

## *Entry and Exit Criteria*

### **Entry Criteria**

1. Children entering the first semester of kindergarten must score at least a 4.8 composite *oral* proficiency level on the WIDA MODEL to be considered English language proficient. A student who scores below this proficiency level is considered limited English proficient and must be enrolled in and receive services from the ELL Program unless parents refuse ELL services in writing.
2. Children entering the second semester of kindergarten or the first semester of 1<sup>st</sup> grade must score an overall composite proficiency level of 4.8 as well as a literacy (reading/writing) composite proficiency level of 4.2 on the WIDA MODEL to be considered English language proficient. A student who scores below either of these minimum proficiency levels is considered limited English proficient and must be enrolled in and receive services from the ELL Program unless parents refuse ELL services in writing.
3. Children entering the second semester of 1<sup>st</sup> grade through 12<sup>th</sup> grade must achieve an overall composite proficiency level of 4.8 as well as a literacy (reading/writing) composite proficiency level of at least 4.2 on the W-APT to be considered English language proficient. A student who scores below either of these minimum proficiency levels is considered limited English proficient and must be enrolled in and receive services from the ELL Program unless parents refuse ELL services in writing.

## **Exit Criteria**

1. According to Illinois School Code, a student must obtain an overall composite proficiency level of 4.8 as well as a literacy (reading/writing) composite proficiency level of 4.2 on the ACCESS for ELLs (Tier B or C) to be considered English language proficient. Students who meet or exceed these proficiency levels are exited from the ELL program.

## **Monitoring of Students who have Exited from the ELL Program**

The state of Illinois requires school districts to monitor the academic performance of students who have exited the ELL program for the first two school years after exiting the program.

District 204's monitoring plan consists of:

- Monitoring student ISAT scores
- Monitoring student grades at the end of the first and third quarter
- Consultations with classroom teachers at the end of the first and third quarter

If any concerns arise about an exited student's academic performance, ELL teachers meet with classroom teachers, guidance counselors, and/or parents to determine why the student is struggling and to establish appropriate interventions that can be put in place to help the student achieve greater academic success.