

FY20 LEA COMPREHENSIVE ENGLISH LEARNER DISTRICT PLAN

Section A: Theory and Goals

The LEA's educational theory and goals for its program of services – to improve the education of English learners by assisting the children to learn English and meet the challenging state academic standards. (Sec. 3102)

Section B: Identification and Placement Procedures

1) Procedures for identifying the EL Advisory Committee

The district EL Advisory Committee, which makes recommendations to the district regarding its EL program, may include central office administrators, assessment specialist, school administrators, school counselors, teachers, parents, and community representatives who work with EL students. The district EL Advisory Committee will meet at least annually to review the EL Plan and give input regarding the EL program and make recommendations based on programs review and needs assessment for modification of the program. Moreover, the Phenix City School System annually send out flyers to EL Parents in the language spoken by EL parents, which is mostly Spanish. The flyer gives all the details for the upcoming TI EL parent meetings, urging EL parents to attend. Those parents who attend the initial meeting are invited to be a part of the EL Advisory Committee. They will be invited to any follow-up meetings, although we will send out general flyers to all EL parents.

2) Methods for identification, placement, and assessment

According to the Alabama State Department of Education's Federal Programs Local Education Agency Requirements for Serving Limited-English Proficient (LEP) Students..."all language-minority children will be allowed to attend school regardless of their ability to produce a birth certificate, social security number, or immigration documentation." A language-minority student is one whose home language is other than English. In keeping with those requirements, the following guidelines are used in enrolling language minority students:

- No students are denied enrollment base on race, religion, ethnic background or immigration status
- Proof of residency must be provided
- Current immunization records must be provided within a reasonable period of time. If the parents do not have the records they will be assisted in obtaining a current immunization by calling the child's previous school or Health Department
- A social security number is not required for enrollment or school lunch forms. If a student does not have a social security number, an identification number will be assigned to that

student. The school should use procedures described in the Alabama Administrative Code (AAC) to create a student number.

- Students are not required to show an original birth certificate. If they do not have one, other reliable proof such as a passport, family Bible, baptismal certificate will suffice in place of one
- Student eligibility for services is not based on immigration status.

Plyler v. Doe [457 U.S. 202 (1982)]

Identification

As part of the registration process for enrollment in Phenix City Public Schools, every student will complete a Home Language Survey (HLS). The HLS will be the initial identification tool for potential English Learners. The HLS will contain at a minimum the following questions:

1. Is a language other than English spoken at home?
2. Is your child's first language a language other than English?
3. What language did your child learn when he/she first began to talk?
4. What language does your child most frequently speak at home?

Any student whose registration or HLS indicates a language other than English on any of the survey questions is a language minority student. If a language other than English is identified in ANY of the HLS responses, the student will be identified as a potential English Learner (EL). If a student is identified as a potential EL upon enrollment, a copy of the HLS will be given to the EL teacher for that school within three days (3). The student must be evaluated with the current state screener to determine the student's English-language proficiency level to determine if the student is eligible for English Second Language (ESL) services. The completed evaluation/screener becomes part of the student's permanent record and ESL file.

WIDA-ACCESS Placement Test (W-APT) or Online Screener

The Alabama State Department of Education has adopted the World-Class Instructional Design and Assessment (WIDA-ACCESS Placement test, the primary screener utilized to determine the initial level of English language proficiency for program placement and service.

Phenix City Public Schools will use the W-APT, Online Screener, and/or other criteria as determined appropriate for services. The staff that have completed the appropriate assessment training to administer the W-APT or ACCESS administers testing, and who has demonstrated competency in the administration of the W-APT or other state approved assessment. This is usually the ESL Teacher, EL Coordinator, or it may be an identified classroom teacher.

Language minority students who are identified by the HLS during registration at the beginning of the school year will be evaluated within 30 days of enrollment. Language-minority students who register after the beginning of the school year must be assessed within ten (10) days of enrollment. PCPS will record the registration date as the "original entry date" in iNow or "date first enrolled" when completing the demographics page of the ACCESS for ELs English proficiency test.

Language-minority students must be assessed with W-APT, or Online Screener unless their records show that the student has successfully exited from an ESL program or they have been recently tested. Any student scoring an overall composite score of 4.9 or below may be identified as a limited-English proficient and will require placement in an English language instruction program if other factors like previous education and social experiences, written recommendations and observations by school staff that teach your child, an Eligibility

Placement Committee meeting, mastery of basic skills in English and their home language, from current or previous years, or a combination of these. A student scoring a composite score of 5.0 or above may be identified as LEP and may require placement in an English language instruction program, but further assessment may be needed. Teacher judgment, other assessments and extenuating circumstances such as the child's age and amount and quality of previous schooling may be factored into the decision.

