

# ELP BAND EXIT: ELP BAND EXIT COMMITTEE GUIDANCE



The purpose of the Band Exit Process is to provide an exit path for EL students who have demonstrated the level of English language proficiency necessary to ensure ongoing academic success without the continued provision of EL-specific services and supports. The following guidance outlines the processes and reporting requirements related to the successful submission of an ELP Band Exit appeal.

**Note that LEA participation in the ELP Band Exit Process is not required and that individual student appeals may be submitted at local discretion.**

## Eligibility Requirements

An appeal should not be submitted until an EL student meets specific criteria. LEAs should note that a student's participation in either the ACCESS for ELLs or Alternate ACCESS for ELLs assessment determines their respective eligibility criteria.

## Participation in the ACCESS for ELLs Assessment

A student participating in the ACCESS for ELLs assessment, with or without accommodations, is eligible for ELP Band Exit upon meeting the following requirements:

- The student is currently enrolled in the 3<sup>rd</sup>-12<sup>th</sup> grade (a student currently enrolled in kindergarten, 1<sup>st</sup> or 2<sup>nd</sup> grade is not eligible for ACCESS for ELLs ELP Band Exit).
- The student participated in the previous year's ACCESS for ELLs assessment and earned a Composite/Overall score within 4.3 to 4.7 range.
- The student achieved a score of Basic or Above on the previous year's OSTP ELA assessment or has achieved a qualifying alternate assessment score (please refer to the ELP Band Exit: Assessments Approved for the ACCESS for ELLs Rubric Element #2 guidance document for additional information).
- The student meets **one or more** of the four additional criteria:
  - **OSTP ELA Growth:** Student demonstrated growth of at least 3 scale score points compared to the prior year's OSTP ELA score.
  - **Student Grades:** Student has demonstrated mastery of grade-level subject matter and is ready to demonstrate success in the next grade level.
  - **Supplemental Qualifying Norm-Referenced Test (NRT) Score:** Student achieved a qualifying score on a state-approved NRT (please refer to the ELP Band Exit: Norm-Referenced Tests Approved for ACCESS for ELLs Rubric Element #5 guidance document for additional information).
  - **Student Oral Language Observation Matrix (SOLOM):** Student scores at the "Advanced Fluency" level (21 or more points) when observed and scored with the matrix (please refer to the ELP Band Exit: Student Oral Language Observation Matrix guidance document for additional information).

A student meeting the above criteria must have the appropriate documentation gathered and submitted to OSDE in addition to a completed ACCESS for ELLs ELP Band Committee Rubric.

## Participation in the Alternate ACCESS for ELLs Assessment

### A3-P1 Exit Band

A student participating in the Alternate ACCESS for ELLs assessment, with or without accommodations, is eligible for ELP Band Exit upon meeting the following requirements:

- The student is currently enrolled in the 5<sup>th</sup>-12<sup>th</sup> grade (a student enrolled in kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> or 4<sup>th</sup> grade is not eligible Alternate ACCESS for ELLs ELP Band Exit).
- The student participated in the Alternate ACCESS for ELLs assessment and earned a Composite/Overall score within the A3-P1 range on the two most recent test administrations in the past three years.
- The student has demonstrated ELA growth of one or more performance levels between the two most recent DLM administrations in the previous three years. (Exceptions are 10<sup>th</sup> and 11<sup>th</sup> grade as they do not participate in the OAAP in these grades.)
- Appropriate to their individual determination, the student has demonstrated progress in core content knowledge as evidenced through grades, IEP documentation, assessment data, etc.

A student meeting the above criteria must have the appropriate documentation gathered and submitted to OSDE in addition to a completed Alternate ACCESS for ELLs ELP Band Committee Rubric.

### A1-A2 Appeal for Removal of EL Status

OSDE will allow an LEA to appeal a student's EL status without a demonstration of English language proficiency in cases where a student has both a severe cognitive determination and struggles to demonstrate any appreciable growth through the Alternate ACCESS for ELLs assessment over multiple administrations. If such an appeal is approved, the student may have their EL status removed and be re-identified as **1633/Native English Speaker** in the local student information system. A student will be eligible for this flexibility when meeting the following criteria:

- The student is currently enrolled in the 5<sup>th</sup>-12<sup>th</sup> grade (a student enrolled in kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> or 4<sup>th</sup> grade is not eligible for this flexibility).
- The student participated in the Alternate ACCESS for ELLs assessment and earned a Composite/Overall score within the A1-A2 range on each of the three most recent Alternate ACCESS assessment administrations in the past four years.
- The LEA is able to provide documentation and/or evidence sufficient to demonstrate the student's ability (appropriate to their individual determination) to access core instructional content without the provision of EL-specific services and supports (teacher testimonial, student work samples, NRTs, etc.).
- The LEA's EL and Special Education representatives, the student's primary teacher, and site administrator all agree that the student possesses a level of English language proficiency (within the context of the student's unique determination(s)) to allow access to instruction in an English-only environment.

