***This form is used for monitoring purposes. Students are monitored for two years after exiting the ESL state criteria. For the \_\_\_\_\_\_\_\_\_\_\_\_\_school year, please complete the following form if the ESL student scored an ACCESS composite score of 4.7 and sub scores of 4.1 in writing and 4.5 reading.***

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_

ESL Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Classroom Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Step 1:** Schedule a meeting to review student performance. Review team should include the ESL teacher, classroom teacher, parent or guardian, building principal, ESL Director and one additional staff member (i.e. building administrator, counselor, case manager). Documentation to be reviewed may include the following. Attach current assessment data to the final report.

* ACCESS or W-APT score\* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Dakota STEP / Smarter Balanced scores Reading \_\_\_\_\_\_\_\_\_\_\_ Math \_\_\_\_\_\_\_\_\_\_\_
* Language Acquisition Plan (LAP)
* Classroom teacher observations (narrative and/or interview)
* Quarterly grades (attach most recent report card)
* *Write to Learn* results
* Attendance records
* Individual Education Plan (IEP)
* Acculturation Screening Tool
* Professional Judgment

**Step 2:** Discuss evidence. Consider or add comments in the space provided as needed.

* What is the amount of modifications currently in place?
* What is the ability of the student based on individual and group work?
* What is the student’s success with independent work on homework?
* What are the details of the student’s IEP (if applicable)?
* Does the student’s disability impact the success in any of the domains as assessed through ACCESS/W-APT?

**Step 3:** After reviewing the evidence and concluding that the student no longer benefits from the new language acquisition support the review team should make recommendations for the student based on applicable data and evidence.

As recommended by the ESL exit team, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_ will continue with ESL services as currently detailed in his/her LAP.

\_\_\_\_\_\_\_\_\_ will continue with in-class ESL para-educator support and recommended modifications and accommodations but will no longer receive pull-out ESL services.

\_\_\_\_\_\_\_\_\_ will continue to receive modifications and accommodations only.

\_\_\_\_\_\_\_\_\_ will be monitored for two years.

**Step 4:** Schedule a parent meeting to obtain parent signatures. If an interpreter is needed, contact the ESL Welcome Center. This meeting can take place at parent-teacher conferences.

**Step 5:** Mail copies of final form to parent with letter detailing change in programming. Send a translated copy as needed. Place a copy of the letter and form in the student’s cumulative file and send a copy to the ESL Welcome Center.

Signatures

Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ESL Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Classroom/core teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Building principal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ESL Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_