

ELD Update and Former EL (FEL) Reclassification Meeting Checklist Form SY 2016–2017

Name							School				
ID #		Grade		HR		Program Code		SN Code			

Name of meeting participants

Name	Title
	LAT Facilitator/Designee
	ESL Teacher
	Content Teacher 1
	Content Teacher 2 or SPED Teacher (if applicable)
	Parent(s)/Guardian(s)/Student (over 18) ¹
	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 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/PARCC 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. (Note: Current MA guidelines do not allow for ACCESS-Alt test-takers to be reclassified as FLEP.) Please see: <http://bit.ly/bpsFLEPcriteria2016>
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”. **In accordance with the DESE memo dated 11/28/16 districts are temporarily required to adjust reclassification criteria. BPS/OELL is implementing the following Reclassification Policy for Spring 2017 (changes are highlighted below):**
 - A. Any student who has attained an overall ACCESS level of 6.0 will be automatically reclassified by Central Office (via OELL and OIIT)**
 - B. Students who have attained an overall ACCESS level of 5.0 - 5.9 are eligible to be reclassified if they also attained:**
 - 1. NEW: Writing and Speaking Levels of 4.0 or above; and**
 - 2. NEW: Listening and Reading Levels of 5.0 or above; and**
 - 3. Must also demonstrate a grade of 3/C or better in an ELA course this school year to be considered for reclassification.**

Notes:

- **No K0, K1, K2 or First (1st) Grade student can be considered for FLEP reclassification.** Current MA DESE guidelines state that ELLs should not be reclassified until the completion of Grade 1. Accordingly, during the end-of-year Spring FLEP window, students who will be completing Grade 1 may be reclassified as FLEP for the upcoming year in Grade 2. Refer to See <http://www.doe.mass.edu/ell/Guidance.pdf>.
- **Reminder:** Per past practice, in order to support schools in scheduling and staffing appropriately for ESL and SEI for next school year, OELL strongly encourages LATs **not to wait until MCAS results are released in the summer/fall to make FLEP reclassification decisions.** Decisions should be made in the spring meetings and decisions window.

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.

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