- The LEA's EL and Special Education representatives agree that the ongoing provision of EL-specific services and supports, as well as continued participation in the Alternate ACCESS for ELLs assessment, serves no educational benefit to the student beyond those met by existing supports, accommodations, and modifications provided through the student's IEP.

A student meeting the above criteria must have the appropriate documentation gathered and submitted to OSDE in addition to a completed Alternate ACCESS for ELLs A1-A2 ELP Band Committee Rubric.

## The ELP Band Committee

Once an LEA determines that an EL student is eligible for a Band Exit appeal, an ELP Band Committee must be formed. The purpose of the committee is two-fold:

1. Evaluate an EL student's data and supporting documentation.
2. Determine whether or not the LEA should move forward with submission of an ELP Band Exit appeal and the potential exiting of the student from EL status.

## ELP Band Committee Requirements

At minimum, the ELP band committee must include the following LEA staff:

- **An EL representative:** Staff serving in this role are at district discretion, but whenever possible this role should be filled by an EL Coordinator or EL teacher who has worked closely with the student and is most familiar with their English language development.
- **A classroom teacher who works with the EL student:** Staff serving in this role are at district discretion, but whenever possible this role should be filled by a teacher who has worked closely with the student in a capacity that has allowed regular observation of the student's English language development and evaluation of their academic performance.
- **An administrator or counselor:** Staff serving in this role are at district discretion, but whenever possible this role should be filled by a counselor or administrator that is most familiar with the student.

If the EL student is dually-identified and served on an IEP or 504 plan, the ELP band committee must also include the following district staff:

- **A Special Education teacher:** This role should be filled by the teacher most familiar with the student's academic performance and English language development.

## Mandatory Evaluation Criteria

LEAs must use the OSDE-created ELP band rubrics as the centerpiece of the decision making process. The OSDE also encourages LEAs to gather and evaluate any additional information they believe to be useful and relevant in making the decision to appeal a student's EL status. However, additional information beyond that required by the appropriate ELP band rubric is not required.

## Optional Evaluation Criteria

In addition to the mandatory criteria detailed in the appropriate rubric, LEAs wishing to implement additional measures in their review of student Band Exit eligibility should consider gathering and examining supplemental evidence. Expanding committee review to include one or more of the following

items can better inform the local discussion and ultimate decision to submit a Band Exit appeal on behalf of an EL student.

### Student Writing Samples

Evaluation of student writing samples can assist in determining both an EL student's ability to convey their understanding of instructional content and their likelihood of ongoing academic success. Ideally, writing samples should include the following:

- Work completed throughout the school year to provide committee members with examples highlighting the student's English language development over time.
- Work that highlights supporting elements that led to the student's production of a completed assignment (i.e., note cards, outline, rough drafts, and a final draft of a student paper or project.)
- Multiple works that highlight the length and complexity of writing assignments. Elementary level ELP band committees may wish to examine 4-5 shorter writing samples, while secondary level ELP band committees may only wish to examine 2-3 longer samples.
- Writing samples completed across multiple content areas, including ELA, math, social studies, and science.

### Language Inventories

While multiple types of language inventories are available, in the context of ELP Band Exit an inventory should involve a formal, locally-implemented process of direct observation and review of academic performance that helps determine an EL student's effective level of English language proficiency (e.g., the Student Language Oral Language Observation Matrix (SOLOM)). Ideally, a language inventory should be:

- Completed by an EL coordinator and/or EL teacher and by at least one of the student's classroom teachers. Note that an inventory is even more meaningful if multiple content area teachers participate in observing the student's use of English.
- Completed over an extended period of time. Administration over a longer duration (e.g., 2-4 months) allows observers additional opportunities to gather information related to the student's language use and development over time, in a variety of situations, and in multiple content areas.
- Conducted for both the student's use of English and the student's use of their native language(s) (if possible).

### Classroom Recordings or Noted Observations

Ideally, recordings or notes can provide insight to a student's use of English across a variety of situations. Examples of such situations would include:

- Individual and/or group classroom presentations.
- Discussions with other students during group work activities.
- Participation in labs or other hands-on activities that requires communication with others.

