Michigan Department of Education

Entrance and Exit Protocol

English Learner Program

Special Populations Unit
5-31-2016

Table of Contents

Introduction 3
Entrance and Exit Protocol Legal Context 5
English Language Proficiency 5
Legal Definition 5
Note 5
Title I, Part A Section 1111: State Plans 5
Legal Requirements 5
Title III Section 3116: Local Plans 6
Alternative Language Program Services 7
Supplemental Services 7
Guiding Principles for Designing Alternative Language Program Services 8
Guiding Principles 8
Entrance Protocol for Potentially Eligible English Learners 9
Flowchart for DETERMINING ELIGIBILITY WITH ENTRANCE PROTOCOL 9
Entrance Protocol 10
Pre-K 10
K-12 Students 10
Kindergarten before December 1st 10
Kindergarten after December 1st 12
First Grade before December 1st 13
First (after December 1st) and Second Grade 13
Third through Twelfth Grade 15
State-Approved Assessments 16
Additional Considerations 17
English Language Proficiency Interim Assessments 17
WIDA: ACCESS for ELLs and W-APT Out-of-State Scores 17
In State Moves of EL Students 17
In State Moves of Former English Learner (FEL) Students 17
Students who do not *qualify* for the EL Program 17
Opt Outs 18
Content Area Support 18
Summary 18
Entrance Protocol Scenarios 1-4 19
Exit Protocol 21

Flowchart for APPLYING THE EXIT PROTOCOL....21
Exit Protocol....22
Kindergarten through Second Grade....22
Third through Twelfth Grade....23
Exit Protocol: State-Approved Assessments or Additional Sources of Diagnostic Data....25
Additional Provisions....26
Students who qualify for Special Education services and do not meet the common exit protocol requirements: 26
Students with an Exit Determination (Former English Learner Reclassification) from another state:....27
In Summary....27
Exit Protocol Scenarios 1-4....28
FEL Monitoring Process....30
Former English Learner Students....30
Monitoring Process....30
Inclusion of MTSS Process....30
Evaluating Other Assessments for Inclusion in the Protocol....31
Appendix A - The EL Advisory Committee Process....32
Background....32
The Process....32
Acknowledgement (2012)....33
Research....34
Legal and State Guidelines and Best Practices....34
Technical Manual and Assessment Information....35

Introduction

English Learner Teachers and Administrators,

The Michigan Department of Education supports the efforts of local educational agencies in planning, implementing and evaluating high-quality instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instruction settings. English learners bring unique strengths, enrich classrooms and school districts' demographic composition, and face some linguistic and acculturation challenges. Meeting the needs of English learners is the result of a well-coordinated and collaborative effort of administrators, teachers, and support staff in each school building, across your district and statewide.

We have experienced inconsistencies across the state in terms of the process local districts use when determining English learner eligibility for English language acquisition programming. This situation violated several federal requirements and forced us to take a proactive approach. In 2011, we worked closely with the Title III/EL Advisory Committee and using the process described in Appendix A, the Title III/EL Team at the Office of Field Services and a sub-committee from the EL Advisory Committee developed common program entrance and exit protocol requirements guided by Lau vs. Nichols, ESEA/NCLB including Title I, Part A, Title III (EL and Immigrant) and Title VI of the Civil Rights Act of 1964. We sought input from staff at various local educational agencies and Intermediate School Districts (ISD's), finalized procedures for ***common statewide Entrance and Exit Protocol (EEP)*** and included them in this document.

The purpose of the common Entrance and Exit Protocol is to:

- Adhere to and apply federal requirements
- Provide a uniform and consistent method for determining eligibility for English learner services to students who are identified as potentially Limited English Proficient based on the Home Language Survey across Michigan schools
- Ensure that English learners are able to demonstrate proficiency in English and on local assessments before they are exited from bilingual/ESL services and programs.

This Entrance and Exit Protocol will enable all districts to uniformly determine initial eligibility for English Learner (EL) services and exit or reclassify students as Former English Learners (FEL). Specific instructional programming for the three levels of EL service, basic/core, alternative language program and supplemental services will continue to be defined by the local educational agency (LEA) who is responsible for compliance with all federal and state requirements.

The Entrance and Exit Protocol constitutes the official MDE road map for identifying and placing English learners in local English Language Acquisition, alternative language program/Title III supplemental services as well as for exiting them from such programs. As of the beginning of the 2012/2013 school year, the Michigan Department of Education expects ***all*** teachers and administrators to adhere to the protocol and procedures delineated in the EEP document. Our EL/Title III team will continue to provide professional development and support to the local programs in order to ensure full implementation of the required procedures.

The Michigan Department of Education-Office of Field Services would like to thank and acknowledge all those who contributed to the development, review and completion of this statewide common Entrance and Exit Protocol document. A list of the EL Advisory Committee members who were instrumental in providing feedback and suggestions toward completing this important document is included in Appendix A.

We look forward to a strong partnership with you that leads to improved programs for English learners in each and every classroom and district.

Sincerely,

Office of Field Services-The Title III/EL Program Team

Michigan Department of Education

September 2013

Michigan's English learner Entrance and Exit Protocol was updated to reflect the transition to the W-APT and WIDA assessments for the 2013-2014 school year.

January 2015

Michigan's English learner Entrance and Exit Protocol was updated to reflect the current state assessment language, the inclusion of the language of mathematics as an assessed WIDA standard, and the additional Department of Justice (DOJ)/USED guidance issued on January 7, 2015.

May 2016

Michigan's English learner Entrance and Exit Protocol was updated to reflect changes in the kindergarten entrance protocol and the use of local assessments for exiting purposes as recommended by the EL Advisory Committee in March 2016.

Entrance and Exit Protocol Legal Context

English Language Proficiency

There is a wealth of legal reference to English learners, including their identification, instructional service and support. Three references that relate directly to the assessment of English learners are included below.

Title IX of the Elementary and Secondary Education Act, No Child Left Behind (ESEA/NCLB), includes the definition of Limited English Proficiency, which identifies those students to whom Title I and Title III requirements apply. The EDFACTS 2011 publication provides additional guidance on the interpretation of the ESEA/NCLB law.

Legal Definition

The term "Limited English Proficient" (English Learner), when used with respect to an individual, means an individual:

(A) Who is age 3 - 21;
(B) Who is enrolled or preparing to enroll in an elementary school 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; or
(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; and
(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 State assessments described in section 1111(b)(3);
(ii) The ability to successfully achieve in classrooms where the language of instruction is English; or
(iii) The opportunity to participate fully in society.

NCLB/ESEA Title IX, Sec. 9101(B)(25)

To be classified as LEP, an individual must meet the criteria of A, B, C and D in the definition above. To meet the criteria for C, an individual can meet the criteria of any of i, ii or iii. If the criterion to meet C is ii, then the individual must meet the criteria of both I and II. To meet the criteria for D, an individual must be denied one of the three listed (i or ii or iii).

EDFACTS, 2011

Note

The term **L**imited **E**nglish **P**roficient (LEP) is a historic term where **E**nglish **L**earner (EL) is currently accepted term and is therefore used throughout this document. EL is meant to counter the negative connotations of Limited English Proficient.

Title I, Part A Section 1111: State Plans

Legal Requirements

Title I Law requires that all EL students are assessed annually.

(b) Academic Standards, Academic Assessments, and Accountability –

(7) Academic Assessments of English Language Proficiency - Each state plan shall demonstrate that local educational agencies in the state will, beginning not later than school year 2002–2003, provide for an annual assessment of English proficiency (measuring students' oral language, reading, and writing skills in English) of all students with limited English proficiency in the schools served by the state educational agency.

NCLB/ESEA Title I, Section. 1111(b)(7)

Title III Section 3116: Local Plans

Legal Requirements

Title III law requires local Title III plans to include scientifically based best practices that ensure EL students acquire English Language Proficiency and achieve the state academic standards.

(d) Each local plan shall also contain assurances that –

(2) the eligible entity annually will assess the English proficiency of all children with limited English proficiency participating in programs funded under this grant;

(3) the eligible entity has based its proposed plan on scientifically based research on teaching limited English proficient children;

(4) the eligible entity will ensure that the programs will enable children to speak, read, write and comprehend the English language and meet challenging State academic content and student academic achievement standards; and

(5) the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of limited English proficient children, consistent with Sections 3126 and 3127.

