



Bilingual Education Programs  
English as a New Language (ENL)  
Home Language Supports (HLS)  
Languages Other Than English (LOTE)  
Latino Studies & Supports

### **Rochester City School District Policy for Monitoring Students Exited from the ELL Program**

The purpose of this document is to provide District staff with the District's procedures for monitoring the academic progress of former English Language Learners (ELLs) who have exited the District's ELL programs.

#### **ELL Exit Criteria**

In accordance with the Commissioner's Regulation Part 154 (CR Part 154), English Language Learners (ELLs) can exit ENL status in the following ways:

- Grades K-12: Scoring at the Commanding/Proficient level on the NYSESLAT.
- Grades 3-8: Scoring at the Expanding/Advanced level on the NYSESLAT and 3 or above on the NYS ELA assessment within the same school year.
- Grades 9-12: Scoring at the Expanding/Advanced level on the NYSESLAT and 65 or above on the ELA Common Core within the same school year.

#### **Monitoring Procedures:**

The Rochester City School District's Department of Multilingual Education (DOME) is committed to monitoring the progress of ELLs, who have exited its alternative language programs, by using the following methods:

- Implementing automatic indicators within the district's student database system to identify Commanding ELLs. These indicators classify Commanding Year-One and Commanding Year-Two students, which allow schools to plan for and monitor all exited ELLs during the two- year extended services period, as mandated in CR Part 154
- Providing integrated co-taught classes, in all core content areas, for Commanding ELLs during the two years of extended services. This includes the minimum of a .5 unit of study per week (90 minutes) in a core content area class. The Student Management System that is used by the Rochester City School District keeps track of an ELL exit date and keeps track of the students status by labeling the student ELL Commanding year one in the first year and ELL Commanding year two in the second year as a former ELL. This classification notifies the registrar and counselors that the student needs to be assigned to an ENL teacher to support this student for a .5 unit of study per week (90 minutes) in a core content area class. The class is assigned in the student's schedule and the Student Management System keeps a record of the student's schedule and ENL service.
- Ensuring that all testing accommodations offered to ELLs (i.e. extended time, alternate location, and access to NYSED approved bilingual glossaries) are available to Commanding students during the extended services period –this would include all local and state assessments. Access to oral interpretation is available for all state exams except ELA.  
Since the exited ELL students are still labeled in the Student Management System as ELL Commanding year one or ELL Commanding year two, this classification allows all building personnel to see that the Commanding students are entitled to receive all testing accommodations. ENL teachers are responsible

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for making sure that their building Assessment Coordinator schedules their students to receive the aforementioned accommodations. ENL teacher (s) notifies the building Assessment Coordinator of the interpretation needs. In turn, the building Assessment Coordinator submits the interpreter request form to the Department of Multilingual Education (DOME). DOME will provide all language translators including Spanish for all exams not available in the student's home language.

- Assigning Commanding students to an ENL teacher whereby monitoring and advisement can be conducted in a direct and productive manner throughout the academic year. ENL teachers are assigned to provide language support during a .5 unit of study per week (90 minutes) in a core content area class. Part of this assignment consists of monitoring the student's progress as well as documenting their achievement in the Exited ELL Monitoring Card (EEMC). If a student needs additional support to achieve, the ENL teacher will notify the building principal and the Department of Multilingual Education in order to provide additional supports to the student i.e. RTI plan with additional core intervention, tutoring, or providing ENL direct academic support services through a stand-alone class. The assigned ENL teacher will monitor the Commanding students' progress in both language development and in any core content area class. This additional support will be documented in the student's Academic Intervention Plan and will be reflected on the student's schedule. This service is intended for Commanding ELLs who are either struggling academically and/or are experiencing difficulties in passing the state assessments needed for graduation. Additionally, this method is aligned with the "approved former services to ELLs" directive within CR Part 154 regulations.

