![NYSED logo]

Supporting Former Multilingual Learners/English Language Learners in New York State Who are Former Multilingual Learners/ English Language Learners

About this Document

This document contains three different sections which provide resources for administrators and educators working with Multilingual Learners/English Language Learners (MLLs/ELLs).

- The first section is a topic brief that addresses questions such as: Who are former MLLs/ELLs? What are the Educational Services available to this group of students? It also provides examples of promising practices to support former MLLs/ ELLs in schools.
- The second section presents profiles of former MLLs/ ELLs to encourage educators in New York to think about how unique each of their students are, regardless of the labels that they have received.
- The third and last section offers an annotated bibliography.

These sections complement each other, but can also be read and used as separate documents.

Who are Former Multilingual Learners /English Language Learners?

New York State Education Department (NYSED, 2019a) defines Former English Language Learners/Multilingual Learners (Former MLLs/ELLs) as students who at one time were identified as MLLs/ELLs[1] and have met the criteria for exiting MLL/ELL status within the past two school years. In addition to having learned to move fluidly between two or more languages, some come to school with rich experiences that they can share. Many have learned how to navigate a new school system and have figured out strategies for participating in the school community. These are invaluable assets that schools can leverage to foster Former MLLs/ELLs' continued growth.

Upon "exiting" MLL/ELL status, Former MLLs/ELLs are entitled to two years of additional English as a New Language (ENL) services, and two years of accommodations on New York State (NYS) assessments. The NYSED states that Former MLLs/ELLs "must continue to receive at least .5 units of study or its equivalent of Integrated ENL in ELA/Core Content Area or other such services, approved by the Commissioner." (NYSED, 2015, p.3)

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[1] English Language Learners/Multilingual Learners (MLLs/ELLs) are defined as children who "by reason of foreign birth or ancestry, speak or understand a language other than English…and require support in order to become proficient in English" (NYSED, 2014, p. 17).

Former MLLs/ELLs may have various educational program histories including time spent in Transitional Bilingual Education (TBE), Dual Language (DL, or English as a New Language (ENL) in various forms such as Integrated ENL in a core content area or Stand-alone ENL instruction. Most Former MLLs/ELLs are in general education programming, but some do stay in DLB or TBE after their transition out of MLL/ELL identification. This may last for the two years after they are identified as Former MLLs/ELLs, or continue until a student's graduation.

How are Former MLLs/ELLs Identified?

Former MLLs/ELLs are identified by exiting MLL/ELL status in various ways. In grades K-12, all MLLs/ELLs take the New York State English as a Second Language Achievement Test (NYSESLAT) annually. A score of Commanding will result in a student exiting MLL/ELL status, and becoming a Former MLL/ELL. In grades 3-8, MLLs/ELLs can also exit by scoring at the Expanding level of the NYSESLAT and earning a 3 or above on the New York State ELA assessment in the same academic year. For MLLs/ELLs in grades 9-12, they can also exit by scoring at the Expanding level on the NYSESLAT and earning a 65 or above on the NYS ELA Regents Exam within the same academic year. After two years, a Former MLL/ELL will be referred to as an Ever ELL[2].

> ### Former MLLs/ELLs' Academic Achievement
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> Former ELLs/ MLLs are traditionally a high performing group of students in the school system. They often outperform English monolinguals on standardized tests and other traditional measures of achievement (Ardasheva, Tretter & Kinny, 2012).

What Educational Services are Former MLLs/ELLs Entitled to Receive?

According to state policy mandates, Former MLLs/ELLs must receive MLL/ELL-specific language support services, including at least 0.5 units of study (at minimum, 90 minutes per week) or its equivalent of Integrated ENL in English Language Arts (ELA)/Core Content Area or "other such services", approved by the State Commissioner (NYSED, 2015). The Units of Study Tables for English as a New Language (ENL) and Bilingual Education Programs are available on the NYSED (2015) website. NYS Commissioner approved services are those that monitor and support the student's language development and academic progress.

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[2] "An Ever ELL is a student that had been identified as an ELL, but has exited ELL status. A Former ELL is a student that had been identified as an ELL, but has exited ELL status within the past two school years. After two years, a former ELL will be referred to as an Ever ELL". (NYSED, 2019a).

Integrated ENL, is a New York State required instructional model in which "students receive core content area and English language development instruction, including the use of the home/primary language as support and appropriate ELL instructional supports to enrich comprehension. Integrated ENL classes are taught by a teacher dually certified in the content area and ENL or are co-taught by a certified content area teacher and a certified ENL teacher" (NYSED, 2019b). Ideally, in Integrated ENL settings, teachers have the opportunity to collaborate in both the planning and delivery of instruction and assessment through a co-teaching model (NYSUT, 2015). An additional stipulation of CR Part 154 requires that 50% of professional development time for all ESOL and Bilingual Education certified teachers and 15% for all other teachers be focused on the language acquisition needs of MLLs/ELLs.

Students throughout the state receive services as Former MLLs/ELLs in a variety of ways and contexts. It is misleading to think that all Former MLLs/ELLs are in monolingual learning settings. Some transition to general education classrooms that support the use of their home language. Former MLLs/ELLs can also remain in bilingual education programs (i.e., Dual Language and Transitional Bilingual Education: DL/TBE) and continue to receive ENL and Home Language Arts instruction (.5 units of study (90 minutes per week) of Integrated ENL in ELA or other Former MLL/ELL services, provided that the parents and the district or school deem it educationally appropriate.

