MICHIGAN Department of Education

ENGLISH LEARNER PROGRAM
ENTRANCE AND EXIT PROTOCOL
2012 *updated December 2013*

TABLE OF CONTENTS

INTRODUCTION

Dear 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 (LEP 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
- Accomplish objective 3.d of the Office of Field Services, Title III Strategic plan set forth by the English learner Advisory Committee
- 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 state standardized assessments before they are exited from bilingual/ESL services and programs.

These Entrance and Exit Protocol will enable all districts to uniformly determine initial eligibility for Limited English Proficient (LEP) services and exit or reclassify students as Formerly Limited English Proficient (FLEP). 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 LEP/English learners in local English Language Acquisition and Alternative Language programs 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 has been updated to reflect the transition to the W-APT and WIDA assessments for the 2013-2014 school year.

ENTRANCE AND EXIT PROTOCOL LEGAL CONTEXT

Limited English 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 ED*FACTS* 2011 publication provides additional guidance on the interpretation of the ESEA/NCLB law.

Legal Definition

The term "Limited English Proficient," 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

The term Limited English Proficient (LEP) and English Learner (EL) are used interchangeably throughout this document. LEP is the term used in federal and state legal documents. EL is a common alternate term 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 LEP 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 LEP 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.

(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 SERVICE

Alternative Language Program

"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**, 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 must provide meaningful access to the core curriculum and provide direct English language instruction.

The intensity of alternative language 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 services should be. The alternative language program 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:
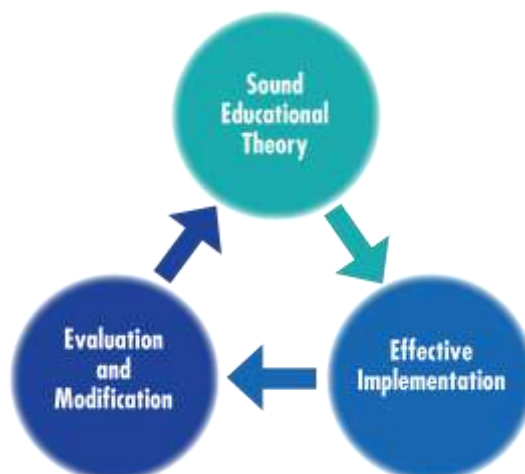
- Is the programming based on **sound educational theory**?
- Is the program designed for **effective implementation** including, but not limited to adequate support, staffing, and resources?
- Is the program regularly **evaluated and modified** based on the findings?

Supplemental services are provided from other state and federal funds such as Section 31a, 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.

GUIDING PRINCIPLES FOR DESIGNING ALTERNATIVE LANGUAGE PROGRAMS

Guiding Principles

The following commonly recognized guiding principles should be considered when designing an alternative language/EL program.

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 Language 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

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 acquire the results of the previous school year's Spring WAPT. | → | Additional Reading and Math Assessments are given or results are acquired. | → | District EL team reviews data to determine eligibility. |

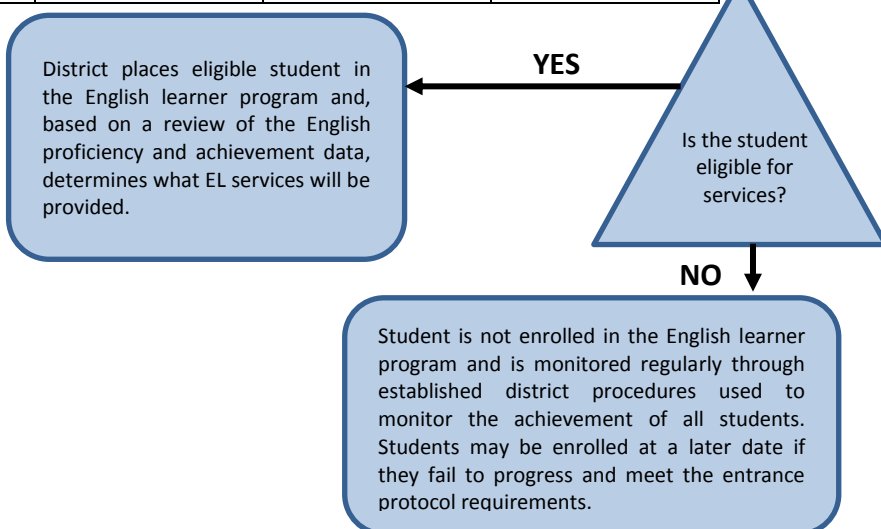| Entrance Protocol	Pre Kinder Students	Kinder before December 1	Kinder after December 1	First Grade before December 1	First Grade after December 1 Through Twelfth Grade
A student qualifies if he/she meets one or more of the protocol listed in the chart.					
W-APT Score	All Pre-K students qualify as LEP based on identifying a language other than English on the Home Language Survey. This applies to school-based, non-profit programs that support children ages 3 to 5 years old. (See Table 1)	All Kindergarten students qualify as LEP based on identifying a language other than English on the Home Language Survey before December 1st. These students must be tested on the W-APT which includes only the Listening and Speaking domains before December 1st. (See Table 2)	W-APT: Student scores below Exceptional (29) on listening and speaking or scores below 13 on Reading or scores below 15 on Writing (See Table 3)	W-APT: Student scores below Exceptional (29) on listening and speaking or scores below 13 on Reading or scores below 15 on Writing	W-APT: Student scores below 5.0 Bridging (Adjusted Overall Composited Proficiency Level) **and** does not score 5.0 on each domain (listening, speaking, reading and writing) NO ROUNDING 2013 Annual Spring ELPA: Student scores Basic, Low intermediate, High intermediate (See Tables 4 and 5)
Reading & Math Content Area Assessment			**Reading** Student scores below grade level as defined by MEAP/MME or an alternative state-approved assessment. **Math** Student scores below grade level as defined by MEAP/MME or local common assessments aligned to Career and College Ready Common Core State standards and benchmarks.	**Reading** Student scores below grade level as defined by MEAP/MME or an alternative state-approved assessment. **Math** Student scores below grade level as defined by MEAP/MME or local common assessments aligned to Career and College Ready Common Core State standards and benchmarks.	**Reading** Student scores below grade level as defined by MEAP/MME or an alternative state-approved assessment. **Math** Student scores below grade level as defined by MEAP/MME or local common assessments aligned to Career and College Ready Common Core State standards and benchmarks.