NCLB/ESEA Title III, Section. 3116(d)(2-5)

Alternative Language Program Services

"Where inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students."

From the Office of Civil Rights May 25, 1970 Memorandum

Students who meet the protocol requirements for Limited English Proficient must be provided **an alternative language program services**, in addition to the **basic/core** education services (adopted by the local board of education) that all students in the LEA receive. This alternative language program services must provide meaningful access to the core curriculum and provide direct English language instruction.

The intensity of alternative language program services provided is directly related to the individual student's level of proficiency. The less English proficiency a student has, the more intense his or her program of alternative language program services should be. The alternative language program services could include research-based models such as bilingual education, ESL programs, and/or sheltered instruction. These federally required alternative language program services ensure that ELs have equitable access to the basic, local board of education-adopted curriculum provided to all students, and acquire English language proficiency.

Based on the Castañeda vs. Pickard Supreme Court ruling, three guiding questions are considered when designing a program for alternative language services:

- Is the programming based on **sound educational theory**?
- Is the program designed for **effective implementation** including, but not limited to adequate support, staffing, and resources?
- Is the program regularly **evaluated and modified** based on the findings?

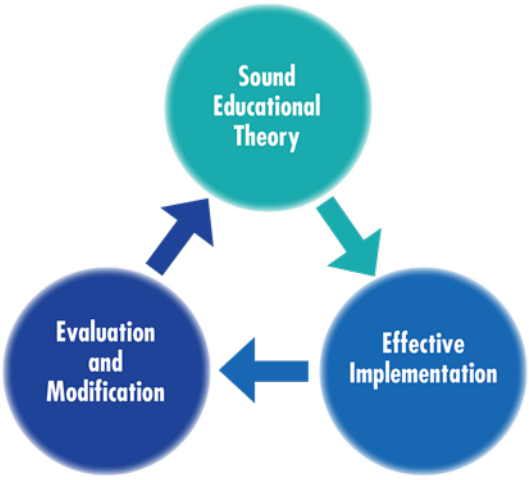


FIGURE 1

Supplemental Services

Supplemental services are provided from other state and federal funds such as Section 31a, Section 41, Title I, Part A, Title III (EL) and Title I, Part C (Migrant). These services may include additional direct English language instruction and/or additional support to ensure content area curriculum is meaningful, accessible, and comprehensible. Allowable activities vary by each funding source after evidence of the general fund provision for the alternative language program services.

Guiding Principles for Designing Alternative Language Program Services

Guiding Principles

The following commonly recognized guiding principles should be considered when designing an alternative language program, Title III and any other supplemental services provided to English learners.

Native language proficiency contributes to second language acquisition. Literacy in the native language correlates positively with literacy in the second language. The knowledge and skills for academic content in one language, in addition to the transferable aspects of the language, are applied to the acquisition of English and the continued learning of new content.

Language is functional. Developing accurate and fluent listening, speaking, reading, and writing skills in English is essential for students to function proficiently in social situations (Basic Interpersonal Communication Skills, BICS) as well as learn challenging academic content throughout the curriculum (Cognitive Academic Language Proficiency, CALP).

Language processes develop interdependently. The acquisition of language skills (listening, speaking, reading, and writing) occurs simultaneously and interdependently as learners use English effectively in a variety of social and academic settings.

Language acquisition occurs through meaningful use and interaction. English learners must have multiple authentic opportunities to use language to interact with others as they study meaningful and intellectually challenging content, and to receive feedback on their language use.

Language acquisition is a long-term process. Language acquisition occurs over time, with learners moving through developmental stages and gradually growing in proficiency at variable rates. Students may learn conversation skills related to social language more quickly than they acquire academic skills.

Language learning is cultural learning. To learn a new language is to learn a new culture. Patterns of language usage vary across cultures and reflect differences in values, norms, and beliefs about social roles and relationships in each culture.

Entrance Protocol for Potentially Eligible English Learners

Flowchart for DETERMINING ELIGIBILITY WITH ENTRANCE PROTOCOL

Home Language Survey

Parents complete the home language survey during the enrollment process.

→ Trained staff administers the W-APT to potentially eligible English learners, or acquires the results of the previous school year's WIDA: ACCESS for ELLS.

→ An additional Reading Assessment is administered or results are acquired.

→ District EL team reviews data to determine eligibility.

Entrance Protocol	Pre-Kinder Students	Kinder before December 1	Kinder after December 1	First Grade before December 1	First Grade after December 1 Through Twelfth Grade
A student qualifies if he/she meets one or more of the protocol listed in the chart.					
W-APT Score	All Pre-K students qualify as English learners based on identifying a language other than English on the Home Language Survey. This applies to eligible district - based programs that support children ages 3 to 5 years old. (See Table 1)	W-APT: Student scores below Exceptional (29) on listening and speaking **or** (See Table 2a)	W-APT: Student scores below Exceptional (29) on listening and speaking or scores below 13 on Reading or scores below 15 on Writing **or** (See Table 2b)	W-APT: Student scores below Exceptional (29) on listening and speaking or scores below 13 on Reading or scores below 15 on Writing **or** (See Table 3)	W-APT: Student scores below 5.0 on one or more domains. NO ROUNDING *Use the hand scoring guide or online calculator.* **or** (See Tables 4 and 5)
Reading Assessment		Student scores below grade level or below benchmark on a local early literacy assessment. **See NOTE regarding potentially eligible Kinder students who do not qualify as EL. Additional monitoring is required. (page 15)*	Student scores below grade level on a state-approved reading assessment.	Student scores below grade level on a state-approved reading assessment.	Student scores below grade level on a state-approved reading assessment.

The LEA will review local writing assessments to determine each student's proficiency in writing.

Is the student eligible for EL services?

YES → District places eligible student in the English learner program and, based on a review of the English proficiency and achievement data, determines the intensity of EL services provided to each student.

NO → Student is not enrolled in the English learner program and is monitored regularly through established district procedures used to monitor the achievement of all students. Students may be enrolled at a later date if they fail to progress and meet the entrance protocol requirements.

NOTE: EL determinations must be made within 30 days of the start of the school year or within 10 days after enrollment during the school year.

Entrance Protocol

Potential English learners are first identified by the Home Language Survey. Locate the State Board of Education approved Home Language Survey under ***Resource Materials*** at the MDE English Learner website: MDE English Learner Program

Pre-K

Students are enrolled in the EL program based on the Home Language Survey as shown in Table 1 below. This applies to eligible district-based programs, including non-profit or tuition-free programming where a child receives a UIC and is reported in MSDS with the district code. Eligible programs serve three to five year old students. Programs are encouraged to use developmentally appropriate assessments of preschoolers' native and English language proficiency to establish a baseline and monitor progress in acquiring English. Pre-K EL students are served by the district following the same requirements that apply to K-12 English learner students.

TABLE 1 REQUIRED ENTRANCE PROTOCOL: PRE-K

Grade Level	Home Language Survey
Pre-K	All Pre-K students qualify as EL based on identifying a language other than English on the Home Language Survey. This applies to eligible district - based programs that support children ages 3 to 5 years old.

K-12 Students

New students entering kindergarten through twelfth grade, including students who were previously enrolled in other states, are tested using the W-APT. If the student was enrolled in another Michigan district, results from the spring WIDA: ACCESS for ELLs from the previous year's (2015) cycle are reviewed. Potentially eligible EL students who score below the levels indicated in Tables 2a, 2b, 3, 4, and 5 on the W-APT are eligible for the EL program. Potentially eligible EL students who score below grade level on the state-approved, local reading assessment are eligible for the EL program. In addition, the district will review local writing assessments to determine proficiency and guide instruction.

Students are not found eligible as English learners **if** they exceed the W-APT or WIDA levels **and** meet or exceed grade level on the state-approved reading assessments found in Tables 2a, 2b, 3, 4 and 5. A student who is not found eligible as an English learner is monitored regularly through established district procedures used to monitor the achievement of all students. Students may be identified as an English learner at a later date if they fail to progress and fall below the entrance protocol requirements.

Kindergarten before December 1st

All kindergarten students enrolling before December 1st are **required** to be assessed using the W-APT in the two available domains: listening and speaking.

Kindergarten students qualify as ELs if the **three** criteria below apply:

- Home Language Survey has a language other than English, ***and***
- The student scores below 'exceptional' on the W-APT combined Listening and Speaking domains, **or**
- The student scores below grade level or below benchmark on a local early literacy assessment approved by MDE and available at this link: Acceptable Assessment Tools for Early Literacy Educators Table 3

provides the previously approved list of early literacy assessments which are still approved for LEA's use during entrance determinations.

