

Student Reclassification (exiting) Criteria

In the case of English language proficiency, DESE defines a proficient student as one who scores a 4.7 or above on the yearly ACCESS for ELLs assessment. It is recognized that such a high-stakes decision should not rest on one test score alone and consequently, the reclassification policy reads as follows:

| ACCESS Scores | District Actions |
|------------------|---|
| 4.7-6.0 | The student must be exited barring compelling evidence in the EL Portfolio suggesting the student should remain in the LIEP. |
| Below 4.7 | The student must remain in the LIEP barring compelling evidence that the student is capable of fully participating in a classroom where English is the language of instruction. A traditional or digital portfolio must be collected and include evidence that any unsatisfactory domain score on the ACCESS is not indicative of her or his ability. |

Note: Students with disabilities under the Individuals with Disabilities Education Act (IDEA) should meet the above criteria or have Individual Education Plans (IEPs) that specify parallel, alternate standards-based criteria

Districts have flexibility on how additional evidence is gathered, the extent to which it is gathered, who collects and stores it and the final decision as to whether the evidence is sufficient to reclassify the student. ESSA has included provisions that scores on standardized content assessments (MAP Grade-Level, EOC) must not be considered when making reclassification decisions.

Another piece of evidence that should not be considered as a basis for transition is time in the ESOL program. Arbitrary program time limits as the basis for transitioning students from language support programs are not supported by language acquisition research or program evaluation. ELs should be transitioned from ESOL services based on ELP and progress in academic skills.

Too many factors contribute to student progress to make a single time period appropriate for all ELs. Several decades' worth of research on language minority student academic achievement clearly indicates that anywhere from five to ten years are needed for a given student to reach parity with same-age peers.

Even after being transitioned, ELs must receive two-year periodic follow-up to ensure that they no longer need ELD services. More information can be found in the [Identifying and Reclassifying English Learners](#) guidance document.