YES →

District places eligible student in the English learner program and, based on a review of the English proficiency and achievement data, determines what EL services will be provided.

Is the student eligible for services?

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: For the 2013-2014 school year only, all students who were administered the ELPA screener prior to July 12, 2013 do not have to be re-assessed with the W-APT for purposes of eligibility and placement.

Entrance Protocol

English learners are first identified by the Home Language Survey. To view the State Board of Education approved Home Language Survey, go to the MDE website and enter this address:
http://michigan.gov/mde/0,1607,7-140-22709_40192---,00.html

Pre-K

Students are enrolled in the EL program based on the Home Language Survey as shown in Table 1 below. This applies to school-based, non-profit programs that serve three to five year old students. Programs are encouraged to use developmentally appropriate assessments of preschoolers' native and English language acquisition to establish a baseline and monitor progress in acquiring English. Pre-K EL students are served by the LEA following the same requirements that apply to K-12 English learner students.

Table 1: Entrance Protocol: Pre-K

	Required Protocol
Grade Level	**Home Language Survey**
Pre-K	All Pre-K students qualify as LEP based on identifying a language other than English on the Home Language Survey. This applies to school-based, non-profit 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 ELPA from the previous year's (2013) cycle are reviewed. EL students who score below the levels indicated in Tables 3, 4 and 5 on the W-APT are eligible for the EL program.

Kindergarten Before December 1st

All kindergarten students enrolling before December 1st are enrolled in the EL program based on the Home Language Survey. These students are still **required** to be assessed using the W-APT. Before December 1st, Kindergarten students, including Young 5's, are assessed in two of the four domains: listening and speaking. These results, combined with developmentally appropriate assessments of the student's native and English language acquisition, as well as their performance on reading and math assessments, will determine the intensity of their alternative language services.

Table 2: Entrance Protocol: Kindergarten (before December 1st)

	Required Protocol
Grade Level	**Home Language Survey**
Kindergarten (Before December 1st)	All Kindergarten students qualify as LEP based on identifying a language other than English on the Home Language Survey before December 1st. These students must be tested with the W-APT. These results will be used to place the student within the continuum of alternative language services provided within the LEA.

Kindergarten After December 1st

Kindergarten students, including Young 5's, are assessed in all four domains: (listening, speaking, reading and writing) after December 1st. They qualify for 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 for Reading, or score below 15 for Writing on the W-APT, or if they are below grade level in reading or math. 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. The school must also collect evidence from local common assessments in mathematics that demonstrate the student is at or above grade level. Entrance Protocol requirements for kindergarteners after December 1st are summarized in Table 3.

Table 3: Entrance Protocol: Kindergarten after December 1st

A student qualifies if he/she meets one or more of the protocol requirements listed in the chart.

	Required Protocol		
Grade Level	**W APT**	**Reading**	**Math**
		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 - LAS Links: Language Assessment Scales - MLPP: Michigan Literacy Progress Profile - Star Early Literacy - Woodcock Muñoz Complete Battery 2005/2010 Editions	Local common assessments aligned to Career and College Ready Common Core State standards and benchmarks.

Entrance and Exit Protocol 2012 *updated December 2013*

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 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 for Reading, or score below 15 for Writing on the W-APT, or if they are below grade level in reading or math. 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. The school must also collect evidence from local common assessments in mathematics that demonstrate the student is at or above grade level. Entrance Protocol requirements for first graders before December 1ˢᵗ are summarized in Table 3.

Table 3: Entrance Protocol: First Grade Before December 1ˢᵗ

A student qualifies if he/she meets one or more of the protocol requirements listed in the chart.

Grade Level	Required Protocol		
	W APT	**Reading**	**Math**
		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 - LAS Links: Language Assessment Scales - MLPP: Michigan Literacy Progress Profile - Star Early Literacy - Woodcock Muñoz Complete Battery 2005/2010 Editions	Local common assessments aligned to Career and College Ready Common Core State standards and benchmarks.

First (after December 1ˢᵗ) and Second Grade

Students in first, after December 1ˢᵗ, and second grade qualify for services if **one** of the following protocol requirements is met for entrance into the program: if they receive an Adjusted Overall Composite Proficiency (CPL) below 5.0 Bridging (no rounding), score below 5.0 (no rounding) in each domain (listening, speaking, reading and writing), or if they are below grade level in reading or math. If the student has met or exceeded the 5.0 Bridging score on the W-APT, and scored above 5.0 on each domain, the school will proceed to administer one of the state-approved reading

assessments listed in Table 4. The school must also collect evidence from local common assessment in mathematics that demonstrates the student is at or above grade level. The Entrance Protocol for first, after December 1st, and second grade is summarized in Table 4.