The ACCESS for ELLs is the required annual assessment to assess English language proficiency in all four domains of language development: listening, speaking, reading, and writing. In early spring, this assessment is given to indicate the progress students have made from year to year in attaining language proficiency and determines the annual proficiency level of each student. EL student growth is calculated as well using the state growth matrix from ACCESS testing.

The I-ELP committee (district EL teacher, principal, classroom teacher, and parent) for each student will review the screener results to determine eligibility. Parents of students who qualify for EL services are contacted by phone and in writing to attend an I-ELP meeting. The letter thoroughly describes the program, the meaning of their child's online screener score, W-APT score, or ACCESS score. The letter also addresses the content of the program. The parents have to sign the letter, and meetings are scheduled. In these initial meetings, the parents are given the option to opt out of Supplemental Services. However, parents are notified in this meeting that EL students must take the ACCESS test regardless of participation status.

3) Methods and procedures for exiting students from the LIEP and for monitoring progress

In order to exit the English language instruction educational program, the student must achieve a composite score of 4.8 on the ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) test. When the student achieves the exit composite score (4.8), the ESL Teacher will provide written notice to the parent by the end of August of the school year the student achieves a 4.8 score on ACCESS, the student has achieved the exit status criteria and that the monitoring process will be for a period of four years. The notice to parents will be printed in English and the parents' primary language.

English Learners whose parents have waived supplemental Title III services must be assessed on the ACCESS for ELs English language proficiency test until they are proficient in English with a composite score of 4.8 or above. Students are coed on the ACCESS for ELs test as having waived services.

Monitoring

The EL Building Coordinator, ESL Teacher and the EL student's content teachers monitor the exited student for a period of four (4) years to determine academic success. Students who have met the exit criteria will be labeled FEL-EXITED 1 to FEL 4-EXITED in STI for four years to be monitored. Therefore, students will be monitored throughout the four year informally and

formally at the end of each semester. Criteria that may be used to determine success will be the following:

- Subject area grades at “C” or better
- Review of formal or informal student assessment results
- Attendance
- Teacher comments
- Student interview

After successfully completing the four (4) years of monitoring, the student will be classified as FEL Completed 4 years Monitoring

If these efforts indicate that the student is experiencing difficulty in the regular classroom program, the school counselor will stop to determine whether the accommodations on the student’s IELP are being followed or add accommodations if different. An EL Committee will meet and will review all information available in making a determination as the reason(s) for lack of success. If it is determined by the EL Committee that language is a barrier to academic success, the student may be screened again using the W-APT or Online Screener and reenter the ESL Program if scores indicate. If the score on the Online Screener is less than 5.0, the students will be re-classified as EL and receive accommodations and an IELP-Plan if the lack of progress is related to English proficiency. If the lack of progress is not due to English proficiency, the committee will make recommendations to meet the needs of the student through the PST Team and Rtl.

Section C: Programs and Instruction

- 1) Programs and activities that will be developed, implemented, and administered to ensure ELs acquire academic language as part of the core LIEP

In conducting a district-wide needs assessment, we collect data from multiple sources:

1. teachers of EL students
2. local classroom data for EL student performance and progress
3. state assessment data, such as ACCESS, DIBELS, ACAP, ACT, etc
4. district EL Dept
5. School EL reps

We use the data to determine the scope of needs to be addressed for the new school year. Potential supplemental programs that we consider implementing are thoroughly researched before purchasing and implementing. We use the website What Works Clearinghouse. In addition to the core subject area textbooks that are already in use, we did purchase the supplemental ELD Reading Wonders series for K-6. This program correlates with the existing Reading Wonders series for K-6 as well as WIDA standards. We chose the ELD Wonders Reading series, since it follows the regular Wonders Reading program perfectly. We are considering purchasing additional support materials, but we will research them on the various evidence-based websites before making crucial decisions.

To target the older EL students for support, we created an elective ESOL class for grades 8-12 for the purpose of teaching basic English skills to EL students.