What are the Promising Practices to Support Former MLLs/ELLs?

There are two very different paths for Former MLLs/ELLs that can determine promising practices: transition to general educational or continuation in a bilingual education setting. Generally it is recommended that Former MLLs/ELLs continue in bilingual education for as long as possible, wherever and whenever possible (García & Kleifgen, 2010). However, this is not the reality for most Former MLLs/ELLs, as they transition to, or remain in, general education classrooms. The practices explored here are applicablae to all grade leves, and are for teachers with a range of formal preparation and experience regarding the education of MLLs/ELLs.

Varying language practices, literacy levels, and content understandings, as well as social-emotional needs makes it difficult to generalize a one-size-fits-all approach to working with Former MLLs/ELLs. However, there are particular principles associated with successful practices, which include:

- **Leveraging home language practices and using bilingualism as a resource.** As García and Wei (2014) explain, though from a societal point of view MLLs/ELLs are said to speak two or more languages, from their own perspective, MLL/ELL speakers have just one bank of language. This language repertoire, or bank, includes linguistic features that are associated socially and politically with one language or another and are named as English, Spanish, Arabic, Russian, and so on. Bilinguals, or multilinguals, pull features from their language repertoire, or bank, to communicate in what are called different

languages. When MLLs/ELLs do this, they are translanguaging[3] (García, 2009). Rather than having Former MLL/ELL students suppress aspects of their language during the vast majority of their days, teachers can incorporate and build on home language practices and infuse translanguaging pedagogy (García, Johnson, & Seltzer, 2017) into daily lessons. This can be done regardless of a teacher's own linguistic background. It can include building a multilingual ecology or environment in the classroom, a process in which Former MLLs/ELLs can take an active role, taking advantage of teachable moments for strategies such as a multilingual turn-and-talk with a partner, or utilizing bilingual glossaries and multilingual word walls (Hesson, Seltzer, & Woodley, 2014; Celic & Seltzer, 2012). In addition to finding resources for translguaging in the refrences above, The City Univeristy of New York-NYS Initiative on Emergent Bilinguals website (CUNY-NYSIEB, 2019) provides a wealth of resources for infusing translanguaging pedagogy into instruction including guides and videos.

- **Strategic pairings and groupings.** Former MLLs/ELLs can benefit greatly from strategic pairings and groupings within a diverse class (Freeman & Freeman, 2008). Building communities of practice is essential to allowing these students opportunities for leadership, collaborations and additional support. There is often a range of language, literacy, and content levels in any given classroom, and Former MLLs/ELLs may be more advanced than some classmates in any of these areas, or in need of more support. Because of this, teachers can plan for Former MLLs/ELLs to take on different roles within a group, depending on the focus of a given task. There may be instances in which they work with a classmate on or near their level. At other times they may support a newcomer classmate at the beginning stages of language learning. Former MLLs/ELLs can also be grouped or partnered with more advanced students to learn from those students' perspectives and linguistic expertise. Overall, Former MLLs/ELLs should be given the opportunity to take up different roles within their learning communities so they can both learn from their classmates' perspectives and contribute their own expertise.

- **Exploring linguistic demands of content.** An overarching approach to working with Former MLLs/ELLs is for teachers to explicitly teach how to use language for academic purposes (Francis et. al., 2006). This includes teaching with language objectives or demands in mind, and a deliberate focus on metalinguistic awareness (Kinsella & Singer, 2010). Freeman, Y., Freeman, D., Soto, M. & Ebe, A. (2016) suggest that when teachers plan for content in general education or bilingual classrooms with Former MLLs/ELLs, they should ask themselves, "What language functions, forms or words do my students need to know in order to meet this content objective?" They can then determine language objectives that specify the language students should use when demonstrating

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[3] "Translanguaging is the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential" (García, 2009, p. 140).

understanding of content. When the language demands of a task are made the subject of deliberate study or exploration, Former MLLs/ELLs are supported in achieving their language goals.

> ### Strategic Groupings: Peer Mentors
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> A high school in the Bronx has a mentoring program in which some of the Former MLLs/ELLs become mentors for newcomer students who speak their home language. The program serves the dual purpose of supporting newcomers and providing an opportunity for Former MLLs/ELLs to see the value in being bilingual and to become more confident as teachers and learners. Violeta, a Former MLL/ELL explained, "I was in the same situation [as the newcomer students] three years ago. It's important that we address the language and the content, because if we teach them the words in both English and Spanish, they are gonna do better in the classroom. It's important to explain the content, but also its important to keep track of the key words that they need to know in English." As a student mentor, Violeta had to reflect on her own experience as a learner so she could come up with strategies to help the newcomer students. Serving as a mentor also built her metalinguistic awareness as she thought about how to use both languages to support the students with whom she worked.

