

## TOPIC: CRITERIA FOR RECLASSIFICATION OF ENGLISH LANGUAGE LEARNERS INTO FULLY ENGLISH LANGUAGE PROFICIENT STATUS (EXITING)

This bulletin outlines how English Language Learner students are reclassified and reported as fully English proficient by districts in Wisconsin based on *ACCESS for ELLs*<sup>®</sup> test results. Fully English Proficient (ELP 6) is the language classification level of students who attain English language proficiency and exit from English Language Learner (ELL)/Limited-English Proficient (LEP) status. Students are reclassified either (A) automatically or (B) manually as detailed below

### RECLASSIFICATION

#### A) AUTOMATIC RECLASSIFICATION (EXITING)

A student is automatically reclassified as Fully English Proficient, or no longer identified as ELL/LEP in the statewide Individual Student Enrollment System (ISES), when the student reaches:

- ELP 6 in grades K-12 by achieving a composite (overall) score of 6.0 on *ACCESS for ELLs*, Wisconsin's English-language proficiency assessment;
- or
- ELP 6 in grades 4- 12 by achieving a composite (overall) score of 5.0 or above plus a minimum literacy subscore of 5.0 or above on the *ACCESS for ELLs*.

Students in grades K-12 who receive composite (overall) scores of 6.0, and students in grades 4-12 who receive composite (overall) scores of 5.0 or above plus literacy subscores of 5.0 or above on *ACCESS for ELLs* will automatically attain an English language proficiency (ELP) code of 6.0 in ISES in subsequent collections and will no longer be classified as English Language Learners/Limited English Proficient.<sup>1</sup>

Districts are to verify the accuracy of students' ELP codes in ISES. ISES data collections are available from August-October for districts to verify students' ELP codes. Students who are automatically reclassified are expected to have taken Tier C of *ACCESS for ELLs* to obtain the most informative measurement of their language proficiency.

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<sup>1</sup> See [English Language Proficiency Levels](#) for descriptions of Wisconsin's five levels of limited-English proficiency and two levels of full English proficiency.

## B) Manual Reclassification

Students may be manually reclassified from:

- 1) Limited English Proficient (ELP 5) to Fully English Proficient (ELP 6). Students may be manually reclassified by districts to Fully English Proficient status (ELP 6) when the student achieves a composite (overall) score of 5.0 or above on *ACCESS for ELLs* and the student shows clear evidence of English language proficiency, but was not automatically reclassified because the student did not meet the Literacy subscore benchmark.
- 2) Fully English Proficient (ELP 6) to Limited English Proficient (ELP 5). Students who were automatically reclassified to Fully English Proficient status (ELP 6) may be manually reclassified to ELP 5 and maintain their English Language Learner (ELL)/Limited English Proficiency (LEP) status. If observations and academic performance indicate that a student should maintain their LEP status, the language level code in ISES (Individual Student Enrollment System) may be manually changed to an ELP 5, continuing the student’s LEP status.

The determination for manually reclassifying a student’s ELP status should be based on whether the student has sufficiently developed the academic language to demonstrate understanding in English.<sup>2</sup>

- The district has evaluated at least two pieces of evidence of academic performance that support the reclassification decision and keeps evidence on file in the district for at least two years. Evidence should include demonstrations of grade-level proficiency, without the use of adapted or modified English materials or EL accommodations on standardized measures such as:
  - District benchmark examinations (in multiple content areas);
  - Writing samples or performance assessments scored with formal, standardized rubrics;
  - State assessments at applicable grade levels; and
  - Academic records such as semester or end-of-course grades.
- Evaluation for a reclassification decision should include the bilingual and/or ESL teacher, classroom teachers, parents and other relevant staff. Parent(s) and educators should agree whether language is no longer a barrier to the students’ ability to access academic content. Evidence from assessments should support educators’ judgment of English proficiency.

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

## REQUIRED NOTIFICATION

Parental notification describing students’ English Language Proficiency and supporting evidence should be retained on file with the evidence. It is expected that parents are consulted prior to their formal notification. There should be consensus among the educators and parents about reclassification, and district policy should have procedures to follow when parents wish to have their child maintain LEP status.

## REQUIRED MONITORING

The district is required to monitor all Fully English Proficient (ELP 6) students for the first two school years after their exit from ELL/LEP classification. Districts must keep documentation (grade level, final ELP composite score, at least two pieces of evidence, parental notification, and additional annual

<sup>2</sup>The literacy requirements and complexity of the fourth grade curriculum provide the earliest opportunities for many students to accurately demonstrate their level of academic English language proficiency.

evidence of English language proficiency) on file throughout the two-year monitoring period. For details see [Two-Year Monitoring Requirements for Former English Language Learners](#).

During this time, districts are to provide assistance or support in the general education classroom for all students who struggle academically. Districts continue to have the fundamental responsibility of ensuring that all students are successful in meeting state standards and passing state accountability exams. Therefore, districts are expected to continue to offer exited ELL/ELP students supports and services allowable to all students. For example, former ELLs would be eligible to receive and access instructional or behavioral supports through a Response to Intervention (RtI) model or other local models that support student learning, regardless of their exited status.

## REQUIRED ISES DATA

District data coordination between ISES administrators and ELL program staff is essential to accurately meet public [reporting and accountability requirements](#). Students who are Fully English Proficient must be identified as ELP 6 in ISES data collections.

### A. Automatic Reclassification (Exiting)

For grade 4-12 students who attain a 5.0 (overall) composite plus 5.0 literacy subscore on *ACCESS for ELLs*, ISES will automatically calculate an ELP 6 code. For grade K-12 students who attain a composite (overall) score of 6.0 on *ACCESS for ELLs*, ISES will automatically calculate an ELP 6 code.

### B. Manual Reclassification

For students who have been reclassified but do not receive an automatic reclassification code, the district must upload the appropriate ELP code (ELP 5 or 6) to the students' records. Evidence for all manual reclassification should be kept on file. For students reclassified as ELP 6, the required evidence supporting reclassification described in this bulletin should be retained for two school years after reclassification while the Former ELL/LEP (FLEP) students are in monitoring status.

Note that the ISES data collections are open from August-October for districts to update ELP codes.

## IMPACT ON POLICY AND FUNDING

Students identified as fully English proficient (ELP 6), will no longer:

- Participate in the annual assessment *ACCESS for ELLs*;
- Receive ELL testing accommodations on standardized tests and state assessments;
- Be eligible for Limited English Proficient program services (e.g., bilingual or ESL programs); or
- Generate Title III funds.

## RESOURCES

For further information visit:

- [English Language Proficiency Collection and Reporting](#)
- [Individual Student Enrollment System \(ISES\) Calculated Fields and Codes](#)
- [Individual Student Enrollment System \(ISES\) General Information](#)
- [Frequently Asked Questions – English Language Learner Assessment and Accountability](#)

Questions related to this bulletin may be directed to:

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