Table 4: Entrance Protocol: First (After December 1st) and Second Grade

A student qualifies if he/she meets one or more of the protocol requirements listed in the chart.

Grade Level	W APT	Reading	Math
		Required Protocol	
		Student scores below grade level as defined by the assessment.	
First Second	*W-APT:* *Student scores below 5.0 Bridging (Adjusted Overall Composited Proficiency Level)* **and** *does not score below 5.0 on each domain (listening, speaking, reading and writing)* (NO ROUNDING) *2013 Annual Spring ELPA: student scores Basic, Low Intermediate, High Intermediate*	- AIMSWeb – both CBM and MAZE subtests - DIBELS Next - Discovery Education Assessments - DRA: Developmental Reading Assessment version 2 - Fountas & Pinnell - LAS Links: Language Assessment Scales - MLPP: Michigan Literacy Progress Profile - Star Early Literacy - Woodcock Muñoz Complete Battery 2005/2010 Editions	Local common assessments aligned to Career and College Ready Common Core State standards and benchmarks.

Third Through Twelfth Grade

Students are eligible for services if **one** of the following protocol requirements is met for entrance into the program: if they receive an Adjusted Overall Composite Proficiency (CPL) below 5.0 Bridging (no rounding), score below 5.0 (no rounding) in each domain (listening, speaking, reading and writing), or if they are below grade level in reading or math. If a third through twelfth grade student have met or exceeded 5.0 Bridging on the W-APT, the school will review MEAP or MME reading and math scores to determine eligibility for EL services. If MEAP or MME data is unavailable, the school will proceed to administer one of the state-approved assessments listed in Table 6 to determine if the student is at or above grade level in reading.

For grade levels administering MEAP writing, writing data should also be reviewed. Students scoring below proficiency on either the MEAP/MME reading or math tests qualify for EL services. For grade levels where MEAP/MME reading and math are not administered, an alternative state-

approved test is required.

The use of science and social studies data in determining specific alternative language 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:

- ✓ Quarterly common assessments results.
- ✓ MEAP/MME.
- ✓ Grades from standards-based assessments.
- ✓ Teacher input on student's mastery of content standards.

The school must also collect evidence from local common assessment in mathematics which shows the student is at or above grade level. For ninth and tenth grades, which do not participate in MEAP or MME, and in cases where the student may not have taken MEAP or MME, the school may elect to administer one of the alternative state-approved required reading assessments listed in Table 5 and 6. If a student does not demonstrate grade level proficiency in reading and math, the student qualifies for the EL program.

Table 5: Entrance Protocol: Third through Twelfth Grade

A student qualifies if he/she meets one or more of the protocol requirements listed in the chart.

Grade Level	W APT	Required Protocol	
		Reading (& Writing)	Math
	W-APT: Student scores below 5.0 Bridging (Adjusted Overall Composited Proficiency Level) **and** does not score below 5.0 on each domain (listening, speaking, reading and writing) (NO ROUNDING) *2013 Annual Spring ELPA: student scores Basic, Low Intermediate, High Intermediate*	The student scores *not proficient* or *partially proficient* on one or more of the previous year's state standardized assessments, or below grade level as defined by the state-approved assessment listed. For alternative state-approved assessments used for evaluating entrance eligibility, see the table found in *Additional Recommendations.*	
Third		**MEAP** (or MEAP-Access/MIAccess as applicable) • Reading • Writing (4th & 7th) • Math	
Fourth			
Fifth			
Sixth			
Seventh			
Eighth			
Ninth		− Discovery Education Assessments − DRA Developmental Reading Assessment version 2 (6th – 8th) − Fountas & Pinnell (6th – 8th) − LAS Links: Language Assessment Scales − QRI-5: Qualitative Reading Inventory − SRI: Scholastic Reading Inventory − Scantron Performance Series − Star Reading − Woodcock Muñoz Complete Battery 2005/2010 Editions	Local common assessments aligned to Career and College Ready Common Core State standards and benchmarks.
Tenth			
Eleventh		ELA Reading, Writing MME	Math MME
Twelfth		ELA Reading, Writing MME (from previous year)	Math MME (from previous year)

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

The reading assessments listed in Tables 2-5 and elected for use by the districts must include the reading comprehension subtests.

Table 6: Entrance Protocol: Alternative State-Approved Assessments to MEAP/MME and Sources of Additional Diagnostic Data

A student qualifies for the alternative language program if he/she receives an Adjusted Overall Composite Proficiency (CPL) below 5.0 Bridging (no rounding), score below 5.0 (no rounding) in each domain (listening, speaking, reading and writing), and does not perform at or above grade level on one of the alternative state-approved assessments listed below.

Grade Level	Program
K-2	AIMSWeb – both CBM and MAZE subtests DIBELS Next Discovery Education Assessments DRA: Developmental Reading Assessment version 2 Fountas & Pinnell LAS Links: Language Assessment Scales MLPP: Michigan Literacy Progress Profile Star Early Literacy Woodcock Muñoz Complete Battery 2005/2010 Editions
3-5	AIMSWeb – both CBM and MAZE subtests DIBELS Next Discovery Education Assessments DRA Developmental Reading Assessment version 2 Fountas & Pinnell LAS Links: Language Assessment Scales QRI-5: Qualitative Reading Inventory Star Reading Woodcock Muñoz Complete Battery 2005/2010 Editions
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) LAS Links: Language Assessment Scales QRI-5: Qualitative Reading Inventory Scantron Performance Series SRI: Scholastic Reading Inventory Star Reading Woodcock Muñoz Complete Battery 2005/2010 Editions

Note: If a LEA is **not** currently using one of the alternative state-approved assessments listed in Tables 2 to 5, Title III funds could be used to purchase and administer the additional reading assessment. Title III funds may **not** be used to administer the annual WIDA (ACCESS for ELLs) or W-APT.

