

# PROFICIENCY CRITERIA AND EXIT PROCESS

In general, English Language Learners are no longer classified as LEP once they have attained the language skills necessary to learn in age and grade appropriate settings in all areas of language development without the use of adapted or modified English materials.

Montana's definition of proficiency is based on input from school and district staff members that serve LEP students across the state, a review of practices in other states, and input from psychometricians. Montana observes the following definition of proficiency. This definition was adopted in August, 2012.

## **MONTANA'S DEFINITION OF PROFICIENCY**

In order to determine when LEP students become proficient, districts will take into account multiple measures which include:

At a minimum, an overall score of 5.0 along with a rating of 4.0 in literacy (reading and writing) on the ACCESS for ELLs English language proficiency assessment;

and

Input from additional measures of reading, writing, or language development available from school assessments.

## **Exit Procedures:**

### **STEP 1:**

Has the student achieved English language proficiency according to Montana's definition of Proficiency? Consider English language proficiency data from the ACCESS for ELLs assessment. Data from the ACCESS for ELLs English language proficiency assessment are found on the teacher or student roster score reports that are delivered to districts in early spring and are stored in students' cumulative folders.

### **STEP 2:**

Is the student meeting academic achievement expectations for their grade level? Consider additional measures of reading, writing, and language development. Acceptable sources of data can include:

- The reading CRT (Did the student score proficient or above?)
- Classroom or school assessments of reading comprehension and writing (Is the student meeting grade level expectations in the area of reading comprehension?)
- Input from general education and content teachers

### **STEP 3:**

Exit. If the student meets the criteria for proficiency in both English language proficiency and academic achievement then they may be exited and re-designated as formerly LEP in AIM. Parents should be informed of the decision to exit the student from LEP status. The student will continue to be monitored for the following two years after re-designation.

# FREQUENTLY ASKED QUESTIONS ABOUT PROFICIENCY CRITERIA AND EXIT PROCESS

## What support should be provided to an LEP student after he/she is considered proficient?

A student continues to acquire English long after testing *proficient* on the ACCESS for ELLs. Targeted content area language support may be necessary to support the student's continued success in the mainstream classroom. Performance measures in all content areas should also be considered.

In AIM, once a student's *Program Exit Date* is input, it will show the student as Formerly LEP for the two following years while s/he is in monitoring status.

## When should exit decisions be made?

Exit decisions should be made within 60 days of receiving the results reports from the ACCESS for ELLs assessments. If it is determined that a student will be re-designated as former LEP, the re-designation in AIM must occur by the end of the school year 2015. **If you have not done so for the previous school year, please follow the exit criteria process now. Any changes in LEP status MUST be complete by September 30, 2014 so the changes do not affect the October count.**

## Who should make exit decisions?

Ideally, exit decisions are made by a team that may consist of ESL/Bilingual teachers, administration, test coordinators, and the general or content area teachers of the student.

