

Annotated Reclassification Procedure for English Learners

Purpose:

The following annotated sections from the [Tennessee State Board of Education Rule 0520-01-19-.06\(3\)\(a\)](#), are to support local education agencies (LEAs) in developing the required district reclassification procedure.

In State Board Rule 0520-01-19-.06(3)(a), the following is required:

If a transitional English learner (EL) student demonstrates difficulty in the general education classroom or fails to meet Individualized Learning Plan (ILP) benchmarks, academic interventions should be provided by a general classroom teacher or a teacher with an English as a Second Language (ESL) endorsement. Each LEA shall have a written reclassification procedure that includes parent consent to be used for exited EL students who require reentry into the ESL program. The LEA shall apply its reclassification procedure if academic or non-academic interventions are unsuccessful.

If there is evidence through data-based decision making that a student is struggling in one or more content areas, the team should ensure that the student is provided with any instructional supports available in the school, including tiered intervention if appropriate. The data-based decision-making team will document student progress or the student's lack of academic progress or lack of success. In developing its reclassification procedure, LEAs should consider, at minimum, the following questions:

1. How will the team review the student's English language proficiency assessment scores in each domain?
2. How will the team determine whether the student's achievement scores were borderline for meeting standards or significantly above the minimum requirement?
3. How will the team document the student's areas of difficulty in the content courses they are struggling with?
4. How will the team verify the teacher is using accommodations in the classroom?
5. How will the team determine if the student is having difficulty specifically in the domain of writing or reading, or if there are factors outside of language involved?
6. What historical data will the team use to determine if the student is struggling in a particular course in which they have historically had difficulty?
7. How will the team determine if teachers are differentiating instruction specifically to reach and support ELs?
8. How will the team determine if the student is receiving academic support to compensate for any lack of background information?

9. What instructional supports will be provided for ELs in transition who are struggling in English Language Arts?
10. What instructional supports will be provided for ELs in transition who are struggling with mathematics?
11. What instructional supports will be provided for ELs in transition who are struggling with science?
12. What instructional supports will be provided for ELs in transition who are struggling with social studies?
13. What instructional supports will be provided for ELs in transition who are struggling with college and career readiness?
14. What instructional supports will be provided for ELs in transition who are failing to meet ILP benchmarks?
15. What other supports, academic or non-academic, are available for the student?
16. How long will the supports be put in place?
17. What data will be collected to support data-based decision making?
 - a. Oral communication skills
 - b. Reading and fluency skills
 - c. Benchmark data
 - d. Teacher observations
 - e. Attendance data
 - f. Grades
 - g. Portfolio assessments
 - h. Student and/or parent interviews
 - i. Progress monitoring data
 - j. Documentation of interventions, including the areas of student skills, reading, math, writing, and other supports
18. How will the team ensure that all interventions are linguistically accessible to the student?
19. What valid and reliable grade-appropriate English Language Proficiency (ELP) test will be used to determine if the academic difficulty is due to a language barrier?
20. How will parent consent be documented?

Other questions to consider for the reclassification process:

1. Is academic content being delivered with scaffolding, accommodations, and/or modifications in the areas of:
 - Classroom instruction,

- Assignments,
 - Homework, and
 - Formative and summative assessments?
2. Are all scaffolding strategies, use of accommodations, and/or modifications documented in writing with dates and comments?
 3. Has the content teacher reached out to the ESL specialist for other strategies to use with the student?
 4. Have multiple strategies been used?
 5. Has the student received other academic or non-academic interventions in Tier II and/or Tier III?
 6. Has the student received additional tutoring in the specific area of need?