**District Data Review Table **

Prior to requesting the parent’s consent to rescreen the exited English learner, the English language development program staff should have evidence that the exited student has a persistent language barrier that is the cause of academic difficulty. The table below is intended as a guide for an appropriate data review.

Complete the District Data Review Table.

**District Data Review Table**

|  |  |  |
| --- | --- | --- |
| **Data Field** | **Data Description Examples** | **Outcome of the Data Review** |
| Attendance | Number of excused absences  Number of unexcused absences  Number of tardies |  |
| Behavior | Type of infraction  Number of infractions |  |
| Reading | Reading scores |  |
| Math | Math scores |  |
| Writing | Writing scores |  |
| Social Studies | Social studies scores |  |
| Science | Science scores |  |
| Other | Other scores |  |
| Teacher qualifications | Is the student’s teacher in-field, experienced, and trained? |  |
| Homework completion | Disaggregate homework completion by subject area |  |
| Smarter Balanced results | SBA results during time in program compared to time out of program |  |
| District Assessments | For example: MAP, iReady |  |
| Administrative Input | Principal or Vice-Principal Input |  |
| Percent of the district’s exited English Learners meeting standard on content based-assessments: one, two, and four years after transitioning. | Student’s results compared to other exited English Learners in the district |  |
| ELP Assessment Scores | Review of ELPA domain scores  Review of ELPA accommodations and designated supports |  |
| Special Education supports (when applicable) | Review of the student’s accommodations, in collaboration with the SPED teacher |  |

Staff member:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reclassification Support Tool **

Prior to requesting the parent’s consent to rescreen the exited English learner, the English language development program staff member who believes that the student may need to be rescreened should complete this form. There is no set percentage of responses of “Yes”, “No”, or “I Don’t Know” that will disallow the rescreening of the student. This form is intended as a guide to ensure that districts are providing the necessary supports and considering appropriate factors prior to rescreening the student.

**Is the Exited English Learner receiving:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Support** | **Yes** | **No** | **I Don’t Know** |
| 1 | Appropriate interventions through other programs such as Title I and LAP, if the student is eligible |  |  |  |
| 2 | Differentiated instructional supports (such as GLAD or SIOP) from a trained teacher |  |  |  |
| 3 | Multi-Tiered Systems of Support (MTSS) |  |  |  |
| 4 | Professional development for the classroom teacher |  |  |  |
| 5 | Response To Intervention (RTI) |  |  |  |
| 6 | College and Career Readiness Support |  |  |  |
|  | Social-Emotional support (Such as PBIS or LifeSkills) from a trained staff member |  |  |  |
| 7 | Special Education support (when applicable) |  |  |  |
| 8 | Support for academic skills (such as: best practices for doing homework, note-taking, organization, time management, prioritization, etc.) |  |  |  |
| 9 | Support for test-taking skills |  |  |  |
| 10 | Support from an EL advocate |  |  |  |
| 11 | Support from the school counselor |  |  |  |
| 12 | Support for the student’s family—family engagement |  |  |  |
| 13 | Tutoring before or after school |  |  |  |
| 14 | Tutoring during the school day |  |  |  |
| 15 | Other: |  |  |  |

Staff member:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_