These results, combined with developmentally appropriate assessments of the student's native and English language proficiency, as well as their performance on a reading and writing assessments, will determine the intensity of their alternative language program and other supplemental services.

A Kindergarten student will **not** qualify as an English learner if the student achieves 'exceptional' on the W-APT combined Listening and Speaking domains **and** is at or above grade level on an approved early literacy assessment. The kindergarten student is **not reported in MSDS** as an English learner and remains potentially eligible until the mid-year or winter early literacy or reading benchmark assessment is administered.

NOTE on Potentially Eligible Kindergarten Students:

Potentially eligible kindergarten students who achieve "exceptional" on the W-APT and are at or above grade level on the fall benchmark local early literacy assessment **must** be assessed a **second time** on the state approved local early literacy or reading assessment (during the local winter benchmark assessment window) **prior to January 31**. At that time kindergarten students who are **not** at or above grade level (on the state-approved local early literacy or reading assessment) **are identified** as ELs and **reported** as ELs in MSDS. They are **required** to take WIDA in the spring of the same school year.

A kindergarten student who scores at or above benchmark on the mid-year or winter benchmark does not qualify as an English Learner, is not reported in MSDS as an English learner and does not take the spring WIDA assessment.

TABLE 2A REQUIRED ENTRANCE PROTOCOL: KINDERGARTEN (BEFORE DECEMBER 1ST)

Grade Level	W-APT	Reading
		Student scores below grade level as defined by the assessment.
Kinder (before Dec 1st)	*Student scores below Exceptional (29) in Listening and Speaking* **Kindergarten W-APT is reported in raw scores* **See NOTE regarding potentially eligible Kinder students who do not qualify as EL. Additional monitoring is required.*	- Early literacy assessment approved by MDE (link): Acceptable Assessment Tools for Early Literacy Educators - AIMSWeb – both CBM and MAZE subtests - DIBELS Next - Discovery Education Assessments - DRA2: Developmental Reading Assessment version 2 - Fountas & Pinnell - iReady Diagnostic - MLPP: Michigan Literacy Progress Profile - NWEA: Northwest Evaluation Association - Star Early Literacy **The LEA will review local writing assessments to determine each student's proficiency in writing.**

Reminder: LEAs must screen potentially eligible students with W-APT (even if parents' request 'opting out' their students from the Alternative Language Program/Title III services. Parents may opt out of ALP/Title III services only after eligibility for EL services has been determined.

Students whose parents requested to 'opt out' from EL services must be monitored to ensure they reach adequate progress via other district resources and services. Since these students qualify as English learners and are classified as EL until they exit, they must be monitored similarly to exited Former English Learner (FEL) students (OCR/DOJ).

Kindergarten after December 1st

After December 1st, Kindergarten students, including Young 5's, are assessed in all four domains: listening, speaking, reading and writing. They qualify for EL services if one of the following protocol requirements is met for entrance into the program: if they receive a score below Exceptional (29) in Listening and Speaking, score below 13 in Reading, or score below 15 in Writing on the W-APT, or if they are below grade level in reading. If the student has met or exceeded the W-APT scores, the school will proceed to administer one of the state-approved reading assessments listed in Table 2b to determine if the student is at or above grade level in reading. The LEA will review local writing assessments to determine student's proficiency in writing and to guide instruction. Entrance Protocol requirements for kindergarteners after December 1st are summarized in Table 2b.

TABLE 2B REQUIRED ENTRANCE PROTOCOL: KINDERGARTEN (AFTER DECEMBER 1ST)

Grade Level	W-APT	Reading
		Student scores below grade level as defined by the assessment.
Kinder (after Dec 1st)	*Student scores below Exceptional (29) in Listening and Speaking* *or* *below 13 in Reading* *or* *below 15 in Writing* **Kindergarten W-APT is reported in raw scores*	- AIMSWeb – both CBM and MAZE subtests - DIBELS Next - Discovery Education Assessments - DRA2: Developmental Reading Assessment version 2 - Fountas & Pinnell - iReady Diagnostic - MLPP: Michigan Literacy Progress Profile - NWEA: Northwest Evaluation Association - Star Early Literacy **The LEA will review local writing assessments to determine each student's proficiency in writing.**

First Grade before December 1st

First grade students before December 1st are assessed in all four domains: (listening, speaking, reading and writing). They qualify for EL services if one of the following protocol requirements is met for entrance into the program: if they receive a score below Exceptional (29) in Listening and Speaking, score below 13 in Reading, or score below 15 in Writing on the W-APT, **or** if they are below grade level in reading. If the student has met or exceeded the W-APT scores, the school will proceed to administer one of the state-approved reading assessments listed in Table 3 to determine if the student is at or above grade level in reading. In addition, the district will review local writing assessments to determine proficiency and guide instruction. Entrance Protocol requirements for first graders before December 1st are summarized in Table 3.

TABLE 3 REQUIRED ENTRANCE PROTOCOL: FIRST GRADE (BEFORE DECEMBER 1ST)

Grade Level	W-APT	Reading
		Student scores below grade level as defined by the assessment.
First Grade (before Dec 1st)	*Student scores below Exceptional (29) in Listening and Speaking or below 13 in Reading or below 15 in Writing* **First Grade (before December 1) W-APT is reported in raw scores*	- AIMSWeb – both CBM and MAZE subtests - DIBELS Next - Discovery Education Assessments - DRA2: Developmental Reading Assessment version 2 - Fountas & Pinnell - iReady Diagnostic - MLPP: Michigan Literacy Progress Profile - NWEA: Northwest Evaluation Association - Star Early Literacy **The LEA will review local writing assessments to determine each student's proficiency in writing.**

First (after December 1st) and Second Grade

Students in first grade after December 1st and students in second grade qualify for EL services if one of the following protocol requirements is met for entrance into the program: if the student scores below 5.0 (no rounding) in one or more domains (listening, speaking, reading and writing) **or** if they are below grade level in reading or writing. In order to compute the W-APT scores, districts will use the hand scoring guide or online calculator. If the student met or exceeded 5.0 in all four domains on the W-APT, the school will proceed to administer one of the state-approved reading assessments listed in Table 4. A student does not qualify for EL services if **all** of the following are true: the student scores at or above 5.0 in listening, at or above 5.0 in speaking, at or above 5.0 in reading, at or above 5.0 in writing, **and** scores at or above grade level on the state-approved reading assessment. The LEA will review local writing assessments to determine each student's writing proficiency and guide instruction. The Entrance Protocol for first grade after December 1st, and second grade is summarized in Table 4.

TABLE 4 REQUIRED ENTRANCE PROTOCOL: FIRST GRADE (AFTER DECEMBER 1ST) AND SECOND GRADE

Grade Level	W-APT	Reading
		Student scores below grade level as defined by the assessment.
First Grade (after Dec 1st) And Second Grade	*W-APT:* *Student scores below 5.0 on one or more domains (listening, speaking, reading, or writing).* *NO ROUNDING* *Use the hand scoring guide or online calculator.* *If available, the previous year's WIDA domain specific information from another district or state may be used in place of the W-APT. All protocol requirements apply.*	- AIMSWeb – both CBM and MAZE subtests - DIBELS Next - Discovery Education Assessments - DRA2: Developmental Reading Assessment version 2 - Fountas & Pinnell - iReady Diagnostic - MLPP: Michigan Literacy Progress Profile - NWEA: Northwest Evaluation Association - Star Early Literacy **The LEA will review local writing assessments to determine each student's proficiency in writing.**

Third through Twelfth Grade

Students are eligible for EL services if **one** of the following protocol requirements is met for entrance into the program: if a student scores below 5.0 (no rounding) on one or more domains (listening, speaking, reading and writing) **or** if they are below grade level in reading or writing. If the third through twelfth grade student has met or exceeded 5.0 on all four domains on the W-APT, the school will proceed to administer one of the state-approved reading assessments listed in Tables 5 and 6 to determine if the student is at or above grade level in reading. Students scoring below proficiency on one of the state-approved reading assessments qualify for EL services. The LEA will review local writing assessments to determine each student's proficiency in writing and guide instruction.