These methods comply with the directives stated in the CR Part 154 regulations and provide extended linguistic and academic support for exited ELLs. They are determined based on the needs of each student who has reached the Commanding level on the NYSESLAT. The reentry process for ELLs, who have exited the language support programs, consists of referrals to academic support programs such as: RTI (Response To Intervention), Regents review classes, and other after school intervention plans i.e. tutoring programs, Saturday school, and extended learning programs.

### **RCSD Monitoring of ELL Commanding Students Year 1 and 2**

As per CR-Part 154, student will receive .5 of ENL services for two years, which could include .5 integrated ENL in an ELA/Core content area or other approved former ENL services.

- The District has created an additional system for monitoring the academic progress of exited ELL students consisting of an informational card to be placed in the student's CUM (Cumulative) folder to record student progress.
- When a student has achieved a FLEP date as determined by NYSED, the ENL teacher will fill out the Exited ELL Monitoring Card (EEMC) located in the Department of Multilingual Education's website.
- When an ENL teacher receives a commanding student, an ELL who has successfully reached the ELL exit criteria, the ENL teacher will commence monitoring by filling out the Exited ELL Monitoring Card (EEMC)

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and keeping track of the students throughout the year. The EEMC document will be updated every 5 weeks, by the ENL teacher with the student's current grades, academic achievement score, and test scores to ensure that the student is maintaining appropriate language and academic progress. If a student is not maintaining appropriate language and academic progress, the ENL teacher will refer the student to the school's Problem Solving Team (RTI team, AIS team, etc.) where they will discuss and assess the individual needs of the student to plan steps for intervention or other appropriate progress monitoring processes. This may include providing more than the minimum of .5 units of study needed to improve language and academic outcomes for the student, and may include re-entry into the alternative language program if the student demonstrates a need for additional English language instruction. Academic Interventions Teams in every school are responsible for keeping documentation in the student's cum folder regarding the type, frequency, and progress achieved on each student receiving intervention services.

- Please be advised, a Former ELL can remain in a bilingual education program and continue to receive ENL and Home Language Arts instruction, provided the parents and the district/school deem it is educationally appropriate. For additional guidance, please refer to the [NYSED guidance](#) for servicing former ELLs.

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Language Monitoring Document

EXITED ENGLISH LANGUAGE LEARNERS STUDENT CUM CARD

STUDENT ID# \_\_\_\_\_  
 NAME \_\_\_\_\_  
 DOB \_\_\_\_\_  
 HOME LANGUAGE \_\_\_\_\_  
 PLACE OF BIRTH \_\_\_\_\_  
 FLEP DATE \_\_\_\_\_

**As per Commissioner's Regulations Part 154**

*"Schools and districts should retain copies of all criteria used to determine the change in ELL status. Summative assessment results must be retained in the student's cumulative record. Districts should retain a copy of the Former ELL services provided for two years following the exiting of ELL status."*

If a student is not maintaining appropriate language and academic progress, the ENL teacher will refer the student to the school's Problem Solving Team (RTI team, AIS team, etc.) where they will discuss and assess the individual needs of the student to plan steps for intervention or other appropriate progress monitoring processes.

COMMANDING YEAR \_\_\_\_\_ .5 ENL Service provided in \_\_\_\_\_ Grade \_\_\_\_\_ School \_\_\_\_\_

Core Subject/Course Title	5 week Progress Report	10 week Report Card	15 week Progress Report	20 week Report Card	25 week Progress Report	30 week Report Card	35 week Progress Report	40 week Report Card
ELA / _____								
Math/ _____								
Science/ _____								
SS/ _____								
Attendance Excessive	Excessive Tardiness (5 or more) Yes <input type="checkbox"/>	Days present / Days possible	Excessive Tardiness (5 or more) Yes <input type="checkbox"/>	Days present / Days possible	Excessive Tardiness (5 or more) Yes <input type="checkbox"/>	Days present / Days possible	Excessive Tardiness (5 or more) Yes <input type="checkbox"/>	Days present / Days possible

\* SS (Social Studies)

Additional Information: \_\_\_\_\_

\_\_\_\_\_

ENL Teacher's Signature

Date