



English Learner Reclassification Procedure

The following procedure will be used when reclassifying a student from EL-Yes to EL-No in Austin Public Schools. All EL students will remain EL-Yes in MARSS until the reclassification criteria is met and the procedures are completed.

To be considered proficient, students need **at least a 4.5 overall composite score and 3 out of 4 domains** (listening, speaking, reading and writing) must be at least 3.5 on the ACCESS 2.0.

If a student meets the ACCESS proficiency score, schools and districts should consider exiting them from EL services. Teachers may also apply a set of additional criteria before making the final exiting decision. If teachers can document that a student continues to struggle to access content classroom material, and if teachers can document a continuing need for EL services in a particular domain using additional language assessments, then a student can be retained in EL services.

If applicable, we encourage teachers to consult with a student's IEP team to determine if dual service continues to be an appropriate support for a student. If a school or district decides to retain a student in EL services, then the evidence used to make the decision must be saved in the student's cumulative file and parents must be informed about how the decision was made.

Procedure for Reclassification

The following procedures will be followed when students qualify for reclassification to EL-No:

Students who meet criteria for reclassification to EL-No:

STEP	ACTION	PERSON RESPONSIBLE
1	ACCESS data will be reviewed each May to identify students who meet the criteria for English proficiency Students who have an ACCESS overall proficiency score of 4.5 - 6.0 with at least 3 of 4 domain scores (listening, speaking, reading and writing) of at least 3.5.	EL teacher with EL coordinator
2	EL teacher notifies building principal of students who will change status to EL-No	EL teacher
3	If a student has one domain score that is less than 3.5 and the student still faces barriers to accessing grade level content, teachers may document the continuing need for EL services.	EL teacher with EL coordinator
4	Parents and students will be included in a decision to continue a student who meets the proficiency definition in EL services. Documentation will be added to the cumulative file.	EL teacher, parent(s), student
5	For students being reclassified as EL-No, parent notification letter of proficiency is sent following the public release of ACCESS scores by MDE.	Educational Services Office administrative

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		assistant or EL Coordinator
6	EL status change email is sent to MARSS coordinator	EL coordinator
7	EL status is changed to EL-No in MARSS, exit date and parental notification dates are entered in Infinite Campus	MARSS coordinator
8	Copy of parent notification of proficiency filed in student cum file	Educational Services Office administrative assistant or EL Coordinator and school secretary
9	EL and mainstream teacher monitor status using Scantron/FAST/curriculum-based data through: • Elementary: trimester data meetings • Middle: Scantron data reporting periods • Secondary: Scantron data reporting periods	EL and mainstream teachers
10	If concerns about student success arise: • EL teacher will meet with classroom/connect/advisory teacher or student assistance team (SAT) to determine what assistance/support might be needed, including participation in EL classes • Students will have access to reading and math intervention, after school help or summer school participation as needed and available at each site	EL teacher, classroom teacher(s), and student support professionals assigned to building