A student does not qualify for EL services if **all** of the following are true: the student scores at or above 5.0 in listening, at or above 5.0 in speaking, at or above 5.0 in reading, at or above 5.0 in writing, **and** scores at or above grade level on the state-approved reading assessment.

TABLE 5 REQUIRED ENTRANCE PROTOCOL: THIRD THROUGH TWELFTH GRADE

Grade Level	W-APT	Reading
		Student scores below grade level as defined by the assessment.
Third Fourth Fifth	*W-APT:* *Student scores below 5.0 on one or more domains (listening, speaking, reading, or writing).* *NO ROUNDING* *Use the hand scoring guide or online calculator.* *If available, the previous year's WIDA domain specific information from another district or state may be used in place of the W-APT. All protocol requirements apply.*	- AIMSWeb – both CBM and MAZE subtests - DIBELS Next - Discovery Education Assessments - DRA Developmental Reading Assessment version 2 - Fountas & Pinnell - iReady Diagnostic - NWEA: Northwest Evaluation Association - QRI-5: Qualitative Reading Inventory - Star Reading
Sixth Seventh Eighth Ninth Tenth Eleventh Twelfth		- AIMSWeb – both CBM and MAZE subtests (6th – 8th) - Discovery Education Assessments - DRA Developmental Reading Assessment version 2 (6th – 8th) - Fountas & Pinnell (6th – 8th) - iReady Diagnostic - NWEA: Northwest Evaluation Association - PSAT or SAT - QRI-5: Qualitative Reading Inventory - Scantron Performance Series - SRI: Scholastic Reading Inventory - Star Reading **The LEA will review local writing assessments to determine each student's proficiency in writing.**

State-Approved Assessments

In order to ensure the use of multiple measures, the district must administer one of the state-approved grade level reading assessments listed in Table 6. If the district administers one of these approved reading assessments listed in Tables 2a-6, the district must administer **all** the reading subtests (including comprehension) that are part of the full assessment. The LEA will review local writing assessments to determine each student's proficiency in writing and guide instruction.

These reading assessments are also recommended as resources for additional diagnostic information that may assist the LEA in determining placement in the alternative language program services (Table 6).

TABLE 6 ENTRANCE PROTOCOL: ALTERNATIVE STATE-APPROVED READING ASSESSMENTS AND SOURCES OF ADDITIONAL DIAGNOSTIC DATA

Grade Level	State-Approved Reading Assessments
K-2	AIMSWeb – both CBM and MAZE subtests DIBELS Next Discovery Education Assessments DRA: Developmental Reading Assessment version 2 Fountas & Pinnell iReady Diagnostic MLPP: Michigan Literacy Progress Profile NWEA: Northwest Evaluation Association Star Early Literacy
3-5	AIMSWeb – both CBM and MAZE subtests DIBELS Next Discovery Education Assessments DRA Developmental Reading Assessment version 2 Fountas & Pinnell iReady Diagnostic NWEA: Northwest Evaluation Association QRI-5: Qualitative Reading Inventory Star Reading
6-12	AIMSWeb – both CBM and MAZE subtests (6th – 8th) Discovery Education Assessments DRA Developmental Reading Assessment version 2 (6th – 8th) Fountas & Pinnell (6th – 8th) iReady Diagnostic NWEA: Northwest Evaluation Association PSAT or SAT QRI-5: Qualitative Reading Inventory Scantron Performance Series SRI: Scholastic Reading Inventory Star Reading

Note: If an LEA is **not** currently using one of the alternative state-approved assessments listed in Tables 2a to 6, it **may** be allowable to use Title III or 31a funds to purchase and administer this additional reading assessment. Title III funds may **not** be used to administer the annual WIDA: ACCESS for ELLs or W-APT.

Additional Considerations

As districts apply the common Entrance Protocol, they may encounter the following special circumstances.

English Language Proficiency Interim Assessments

Interim assessments are an important tool for monitoring the progress of EL students in the area of English proficiency. The district may find that additional diagnostic information is needed to determine appropriate alternative language program services. Table 7 provides a list of off-the-shelf English Language Proficiency Assessments that are recommended for this purpose. These assessments do not replace the WIDA: ACCESS for ELLs or the W-APT screener.

TABLE 7 ENGLISH LANGUAGE PROFICIENCY INTERIM ASSESSMENTS

Grade Level	Proficiency Assessment
K-12	LAS Links: Language Assessment Scales WIDA MODEL *(additional formative assessment; may **NOT** replace the WIDA: ACCESS for ELLs or W-APT)* Woodcock Muñoz Complete Battery 2005/2010 Editions

WIDA: ACCESS for ELLs and W-APT Out-of-State Scores

If a student has been assessed with the WIDA: ACCESS for ELLs or the W-APT in another state within the last 12 months and the scores are obtained by the receiving district within the allowable 2 week (10 day) window (or 30 days from the start of school) [*ESEA/NCLB Section 3302(a) and (d)]*, the score may be used to determine eligibility within Michigan by applying the same Entrance Protocol requirements which include the use of a second measure: reading assessment. If WIDA: ACCESS for ELLs results are not acquired within the allotted timeframe, the student must be screened using the W-APT to determine eligibility according to the Entrance Protocol requirements.

In State Moves of EL Students

Once a student is identified as an English learner, the information is added to the student's record in the Michigan Student Data System (MSDS). This EL designation is not district specific. Since all districts must apply Entrance and Exit Protocol requirements in making EL determinations, when a student moves between districts his or her EL designation remains the same.

In order to ensure timely entry into the alternative language program, appropriate placement and continuation of services, the receiving district must acquire the student's previous WIDA: ACCESS for ELLs scores.

In State Moves of Former English Learner (FEL) Students

If a student was exited by another district within the state of Michigan and then enrolls in a new district, the receiving district must continue the FEL monitoring procedures. It is the responsibility of the district in which the student is currently enrolled to ensure that the student continues to be successful after exiting the alternative language/Title III program. The section on FEL Monitoring Procedures provides additional guidance.

Students who do not *qualify* for the EL Program

A student who has been identified by the Home Language Survey for W-APT testing, scores at or above 5.0 on all four domains, and is at or above grade level in reading, does not qualify for the EL Program. This student is not

coded in MSDS as FEL and does not take the annual WIDA: ACCESS for ELLs in the spring. The student is monitored for academic achievement to ensure the student does not experience future failures. The student may be identified for Title I, Part A, other services, or be re-evaluated for possible entry to the EL program at a later time.

Teacher input is an important factor in designing the alternative language program services and determining what supplemental help a student may need. Documentation including concerns and subsequent follow-up is maintained in the district.

Opt Outs

In accordance with federal law *[ESEA/NCLB Title III Section 3302(a)(8)(A) and OCR Questions and Answers on the Rights of Limited English Proficient Students]*, parents have the right to opt out of the alternative language program services. Opting out of the alternative language program services occurs only **after** eligibility has been determined.

Students whose parents decline **all** alternative language program services provided by the district are considered to have opted out. Districts must have a formal procedure in place to ensure parents have been informed of their child's English language proficiency assessment data, the alternative language program services provided by the district and the expected results of participation in the program.

Parents may choose to decline only **some** of the alternative language program services such as 'pull out' services and continue participation in a Title III/bilingual afterschool programs. These students are **not** considered to have opted out.

An English learner who is 'opted out' and declined **all** alternative language program services **must** be monitored regularly to ensure academic progress, be provided adequate support to reduce any language barriers, participate in the annual WIDA: ACCESS for ELLs until meeting the exit protocol requirements. After meeting the exit protocol requirements, the student who has 'opted out' is formally exited and receives the required FEL monitoring for two years (ESSA: four years of monitoring are required).

Content Area Support

The use of writing, science and social studies data in determining specific alternative language program services is highly recommended. If students are not meeting the state standards in science or social studies, a designated LEA team should review multiple measures to determine the needs of the student in the content area.

This team should include, but not be limited to, a certified and endorsed Bilingual/ESL teacher. Suggested data measures include:

1. Quarterly common assessments results.

2. State Assessments.

3. Grades from standards-based assessments.

4. Teacher input on student's mastery of content standards.

Summary

Kindergarten through twelfth grade students identified by the Home Language Survey must be screened using the W-APT. Students qualify for alternative language program/Title III services if they do not obtain a score of at least 5.0 ***each and every domain*** (listening, speaking, reading and writing), or do not perform at ***or*** above grade level in reading as measured by one of the state-approved reading assessments.