School-based practices

Schools can build a supportive and engaging learning environment for Former MLLs/ELLs by acknowledging both the rich and valuable background knowledge of students, and the supports needed for rigorous academics and a positive transition to the status of a former MLL/ELL. These practices within a school community include:

- **Smooth and supportive transitions.** Former MLLs/ELLs may be transitioning into new programs or models within the same school or moving to a new school. Many are going from ENL classrooms or stand alone ENL services into general education settings. It is vital for schools to support this transition both academically and socio-emotionally. This includes having explicit, age-appropriate orientations for students prior to classes starting, in the spring or summer (depending when students are exiting out). Former MLLs/ELLs can also be supported greatly by peers who have recently made the transition to general education.

- **Supportive opportunities for co-teaching.** For many Former MLLs/ELLs, their days are spent with multiple teachers. This may be due to a co-teaching model such as Integrated Co-Teaching (ICT), or because the mandated time for ENL support is with a TESOL/Bilingual certified teacher who is not their main classroom teacher. Regardless of the set-up, time for co-planning, co-teaching, co-assessing, and reflecting (Woo, 2016) are valuable elements of the co-teaching process that can have a powerful impact on Former MLLs/ELLs in the general education classroom. Schools should be strategic in

scheduling so that teachers are given common planning time to prepare, discuss, assess, and reflect on their students.

- **Multiple ways to include family**: For the families of Former MLLs/ELLs, a transition from bilingual or ENL programming to general education may mean a move to a more monolingual English teacher environment. This could be a new obstacle for families that did not experience when their student was an MLL/ELL in a bilingual or more multilingual setting. Therefore, especially during these first two years of transition, it is vital for schools to invest in creative ways to include families of Former MLLs/ELLs, both in classrooms and in schools (Arias & Morillo-Campell, 2008).

Supportive Co-Teaching

- Integrated ENL is an approach for Former MLLs/ELLs in New York State. This is often delivered in schools by two teachers – one TESOL/bilingual education certified, and the other common branch or a secondary content area certified. Building and fostering a productive co-teaching partnership is a key to supporting the Former MLLs/ELLs (and all MLLs/ELLs) served through this model of Integrataed ENL instruction. In their book Co-Teaching for English Learners: A Guide to Collaborative Planning, Instruction, Assessment, and Reflection, Dove and Honigsfeld (2017), provide helpful insights and examples of effective co-teaching from schools in New York.

- At a high school in the Bronx they offer a number of ICT classes. The teachers have common planning time, by grade level and with the entire department, and the leadership supports their work, providing time and resources so they can develop their work collaboratively and think about the strengths and needs of students. The principal of the school explained, "it's not only the ENL instructor [working with MLLs/ELLs and Former MLLs/ELLs] but a team of instructors that are cognizent of how to help students; the best practices are being shared."

Smooth and Supportive Transitions for Families and Students

At a high school in the Bronx, in order to encourage parent participation, the administration organized the students to present at open houses in their home languages. In the school, MLLs/ELLs, Former MLLs/ELLs, and other multilingual students act as translators during those events. Administrators note that parents are impressed when they see how the students articulate the vision of the school in their native language. This has given a sense of familiarity and trust, so those parents, and the students, as well, are quick to identify the school as a safe and communal environment. These administrators note that this is because their own students have taken a leadership role and they want to reach out.

As an additional way to support families of Former MLLs/ELLs, the students volunteer to be translators for Parent-Teacher conferences. Also, the school started a bilingual bulletin board with information for parents in the school.

Classroom-based practices

It is essential that all classroom practices for Former MLLs/ELLs be designed with high expectations, be based on curricula that challenge students intellectually, and build on students' metalinguistic awareness. Language learning is a long process and they can still benefit from bilingual/TESOL pedagogy to foster ongoing language learning.

- **Building metalinguistic awareness.** A valuable way to support the language development and metalinguistic awareness of Former MLLs/ELLs is through an exploration of and attention to cognates (Celic & Seltzer, 2012). For Spanish/English-speaking Former MLLs/ELLs this can be a useful tool for examining linguistic similarities. A list of Spanish-English cognates can be found on the website Colorín Colorado, http://colorincolorado.org/guide/cognate-list-english-and-spanish. The New York State Statewide Language Regional Bilingual Education Resource Network (Language RBERN) has also created a list of Spanish-English false cognates: http://steinhardt.nyu.edu/scmsAdmin/media/users/nbm3/SpanishEnglishFalseCognates.pdf. For additional languages (Bengali, Arabic, French, and more), lists of "word friends" can be found in The Languages of New York State: A CUNY-NYSIEB Guide for Educators, http://www.cuny-nysieb.org/wp-content/uploads/2016/05/NYSLanguageProfiles.pdf in productive language, academic and social languages, or oral and written language.

- **Planning and teaching with language objectives.** Former MLLs/ELLs often find themselves faced with high content area demands involving academic language (Freeman & Freeman, 2008; Gibbons, 2009, Francis et. al., 2006). Daily lessons can speak more to this need with language objectives that explicitly lay out linguistic demands for meeting content area tasks. Identifying and emphasizing the language forms, functions, and vocabulary necessary to be successful can help to smoothly transition Former MLLs/ELLs into general educational and Integrated ENL settings (Kinsella & Singer, 2010).