Students not qualifying for the EL program should be monitored to ensure academic achievement and may receive other support services. Teacher input is an important factor in designing the alternative language program and determining what supplemental help a student may need. Documentation including concerns and subsequent follow-up is maintained in the LEA.

Additional Considerations

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

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 10 day window (30 days from the start of school), the score may be used to determine eligibility within Michigan by applying the same Entrance Protocol requirements. The LEA may not use the sending state's LEP determination, but rather, may use the reported WIDA Adjusted Composite Proficiency Levels to determine eligibility as an English learner in Michigan. 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 FLEP Students

If a student was exited by another LEA within the state of Michigan and then enrolls in a new LEA, the receiving LEA must determine if the student is still at or above grade level in reading and math and if there are concerns about the student's English language proficiency.

Prior to June 2012, each LEA or consortium established its own protocol requirements for the entrance and exit of LEP students from the EL Program. Receiving LEAs have two choices when enrolling FLEP students from another LEA:

- FLEP students may re-enter the EL program if the student is not demonstrating grade level proficiency in reading and math.
- The receiving LEA may uphold the sending LEA's exit status and monitor the FLEP student's progress as required by Title III.

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 Bridging, and is at or above grade level in reading and math, does not qualify for the EL Program. This student is not coded in MSDS as LEP and does not take the annual WIDA (ACCESS for ELLs) in the spring. The student is monitored for academic achievement and to ensure the student does not experience future failures as a result of their English language proficiency. The student may be identified for Title I, Part A or Section 31a services or be re-evaluated and enter the EL program at a later time.

In Summary

Kindergarten through twelfth grade students identified by the Home Language Survey must be assessed using the W-APT. Students qualify for an alternative language program if they do not obtain an Adjusted Composite Proficiency Level of 5.0 Bridging or higher on the W-APT, do not meet the minimum 5.0 Bridging level for each individual domain, **or** do not perform at or above grade level in reading or math as measured by the state-approved 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 at the Entering (1.0) level.

Result:
The student qualified for alternative language services since at least one of the protocol requirements was met: score of Entering on the W-APT. The district planned to administer a native language reading assessment and a translated math test 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 administered the W-APT and the student scored Reaching (6.0). He had taken the MEAP during third grade and scored Advanced Proficient on the Reading and Math subtests.

Result:
The student is not eligible for alternative language services. He scored Reaching (6.0) on the W-APT and was above grade level in reading in math. He met zero of the three 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 Reaching (6.0). The district administered the DRA2 Reading Assessment and learned that the student was two years below grade level in reading with patterns of decoding errors and limited comprehension. The district administered a local math assessment. The student scored 75% on the 6th grade assessment.

Result:

The student qualified for an alternative language program 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 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 (2013) ELPA results and *alternative language service information.*

The student scored Proficient on the spring (2013) ELPA and was receiving biweekly support from a certified and endorsed ESL teacher and afterschool tutoring during the previous school year. District B also shared MEAP results from the previous fall MEAP results which showed she was Partially Proficient in reading and math.
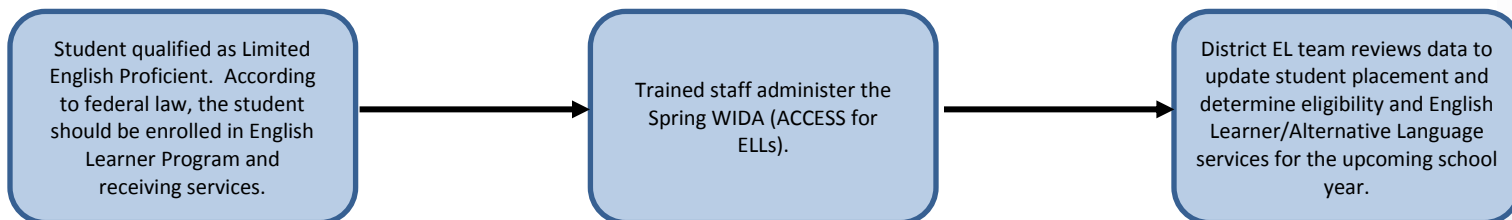
Result:

The student qualified for alternative language services since she scored Partially Proficient on MEAP and met two of the three protocol requirements.
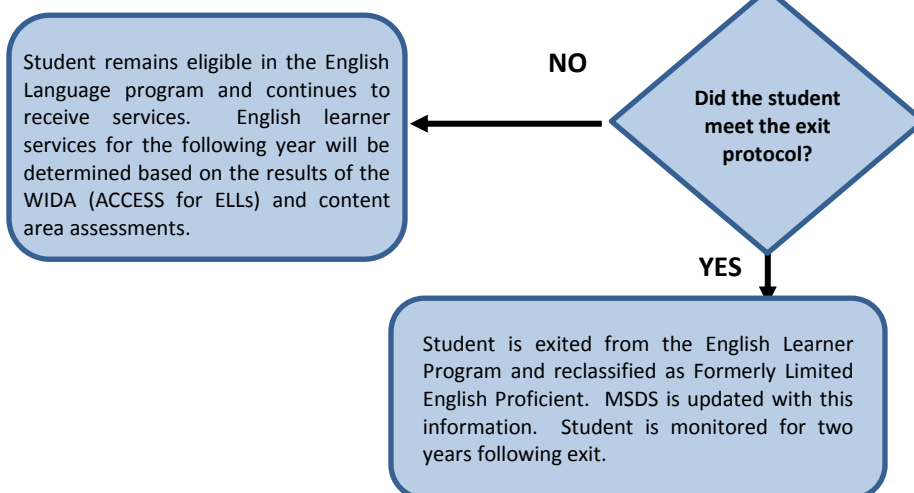
EXIT PROTOCOL