2) How the LIEP will ensure that ELs develop English proficiency

Our core program is a content-based English learner program as English as a Second Language (ESL). Instruction is provided in English and adapted to the students' English proficiency levels. Therefore, teachers are trained to meet the needs of EL students by working directly with ELs based on their WIDA scores. The district EL teachers work in collaboration with the classroom teachers to personally tailor instruction and to meet the individual needs of EL students. In particular, it is our goal to provide English learning as often as possible to increase EL students' acquisition of the English language. Multiple sources of data are used to inform instruction in the classroom: DIBELS, ACCESS, STAR, ACAP, ACT, Wonders ELD reading series, and local classroom data. Each school includes 1 or more EL goals with action steps in their ACIPs. This is to ensure that EL students are targeted for academic improvement just as regular students. All teachers of EL students are well aware of the WIDA standards and should refer back to them often as they work with EL students daily.

A Content based English Learner Program is an instructional approach used to make academic instruction in English understandable to English language learners to help them acquire proficiency in English while at the same time achieving in content areas. English is taught with a focus on content knowledge and skills being the goal rather than learning the language. The goal is to provide grade level content and to promote the development of English language proficiency. In the classroom, teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.

Instruction is provided in English and adapted to the student's English proficiency level. This instructional method is used to make academic instruction in English understandable to English learners. This will help them acquire proficiency in English while at the same time achieving in content areas. Therefore, the student's Access score, Online Screener, or W-Apt score helps plan assignments and instruction for the student.

Moreover, The EL Coordinator, Principals, and building teams selected by the principal can monitor implementation and effectiveness. Walk-throughs and evidence checks ensure compliance with and offer support for continuous improvement practices.

Students who are acquiring a new language undergo the following stages of language development:

- 1. Entering**
- 2. Emerging**
- 3. Developing**
- 4. Expanding**
- 5. Bridging**
- 6. Reaching**

WIDA has developed English Proficiency Standards for grades K-12. The ACCESS is aligned with those standards which are designed as a curriculum and planning tool. They help educators determine a student's English Proficiency Level and how to appropriately challenge students to achieve a high level. The WIDA ELP standards facilitate the design of language development objectives.

By implementing the WIDA ELP standards in the classroom, teachers are able to provide ELs with meaningful access to local curriculum as they progress through the stages of language acquisition. The WIDA ELP Standards facilitate the design of language development objectives that support, guide, and develop content knowledge and skills at the appropriate level of instruction.

3) Grading and retention policy and procedures

In Phenix City schools, there is a grading policy spelled out in the Board policy manual. All teachers are expected to adhere to our grading policy for elementary, middle, and high school students. Our teachers are trained to ensure that documentation/evidence is kept on file when an EL student fails a grade or course and that EL students cannot fail a course or be retained in a grade if language is clearly the barrier. The burden of proof is on the teacher. The teacher must produce solid evidence supporting the rationale for failure or retention. The I-ELP committee for that student (teacher, parent, EL district teacher, administrator) will determine if the evidence is sufficient for retention or failure.

Moreover, “Retention of ELs shall not be based solely upon level of English language proficiency (Section I, Part G, Guidelines to Satisfy Legal Requirements of *Lau v. Nichols*)”

Authentic methods of assessments with ELs will be made through interview or oral assessments, projects or illustrations, observations or interactions, traditional formats of assessments with translation tools, reduced text format, and graphic support as accommodations.

The following considerations will be made when assigning grades to ELs:

- Is an I-ELP in place?
- Were accommodations made to lower the language barrier?
- Were authentic assessment methods used to evaluate EL student learning of content?
- Were all content objectives included in student’s instruction?
- What level of mastery on content objectives did student demonstrate?

The EL Committee will consider the following regarding the retention of ELs:

- Level of the student’s ELP
- Is the student receiving SL services?
- Is an I-ELP in place?
- Were accommodations to aspects of instruction such as teacher lesson delivery, activities and assignments, homework, and assessments made to lower the language barrier?
- Were authentic assessment methods used to evaluate EL student learning of content?
- Were all content objectives included in student’s instruction?
- What level of mastery on content objectives did student demonstrate?
- Has the student’s classroom teacher been adequately trained with instruction and assessment strategies specifically designed for students learning English?

Do the report cards indicate that students were graded according to their IELP?

4) Specific staffing and other resources to be provided to ELs through the program

State Requirements for Teaching English as a Second Language

Teaching English to non-native speakers requires knowledge and skill that differ from teaching other subjects such as science and math. Although certain educational theories and instructional strategies are interdisciplinary, teacher preparation courses may be inadequate in providing methodology and theory that address English language development within core subject areas.

