

## TOPIC: TWO-YEAR MONITORING REQUIREMENTS FOR FORMER ENGLISH LANGUAGE LEARNERS

This bulletin summarizes the two-year monitoring requirements for newly classified fully English language proficient students who were formerly classified as limited English proficient (LEP), also known as exited English Language Learners (ELLs).

Former LEP (FLEP) students have the English language skills necessary to compete with mainstream English speakers in age and grade appropriate settings in all areas of language development without the use of adapted or modified materials, and are no longer eligible to receive Title III services. As defined in ESEA Bulletin 07.02 *Procedures for Exiting ELLs as Fully English Language Proficient*, these students have been reclassified as fully English language proficient and are no longer ELL/LEP.

### REQUIRED MONITORING

When students achieve English language proficiency, districts are required to:

1. Report FLEP students as an ELP 6 in the Individual Student Enrollment System (ISES) collections either by automatic exiting or through manual reclassification per ESEA Bulletin 07.02.
2. Monitor FLEP students for two years after the school year in which the students were reclassified. Monitoring includes the evaluation of academic achievement data in reading, mathematics and science results from the state assessments, as well as data from local (district, school or classroom) assessments, classroom grades and other evidence of the student's English language proficiency.
3. Maintain the required documentation, as outlined in ESEA Bulletin 07.02, and additional annual evidence of English language proficiency for each FLEP student throughout the two-year monitoring period. Evidence should include demonstrations of proficiency without the use of adapted or modified English materials or ELL accommodations on standardized measures such as:
  - District benchmark examinations (in multiple content areas)
  - Writing samples or performance assessments scored with formal, standardized rubrics
  - State assessments at applicable grade levels, and
  - Academic records such as semester or end-of course grades.

**Note:** *Students with disabilities under the Individuals with Disabilities Education Act (IDEA) should meet the above standards, or have Individual Education Plans (IEPs) that specify parallel, alternate standards-related criteria.*

4. Maintain a file on the number of students in FLEP status; the number of FLEP students tested on state assessments; the number of FLEP students at or above proficient on the state assessments, and the number of FLEP students who are not proficient – for purposes of monitoring, evaluation, and possible intervention.

Districts should have a uniform process in place to monitor and review ELL/LEP reclassification/exit decisions. If the need to reverse a reclassification decision occurs, districts must allow for students to re-enter a language assistance program if evidence indicates that the English language proficiency is in question. Additionally, district policy should address procedures to follow when a parent wishes to keep their student in an English language instruction program.

## RELATED BULLETINS

[Bulletin 07.01: Initial Identification and Placement of English Language Learners \(Entry\)](#)

[Bulletin 07.02: Procedures for Exiting English Language Learner Students as Fully English Proficient](#)

## RESOURCES

For further information visit:

- [Descriptions of Wisconsin's English Language Proficiency Levels](#)
- [English Language Proficiency Collection and Reporting](#)
- [Individual Student Enrollment System \(ISES\) Calculated Fields and Codes](#)
- [Calculated English Language Proficiency Code](#)
- [Individual Student Enrollment System \(ISES\) General Information](#)

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