APPLYING THE EXIT PROTOCOL

| Student qualified as Limited English Proficient. According to federal law, the student should be enrolled in English Learner Program and receiving services. | → | Trained staff administer the Spring WIDA (ACCESS for ELLs). | → | District EL team reviews data to update student placement and determine eligibility and English Learner/Alternative Language services for the upcoming school year. |

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) Overall Composite Proficiency Level **AND**	Since pre-school students do not take the WIDA (ACCESS for ELLs), they should not be considered for exit.	Student receives an overall 5.0 Bridging (Overall Composited Proficiency Level) No ROUNDING **It is highly recommended that students not be exited from English learner services until they demonstrate proficiency on the MEAP in third grade.** (see Table 7)	Student receives an overall 5.0 Bridging (Overall Composited Proficiency Level) No ROUNDING (See Table 8)
Reading & Math Content Area Assessment		**Reading** Student scores Proficient or Advanced Proficient on the MEAP/MME or as defined by an alternative state- approved assessment. **Math** Student scores Proficient or Advanced Proficient on the MEAP/MME or is on grade level or above as defined by the local common assessments aligned to Career and College Ready Common Core State standards and benchmarks.	**Reading** Student scores Proficient or Advanced Proficient on the MEAP/MME or as defined by an alternative state- approved assessment. **Math** Student scores Proficient or Advanced Proficient on the MEAP/MME or is on grade level or above as defined by the local common assessments aligned to Career and College Ready Common Core State standards and benchmarks.

Did the student meet the exit protocol?

NO → Student remains eligible in the English Language program and continues to receive services. English learner services for the following year will be determined based on the results of the WIDA (ACCESS for ELLs) and content area assessments.

YES ↓

Student is exited from the English Learner Program and reclassified as Formerly Limited English Proficient. MSDS is updated with this information. Student is monitored for two years following exit.

Exit Protocol

Each summer, after the administration of the annual WIDA (ACCESS for ELLs), LEAs review the results to determine student placement, student exit, and evaluate the effectiveness of the alternative language program and supplemental services.

All English learners must receive an Overall Composite Proficiency Level from the spring WIDA (ACCESS for ELLs) administration in order to be considered for exit from EL services. *(Important: See Additional Considerations on page 31 for the limited exceptions to this rule.)* Students are <u>not</u> exited by the W-APT.

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

Kindergarten Through Second Grade

Students who receive an Overall Composite Proficiency Level of Bridging (5.0) or higher on the spring WIDA (ACCESS for ELLs) must also demonstrate grade level proficiency in reading and math. WIDA Composite Proficiency Levels are used as a decimal and not rounded up. Students must reach a minimum score of 5.0 to be considered for exit. If a LEA chooses not to use one of the state-approved assessments for kindergarten (including Young 5's) through second grade, then students are **not** exited from the program until demonstrating proficiency on the spring WIDA (ACCESS for ELLs) and MEAP assessments in third grade. 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 susceptive to failure in a later grade, EL students must demonstrate proficiency with more cognitively and linguistically complex and demanding tasks.

LEAs are encouraged to continue to provide alternative language services until students have demonstrated proficiency on MEAP, which assesses these more complex cognitive skills. Consultation by a certified and endorsed Bilingual/ESL teacher with regular progress checks may be a component of the alternative language/EL programming provided to Kindergarten through second grade students who have met all three protocol requirements, in lieu of exiting EL services.

Table 7: Exit Protocol: Kindergarten through Second Grade

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

	Required Protocol		
Grade Level	**WIDA (ACCESS for ELLs)**	**Reading**	**Math**
		Student scores at or above grade level as defined by the state-approved assessment.	
Kinder First Second	Students receive an Overall Composite Proficiency Level of *Bridging (5.0) or higher.* NO ROUNDING	- DIBELS Next - Discovery Education Assessments - DRA: Developmental Reading Assessment version 2 (1st & 2nd) - Fountas & Pinnell - LAS Links: Language Assessment Scales - MLPP: Michigan Literacy Progress Profile - Star Early Literacy - AIMSWeb – both CBM and MAZE subtests - Woodcock Muñoz Complete Battery 2005/2010 Editions - *Gates McGinitie** - *ITBS: Iowa Test of Basic Skills** - *NWEA: Northwest Evaluation Association** - *Terra Nova**	Local common assessments aligned to Career and College Ready Common Core State standards and benchmarks.

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

Third Through Twelfth Grade

Students who receive an Overall Composite Proficiency Level of Bridging (5.0) or higher on the spring WIDA (ACCESS for ELLs) must also demonstrate grade level proficiency in reading and math. WIDA Composite Proficiency Levels are used as a decimal and not rounded up. Students must reach a minimum score of 5.0 to be considered for exit. These students must demonstrate grade level proficiency in reading and math on Michigan's standardized assessments (MEAP or MME), or on an alternative approved assessment if MEAP/MME data is not available. At a grade level where a state standardized assessment is not administered, approved assessments are included for reading and math in the tables below. A student must perform at or above grade level in both reading and math to be considered for exit.

