





20 U.S.C.  
Sec. 1703

Students shall have access to and should be encouraged to participate in all academic and extracurricular activities available in the district.

Communication with parents/guardians shall include information about assessment, academic achievement and other related education issues in the language understood by the parent/guardian whenever possible.

Criteria Necessary To Exit ESOL Program

In order to exit the ESOL program, a number of criteria must be met:

1. The student must have a score of *Basic* on the annual Pennsylvania System of School Assessment (PSSA).

Special Circumstances:

- For students transferring from other states, out-of-state academic achievement assessment results may be considered when the academic proficiency level is comparable to *Basic* on the PSSA.
- For students that are in a grade that is not assessed with the PSSA, LEAs must use each of the remaining criteria listed below to exit students.

2. The student must have a composite proficiency score of 5.0 on a Tier C ACCESS for ELLs assessment (see Items A and B below for cutoff score flexibility).

A. Following the scoring criteria in the table below, the W-APT may be Administered between April and June to students who scored below the minimum cutoff for program exit on the January administration of the ACCESS in order to demonstrate sufficient progress to justify exit.

NOTE: The W-APT may ONLY be administered to a student once in any school year.

Grade Level ACCESS Score Required W-APT Scores*		
K-5	4.6-4.9	5.5 in each domain
6-8	4.7-4.9	5.5 in each domain
9-12	4.8-4.9	5.5 in each domain

\*A student must score 5.5 in each domain (listening, speaking, reading and writing). A composite proficiency score will not be used.

B. A score of PROFICIENT on the reading PSSA can be used along with all other required criteria outlined in this policy to justify exit for students who achieve a composite proficiency score of 4.5 to 4.9 on the January administration of the ACCESS. In this case, W-APT scores are not necessary to demonstrate progress from the time of ACCESS administration to the end of the school year.

	<p>Additional Exit Criteria:</p> <ul style="list-style-type: none"><li>a) The student must be demonstrating satisfactory progress in the academic areas within the regular classroom setting, with final grades of C or better in core subject areas (Mathematics, Language Arts, Science and Social Studies).</li><li>b) The student must achieve scores on district-wide assessments that are comparable to <i>Basic</i> performance level on the PSSA.</li></ul> <p>When a student exits the ESOL program, it will be noted on their cumulative folder. Students will be monitored for 2 years after exiting from the program, in order to chart continued progress.</p> <p>References:</p> <p>Title VI, Civil Rights Act of 1964 – 42 U.S.C. Sec. 2000d</p> <p>Equal Education Opportunity Act, amending Education Amendments of 1974 – 20 U.S.C. Sec. 1703</p> <p>No Child Left Behind Act of 2001, P.L. 107-334, 115 Stat., Title III, Language Instruction For Limited English Proficient And Immigrant Students, amends Title III U.S.C. Sec. 6801 et seq.</p> <p>School Code 24 P.S. Section 1205.1, 1205.2</p> <p>State Board of Education Regulations 22 PA Code Sec. 4.13, 4.26</p> <p>Basic Education Circular July 1, 2001: Educating Students With Limited English Proficiency (LEP) and English Language Learner (ELL)</p> <p>Lau v. Nichols – 1974 Plyler v. Doe – 1982 Castaneda v. Pickard – 1981</p>
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