The following reflect the minimum state requirements for teaching ESL:

- 1. ESL Certification is awarded through programs at Alabama colleges or with reciprocal agreements with other states and as of June 1 2007, with PRAXIS II,**
- 2. ESL P-6 can have**
 - a. ESL Certification**

b. Foreign Language Certification

Regular Elementary Certification

3. Secondary ESL Teachers can have

- a. ESL Certification**
- b. Foreign Language Certification**
- c. Regular Elementary Certification**
- d. English/Language Arts Certification**

- 4. Highly Qualified (HQ) teacher regulations under the ESSA do not apply to ESL teachers who teach language development to ELs**
- 5. ESL teachers shall not teach any core subject area classes without falling under ESSA HQ Regulations**

While some certified teachers without formal ESL certification are permitted to teach ESL as described above, LEAS must provide appropriate professional development for teachers who have not received formal ESL certification (SDE Policy and Procedures Handbook, 2011)

On the school level, all teachers of ELs are certified with AL certificates in their individual subject areas. EL reps at each of the schools attend the SAMUEL training and, in some cases, regional EL meetings. Turnaround training is provided at each of the schools by the EL reps. We hired two district EL teachers to oversee the EL program. One has a Master degree in ESOL and Spanish with certification in both fields, and the other district teacher has a BS in Spanish education. Both teachers attend state-sponsored training sessions along with our EL reps at each of the schools. The two district teachers also attend WIDA sponsored events as well.

5) Method for collecting and submitting data

Central office is alerted by the individual schools when ELs are registering at one of the schools. We have a technology specialist here at the district office who codes all new EL enrollees. All ELs are flagged in STI to easily identify them. Whenever it's time to verify or certify EL students' data, the FP Director and the two EL district level teachers work with our technology specialist to ensure that the data is accurate. Therefore, Phenix City Schools will be able to collect and submit required data to the Alabama State Department of Education in a timely and accurate manner. The Federal Programs Coordinator also maintains multi-years tracking of ACCESS scores for each student enrolled in the district. This information is used in assessing the effectiveness of the EL program, in identifying students eligible to exit the program, and to determine progress of student's language acquisition.

6) Method for evaluating the effectiveness of the program

The FP Director and district EL staff work together to review our EL program. We review multiple data sources to determine if the EL program was successful for the previous year. We consider EL attainment of English proficiency standards as well as the state academic standards. We conduct a thorough year in review, with consideration of EL teacher PD needs based on teacher feedback and challenges noted the previous year. We use that info to make adjustments for the program proposal for the new fiscal year. This info will also be used to determine new district EL goals for the district and individual schools' ACIPs.

7) Method of identification and referral of ELs to the Special Services Program including Gifted Ed

It is our goal to ensure that all EL students get their needs met in the regular classroom and with adequate push-in and pull out services. We understand that language is the primary barrier for most ELs. Before there is ever a decision to test for special needs services, the individual teachers and district EL teachers must show clear documentation that language is not the barrier to learning. EL students must go through the PST process as other students to show evidence of language not being the culprit to low academic performance. "The education of ELs with disabilities raises several concerns about the legal requirements of LEAs. Among the concerns are identification, eligibility, and service provision for ELs suspected of having a disability. Special education programs and services must be provided in accordance with the Individuals with Disabilities Education Act of 2004 (P.L. 108-446). All LEAs are required to include a description for communicating with non-English speaking students/parents in their Individual Education Plan (IEP). All students with disabilities are guaranteed the right to a free, appropriate public education' an IEP with related service, if needed, that meet their specific needs; due process; education in the least restrictive environment; res that are not culturally discriminatory; and a multidisciplinary assessment. Public Law 108-446 requires that state and local education agencies ensure that the students are assessed in all areas related to the suspected disability.

The materials and procedures used to asses a limited-English proficient student must be selected and administered to endure that they measure the extent to which the student ha a disability and needs special education, rather than measuring the student's English language skills. The limited-English proficient student with disabilities has a right to the same individual special education services as other students with disabilities. Note that ELs must be provided English language acquisition services that are an integral part of their IEP.

ELs are eligible to receive special educational services on the same basis as all other students. Care should be exercised or used to ensure that limited-English proficiency is not the basis of a referral. In situations where it is not realistic to test in the native language or mode of communication for an EL, the LEA must consider information that will enable the eligibility team to make a decision as to whether the child has a disability and the effects of the disability on educational needs. A child may not be determined to be eligible for special education if the determinant facto is the child's lack of instruction in reading, math, or limited English proficiency. The IEP for an EL with a disability must include all of the components as listed in the *Alabama Administrative Code* (see Appendix A, Online Resources, Item 2).