- **Scaffolded tasks**. In their new educational settings, Former MLLs/ELLs may face challenging tasks and texts without as much linguistic support as they once had. Therefore, it is vital that teachers employ various scaffolds to help these students meet these new expectations, and not lower the standards for them (Gibbons, 2002, Walqui, 2006; Echevarria, Short, & Vogt, 2008). Scaffolds are supports that are situated and come about intentionally to work on specific needs of students in a particular moment in instructional time. Scaffolds can come in the form of multimedia aids including non-fiction videos to supplement mini-lessons in content area classes, and working collaboratively with classmates to co-construct knowledge orally (in English or a home language) prior to producing a written piece. For writing tasks, Former MLLs/ELLs, can greatly benefit from the use of graphic organizers for prewriting, reading and revising exemplar texts, and using home languages and visual representations for brainstorming or prewriting (Celic & Seltzer, 2012).

- **Technology for input and output.** Digital tools and technologies can provide Former MLLs/ELLs with myriad ways to express themselves and gather information. They can be a valuable means for students to build digital literacies using technology for both input and output – to consume and create. For example, Former MLLs/ELLs can do home language and English-language research online, and then use creative technology tools to create multimedia presentations of their findings (Lacina, 2004). From there, teachers can strategically group students to learn from each other, teach, collaborate, and build their digital literacies in a community of practice.

Planning and Teaching with Language Objectives and Supporting Multilingual Projects

- At a middle school in Brooklyn, an 8th grade math teacher designs her lessons with language objectives that emphasize the linguistic demands of each topic and leverage the students' home languages. For example, in a lesson in which the objective was to determine the volume of three dimensional figures, she began by introducing the key volabulary (e.g. volume, cubes, cylinders, prisms, etc.). Later, she explicitly modeled how to analyze the sentence structure of the word problems to identify the steps in solvingthe problems.

- Her class had MLLs/ELLs, in addition to Former MLLs/ELLs. At the end of the year, she gave them an opportunity to work together, creating multilingual math final projects.
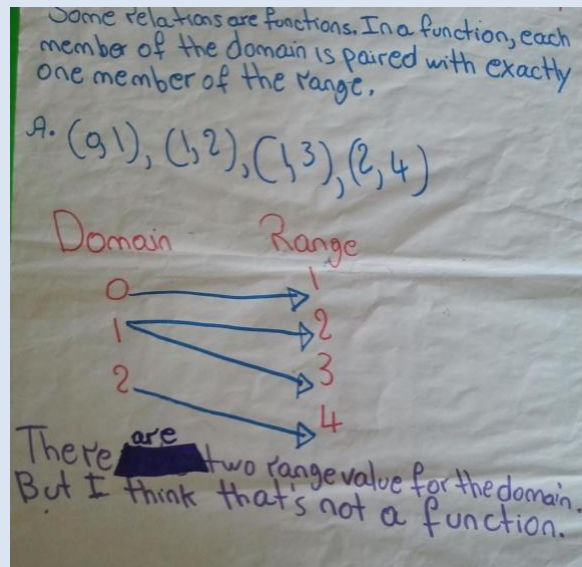
> ## Technology for Input and Output
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> Websites, digital tools, and technology-based projects for Former MLLs/ELLs include include blogs, videos, photojournalism, websites, apps, games, and more. Below is a sampling of technology tools that support both the reading and creation of authentic texts and assessments:
> Newsela, www.Newsela.com offers non-fiction articles in a range of Lexile levels (5 levels for a single article), and in Spanish.
>
> Make Belief Comix, www.makebeliefscomix.com/Comix/ allows students to create their own comic strips, choosing from an array of diverse characters and multilingual text options.
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>
> We are New York: http://www.nyc.gov/html/weareny/html/home/home.shtml is an online series offering engaging stories of societal issues geared towards an older immigrant audience. The stories are engaging and mature, but with a low linguistic demand. Each article is available on a variety of reading levels and in additional home languages beyond English.

Conclusion

Former MLLs/ELLs are students who at one time were identified as MLLs/ELLs and have met the criteria for exiting MLL/ELL status within the past two school years. These students must receive NYS Commissioner approved services that monitor and support students' language development and academic progress. The school and classroom based practices presented in this topic brief, along with examples from NYS schools, serves as a guide for planning promising practices that best support Former MLL/ELL students.

Profiles of Students Identified as Former English Language Learners / Multilingual Learners in New York State

In addition to having learned to move fluidly between two or more languages, Former MLLs/ELLs may come to school with rich experiences that they can share. Many have learned how to navigate a new school system and have figured out strategies for participating in the school community. There is incredible diversity in these students' educational backgrounds, personalities, and learning needs.

Below you will find the profiles of four Former MLL/ELLstudents who have exited MLL/ELLstatus within the past two years. These profiles were gathered from information provided by their teachers. In order to protect the students' confidentiality, they have been given a pseudonym and no identifying information about their schools or teachers is provided.

You will meet Katie, a 7th Grade Student from Albania, Zafeerah, an 8th Grade Student from Yemen, Jaxon, a 10th grade student from Haiti, and Stephanie, an 11th Grade Student from the Dominican Republic. Each of their stories show how unique these students are. They have different prior educational experiences, and receive different services from their schools and from their teachers. They also have different learning needs, preferences, and personalities. These profiles serve as an example of the vast diversity of the students labeled Former MLLs/ELLs. It is very important that educators learn how unique each of their students really are, regardless of the labels that they have received.