The MME results for Reading and Math must be used for the eleventh and twelfth grades if available. These subtests are aligned to the State standards and are comprised of questions from the MME, ACT and WorkKeys Assessments. A student who scores an Overall Composite Proficiency Level of Bridging (5.0) and achieves proficiency on the MME Reading and Math subtests is exited from English Learner services.

Table 8: Exit Protocol: Third through Twelfth Grade
A student must meet **all** of the required protocol requirements to be considered for exit from services.

Grade Level	WIDA (ACCESS for ELLs)	Required Protocol	
		Reading	**Math**
		Scores at the proficient or advanced proficient level for the subtests. Student scores at or above grade level as defined by the state-approved assessment.	
Third Fourth Fifth Sixth Seventh Eighth	Students receive an Overall Composite Proficiency Level of *Bridging (5.0) or higher.* No Rounding	**MEAP** (or MEAP-Access/MIAccess as applicable) • Reading • Writing (4th & 7th) • Math	
Ninth Tenth		- Discovery Education Assessments - LAS Links: Language Assessment Scales - QRI-5: Qualitative Reading Inventory - Scantron Performance Series - Star Reading - SRI: Scholastic Reading Inventory - Woodcock Muñoz Complete Battery 2005/2010 Editions - *ACT PLAN/EXPLORE * - *Gates McGinitie* - *ITBS: Iowa Test of Basic Skills* - *NWEA: Northwest Evaluation Association* - *Terra Nova*	Local common assessments aligned to Career and College Ready Common Core State standards and benchmarks.
Eleventh		Reading, Writing MME	Math MME
Twelfth		Reading, Writing MME (from previous year)	Math MME (from previous year)

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

Exit Protocol: Alternative Assessments to MEAP/MME

A student may be exited from the alternative language/EL program if he/she receives an Overall Composite Proficiency Level of Bridging (5.0) or higher on the spring WIDA (ACCESS for ELLs) **and** performs at or above grade level on one of the alternative state-approved assessments listed on the next page. The full battery of subtests for each assessment is required when using the alternative state-approved assessment to meet the protocol requirements for exit.

The alternative state-approved assessments to MEAP/MME reading include norm-referenced assessments as one multiple measure for exit protocol requirements only. Many LEAs reported using norm-referenced assessments in their end-of-year data reviews as they conducted their Comprehensive Needs Assessments. Since these assessments are given only once per 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/EL program. Therefore, the italicized norm-referenced assessments should be used only for exiting purposes.

If a student does **not** have MEAP or MME scores, the ACT, ACT Plan or ACT Explore assessments may be selected as an alternative assessment. See Table 9 for additional alternative assessments.

ACT$^®$ has provided the following benchmark scores for determining proficiency. These grade level benchmark scores are to be used in applying the Exit Protocol. Per ACT's representative, districts choosing off-grade level testing are to apply the grade level benchmark indicated in the chart, as ACT$^®$ does not provide off-level benchmarking.

If selecting the ACT, ACT Plan or ACT Explore assessments as the alternative assessment, the following proficiency chart must be applied.

	Composite Score Range	Minimum Score Necessary for Exit		
		Reading	English	Math
EXPLORE – 8th grade	1 to 25	15	13	17
EXPLORE – 9th grade	1 to 25	16	14	18
PLAN – 10th grade	1 to 32	17	15	19
ACT – 11th & 12th grade	1 to 36	21	18	22

Table 9: Exit Protocol: Alternative State-Approved Assessments to MEAP/MME and/or Additional Sources of Diagnostic Data

Grade level	Assessment
K-2	AIMSWeb – both CBM and MAZE subtests DIBELS Next Discovery Education Assessments DRA: Developmental Reading Assessment version 2 Fountas & Pinnell LAS Links: Language Assessment Scales MLPP: Michigan Literacy Progress Profile Star Early Literacy Woodcock Muñoz Complete Battery 2005/2010 Editions *Gates McGinitie** *ITBS: Iowa Test of Basic Skills** *NWEA: Northwest Evaluation Association** *Terra Nova**
3-5	AIMSWeb – both CBM and MAZE subtests DIBELS Next Discovery Education Assessments DRA: Developmental Reading Assessment version 2 Fountas & Pinnell LAS Links: Language Assessment Scales QRI-5: Qualitative Reading Inventory Star Reading Woodcock Muñoz Complete Battery 2005/2010 Editions *Gates McGinitie** *ITBS: Iowa Test of Basic Skills** *NWEA: Northwest Evaluation Association** *Terra Nova**
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) LAS Links: Language Assessment Scales QRI-5: Qualitative Reading Inventory Scantron Performance Series SRI: Scholastic Reading Inventory Star Reading Woodcock Muñoz Complete Battery 2005/2010 Editions ACT PLAN/EXPLORE* Gates McGinitie* ITBS: Iowa Test of Basic Skills* NWEA: Northwest Evaluation Association* Terra Nova*

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

Additional Considerations

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

Exiting students who also 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. 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 Bureau of Assessment and Accountability on a case-by-case basis. Additionally, the Michigan Department of Education (MDE) is working toward the adoption of an alternative State assessment that would better meet the needs of ELs with disabilities. The United States Department of Education is working with states to develop additional guidance in this regard.

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 highly recommends that the Individualized Educational Plan (IEP) Team include a Bilingual/ESL certified and endorsed staff member in the pre-planning, planning and implementation phases of such process. This would include Response to Intervention (RtI) process that the LEA may utilize for determining pre-referral interventions.