The IEP team shall consider the language needs of the student as those needs relate to the student's IEP. Parent participation is a required part of the special education process and to ensure active participation, accommodations must be made at all meetings and in written communications for the non-English speaking parent. This may also be necessary for parents of students who are National Origin of Minority whose Primary Home Language is Other Than English (NOMPHLOTE). These accommodations must include a translator for oral communication, and written communication must be in the parent's native language." (SDE Policy and Procedure Handbook, 2011)

LEP Students and Special Education Services: Referral of a Limited English Proficient student to special education needs careful consideration. It is very difficult to determine if the student's difficulties with academics are related to the student's deficits in English proficiency or if there is a true disability. Research has shown that the dual load of learning academics and language at the same time can sometimes cause academic progress to be slow. ELs who are following normal

developmental patterns for learning a new language should not be referred. Due to ELs' cultural and linguistic backgrounds they have special instructional needs. These needs should not be confused with disabilities nor should they serve as a basis for referral for a special education evaluation. If an EL student is referred for possible special education services, language must be eliminated as the problem.

Students who are experiencing academic difficulties not related to their LEP status are initially referred to the PST Team at their school. Additional services or classroom accommodations may be recommended by the EL committee in an effort to improve academic functioning. If these interventions do not succeed the student may be referred for special education services. Prior to a referral for special education evaluation for an EL, all efforts need to be made within the context of the regular and ESL educational program to improve academic performance. All accommodations, assessments and interventions must be documented. Certain indicators need consideration which may validate a special education evaluation:

- Poor communicative proficiency in the home as compared to siblings and same age peers in bilingual environments
- Noted developmental delays or other at-risk factors

Based on a review of all submitted documentation, the PST Team may recommend a student for a special education referral for an evaluation. This will only be after all other avenues have been explored. Parent participation is a required part of the special education process and to ensure active participation, accommodations must be made at all meetings and in written communications for the non-English speaking parent. This may also be necessary for parents of students who are National Origin of Minority whose Primary Home Language is Other Than English (NOMPHLOTE). These accommodations must include a translator for oral communication, and written communication must be in the parent's native language. (SDE Policy and Procedure Handbook, 2011)

As for Gifted Services, the teachers will keep documentation of the EL student's performance and then make a case for testing Giftedness if the data supports it. We will use TransAct as well as a paid Interpreter to communicate with EL parents. All written correspondence will be sent home to EL parents in a language they can understand. The Phenix City School System does not want language to be a barrier for students to reach their full potential. It is to be noted, that many culturally linguistically diverse students are often under serve in gifted programs or advance classes. Therefore, it is important that classroom teachers and the EL staff work as a team to ensure EL are giving the opportunity to be represented in advance programs in the Phenix City School System.

Section D: Assessment and Accountability

- 1) Method for holding schools accountable for annually measuring the English proficiency of ELs and for participating in the state-administered testing program

In Phenix City Schools, the two district EL teachers are responsible for tracking EL student performance on the ACCESS test. The individual schools are required to track regular education students and special subgroups of students on ACAP, STAR, ACT, and WorkKeys where applicable. All of our schools are required to hold data meetings periodically to gauge student performance and to make adjustments as necessary to reach stated goals per ACIPs. The district testing coordinator annually trains staffs at all schools for the administration of state testing. The district EL teachers work with the district testing coordinator to ensure accommodations are met for EL students prior to testing. We follow all state guidelines to ensure EL students' participation in all state and local testing as required.

Moreover, the EL Coordinator and the System Test Coordinator work closely together to ensure that all ELs are assessed annually using the ACCESS for English Language Learners and that all ELs participate in all other required state assessments in which all students participate. Decisions regarding the need or testing accommodations are made individually by the student's EL committee. The system test coordinator attends annual professional development sponsored by the AL State Department of Education regarding assessment and accountability requirements. These requirements are shared annually with the Federal Programs Coordinator and other central office personnel, principals, and building test coordinators.

- 2) Method for holding schools accountable for meeting proficiency in academic achievement

Data analysis of ACCESS scores is completed annually and provided to the school administrator, EL Building Coordinator and ESL Teachers. The individual schools are required to track regular education students and special subgroups of students on ACAP, STAR, ACT, and WorkKeys where applicable. All of our schools are required to hold data meetings periodically to gauge student performance and to adjust as necessary to reach stated goals per ACIPs. The district testing coordinator annually trains staffs at all schools for the administration of state testing. The district EL teachers work with the district testing coordinator to ensure accommodations are met for EL students prior to testing. We follow all state guidelines to ensure EL students' participation in all state and local testing as required. Therefore, schools are held accountable for meeting academic achievement. Walk-throughs and evidence checks ensure compliance with, and offer support for, continuous improvement practices.

