

## Exiting ESOL Students

- **Exiting ESOL Students**

- Exiting Kindergarten Students:

In order to exit language assistance services, a Kindergarten student must score an **Accountability Composite Proficiency Level (CPL)** of 5.0 or higher with no individual domain score less than 5.0. Kindergarten students who do not score an Accountability CPL of 5.0 or higher and who have any individual domain scores less than 5.0 are not eligible to exit language assistance services. Using the Language Assessment Conference (LAC) process to exit Kindergarten students who do not meet the specified exit criteria is not an option. GADOE recommends a very conservative approach to the exit of Kindergarten students as no kindergarten student at this age or grade level can be deemed truly proficient in the domains of Reading and Writing.

- Exiting Students in Grades 1-12:

The student will be administered all components of the ACCESS for ELLs assessment. Placement decisions are based on the level (Tier) of the ACCESS for ELLs assessment and the student's overall performance:

- If the student is administered the **Tier A** version of the assessment, regardless of the student's Overall or Composite Proficiency Level (CPL), the student is not eligible to be exited from ESOL services and will continue to be coded as EL-Y, receive language assistance services and assessed annually with ACCESS for ELLs.
- If the student is administered the **Tier B or Tier C** version of the assessment and scores an **Overall or Composite Proficiency Level (CPL) score of 5.0 or higher** and the student's Literacy sub score is 4.8 or higher, the student will be deemed English proficient and will be exited from language assistance services. The student will be coded EL-M and his/her academic progress will be monitored for 2 years.
- If the student is administered the Tier B or C version of the assessment and o scores an Overall or Composite Proficiency Level (CPL) of 5.0 or higher, but with a Literacy sub score of less than 4.8

### **OR**

- scores an Overall or Composite Proficiency Level (CPL) of 4.0-4.9 and a Literacy sub score of 4.8 or higher

then the student may be referred for a Language Assessment Conference (LAC); if so, the committee will review:

- language proficiency
- classroom performance t
- eacher recommendations
- criterion-referenced test scores
- writing samples

to make a determination as to whether when mainstreamed, the student is likely to be successful with only limited English support. If so, the student will be deemed English proficient, exited from language assistance services, coded EL-M and his/her academic progress will be monitored and reviewed for 2 years.

### **or**

If it is determined that the student's learning is inhibited primarily by a lack of English language skills, the student will not be exited, but will continue to receive language assistance services, coded as EL-Y and assessed annually on ACCESS for ELLs.

### **Language Assessment Conference (LAC)**

The purpose of the Language Assessment Conference (LAC) is to determine whether certain ELs in grades 1-12 are ready to exit from English to Speakers of Other Languages (ESOL) programs or if they are still in need of language assistance services. The LAC is not a required exit process for all non-English language background students. It must be convened only for those ELs who are not making reasonable progress after two or more years of ESOL services, for ESOL re-entry candidates, and for ELs in grades 1-12 who appear ready to exit but who did not meet the requirements to exit ESOL services without a LAC meeting. The LAC team is comprised of the student's ESOL and classroom teacher(s), a counselor, the principal, and/or other professionals involved in the student's education.

### **What happens after the ESOL students exit?**

ELs who meet the criteria for proficiency are no longer eligible for language assistance services and must be exited. Title III law requires that districts **monitor ELs for 2 calendar years following exit** from language assistance services. The district must maintain documented evidence that the student was monitored throughout the two-year monitoring phase.

English learners who are in the two year monitoring phase following their exit from language assistance services should be coded as EL-M (SRC 19) on state assessments and continue to be eligible for appropriate standard accommodations as outlined on their EL/TPC forms. After the two year monitoring period ends, EL-M students are no longer eligible for any testing accommodations.

The RTI team should review the students' data and determine next step appropriate interventions and any potential increased Tier monitoring for RTI purposes. After instructional interventions have been put in place and progress is measured over time, as data, documentation and any additional evidence are reviewed, *the RTI team and those monitoring for Title III* (possibly the members of the Language Assessment Conference committee) *should determine whether the student is struggling because of a lack of content knowledge or whether the student is struggling because of a lack of language.*

For assistance/guidance with the RTI process, contact the ESOL office at 706-748-2120.