



GUIDING QUESTIONS FOR MONITORING PROGRESS TOWARD RECLASSIFICATION

Monitoring of student progress is key to ensuring English Learners meet the reclassification criteria. Directors and Principals should review overall school data to assist teachers in delivery of instruction:

- Are English Learners receiving high-quality daily English Language Development instruction in Designated and Integrated ELD?
 - How do you know?
 - What supports are in place for teachers to improve delivery of ELD instruction?
- How is the Language Appraisal team used to monitor whole school and individual student progress?
- Which of the three criteria is the biggest barrier for all English Learners school-wide?
- How are all EL's monitored? How often? By whom? How is this data reported to all teachers and parents?
- Which profile of English Learners is most prevalent at each grade level? (i.e. are all 3rd graders in Profile D?)
- How many years have the students in Profiles E-H been unable to pass CELDT? Are these students improving?
- At the end of year 3, which English Learners are:
 - Showing ready to reclassify results?
 - Require intensive interventions?
 - Have made significant gains with strategic interventions?
 - At-risk of being LTELs?
- At the end of Year 5, what are the factors as to why ELs didn't reclassify?
 - Are there patterns and trends in the needed criteria to pass for the students to reclassify?
- How are LTELs monitored? How often? By whom?
- What criterion do the Long Term English Learners need to pass in order to reclassify?
- What individually and specially designed interventions will be provided to Long Term English Learners?