Proficiency result and academic data are shared with central office administrators, the school administrator, EL Building Coordinator, ESL teachers and the EL Advisory Committee. All of the above-mentioned stakeholders provide feedback on ways to improve the performance of EL students. Some of the suggestions may include but are not limited to workshops, professional development activities for ESL staff and regular staff, purchasing updated and/or new materials and teaching supplies, employing additional staff, and research on specific areas that need to be addressed.

At the individual student level, the student's EL committee will again adjust the student's IELP based on the data and other indicators of student performance. The quality and intensity of intervention being provided is reviewed and adjusted by the EL Committee when necessary.

Regarding ACCESS testing, the two district EL teachers are responsible for tracking EL student performance on the ACCESS test.

Section E: Parent, Family, and Community Involvement

1) Methods for promoting parent involvement activities to help improve student achievement

Parental involvement is facilitated through the use of translators/interpreters at school events and for written communication between school and home, and the use of the TransACT program, located at www.transact.com, for various written notifications. Schools also refer parents/families to various programs available in the local communities. Each school promotes parent involvement for all students, including EL parents. Communications may include, but are not limited to, registration materials, school or grade meetings information, PTA meetings, field trips, carnivals, school volunteer activities and other school sponsored activities.

A district ESL Parent Advisory Council is being established to consult with ESL personnel on issues regarding limited-English proficient students.

- 2) Methods (in a language they can understand) for notification requirements for ELs students regarding**
- EL identification, placement, exit, and monitoring**

Every student on file has to a completed Home Language Survey form, when he or she register for school. These surveys ae reviewed by the EL reps and registrars at each school. Students with HL forms with another language besides English are screened at the beginning of the year by EL reps at each of our 11 schools, using the WIDA Online Screener for 1st-12th graders and W-APT for kindergarteners. Students who score below a 5.0 are considered for EL services. The I-ELP committee (district EL teacher, principal, classroom teacher, and parent) for each student will review the screener results to determine eligibility. Parents of students who qualify for EL services are contacted by phone and in writing to attend an I-ELP meeting. In these initial meetings, the parents are given the option to opt out of Supplemental Services. However, parents are notified in this meeting that EL students must take the ACCESS test regardless of participation status. We communicate to the parents about their child's academic progress by way of report cards, phone calls, translators, and flyers sent home in native language. I-ELPs are developed for EL student in the program, which spells out the scope of our individualized services for each student. Students who are placed in our EL program are monitored

periodically and receive either push-in or pull out services. In early spring of each year, the EL students are tested on the ACCESS assessment. EL student growth is calculated using the state growth matrix.

Every potential and current EL student receives an initial placement letter or continued placement letter stating that they will receive EL services or continued services.

TransAct is used to create these letters sent home to parents in their home languages.

The letter thoroughly describes the program, the meaning of their child's online screener score, W-APT score, or ACCESS score. The letter also addresses the content of the program. The parents have to sign the letter, and meetings are scheduled. In these initial meetings, the parents are given the option to opt out of Supplemental Services. Parents are notified in this meeting that EL students must take the ACCESS test regardless of participation status. We communicate to the parents about their child's academic progress by way of report cards, phone calls, translators, and flyers sent home in native language. I-ELPs are developed for EL student in the program, which spells out the scope of our individualized services for each student. In order to exit the English language instruction educational program, the student must achieve a composite score of 4.8 on the ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) test. When the student achieves the exit composite score (4.8), the EL Teacher will provide written notice to the parent by the end of August of the school year the student achieves a 4.8 score on ACCESS, the student has achieved the exit status criteria and that the monitoring process will be for a period of four years. The notice to parents will be printed in English and the parents' primary language. As previously stated, the EL Building Coordinator, ESL Teacher and the EL student's content teachers will monitor the exited student for a period of four (4) years to determine academic success. Students who have met the exit criteria will be labeled FEL-EXITED 1 to FEL 4-EXITED in STI for four years to be monitored. In addition, students will be monitored throughout the four years informally and formally at the end of each semester. Criteria that may be used to determine success will be the following:

- **Subject area grades at "C" or better**
- **Review of formal or informal student assessment results**
- **Attendance**
- **Teacher comments**
- **Student interview**

After successfully completing the four (4) years of monitoring, the student will be classified as FEL-Completed 4 years monitoring.