## Student Portfolio

Portfolios are collections of work that can provide a greater understanding of a student's academic ability. Ideally, student portfolios should include:

- Work completed throughout the school year to provide committee members with examples highlighting the student's English language development over time.
- Examples of work from all core content areas. At minimum, a portfolio should include examples of work in the areas of math, science, social studies, and ELA.
- Examples of work that highlight the student's ability to successfully interpret the technical terms and vocabulary associated academic instruction.

## Final Determination

If an LEA elects to move forward with submission of the Band Exit appeal after determination of student eligibility and review of all relevant data, the following steps must be completed:

- Review and complete the appropriate rubric and gather the required supporting documentation.
- Save the completed rubric and supporting documentation in .pdf format (whenever possible).
- Review the instructions for submitting an appeal in the ELP Band Exit: Submitting an Exit Request guidance document.
- Submit the completed appeal within the OSDE-determined submission window.

LEAs will be notified annually via email of the ELP Band Exit Request submission window dates. While every effort will be made to provide LEAs with sufficient time to complete their ELP Band Exit Requests, please note that the ELPA Band Window will open as soon as data are available and remain open for as long as the Accountability timeline can accommodate. LEAs are encouraged to account for this possibility in planning for any staff that may be required to complete the ELP Band Exit Process.

Note that all ELP Band Exit requests are reviewed on a case-by-case basis and that **submission of a request and supporting documentation should not be interpreted as automatic approval**. Only when the request has been approved by the OELP may the student be assigned **1636/Re-designated as Fluent English Proficient** status. LEAs are strongly encouraged to monitor the status of submitted requests in the Accountability Reporting application. If approved, the rubric signed by the OSDE reviewer should be downloaded and placed in the student's paper and/or digital cumulative folder.

## Submitting an Appeal

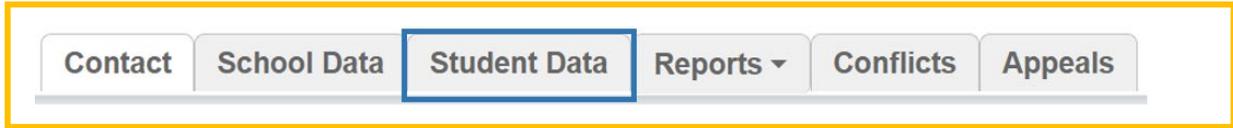
Please follow the instructions below to submit an ELP Band Exit request through the Accountability Reporting application.

1. Sign in to Single Sign On and select **Accountability Reporting**:

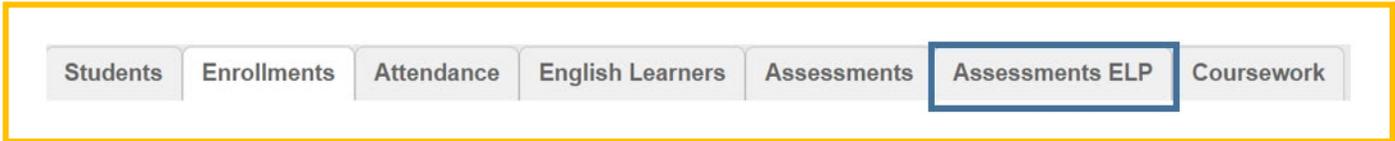


2. Select the appropriate school site from the LEA's Accountability Reporting home page.

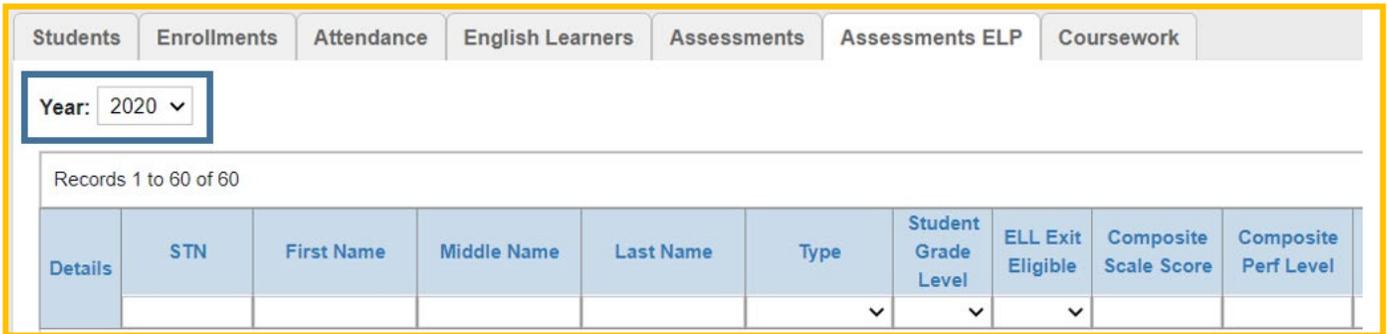
3. Select **Student Data**:



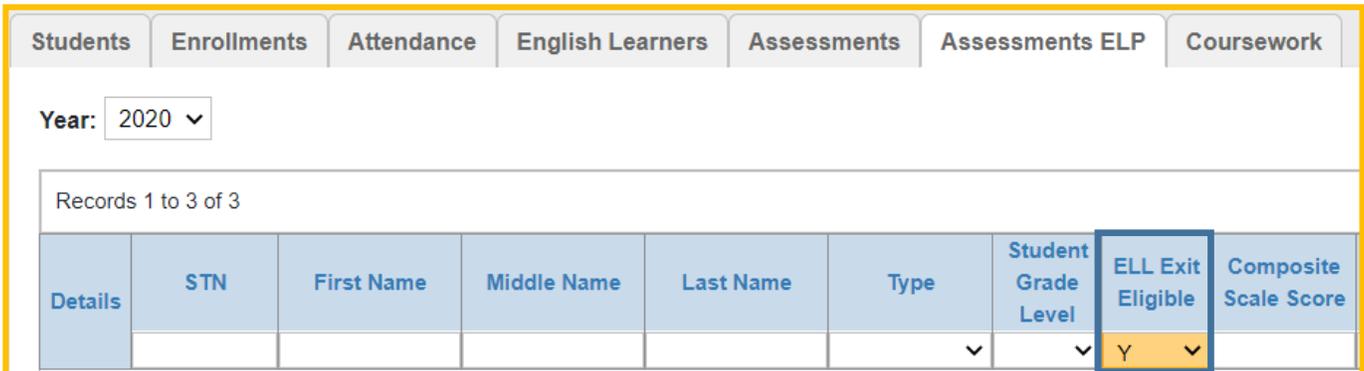
4. Select **Assessments ELP**:



5. Ensure that the previous school year is selected in the **Year** dropdown menu. This will open a table displaying the ELP assessment records valid for current-year ELP Band Exit purposes:



6. Select **Y** on the **ELL Exit Eligible** drop down menu:



7. Click the **Exit Request** checkbox next to the student for whom you will be submitting a request. An orange circle will appear on the **Create ELPA Band Committee Exit Request** button indicating the number of requests that have been created.

Year: 2020

Create ELPA Band Committee Exit Request

Guidance

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Exit Request	Existing DVR	Details	STN	First Name	Middle Name	Last Name	Type	Student Grade Level	ELL Exit Eligible	Composite Scale Score	Composite Perf Level	NFAY	Listening Perf Level	Reading Perf Level	Speaking Perf Level	Writing Perf Level	Listening Scale Score	Reading Scale Score	Speaking Scale Score	Writing Scale Score	Other Placement	Process Include
<input type="checkbox"/>								09	Y	396	4.3	0	5.4	4.7	4.1	4.0	420	399	391	383	N	Y
<input type="checkbox"/>								11	Y	412	4.4	0	8.0	8.0	3.8	3.8	458	436	380	383	N	Y
<input type="checkbox"/>								12	Y	424	4.6	0	8.0	8.0	3.2	4.3	494	436	359	415	N	Y
<input type="checkbox"/>								11	Y	414	4.5	0	8.0	8.0	3.5	4.1	448	431	370	400	N	Y
<input type="checkbox"/>								10	Y	403	4.3	0	4.4	5.3	3.4	4.5	400	412	359	415	N	Y

- Click the **Create ELPA Band Committee Exit Request** button. A window will appear prompting an explanation for the request and allowing the upload of the appropriate rubric and supporting documentation.

**REQUEST**

Type request here...

⚠ Please type in a request before saving (minimum 20 characters)

**SUPPORTING DOCUMENTS**

Accepted file types are: .pdf, .doc, .docx, .xls, .xlsx, .jpg, .png, .csv, .bit

-- No Documents --

- When the required narrative has been completed and all supporting documentation uploaded, if the LEA wishes verify the DCR reference number, click the **Save** button. The pop-in window will remain open and display the information. If the LEA wishes to submit additional ELP Band Exit requests for the site, click the **Save and Close** button and return to step #7 above.