Katie, 13, 7th Grade Student from Albania

Katie is a 13-year old who arrived from Albania in the 4th grade. She was originally identified as an MLL/ELL but reached the Commanding level in the NYSESLAT by 5th grade. Now in 7th grade, she's in her second year with the Former MLL/ELL designation and receives stand alone ENL services. At home, her family speaks mostly English but they speak Albanian when her grandmother comes to visit.

Katie has benefitted from a strong academic schooling in Albania and experienced very little disconnect between the cultures of home and school in New York. Katie is driven to academically succeed, attending extra tutoring help after school and has her eye on college. She has already accumulated a long resume of sports and extracurricular activities because she knows they count for college admissions. One of her teachers explained that sometimes Katie feels such great pressure to succeed that she can let her worrying get the best of her.

Katie is intellectually curious. In her writing, she makes complex persuasive arguments. She is also practicing incorporating sophisticated "million dollar" words into her writing. Her

teacher said that sometimes she struggles with vocabulary. By providing explanations and examples of new words, and supportive sentence starters, Katies teachers have been able to help her incorporate new words into her writing.

Zafeerah, 14, 8th Grade Student from Yemen

Zafeerah is a 14-year old student who arrived from Yemen in the 4th grade. She reached the Commanding level on the NYSESLAT after three years of English as a New Language (ENL) services. Currently in 8th grade, this is her first year with the Former MLL/ELLdesignation and she receives stand alone ENL services in a small group setting. She received consistent schooling in Yemen and while she speaks mostly English during class, she does speak in Arabic with other students outside of class. While Zafeerah does not read books in Arabic, she attends Arabic school on Sundays, and enjoys reading books about people from Arabic-speaking cultures.

Zafeerah is a modern Muslimah with traditional values. She wears hijabs and long, flowing skirts and also loves to dance, hang out with friends, and sing along with popular hits on the radio. Her group of friends have different cultural and language backgrounds.

Reading and writing have become habits that Zafeerah enjoys. She likes reading aloud and demonstrates strong comprehension. She prefers paper to electronic books. When given the opportunity to read books digitally, using programs like myON, Zafeerah requests to use the physical book instead. Reading discussions have become an important vehicle for her to engage with her classmates, and she is often excited about sharing her independent reading books.

Earlier in the school year, she was reading the book Wanting Mor by Rukhsana Khan. One day, she was so anxious to share that she asked her teacher if she could, and she was allowed to do so for the remainder of the period (about 20 min). Her classmates asked her questions about scenery, setting, and characterization, and she was able to answer them all. The Assistant Principal was present and asked her questions, as well, and was impressed with her knowledge of the book.

Zafeerah is meticulous with her writing. She is very persistent and ambitious in trying to master the English language. When she receives her assignments back, she makes all of the suggested corrections and resubmits the assignmens for higher grades. She works hard to include details in her writing and has been working to impove the organization of her pieces as well.
Her teachers have noted that to support Zafeerah's English writing development the most successful strategies have included modelling all steps for the writing process, using graphic organizers, and providing individual attention through one-to-one conferences.

Jaxon, 17, 10th grade student from Haiti

Jaxon is a 17 year-old who arrived from Haiti when he was 11 and was placed in the fourth grade. When he arrived, he was identified as SIFE[4] (Students with Interrupted/Inconsistent Formal Education) because his schooling had been disrupted by the earthquake that struck Haiti in 2010. He was reading at a 1st grade level in Haitian-Creole, his home language, and had never studied in English before coming to the U.S.

Jaxon's elementary school provided language support through the school's English as a New Language (ENL) program. He quickly learned conversational English as he made friends at school and in his neighborhood. He made slow but consistent progress in his academic work in English. His ENL teacher scaffolded his work so that he was able to participate. For example, at the beginning of the year, she encouraged him to draw his responses to questions. As he learned more English, he was able to use simple words and sentences to caption his drawings.

Over time, his reading and writing in Enlgish developed. His teachers understood the importance of building on students' backgrounds and interests and taught language through integrated units of study that Jaxon could get involved in. In fourth grade, for example, he reacalls a doing projects for a unit on immigration. During the unit, he learned about immigration factors and had to interview his family about their move from Haiti. He interviewed his mother in Haitian-Creole and then worked with his teachers to prepare the information and present it in English.

After six years of receiving English as a New Language (ENL) services, Jaxon reached the Commanding level on the NYSESLAT. **Now that he is in 10th grade, he is in his first year with the Former MLL/ELL designation and continues to recieve stand alone ENL services.** Jaxon's teachers will often group him together with other students from Haiti for home language support. At first, Jaxon found that several of the Hatian students he would be grouped with had their schooling in French, but since Jaxon doesn't speak French, it was sometimes a challenge for them to help eachother. The students had to explain to their teachers that some of them spoke Hatian-Creole and others spoke French in order to help organize groupings that would be most useful.

In addition to strategic grouping, two practices that Jaxon particularly benefits from now are when his teachers preview topics using videos, and when they focus in on the specific

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[4] New York State Education Department (NYSED, 2014b) defines Students with Interrupted/Inconsistent Formal Education (SIFE) as Multilingual Learners/English Language Learners(MLLs/ELLs) who have attended school in the U.S. for fewer than 12 months, and are two or more years below grade level in home language literacy and/or math due to inconsistent or interrupted schooling prior to their arrival.

academic vocabulary or text structures Jaxon will need to know for reading and writing the content they are working on.

