

VIII. Monitoring and Exiting EL Students from EL Programs and Services - Reclassification

Rhode Island requires that the English language proficiency (ELP) of all English language learners (ELLs) be measured annually until exiting with the ACCESS for ELLs.

[ACCESS® for ELLs](#)

English Proficiency, exiting criteria, and monitoring are demonstrated through valid and reliable measures, for this reason the state of Rhode Island is part of the WIDA Consortium that provides assessments of all four language domains (speaking, listening, reading, and writing) in all grades from K-12 for EL students.

Under Title III of the ESEA, as amended by ESSA [Section 3121(a)(5)], LEAs must report on the number and percentage of former ELs meeting state standards for four years.

(For more information, see section J of the NRG (U.S. Department of Education, Office of Elementary and Secondary Education, 2016). In addition, the ESEA [Section 3113(b)(2)] requires standardized statewide entrance and exit procedures for ELs.¹)

Additional Federal Recommendations:

- Exiting EL students either too soon or too late raises civil rights concerns. EL students who are exited too soon are denied access to EL services while EL students who are exited too late may be denied access to parts of the general curriculum. Denied or delayed access to the general curriculum can impede academic growth and contribute to a higher risk of dropping out of school.²
- After students have exited an EL program, LEAs must monitor their academic progress for at least two years. If an exited EL is not progressing academically as expected and monitoring suggests a persistent language need, LEAs should re-test the student's ELP with a valid, reliable, and grade-appropriate ELP test to see if the student must be offered additional language assistance services. In no case should re-testing of an exited student's ELP be prohibited. If the student is reentered into EL services, however, the LEA should document the reasons why and the parent's consent to reentry.³

¹ U.S. Department of Education, Office of English Language Acquisition. (2017). English Learner Tool Kit (2nd Rev. ed.). Washington, DC: Author.

² *Ibid.*

³ *Ibid.*