

**OFFICE OF CHIEF ACCOUNTABILITY OFFICER**  
**Summary of State Board of Education Agenda Items**  
**June 19, 2025**

**OFFICE OF STUDENT ASSESSMENT**

02. Action: Revise English Language Proficiency Test (ELPT) score requirements for English learners (EL) to exit EL status [Goals 1, 2, 3, and 4 – MBE Strategic Plan]

Background Information: The *Every Student Succeeds Act (ESSA)*, which reauthorizes the *Elementary and Secondary Education Act (ESEA)*, requires that states establish and implement standardized English learner entrance and exit procedures. On January 19, 2017, the State Board of Education approved the exit criteria for English learners (EL) to exit EL status.

To ensure English proficiency based upon the current assessments, an updated exit criteria is needed. Therefore, the Office of Student Assessment and the Office of Elementary Education and Reading request approval to adopt the following exit criteria:

Summative:

Proficiency Status of Proficient,  
Proficiency Levels of 4 or higher in all language  
domains (Listening, Speaking, Reading, and Writing)

Alt Summative:

Proficiency Determination of Proficient  
Proficiency Levels of 3 or higher in each domain  
in both language modalities (Receptive and  
Expressive).

For the ELPA21 Summative, students are Proficient when they attain a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a Level 4 or higher in all domains. Students scoring Proficient on the ELPA21 Summative exit the EL program.

For the ELPA21 Alt Summative, students show a level of English language proficiency reflected in the Alternate ELP standards that enables full participation or only slightly limits participation in the grade-appropriate classroom activities reflected in the Alternate Academic standards. This is indicated on the Alt ELPA by attaining Level 3 or higher in each domain in both

modalities (Receptive and Expressive). Students scoring Proficient on ALT ELPA21 Summative exit the EL program.

This item references Goals 1, 2, 3 and 4 of the *Mississippi Board of Education Strategic Plan*.

Recommendation: Approval

Back-up material attached

**U.S. DEPARTMENT OF EDUCATION**

**34 CFR Parts 200 and 299**

**RIN 1810-AB27**

**[Docket ID ED-2016-OESE-0032]**

Elementary and Secondary Education Act of 1965, As Amended By the Every Student Succeeds Act--Accountability and State Plans

**ACTION:** Notice of proposed rulemaking.

**SUMMARY:** The Secretary proposes to amend the regulations implementing programs under title I of the Elementary and Secondary Education Act of 1965 (ESEA) to implement changes to the ESEA by the Every Student Succeeds Act (ESSA) enacted on December 10, 2015. The Secretary also proposes to update the current ESEA general regulations to include requirements for the submission of State plans under ESEA programs, including optional consolidated State plans.

Page 100 of the notice of proposed rulemaking document linked below includes the following:

*Regarding the title III entrance and exit procedures required by section 3113(b)(2) of the ESEA, as amended by the ESSA, proposed §299.19(c)(3) would clarify that this statutory provision requires a State to set uniform procedures that include criteria for both entrance into and exit from the English learner subgroup that are applied statewide, and prohibits a “local option,” which cannot be standardized and under which LEAs could have widely varying criteria. We consider this clarification essential so that each State will adopt uniform procedures that will increase transparency around how students are identified, ensure consistency within a State with respect to which students are identified as English learners, and promote better outcomes for English learners. **Specifically, the proposed regulations would clarify that exit procedures must include objective, valid, and reliable criteria, including a score of proficient on the State’s annual English language proficiency assessment, to ensure each State implements the statutory requirement regarding exit from the English learner subgroup and to ensure consistency with civil rights obligations for English learners.** Though performance on content assessments may be affected by a student’s level of English language proficiency, content assessments are not valid and reliable measures of English language proficiency. Relying on content assessments may result in students being included in the English learner subgroup beyond the point when they are actually English learners, which may lead to negative academic outcomes for an individual student, and, if a student held in English learner status is denied the opportunity to meaningfully participate in the full curriculum, may constitute a civil rights violation. Thus, the proposed regulations would make it clear that scores on content assessments cannot be included as part of a State’s exit criteria.*