Stephanie, 16, 11th Grade Student from the Dominican Republic

Stephanie is 16-year old from the Dominican Republic who emigrated to the U.S. in 10th grade. She reached the Commanding level on the NYSESLAT after one year. **Currently in 11th grade, this is her fifth year with the Former MLL/ELL designation and she takes a U.S. History class in a co-teaching model with ENL and social studies teachers. She also takes one class in Spanish.** She speaks Spanish at home and received consistent schooling in the Dominican Republic before coming to the U.S.

Stephanie is a peer mentor and bilingual tutor for newcomers for English and History classes in her school. She was selected because she is very skilled at figuring out how to motivate each individual student, even when they are telling themselves that they "can't do it". She uses her personal experience to come up with strategies that help them understand the work and communicates with the newcomers fluidly in both Spanish and English.

Stephanie has strong study habits. When she goes home, she re-reads her notes, and then comes for teachers' office hours and asks questions about things that she didn't understand. In a written reflection, she described how having a conversation with her teachers helps her improve her understanding of the content and her ideas for writing. She enjoys her bilingual content class and every day after class she provides her teacher ideas for strategies to use with the rest of the students. She's very proud of how much she has improved in her English development in the past few years and is also proud of her continued development of Spanish.

Stephanie is on track to pass the ELA Regents exam in June 2017 and her bigger goal is to score college readiness by January 2018 to help her be more competitive for college. She's interested in developing her ideas in writing and tries out different strategies to do so.

Through the stories of these four students, educators are provided examples of the diversity of experiences and characteristics of Former MLL/ELLstudents in New York State. In addition, a number of strategies teachers use to support these Former MLL/ELLstudents are presented. The NYSED Office of Bilingual Education and World Languages hope that you have found the stories of Katie, Zafeerah, Jaxon and Stephanie helpful and informative for successful instructional planning.

Research Studies on Supporting Former Multilingual Learners/English Language Learners (Former MLLs/ELLs) Annotated Bibliography

There is very little research on the Former MLLs/ELLs sub-population and what is available focuses on the academic achievement of these students as measured by standardized testing. This annotated bibliography serves as an overview of current research on Former MLLs/ELLs on two areas: the academic achievement of Former MLLs/ELLs, and school- and/or classroom-based supports are the best for working with Former MLLs/ELLs. It is intended to be a resource for educators who serve this growing population of students; it is not an exhaustive list of resources, but, rather, serves to highlight representative research in the field around these areas.

Methodology for Selecting the Articles Featured

This annotated bibliography includes current research found through structured internet and database searches and from suggestions of scholars knowledgeable in the literature on Former MLLs/ELLs. We used the following search terms: Former ELLs, English language learners, ELLs, classification/reclassification, and RFEP (Redesignated Fluent English Proficient). The works included in this annotated bibliography were selected based on the following criteria:

- They come from a credible publication source, such as a peer-reviewed journal, educational institution, or agency;

- They are current, being published in the past 13 years (between 2004 and 2017); and,

- The methods of analysis were clearly identified in the publication in order to evaluate the rigor of the study.

We excluded articles that only presented reclassification data because they were geared towards state policymakers and not school-based educators. The authors of this annotated bibliography then selected six sources that they consider to be the most useful for educators working with Former MLLs/ELLs.

We first present an overview of what the current research says and doesn't say, about the academic achievement of MLLs/ELLs and school- and/or classroom-based strategies for supporting these students. We then present a summary table indicating the author(s) and publication year of the included articles, the type of article they are (journal or report) and the area of analysis they cover. Finally, we present each article, organized alphabetically, and a summary of their findings by analysis area.

What does the research say about Former Multilingual Learners/English Language Learners (Former MLLs/ELLs)?

There is very little research on the Former MLLs/ELLs sub-population. The literature search found several articles on reclassification data (Estrada & Wang, 2013; Hill, Weston & Hayes, 2014; & Leckie, Kaplan & Rubinstain-Ávila, 2013[5]) that were not included in this Annotated Bibliography because they were geared towards state-level policymakers' audience and not for school-based educators.

Much of the available research centers on when Former MLLs/ELLs as reclassified as non-MLLs/ELLs, and whether that reclassification aids their subsequent learning. While some research indicates that Former MLLs/ELLs outperform current and non-MLLs/ELLs in reading and math tests, many other studies suggest that reclassified MLLs/ELLs tend to exit the label with a measurable achievement gap that varies depending on grade level at reclassification. Despite modest growth, Former MLLs/ELLs do continue to catch up to their non-MLLs/ELLs peers, and on the whole, they are able to successfully keep pace in the classroom. This indicates that reclassification does indeed aid learning, however educators should be aware that all students, including Former MLLs/ELLs, may have heterogeneous learning styles that require varied approaches.

Broad recommendations for these students include regarding bilingualism as an asset, and tracking MLLs/ELLs throughout their school career in order to better understand their academic needs, not only during programming, but as they progress through and out of the label(s). In the classroom, strategies such as wait-time, think-pair-share, context setting, and small group work may be particularly beneficial for Former MLLs/ELLs, as well as using culturally responsive curricula. Supporting the development of content language skills in math and science may also accelerate global development in these areas as well.