Entrance Protocol Scenarios 1-4

The following scenarios are provided to assist in the application of the Entrance Protocol.

SCENARIO 1

A new student enrolled in December. The family indicated on the enrollment form that a language other than English was the native language of the child as well as the primary home language. This was the student's first entry into U.S. schools.

The district inquired about previous school history and learned from the family that the student was enrolled in school for two years in her home country. She can read in her first language and the parents reported she was very successful in school. She was in 2nd grade.

Action Taken: The district administered the W-APT. The student scored 1.3 in listening, 1.2 in speaking, 1.0 in reading, and 1.0 in writing.

Result: The student qualified for alternative language program services since at least one of the protocol requirements was met: the student scored below 5.0 on one or more domain on the W-APT. The district planned to administer a native language reading assessment to gather additional information on her content area achievement.

SCENARIO 2

A fourth grade student enrolled in August in the same school he had attended since kindergarten. On the home language survey parents answered "a language other than English" to the question about native language, and "English" to the question about primary home language.

Action Taken: The EL Teacher reviewed the first home language survey completed in kindergarten and found the district had failed to accurately assess him at that time. The EL Teacher administered the W-APT and the student scored 6.0 in listening and speaking, 5.8 in reading, and 5.7 in writing. He scored Advanced Proficient on the NWEA Reading Assessment.

Result: The student is not eligible for alternative language program services since he surpassed all the eligibility protocol requirements.

SCENARIO 3

A new student enrolled in 6th grade from another state in October. The family indicated the native language of the child was other than English on the home language survey. The student has been in U.S. schools since kindergarten.

Action Taken: The district administered the W-APT. The student scored 5.9 in listening, 5.9 in speaking, 5.1 in reading and 5.0 in writing. The district administered the DRA2 Reading Assessment and learned that the student was one year below grade level in reading with patterns of limited vocabulary and comprehension.

Result: The student qualified for alternative language program services since he met at least one of the protocol requirements: below grade level performance in reading.

SCENARIO 4

A 9th grade student enrolled in district A from another Michigan school in district B in late August. The family indicated a language other than English was spoken in the home on the home language survey.

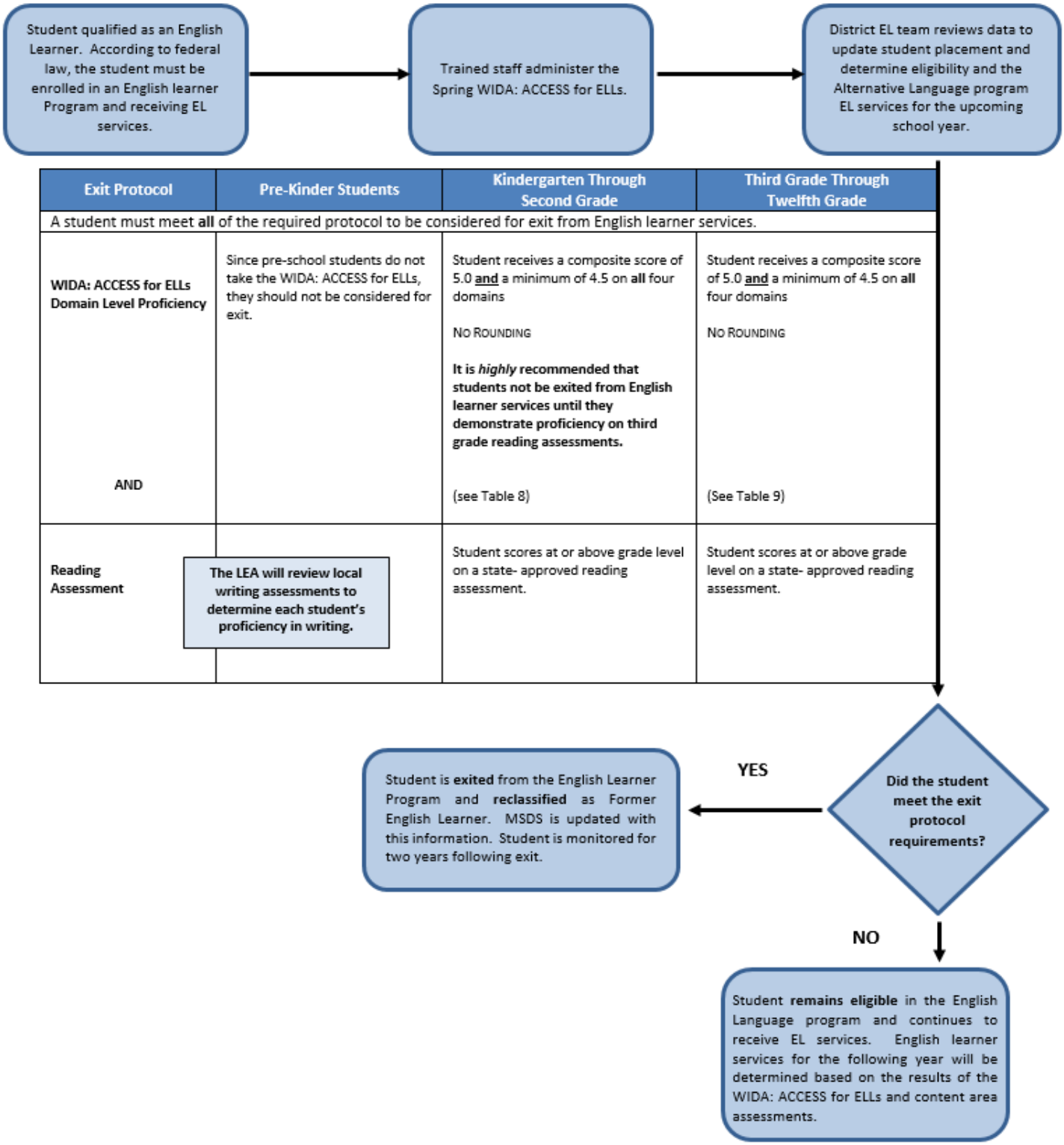
Action Taken: District A contacted District B for the previous spring's WIDA results and the alternative language program/Title III service information.

The student scored 5.0 Bridging on the spring WIDA and all domain scores were above 5.0. She received biweekly support from a certified and endorsed ESL teacher, and after school tutoring during the previous school year. District B also shared the state-approved reading assessment results from the previous year which showed she was below grade level in reading.

Result: The student qualified for alternative language/Title III program services since she met two of the protocol requirements.

Exit Protocol

Flowchart for APPLYING THE EXIT PROTOCOL



Exit Protocol	Pre-Kinder Students	Kindergarten Through Second Grade	Third Grade Through Twelfth Grade
A student must meet **all** of the required protocol to be considered for exit from English learner services.			
WIDA: ACCESS for ELLs Domain Level Proficiency **AND**	Since pre-school students do not take the WIDA: ACCESS for ELLs, they should not be considered for exit.	Student receives a composite score of 5.0 **and** a minimum of 4.5 on **all** four domains NO ROUNDING **It is *highly* recommended that students not be exited from English learner services until they demonstrate proficiency on third grade reading assessments.** (see Table 8)	Student receives a composite score of 5.0 **and** a minimum of 4.5 on **all** four domains NO ROUNDING (See Table 9)
Reading Assessment	**The LEA will review local writing assessments to determine each student's proficiency in writing.**	Student scores at or above grade level on a state- approved reading assessment.	Student scores at or above grade level on a state- approved reading assessment.

Exit Protocol

Each summer, after the administration of the annual WIDA: ACCESS for ELLs, districts review the WIDA results to determine student placement in EL services, to exit students who have met the protocol requirements, and to evaluate the effectiveness of the alternative language program services and supplemental EL services.

All English learners must receive scores in all four domains (listening, speaking, reading, and writing) on the spring WIDA: ACCESS for ELLs administration in order to be considered for exit from EL services. Students are not exited by the W-APT. Students are not exited if they do not meet all of the exit protocol requirements.

Since **pre-school students** do not take the full spring WIDA: ACCESS for ELLs, they are not be considered for exit.

Students of parents who **opt out** of some or all of the alternative language program/Title III services must meet the exit protocol requirements to be considered for exit.