Migrant Students who are not enrolled in Michigan schools during the Spring WIDA (ACCESS for ELLs) testing window:
Migrant students who move outside of Michigan each year may not have the opportunity to take the spring WIDA (ACCESS for ELLs) and receive an overall proficiency score that would make them eligible to be considered for exit from EL services.

To remedy this situation, and provide a means of exit for these migrant students who are not physically present in the state during the Spring WIDA (ACCESS for ELLs) Window, the following exception will be made for **Migrant students with a Qualifying Arrival Date (QAD) that is less than one year old**. Migrant students with a QAD that is more than one year old will have had the opportunity to take the full spring WIDA and be considered for exit with their EL peers following the receipt of WIDA results to the LEA.

Process for migrant students with a QAD that is less than one year old:
- Administer one of the language proficiency tests on the list of alternative state-approved assessments:
  - ✓ Woodcock Muñoz Complete Battery 2005/2010 Editions, or
  - ✓ LAS Links: Language Assessment Scales.
- ✓ If the student scores in the proficient range on the state-approved language proficiency test
  - ✓ And is at or above grade level in Reading on MEAP, or an alternative state-approved assessment,
  - ✓ And the student demonstrates grade level or above performance on the local Math assessment.
- Then the student meets the requirements for exit and may be exited from the EL program using MSDS code 50: Proficient.
- Maintain records at the local level. This documentation may be requested by MDE for validation of exit status.

Students who are not physically present in Michigan during WIDA (ACCESS for ELLs) testing:

EL students who are not physically present in the State of Michigan during the entire WIDA (ACCESS for ELLs) window have missed the opportunity to take the full spring WIDA (ACCESS for ELLs) and receive an overall proficiency score that would make them eligible to be considered for exit from alternative language/EL services.

Process:
- Administer one of the language proficiency tests on the list of alternative state-approved assessments:
  - ✓ Woodcock Muñoz Complete Battery 2005/2010 Editions, or
  - ✓ LAS Links: Language Assessment Scales,
- If the student scores in the proficient range on the state-approved language proficiency test
  - ✓ And is at or above grade level in reading on MEAP, or an alternative approved assessment,
  - ✓ And the student demonstrates grade level or above performance on the local math assessment,
- Then the student meets the requirements for exit and may be exited from the EL program using MSDS code 50: Proficient.
- Maintain records at the local level. This documentation may be requested by MDE for validation of exit status.

In Summary

Kindergarten through twelfth grade students are exited from the Alternative Language/EL Program Services when they receive an Overall Composite Proficiency Level of Bridging (5.0) or higher on the spring WIDA (ACCESS for ELLs) **and** have demonstrated academic achievement on MEAP/MME state assessments, or on the alternative state-approved reading assessments and local math assessments.

Exit Protocol Scenarios 1-4

Scenario 1

Multiple Measures:
A 2nd grade student scored at the Bridging (5.8) level on the spring WIDA (ACCESS for ELLs). 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. The school reviewed the student's district wide math assessment that is aligned to the GLCEs for second grade. He demonstrated grade level performance.

Exit Decision:
The district determined that the student would continue to receive alternative language/EL services until demonstrating proficiency on the MEAP reading and math assessments 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). Her MEAP scores from the fall were Partially Proficient in reading and Proficient in math.

Exit Decision:
The student did not meet two of the three protocol requirements for exiting the alternative language program. She qualifies for continued alternative language/EL 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). His MEAP scores were over a year old, but the student had ACT EXPLORE scores from the current year. The student scored a 13 on reading, 12 on English and a 15 on math.

Exit Decision:
Since the student did not obtain the minimum scores for demonstrating grade level proficiency in reading, English or math on the ACT Explore, the student remains eligible for alternative language/EL 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 MME scores were proficient in **all** areas.

On July 2nd of the same year, she was exited from EL services and reclassified as FLEP (Formerly Limited English Proficient) since she demonstrated English language proficiency and grade level performance in reading and math.

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

FLEP MONITORING PROCESS

FLEP Students

Monitoring Process
- A designated LEA team including but not limited to a certified and endorsed Bilingual/ESL teacher should meet regularly to monitor FLEP student progress.
- LEAs should have a plan for monitoring FLEP students that utilizes state and local assessments to review individual student progress for two years once they are exited from services and classified as FLEP.

FLEP students are found to be succeeding if they are maintaining proficiency on state and local assessments <u>which may include those</u> referenced in the exit protocol. If FLEP 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 program.

- FLEP students experiencing difficulty may:
  - ✓ Be tested using the ELPA or W-APT, and re-qualified for the EL program; and/or
  - ✓ Receive support from Title I or Section 31a or other support services based on the needs of the student.

Inclusion of RtI Process
LEAs are strongly encouraged to use the RtI process to obtain ongoing formative assessment information to monitor each student's progress, both EL and FLEP, 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 INTO PROTOCOL

Evaluating Other Assessments For Inclusion Into 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

Appendix A - The EL Advisory Committee Process

Background
As part of the MDE strategic planning process, the Office of Field Services 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 to assist the OFS and MDE to ensure that all districts understood the law, its requirement and mandates. OFS sought to ensure that EL students received continuity of alternative language 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 collected information. (See Survey Appendix B) 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 found through the survey results. The purpose was to determine what areas 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 state's 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 a draft document of the common Entrance and Exit Protocol at a session 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. On 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.