Author and Year	Type of Article	Academic Achievement of Former MLLs/ELLs	School/classroom-based supports for Former MLLs/ELLs
Ardasheva, Y., Tretter, T.R., & Kinny, M. (2012)	Journal	✓	✓

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[5] Estrada, P., & Wang, H. (2013). Reclassifying and not reclassifying English learners to Fluent English Proficient, Year 1 Findings: Factors impeding and facilitating reclassification and access to the Core. Full text access: http://files.eric.ed.gov/fulltext/ED550098.pdf

Hill, L.E., Weston, M., & Hayes, J.M. (2014). Reclassification of English learner students in California. *Public Policy Institute of California.* Full text access: http://www.iicanet.orgwww.ppi.ppic.org/content/pubs/report/R_114LHR.pdf

Leckie, A.G.; Kaplan, S.E., & Rubinstein-Ávila, E. (2013). The need for speed: A critical discourse analysis of the reclassification of English language learners in Arizona. *Language Policy(12)*, 159–176.

Author and Year	Type of Article	Academic Achievement of Former MLLs/ELLs	School/classroom-based supports for Former MLLs/ELLs
de Jong (2004)	Journal		✓
Huerta, Tong, Irby, & Lara-Alecio (2016)	Journal	✓	✓
Kim & Herman (2010)	Report	✓	
Kim & Herman (2012)	Report	✓	
Rubinstein-Ávila (2013)	Journal		✓

Ardasheva, Y., Tretter, T.R., & Kinny, M. (2012). English language learners and academic achievement: Revisiting the threshold hypothesis. *Language Learning, 62*(3), 769–812.

The authors sought to establish the correlation between English proficiency and academic achievement in a large sample of middle students who were monolingual English speaking students, MLLs/ELLs, and Former MLLs/ELLs using descriptive statistical analysis. Students who were reclassified as Former ELLs significantly outperformed current ELL/MLLs and non-MLLs/ELLs in reading and mathematics tests. These results show that students who have been reclassified no longer struggle with academic challenges as measured by those tests. The authors provide a critique of Cummin's threshold hypothesis but nonetheless proceed with this idea as a framework for analyzing data and drawing conclusions. Also, the authors appear to reduce Former MLLs/ELLs to a monolithic group (meaning, one which is unified by a common level of linguistic and academic achievement).

Academic achievement of Former MLLs/ELLs:
- Students who were reclassified as Former MLLs/ELLs significantly outperformed current ELL/MLLs and Never MLLs/ELLs in reading and mathematics tests.

School- and/or classroom-based recommendations for supporting Former MLLs/ELLs:
- Use bilingualism as an asset by designing culturally responsive curricula and encouraging "culture reciprocity" with families to learn about their values and priorities.
- Collaborate across disciplines to observe students, brainstorm challenges, and create plans.

de Jong, E.J. (2004). After exit: Academic achievement patterns of former English language learners. *Educational Policy Analysis Archives, 12*(50), 1–20.
Full text access: http://files.eric.ed.gov/fulltext/EJ853517.pdf

The author sought to explore how program diversity, student diversity, state exit score standards, and other factors may be used to evaluate district and program initiatives that affect the schooling of Former MLLs/ELLs, as well as how and when services for these students should be ended. The author reviewed program exit documents and student records for 94 Former MLLs/ELLs in grades 4 or 8 in a medium-sized district school in the northeastern United States with bilingual and English as a Second Language (ESL) programs, with the goal of understanding how these factors could predict students' future success in mainstream programming. The author found that students exiting at 4th grade showed achievement similar to their non-MLL/ELLpeers in all content areas, while those exiting at 8th grade had lower levels of success in math and science compared to their non-

MLL/ELLcounterparts. The author suggests a holistic, long-term view of Former MLLs/ELLs so that when they exit their language services-based program, their needs still continue to be supported.

School- and/or classroom-based recommendations for supporting Former MLLs/ELLs:
- Create tracking measures to follow MLLs/ELLs through their entire school career and not only during the time that they are in programming specific to their academic and linguistic needs.
- Place special focus on a continuing effort to support Former MLLs/ELLs' development of academic content language skills for use in math and science, especially via longer-term programs like bilingual education programs.

Huerta, M.; Tong, F.; Irby, B.J.; Lara-Alecio, R. (2016). Measuring and comparing academic language development and conceptual understanding via science notebooks. *Journal of Educational Research, 109*(5), 503–517.

The authors of this quantitative study measured and compared the academic language development and conceptual understanding of 30 5th grade economically disadvantaged MLLs/ELLs, Former MLLs/ELLs, and native English-speaking (ES) students as reflected in their science notebook scores. Using an instrument they developed, the authors quantified the student notebook language and concept scores. They compared language growth over time across three time points: beginning, middle, and end of the school year and across language-status (MLLs/ELLs, Former MLLs/ELLs, and ES). Students demonstrated statistically significant growth over time in their academic language as reflected by science notebook scores, and they noticed conceptual trends in which scores for MLLs/ELLs, Former MLLs/ELLs, and male students lagged behind at first, but caught up to their peers by the end of the school year.

