



Ken Wagner
Commissioner

State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
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TO: District Superintendents
District EL Directors and Coordinators

FROM: J. David Sienko, Director
Office of Student, Community & Academic Supports

Mary Ann Snider, Deputy Commissioner
Teaching and Learning

SUBJECT: State-Defined Required English Language Instructional Program Exit Criteria

This document outlines the minimum criteria that English Learners (ELs) must meet in order to be eligible for exit from an English Language Instructional Program (ELIP). These criteria were developed by a committee of ESL/bilingual education professionals from across Rhode Island in collaboration with the Office of Instruction, Assessment, and Accountability and Office of Student, Community, and Academic Supports at the Rhode Island Department of Education.

The criteria outlined in this document are a minimum requirement for eligibility to be considered for exit from an ELIP. A student may not be exited from the ELIP unless he/she meets these requirements. However, a local education agency (LEA) is not under any obligation to exit a student who exceeds these requirements if the LEA has compelling evidence that continued participation in the ELIP is in the best interest of the student. Whether the decision is made to exit or retain a student who has exceeded these minimum requirements, the LEA must explain the decision to the parent/guardian of the ELL.

If you have questions regarding this information, please contact Jillian Belanger (jillian.belanger@ride.ri.gov) at (401) 222-8480 or Emily Klein (emily.klein@ride.ri.gov) at (401) 222-8985 in the Office for Student, Community, and Academic Supports.

Exit Criteria

There are three required criteria for exit from the ELIP:

1. ACCESS for ELLs 2.0®

- Literacy Composite score ≥ 4.5 AND
- Comprehension Composite score ≥ 5.0 AND
- Speaking Proficiency Level score above a district-established minimum

PARCC Reading
score ≥ 4

AND

ACCESS for ELLs 2.0®
Overall Composite Proficiency
score above a district-established
minimum

2. Any three of the following criteria:

- Passing grades in all core content classes (as reflected on mid-year or end-of-year report card), or
- ESL/bilingual Education teacher recommendation, or
- At least two general education core content teacher recommendations, or
- At least three writing samples demonstrating skill not more than one year below grade level, or
- Score on a district reading assessment not more than one year below grade level as defined by the publisher or the district

3. The student is in grades 1-12 (*Kindergarteners are not eligible for exit*)

Exception to the above criteria for ELLs with disabilities:

An ELL with a disability shall be eligible to exit the **English language instructional program** if:

- The student has an IEP, **and**
- The student has been continuously enrolled in an ESL/bilingual education program for more than five years, **and**
- The student's overall composite language proficiency score on the ACCESS for ELLs®
- has not increased more than 10% total over the most recent three testing cycles, **and**
- The IEP team, with input from an ESL/bilingual education professional, recommends exit