Kindergarten through Second Grade

Districts are strongly encouraged to maintain the EL status of all kindergarten through second grade students who qualify for EL services. Assessments administered below third grade may not reflect the cognitive and linguistic complexity needed to successfully demonstrate academic language proficiency. Therefore, to prevent premature exit from the EL program that may make students susceptible to failure in a later grade, EL students **must** demonstrate proficiency with more cognitively and linguistically complex and demanding tasks.

If a district considers exit for these grade levels, students must reach a composite score of 5.0, **and** minimum scores of 4.5 in all four domains on the spring WIDA: ACCESS for ELLs, **and** demonstrate grade level performance in reading to be considered for exit. For example, a student must have a minimum of 4.5 in listening, a minimum of 4.5 in speaking, a minimum of 4.5 in reading, a minimum of 4.5 in writing, ***with*** a minimum composite score of 5.0, and score at or above grade level on the state-approved reading assessment. WIDA domain proficiency scores are used as a decimal and are **not** rounded up. The district will review local writing assessments to determine proficiency in writing. LEAs must monitor English learners and continue to provide the necessary support to them in the domain (L, S, R, or W) in which they scored 4.5 (less than 5.0) even if they meet the minimum criterion for exiting the program.

If a district chooses not to use one of the state-approved reading assessments for kindergarten (including Young 5's) through second grade, then students are **not** exited from the EL program until demonstrating proficiency on a state-approved reading assessment in third grade.

Districts are encouraged to continue to provide the alternative language program services until students have demonstrated proficiency on a third grade state-approved reading assessment which assesses more complex cognitive skills. Consultation by a certified and endorsed Bilingual/ESL teacher with regular progress checks may be one component of the alternative language/Title III program services provided to Kindergarten through second grade students who have met all the protocol requirements, in lieu of exiting EL services.

*A student must meet **all** of the protocol requirements to be considered for exit from EL services.*

TABLE 8 REQUIRED EXIT PROTOCOL: KINDER, FIRST AND SECOND GRADE

Grade Level	WIDA: ACCESS for ELLs	Reading
		Student scores at or above grade level as defined by the state-approved assessment.
Kinder First Second	*Student receives a minimum composite score of 5.0* ***and*** *a minimum of 4.5 on* ***all*** *four domains* NO ROUNDING	- AIMSWeb – both CBM and MAZE subtests - DIBELS Next - Discovery Education Assessments - DRA: Developmental Reading Assessment version 2 - Fountas & Pinnell - iReady Diagnostic - MLPP: Michigan Literacy Progress Profile - NWEA: Northwest Evaluation Association - Star Early Literacy - *Gates McGinitie** - *ITBS: Iowa Test of Basic Skills** - *Terra Nova** **The LEA will review local writing assessments to determine each student's proficiency in writing.**

**Italicized assessments are norm referenced and used only for exiting purposes. Non-italicized assessments (which are criterion-based, or both norm-referenced and criterion-based) may be used for entrance and exit. All state-approved reading assessments administered must include the comprehension subtests.*

Third through Twelfth Grade

Students who receive a composite score of 5.0 or higher on the spring WIDA: ACCESS for ELLs, **and** minimum scores of 4.5 in all four domains **and** demonstrate grade level proficiency in reading may exit EL services. WIDA domain proficiency scores are used as a decimal and not rounded up. Students must reach a minimum score of 4.5 in each of the four domains to be considered for exit: *for example, they may obtain a score of 5.5 in listening, 5.4 in speaking, 4.7 in reading, and 4.5 in writing.* In addition, these students must demonstrate grade level proficiency on a state-approved reading assessment. LEAs must monitor English learners and continue to provide the necessary support to them in the domain (L, S, R, or W) in which they scored less than 5.0 even if they meet the minimum criterion for exit.

*A student must meet **all** of the protocol requirements to be considered for exit from EL services.*

TABLE 9 REQUIRED EXIT PROTOCOL: THIRD THROUGH TWELFTH GRADE

**Italicized assessments are norm referenced and used only for exiting purposes. Non-italicized assessments (which are criterion-based, or both norm-referenced and criterion-based) may be used for entrance and exit. All state-approved reading assessments administered must include the comprehension subtests.*

Grade Level	WIDA: ACCESS for ELLs	Reading
		Scores at the proficient or advanced proficient level on the State Assessment, or scores at or above grade level as defined by the assessment.
Third Fourth Fifth	*Student receives a minimum composite score of 5.0* ***and*** *a minimum of 4.5 on* ***all*** *four domains* NO ROUNDING	- AIMSWeb – both CBM and MAZE subtests - DIBELS Next - Discovery Education Assessments - DRA Developmental Reading Assessment version 2 - Fountas & Pinnell - iReady Diagnostic - NWEA: Northwest Evaluation Association - QRI-5: Qualitative Reading Inventory - Star Reading
Sixth Seventh Eighth Ninth Tenth Eleventh Twelfth		- AIMSWeb – both CBM and MAZE subtests (6th – 8th) - DRA: Developmental Reading Assessment version 2 (6th – 8th) - Discovery Education Assessments - Fountas & Pinnell (6th – 8th) - iReady Diagnostic - NWEA: Northwest Evaluation Association - QRI-5: Qualitative Reading Inventory - Scantron Performance Series - SRI: Scholastic Reading Inventory - Star Reading - *PSAT/SAT** - *Gates McGinitie** - *ITBS: Iowa Test of Basic Skills** - *Terra Nova** **The LEA will review local writing assessments to determine each student's proficiency in writing.**

**Italicized assessments are norm referenced and used only for exiting purposes. Non-italicized assessments (which are criterion-based, or both norm-referenced and criterion-based) may be used for entrance and exit. All reading assessments administered must include the comprehension subtests.*

Exit Protocol: State-Approved Assessments or Additional Sources of Diagnostic Data

A student may be exited from the language/Title III program services if he/she obtains a score of 4.5 or higher in all four domains **and** a 5.0 composite score on the spring WIDA: ACCESS for ELLs **and** performs at or above grade level on one of the state-approved reading assessments listed on the next page. The full battery of subtests for the selected state-approved reading assessment is required to determine if the student has met the protocol requirements for exit. The LEA will review local writing assessments for each English learner.

The state-approved reading assessment lists found in Tables 8-10 include norm-referenced assessments. Many districts reported using norm-referenced assessments in their end-of-year data reviews as they conducted their Comprehensive Needs Assessments. Since these assessments are summative and administered only at the end year, they do not provide the timely, formative data that is needed to determine if a student initially qualifies for entry into the alternative language program services. Therefore, the italicized norm-referenced assessments should be used only for exiting purposes.

TABLE 10 EXIT PROTOCOL: STATE-APPROVED READING ASSESSMENTS AND SOURCES OF ADDITIONAL DIAGNOSTIC DATA

Grade Level	State-Approved Reading Assessments
K-2	AIMSWeb – both CBM and MAZE subtests DIBELS Next Discovery Education Assessments DRA: Developmental Reading Assessment version 2 Fountas & Pinnell iReady Diagnostic MLPP: Michigan Literacy Progress Profile NWEA: Northwest Evaluation Association Star Early Literacy *Gates McGinitie** *ITBS: Iowa Test of Basic Skills** *Terra Nova**
3-5	AIMSWeb – both CBM and MAZE subtests DIBELS Next Discovery Education Assessments DRA: Developmental Reading Assessment version 2 Fountas & Pinnell iReady Diagnostic NWEA: Northwest Evaluation Association QRI-5: Qualitative Reading Inventory Star Reading *Gates McGinitie** *ITBS: Iowa Test of Basic Skills** *Terra Nova**

Grade Level	State-Approved Reading Assessments
6-12	AIMSWeb – both CBM and MAZE subtests (6th – 8th) DRA: Developmental Reading Assessment version 2 (6th – 8th) Discovery Education Assessments Fountas & Pinnell (6th – 8th) iReady Diagnostic NWEA: Northwest Evaluation Association QRI-5: Qualitative Reading Inventory Scantron Performance Series SRI: Scholastic Reading Inventory Star Reading *PSAT/SAT** *Gates McGinitie** *ITBS: Iowa Test of Basic Skills** *Terra Nova**

**Italicized assessments are norm referenced and used only for exiting purposes. Non-italicized assessments (which are criterion-based, or both norm-referenced and criterion-based) may be used for entrance and exit. All reading assessments administered must include the comprehension subtests.*

Additional Provisions

Additional guidance is provided for the following circumstances that districts may encounter when exiting students.

