at the end of the school year, for the reclassification to go into effect when the student is in 2nd grade.
2. In order to support schools in scheduling and staffing appropriately for ESL and SEI for next school year, OEL encourages LATs not to wait until MCAS results are released in order to make reclassification decisions. Once released, MCAS scores may be reviewed as part of the Former EL monitoring process to support and validate the reclassification decision made in the spring.
3. Although parent/guardian consultation and approval is not required as part of the LAT's decision making process, all parents/guardians must be informed of the reclassification determination via the annual Title III Parent Notification Form.
4. Only students who attained an Overall Composite Level of 6.0 will be automatically reclassified by Central Office. For all other students who meet the eligibility criteria, the school's LAT must convene to make reclassification determinations and enter all decisions into Aspen SIS. Per 6/5/17 correspondence with DESE, students who were exempt from test sections may be considered for reclassification based on the domains in which they were tested. For these cases, please consult with OEL for support.
5. Once a student is reclassified to FLEP status s/he must be monitored for two years to ensure sufficient academic progress is being made. Students designated as FLEP who are not making adequate academic progress can be reclassified back to ELL (see Section 3 of these instructions). Please take a note of the requirements and items listed on the “FLEP Monitoring Form”.

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ACCESS for ELLs test results alone should not be used as the sole factor in making FLEP reclassification decisions. The Language Assessment Team should also consider:

- Written observations and recommendations by the student’s classroom teacher(s)
- Student’s classwork
- Other assessments, course grades, and grade level indicators
- Parent input

3. **Restoring the LEP status of a FLEP student in the two-year monitoring period:** In the event that a student is reclassified to FLEP status, and within the two-year monitoring period s/he demonstrates difficulty in coursework due to a lack of command of academic English, a school’s LAT may determine that the student needs additional linguistic support. In these cases, the student can be reclassified back to ELL/LEP status and an ELD level should be assigned. Since FLEPs do not take the ACCESS assessment, the ELD Level should be determined using teacher assessments and/or districtwide assessments, student work, course grades, and other grade level data. This form should be used as evidence to document this determination and *submitted to OELL* in order for OELL to process this change with OIIT.