

Executive Numbered Memo 003-2017-18
Update to Executive Numbered Memo (ENM) 006-2015-16
Reclassification/Retention for English Learners (EL)

To: All District Superintendents, Principals, and English Learner Directors/Coordinators
From: Darryl Tukufu, Assistant Superintendent Office of Equity, Diversity, and Inclusion
Rick Crager, Assistant Superintendent, Office of Finance and Administration
Date: September 15, 2017

The Every Student Succeeds Act (ESSA), enacted December 10, 2015, requires states to have a statewide English learner (EL) exiting procedure implemented across all districts in the state, and for districts to monitor the progress of exited ELs for four years after the exit. Oregon Department of Education (ODE) and district staff have been collaborating on improving and standardizing exiting practices for ELs. This memo summarizes important revisions to school district policies and procedures for exiting English learners from an EL program when the student scores proficient on the state's English Language Proficiency (ELP) assessment and provides an implementation timeline.

Changes from ENM 006-2015-16 Reclassification and Retention Procedures for English Learners

1. Under ESEA-No Child Left Behind (NCLB), English learners were **reclassified** out of the EL program. Under ESEA – Every Student Succeeds Act (ESSA), the language for this process has changed from reclassified to **exited**.
2. ENM 006-2015-16 included the state-approved procedures for retaining an EL in an EL program when the student received a score of **Proficient** on Oregon's statewide ELP Assessment. Retaining ELs who have scored proficient on ELPA21 is available in the 2017-18 school year, but retention will not be allowable in the 2018-19 school year.
 - a. During the 2017-18 school year, districts may retain ELs scoring proficient on ELPA21 through the following procedure:
 - i. A school-level team must review the student's Oregon ELP Assessment results and additional evidence of the student's language proficiency and academic performance. This evaluation must indicate that the student needs additional instruction in English language development, and this instruction can only be provided within the context of the district's EL program.
 - ii. The school team conducting the evaluation must, at a minimum, include:
 1. A content-area teacher;
 2. An English language development teacher familiar with the student's language ability;
 3. A school-level administrator;
 4. Parent/guardian:

- a. If the parent/guardian cannot attend the meeting, their input must be obtained prior to any decision on the student's EL program being made.
 - b. The parental input must be included in any meeting notes.
 5. If the student has an IEP, a special education teacher is required.
- b. Beginning with the 2018-19 school year, districts will be required to exit an EL if the student scores proficient on the state's ELP assessment.
 - i. District EL plans must reflect this change beginning with the 2018-19.
 - ii. It is recommended that the district review its EL monitoring practices to ensure effective monitoring for the four years following EL exits. Review should include:
 1. How frequent is the monitoring occurring?
 2. Does the monitoring review both academic and linguistic progress?
 3. Are student work samples (reading/writing) reviewed?
 4. Are content area teachers surveyed for input?
 5. Are other specialists supporting the student surveyed for input?
 6. Are parents/guardians surveyed for their input?

Please contact [Kim Miller](#) or [Taffy Carlisle](#) if you have questions or need additional information.

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