Students who qualify for Special Education services and do not meet the common exit protocol requirements:

When English learners have a disability, districts are required to provide both bilingual/ESL as well as special education services (DOJ/USED January 7, 2015 Dear Colleague Memorandum). Such students are not to be exited from the EL program until they meet the state exit protocol requirements. The current accommodations include requesting test waivers from the Office of Educational Assessment and Accountability on a case-by-case basis. Additionally, the WIDA Alternate ACCESS is available for ELs with disabilities for whom the WIDA: ACCESS for ELLs is not an appropriate assessment.

The WIDA Alternate ACCESS has limitations that districts need to review prior to determining the best assessment for each of their ELs with disabilities. One limitation is that an EL is unable to achieve a score result higher than 3.0. For additional information, contact the Office of Assessment and Accountability at MDE.

The Michigan Department of Education (MDE) urges all district personnel to adopt a collaborative and comprehensive educational approach to identifying, assessing and placing ELs with possible disabilities. Such best practices should follow the OCR and IDEA guidance and requirements. (Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act of 1990)

When a referral is made of an English learner to special education, MDE, in accordance with the January 7 DOJ/USED Dear Colleague Memo, highly recommends that the Individualized Educational Program (IEP) Team include a Bilingual/ESL certified and endorsed teacher in the pre-planning, planning and implementation phases of such process. This would include the academic component of the Multi-Tiered System of Supports (MTSS) process that the district may utilize for determining pre-referral interventions.

Students with an Exit Determination (Former English Learner Reclassification) from another state:

Each state is required by USED to have Language Proficiency Standards, a State English Language Proficiency Assessment and Entrance/Exit requirements.

A student who is entering Michigan with an FEL reclassification or exit status from another state and was previously considered EL in Michigan (according to coding in MSDS) may be considered FEL in Michigan **if** the following requirements are met:

1) Results from the previous state's English Language Proficiency Assessment are obtained;
2) The FEL reclassification, EL exit status, is verified from school records; and
3) The student demonstrates grade level proficiency in reading on a Michigan, state-approved assessment listed on Tables 8-10.

A student who has met all three requirements may be exited from the Michigan district's alternative language/Title III program. The student must be monitored following the district's FEL monitoring procedures.

If the assessment records or the FEL status verification are not obtained in a timely fashion or if the student does meet or exceed grade level performance on the state-approved reading assessment, the student remains eligible as an English learner in Michigan.

In Summary

Kindergarten through twelfth grade students are exited from the Alternative Language/Title III Program Services when they receive 4.5 or higher on all four of the domains (listening, speaking, reading, writing) **and** a composite score of 5.0 on the spring WIDA: ACCESS for ELLs **and** have demonstrated academic proficiency on a state-approved reading assessment. The LEA will review local writing assessments for each English learner.

Exit Protocol Scenarios 1-4

The following scenarios are provided to assist in the application of the Exit protocol.

SCENARIO 1

Multiple Measures:

A 2nd grade student scored at the Bridging (5.8) level on the spring WIDA: ACCESS for ELLs. The domain scores were 5.9 in listening, 6.0 in speaking, 5.8 in reading, and 5.6 in writing. The student took the DRA2, the chosen reading assessment for all second grade students in the district. He achieved the minimum score for demonstrating grade level proficiency.

Exit Decision:

The district determined that the student would continue to receive alternative language program services until demonstrating proficiency on the NWEA, a state-approved reading assessment, in third grade.

SCENARIO 2

Multiple Measures:

A 5th grade student received an overall score of Developing (3.1) on the spring WIDA: ACCESS for ELLs. Zero of the domain proficiency scores were 5.0 or higher. Her state-approved assessment score on the iReady Assessment was below grade level in reading.

Exit Decision:

The student did not meet either of the two protocol requirements for exiting the alternative language program services. She qualifies for continued alternative language program services in the upcoming year.

SCENARIO 3

Multiple Measures:

A 9th grade student received an overall score of Reaching (6.0) on the spring WIDA: ACCESS for ELLs. All domain proficiency scores were 6.0. His SRI: Student Reading Inventory scores were below grade level according.

Exit Decision:

Since the student did not obtain the minimum scores for demonstrating grade level proficiency in reading on the SRI, the student remains eligible for alternative language program services.

SCENARIO 4

Multiple Measures:

An 11th grade student was assessed using the WIDA: ACCESS for ELLs and received an overall score of Bridging (5.2). Her domain proficiency scores were 5.6 in listening and speaking, 5.1 in reading, and 5.2 in writing. Her NWEA scores were proficient in **all** areas.

On July 2nd of the same year, she was exited from EL services and reclassified as FEL (Former English Learner) since she demonstrated English language proficiency on WIDA and grade level performance in reading.

Exit Decision:

The district EL Director and high school administrative team will monitor her progress during the next year. The FEL monitoring will be for one year instead of the required two years because she will be in twelfth grade and is expected to graduate.

FEL Monitoring Process

Former English Learner Students

Former English Learner (FEL) students are those students who have met the exit protocol requirements and been exited from the alternative language/Title III program services, or reclassified and are no longer FEL eligible. FEL includes those English learner students who 'opted out' of the alternative language/Title III services and then received exit status by successfully meeting the exit protocol requirements. See page 18 for the required monitoring activities of English learner who have opted out of services.

Monitoring Process

- A designated district team, including but not limited to, a certified and endorsed Bilingual/ESL teacher must meet regularly to monitor FEL student progress.
- Districts must have a plan for monitoring FEL students that utilizes local assessments to review individual student progress for two years once they are exited from services and classified as FEL.

FEL students are found to be succeeding if they are maintaining proficiency on local assessments which may include those referenced in the exit protocol. If FEL students do not continue to meet these protocol requirements, or concerns about a student's academic progress are raised, a **team** that includes a certified Bilingual/ESL teacher should meet to discuss the student's data and causes for academic challenges. Then they should choose interventions which may include re-entry into the alternative language/Title III program services.

The Department of Justice and USED released the following guidance on the monitoring of exited students in the January 7, 2015 Dear Colleague Letter:

When a school district's monitoring of an exited EL student indicates that a persistent language barrier may be the cause of academic difficulty because general education and remediation [acceleration] services have proven inadequate, school districts should re-test the student with a valid and reliable, grade-appropriate ELP test to determine if there is a persistent language barrier and must offer additional language assistance services where needed to meet its civil rights obligations.

- FEL students experiencing difficulty may:
    - Be tested using the WIDA: ACCESS for ELLs or the W-APT and re-qualified for the alternative language/Title III program;
    - Local testing in the content area(s) has been used to identify specific standards with which the student is experiencing; and/or
    - Receive support from Title I or other support services based on the needs of the student.

Note: WIDA: ACCESS for ELLs may be administered only for determinations for the following school year. One possible context would be following 6 months of MTSS interventions targeted at the specific standards in the content area the student is struggling, and the team which includes the Bilingual/ESL Certified teacher determines that additional English Language Proficiency testing is necessary to assess the student's current language needs.

Inclusion of MTSS Process

Districts are strongly encouraged to use the MTSS process to obtain ongoing formative assessment information to monitor each student's progress, both EL and FEL, and identify potential areas needing instructional modifications and/or additional support. Such assessments should be used with ELs only if they are research-based, standardized and include a measure for comprehension.

Evaluating Other Assessments for Inclusion in the Protocol

To request that additional assessments be reviewed for inclusion in the approved list for the Entrance and Exit Protocol, email the request to OFSSpecialPops@michigan.gov along with the contact information of the person making the request, the name of the district requesting, the full name and publication date of the assessment, and an explanation of how the assessment results will support entrance and exit determinations.

For further questions or clarifications on the Entrance and Exit Protocol, please contact: Shereen Tabrizi, Manager of the Special Populations Unit/Title III Director, OFSSpecialPops@michigan.gov.

Appendix A - The EL Advisory Committee Process

Background

As part of the MDE strategic planning process, the Office of Field Services (OFS) conducted an evaluation of its EL program and found that the Entrance and Exit Protocol presented implementation challenges. Districts did not have common standards, and therefore might fall short of meeting the federal and state requirements for these programs.

As a result of the self-evaluation, OFS sought input from the Michigan English Learner (EL) Advisory Committee members to establish procedures that would ensure all districts understood the law, its requirement and mandates. OFS sought to ensure that EL students received continuity of alternative language program services and that they were not prematurely exited from EL programs. In order to accomplish this, there needed to be consistency in who qualified for EL services across districts. The EL Advisory Committee set this objective for OFS during the strategic planning process.