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-OFS 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
Oralia	Cooper	EL Consultant-MDE
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

Frano	Iveza	Detroit Public 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

APPENDIX B   COMMON ENTRANCE AND EXIT FOR EL's SURVEY

Common <u>Entrance</u> and <u>Exit</u> Criteria for English Language Learners

Dear ELL Director/Contact person,

Michigan Department of Education must ensure eligible entities receiving Title III Part A sub grants assess the English proficiency of all limited English proficient children (LEP/ELLS) participation in the Title III, Part A program **{ESEA §3113(b)(3)(C)}**. Following such assessment, districts must have common procedures for identifying, placing and exiting eligible ELLs. MDE is required to monitor districts on how they admit and exit such students from Title III programs, provide necessary guidance or technical support and **develop a common and standardized template for student entry and exit procedures**. We are providing you with an opportunity to share your local criteria for placing and exiting ELLs before we finalize the required statewide procedures. Please fill out the forms below for each grade span, whenever applicable. A sample form of possible assessments and criteria is attached. We appreciate your cooperation.

Name of School District: _____

ELL Director/Contact Information and Date of Completion: _____

Pre-Kindergarten – 2nd Grade

<u>English Language Proficiency Assessment</u>

1. ELPA or ELPA Screener
2. Other: **_____**

<u>Content Area Assessment</u>

1. Reading
    a. **_____**
    b. **_____**
2. Mathematics
    a. **_____**
    b. **_____**

<u>Procedure and Criteria</u>
Please describe in detail the procedures your district uses to determine **entrance** criteria to ELL programs.
_____

Grades 3-8 and 11

English Language Proficiency Assessment

    3. ELPA or ELPA Screener _____
    4. Other: _____

Content Area Assessment

    3. Reading
        a. MEAP/MI-Access _____
        b. _____
    4. Mathematics
        a. MEAP/MI-Access _____
        b. _____

Procedure and Criteria
Please describe in detail the procedures your district uses to determine **entrance** criteria to ELL programs.   _____

Grades 9-10, 12

English Language Proficiency Assessment

    5. ELPA or ELPA Screener: _____
    6. Other: _____

Content Area Assessment

    5. Reading
        a. _____
        b. _____
    6. Mathematics
        a. _____
        b. _____

Procedure and Criteria
Please describe in detail the procedures your district uses to determine **entrance** criteria to ELL programs.   _____

Common <u>Exit</u> Criteria for ELLs

Pre-Kindergarten – 2nd Grade

<u>English Language Proficiency Assessment</u>

    7. ELPA or ELPA Screener
    8. Other: **_____**

<u>Content Area Assessment</u>

    7. Reading
        a. **_____**
        b. **_____**
    8. Mathematics
        a. **_____**
        b. **_____**

<u>Procedure and Criteria</u>
Please describe in detail the procedures your district uses to determine **exit** criteria to ELL programs.
_____

Grades 3-8 and 11

<u>English Language Proficiency Assessment</u>

    9. ELPA or ELPA Screener **_____**
    10.Other: **_____**

<u>Content Area Assessment</u>

    9. Reading
        a. MEAP/MI-Access **_____**
        b. **_____**
    10.Mathematics
        a. MEAP/MI-Access **_____**
        b. **_____**

<u>Procedure and Criteria</u>
Please describe in detail the procedures your district uses to determine **exit** criteria to ELL programs.
_____

Grades 9-10, 12

English Language Proficiency Assessment

    11.ELPA or ELPA Screener: **_____**
    12.Other: **_____**

Content Area Assessment

    11.Reading
        a. **_____**
        b. **_____**
    12.Mathematics
        a. **_____**
        b. **_____**

<u>Procedure and Criteria</u>
Please describe in detail the procedures your district uses to determine **exit** criteria to ELL programs.
_____

REFERENCES

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. doe.k12.ga.us/ci_iap_esol.aspx.

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

Wisconsin Department of Public Education. 2009. *Procedures for Exiting English Language Learners as Fully English Language Proficient.* Bulletin 07.02., dpi.wi.gov/esea/bulletins.html.

Wisconsin Department of Public Education. 2009. *Initial Identification and Placement of English Language Learners.* Bulletin 07.01. Found online at dpi.wi.gov/esea/bulletins.html.

Wisconsin Department of Public Education. 2009. *Two-Year Monitoring Requirements for Former English Language Learners.* Bulletin 08.01. Found online at dpi.wi.gov/esea/bulletins.html.

Technical Manual and Assessment Information

ACT Explore Technical Manual. 2007. ACT.

ACT Plan Technical Manual. 2007. ACT.

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; http://www.csionline.org/documents/FAQsIowaTestsBasicSkills2.pdf

Fountas and Pinnell Benchmark Assessment System (1 and 2): The Research Base. Heinneman. http://www.heinemann.com/fountasandpinnell/research/BASResearchBase.pdf.

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. http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=PAa32215.

National Center on Response to Intervention. Tool Charts. http://www.rti4success.org/toolschartsLanding

Performance Series: Computer Adaptive Internet Assessment for Schools, Technical Manual. Scantron Corporation. San Diego, California. Revised July 2004. http://www.bcvic.net/bcps/bcps-edperformance/PerformanceTechManual.pdf

Qualitative Reading Inventory -5. Chapter 3: Questions Regarding the Validity and Reliability of QRI-5. http://ptgmedia.pearsoncmg.com/images/9780137019236/downloads/9780137019236ch3.pdf.

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

SEDL Reading Assessment Database. http://www.sedl.org/reading/rad/.

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. http://www.aacompcenter.org/pdf/AACC_EL_IPT_RW.pdf.

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 School District No. 3.