Academic achievement of Former MLLs/ELLs:
- MLLs/ELLs, followed by Former MLLs/ELLs made the most progress between the middle and end of the year measures of English language growth, approaching closure of the achievement gap with the ES students.
- Former MLLs/ELLs were still positioned in the English language learning continuum, scoring higher than regular MLLs/ELLs but lower than ES students.

School- and/or classroom-based recommendations for supporting Former MLLs/ELLs:
- Teachers should consider instructional tools to promote the academic language development of all students in the science classroom but paying attention to the English-language needs of both MLLs/ELLs and Former MLLs/ELLs.
- Teachers should consider creating spaces for students to use academic language, not only in reading and listening, but also in speaking and writing. For example, Science notebooks are one medium by which to do this, with the advantage of having students keep all their work in a book format: an archival record of their work.
- Teachers can facilitate science writing by providing feedback to students and clear expectations on the content, such as using academic vocabulary in the context of scientific descriptions or process writing.

Kim, J. & Herman, J. L. (2010). *When to exit ELL students: Monitoring success and failure in mainstream classrooms after ELLs' reclassification.* **CRESST Report 779. National Center for Research on Evaluation, Standards, and Student Testing (CRESST).**
Full text access: http://cresst.org/wp-content/uploads/R779.pdf

This study assesses the validity of existing systems in terms of gross consequences of reclassification of MLLs/ELLs. The authors examine the subsequent academic success of reclassified MLLs/ELLs in mainstream classrooms, using statewide individual-level data merged from grades 3 to 8 in one state. Drawing on some recent advances in growth modeling techniques, the authors control for students' performance levels prior to reclassification in examining post-reclassification growth rates. This study found that MLLs/ELLs tend to make a smooth transition upon their reclassification and keep pace in mainstream classrooms. This indicates that existing reclassification decisions are, in general, supportive of MLLs/ELLs' subsequent learning, with a caution that such finding should be tempered by a great extent of heterogeneity in subsequent learning.

Academic achievement of Former MLLs/ELLs:
- The reclassified MLLs/ELLs tend to grow more rapidly than non-MLLs/ELLs in the elementary school grades. Although they show a trend of catching up to their non- ELL peers, they tend to finish the elementary grades with significant magnitudes of achievement gaps, with the magnitudes being different for students who were reclassified in different grades.
- During the middle school grades, even after controlling for the achievement status at Grade 5, reclassified ELL students still tend to show more rapid growth rates than their non-ELL peers. This implies that ELLs reclassified at Grades 4, 5, or 6 tend to be the children who catch up with their non-ELL peers before reclassification, exiting with a certain amount of achievement gaps, but still continue to catch up to their non-ELL peers after reclassification.

Kim, J. & Herman, J. L. (2012). *Understanding patterns and precursors of ELL success subsequent to reclassification.* **CRESST Report 818. National Center for Research on Evaluation, Standards, and Student Testing (CRESST).**
Full text access: http://files.eric.ed.gov/fulltext/ED540604.pdf

This study focused on MLLs/ELLs who were reclassified between grades 4 and 6 in one state and attempted to examine whether the reclassification decisions used for these students are valid and supportive of their subsequent learning. In doing so, this paper also explores methods that allow for drawing sound inferences on student learning subsequent to reclassification. The study found that although there is evidence that reclassified MLLs/ELLs tend to continue to catch up to their non-ELL/MLLs peers after reclassification, the magnitudes may be very modest in virtual scale values over the grades and insufficient to attain proficiency. The study also found that there was no evidence of Former MLLs/ELLs falling behind in academic growth after reclassification, either relative to their non-ELL/MLLs peers, or in terms of absolute academic proficiency levels.

Academic achievement of Former MLLs/ELLs:
- Reclassified ELL/MLLs in this study tend to finish the elementary grades with significant magnitudes of achievement gaps, with the magnitudes varying for students who were reclassified in different grades.

- During the middle school grades, even after controlling for the achievement status at 5th grade, reclassified MLLs/ELLs in this study still tend to show more rapid growth rates than their non-MLLs/ELLs peers.
- MLLs/ELLs reclassified at 4th, 5th, or 6th exit the MLL/ELLclassification with a certain amount of achievement gap with the non-MLL/ELLpeers. Former (or reclassified) MLLs/ELLs still continue to catch up to their non-ELL/MLLs peers after reclassification, although their magnitudes are very modest.

Rubinstein-Ávila, E. (2013). Scaffolding content and language demands for "Reclassified" students. *Voices from the Middle*, 20(4), 28–33.

Students who are reclassified from MLL/ELLto Fluent English Proficient (FEPs) (or Former MLLs/ELLs) do not necessarily develop the complex linguistic competencies to succeed across content areas. Through snapshots of two middle school lessons (a 7th grade science class and a 6th grade reading class), the author points out that content-area teachers can (and should) employ instructional strategies to continue scaffolding—from a Vygotskian sense—content and language demands to support the academic learning of reclassified MLLs/ELLs.

School- and/or classroom-based recommendations for supporting Former MLLs/ELLs:
- The two classroom snapshots exemplify how science and reading teachers used strategies such as: wait-time, think-pair-share, context setting, use of visuals/objects (e.g., realia), modeling on an overhead projector, and the use of small groups (and structured talk). The authors argue that these strategies help render the content comprehensible to reclassified students, as well as make it more accessible to all students.

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