In January 2012, the EL Advisory committee set up a working subcommittee to determine where the challenges existed, and to develop a plan of action for making the Entrance and Exit Protocol easy to understand. This would ensure that the districts were meeting the requirement of the law, but more importantly, serving the students who were meant to be served.

The Process

1. The sub-committee needed to understand current ELA practices.
    a. Developed a survey to collect information. Over one hundred entities including LEAs, Consortium Members, ISDs and Public School Academies (PSAs) participated in this survey.
    b. Sub-committee members researched each of the assessments identified through the survey results. The purpose was to determine what areas (accuracy, fluency, comprehension, etc.) of reading the assessments included, what results were provided, to review the reliability and validity studies, and to see if they had done any specific research that included ELs. They entered this information into a database.
    c. Subcommittee members reviewed:
        i. Other states' practices
        ii. Current research on language proficiency assessments
        iii. Evaluations of current national practices by established research entities
2. They developed criteria for determining which assessments would be approved for reading as an alternative to MEAP and MME. They used federal and state guidelines as well as other states' best practices for direction.
3. Subcommittee recommended the common Entrance and Exit Protocol to the EL Advisory in August of 2011.
4. These recommendations were reviewed and presented as a draft document of the common Entrance and Exit Protocol at the Fall 2011 Special populations conference.
5. The committee received feedback from participants, reviewed and where appropriate, incorporated feedback into the draft document.
6. In April 2012 an updated Entrance and Exit Protocol was presented to the Advisory committee for final comments.
7. In May 2012 the Title III Memo from the Special Populations Unit Manager included a note urging district administrators to begin applying the common Entrance and Exit Protocol locally.
8. The document is reviewed annually to ensure alignment with the state assessment and accountability processes.

Acknowledgement (2012)

The Michigan Department of Education and the Office of Field Services would like to thank and acknowledge the efforts, commitment and dedication of all those who participated in the development of this document.

First	Last	Affiliation
Shereen	Tabrizi	MDE-Manager/Title III Director
Michelle	Williams	MDE-Contracted EL & Migrant Consultant
Martha	Adler	University of Michigan - Dearborn
Rose	Aldubaily	Dearborn Public Schools
Fredrika	Bahoora	Livonia Public Schools
Tonda	Boothby	Van Buren ISD
Bridget	Dean	Farmington Public Schools
Megan	DeKraker	Heritage Academies
Carol	Dimovski	Utica Public Schools
Margarita	Frommert	Lincoln Park School District
Margo	Glew	Michigan State University
Sandra	Gonzales	Wayne State University
Martha	Gonzalez-Cortez	Hispanic Center-Grand Rapids
Casey	Gordon	Kent ISD
Sandra	Hagman	Walled Lake Consolidated Schools
Sergio	Keck	Lansing School District
Aric	Kuester	ELPA Contracted Consultant, BAA
Claudia	Lara-Martinez	Detroit Public Schools
Nicole	Lind	Berrien RESA
Michelle	Mattson	Hart Public Schools
Su	McKeithen-Polish	Macomb ISD
Jackie	Moase-Burke	Oakland ISD
Lena	Montgomery	WRESA
Nicolas	Nelson	Grant Public Schools
Jackie	Nunez	Muskegon Public Schools
Jennifer	Paul	ELPA Consultant-BAA
Michael	Pickard	Kentwood Public Schools
Sara	Rainwater	Genesee ISD
Maura	Sedgeman	Dearborn Public Schools
Kerry	Segel	Saginaw Valley University
Luay	Shalabi	Central Academy
Nadra	Shami	Dearborn Public Schools
Deborah	Szeman	WRESA
Dennis	Terdy	Great Lakes East
Wendy	Wang	Eastern Michigan University

The following EL Advisory Committee members, not listed above, have participated in the revising of the Entrance and Exit Protocol since 2012.

Maria Silva MDE – Title III Consultant

Research

National Center for Research on Evaluation, Standards, and Student Testing. 2008. CRESST Report 732: Issues in Assessing English Language Learners: English Language Proficiency Measures and Accommodation Uses. California: The Regents of the University of California.

National Center for Research on Evaluation, Standards, and Student Testing. 2008. CRESST Report 738: Providing Validity Evidence to Improve the Assessment of English Language Learners. California: The Regents of the University of California.

National Center for Research on Evaluation, Standards, and Student Testing. 2010. CRESST Report 779: When to Exit ELL Students: Monitoring Success and Failure in Mainstream Classrooms after ELLs' Reclassification. California: The Regents of the University of California.

National Research Council of the National Academies. 2011. Allocating Federal Funds for State Programs for English Language Learners. Washington, D.C.: National Academies Press.

Ragan, A., & Lesaux, N. (2006). Federal, state, and district level English language learner program entry and exit requirements: Effects on the education of language minority learners. Education Policy Analysis Archives, 14(20).

Schilling, S. G., Carlisle, J. F., Scott, S. E., & Zeng, J. (2007). Are fluency measures accurate predictors of reading achievement? The Elementary School Journal, 107(5), 429–448.

Vanderwood, M. L, Linklater, D., & Healy, K. (2008). Predictive accuracy of Nonsense Word Fluency for English language learners. School Psychology Review, 37(1), 5–17.

Vecchio, Ann Del, PhD and Guerrero, Michael, PhD. Handbook of English Language Proficiency Tests. EAC-West, New Mexico Highlands University, Albuquerque, December 1995.

Legal and State Guidelines and Best Practices

Education and Secondary Education Act. Public Law 107-110. 107th Congress. 2002

Georgia Department of Education. 2010. Title III ESOL Resource Guide 2010-2011

Pottinger, J. Stanley. OCR May 25, 1970 Memorandum. Washington, D.C.

Office of Civil Rights. Questions and Answers on the Rights of Limited-English Proficient Students. Last modified 2005.

U.S. Department of Justice, Civil Rights Division, and U.S. Department of Education, Office for Civil Rights. Dear Colleague Letter. January 7, 2015.

Wisconsin Department of Public Education. 2009. Procedures for Exiting English Language Learners as Fully English Language Proficient. Bulletin 07.02.

Wisconsin Department of Public Education. 2009. Initial Identification and Placement of English Language Learners. Bulletin 07.01

Wisconsin Department of Public Education. 2009. Two-Year Monitoring Requirements for Former English Language Learners. Bulletin 08.01

Technical Manual and Assessment Information

DIBELS® Next Technical Manual. 2011. Dynamic Measurement Group, Inc., dibels.org.

Discovery Education Assessment Common Core Interim Assessment Technical Manual. Discovery Education.

DRA2: K-8 Technical Manual Developmental Reading Assessment Second Edition. 2009. Pearson Education, Inc.

FAQs on the Iowa Tests of Basic Skills document

Fountas and Pinnell Benchmark Assessment System (1 and 2): The Research Base. Heinneman

Howe, Kathryn B. Ph.D. and Shinn, Michelle M. Ph.D. Standard Reading Assessment Passages For Use in General Outcome Measurement: A Manual Describing Development and Technical Features. edformation. 2002.

Kaufman, Alan S. & Nadeen L. Kaufman Test of Educational Achievement.

National Center on Response to Intervention. Tool Charts.

Performance Series: Computer Adaptive Internet Assessment for Schools, Technical Manual. Scantron Corporation. San Diego, California. Revised July 2004.

Qualitative Reading Inventory -5. Chapter 3: Questions Regarding the Validity and Reliability of QRI-5.

Scholastic Reading Inventory: Technical Manual. 2007. Scholastic, Inc.

SEDL Reading Assessment Database

Star Reading: Computer-Adaptive Reading Test and Database. 2006. Renaissance Learning, Inc.

Star Early Reading: Computer-Adaptive Reading Test and Database. 2011. Renaissance Learning, Inc.

Technical Evidence Summary—IPT-R/W 2004. Assessment and Accountability Comprehensive Center (AACC). Evaluation of the Technical Adequacy of Evidence of Assessments of English Language Proficiency: Body of Evidence Summary.

Technical Manual for the NWEA Measures of Academic Progress and Achievement Level Tests. 2003. Northwest Evaluation Association. Oregon.

Wilson, J. (2005). The relationship of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Oral Reading Fluency to performance on Arizona Instrument to Measure Standards (AIMS). Tempe, AZ: Tempe