

Frequently Asked Questions 2024 WIDA Alternate ACCESS Criteria Required Clear Exit and Optional Reclassification

Question	Answer
Do we hold an Individualized Education Plan (IEP) reclassification meeting for English learners with significant cognitive disabilities (EL/SWD) who scored a WIDA Alternate ACCESS Overall Composite Proficiency Level (CPL) or Designated Composite Proficiency Level (DCPL) of 5?	No, we don't. When a student scores an Overall CPL or DCPL of 5, they meet the Clear Exit criteria, which means schools must exit the student from EL status and ESOL services. The IEP team updates the student's EL status at the next scheduled IEP meeting.
Is the IEP/EL Reclassification process required for all students who score a WIDA Alternate ACCESS Overall CPL or DCPL of 4?	No, this is a local choice. Local Education Agencies (LEAs) that choose to use this option hold an IEP team reclassification meeting, where the team fills out the <i>IEP/EL Reclassification Form</i> to document their decision. <ul style="list-style-type: none"> LEAs establish the optional reclassification process in their local written procedures. They also complete a short questionnaire to let the state know if they are using this optional process. When the IEP team makes a reclassification decision, the student's EL EXIT REASON is recorded as Reclassification in the Student Information System (SIS).
If our LEA choose the reclassification option, do we need an IEP team meeting to complete the September 2024 <i>IEP/EL Reclassification Form</i> ?	Yes! The reclassification process for students who take the WIDA Alternate ACCESS happens during an IEP team meeting, following local procedures, and is recorded on the <i>IEP/EL Reclassification Form</i> .
Do we use the same <i>EL Reclassification Form</i> for all students who take the WIDA ACCESS or the WIDA Alternate ACCESS?	No, we don't. The state provides two different forms: <ul style="list-style-type: none"> One for students who take the WIDA ACCESS called the <i>EL Reclassification Form</i>, and Another for students who take the WIDA Alternate ACCESS, called the <i>IEP/EL Reclassification Form</i>.



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<p>Can we establish additional criteria for reclassification like we do for the <i>WIDA ACCESS</i> reclassification process?</p>	<p>This is a local choice! – LEAs can establish additional criteria that take each student’s disabilities into account.</p> <ul style="list-style-type: none"> • However, according to the U.S. Department of Education’s Office for Civil Rights (OCR), these additional criteria cannot replace a proficient composite score on the <i>WIDA Alternate ACCESS</i>. • Completing the <i>IEP/EL Reclassification</i> form makes sure that we consider how a student’s disability might affect their language skills in listening, speaking, reading, and writing.
<p>Can we still consider an EL/SWD for reclassification if they have had the same <i>WIDA Alternate ACCESS</i> Overall CPL or DCPL for 2-3 years?</p>	<p>No. Starting in 2024, LEAs only consider an EL/SWD for reclassification based on their most recent <i>WIDA Alternate ACCESS</i> score results.</p> <ul style="list-style-type: none"> • The 2024 <i>WIDA Alternate ACCESS</i> scores are unique and cannot be compared to the scores from 2023. • The U.S. Department of Education (ED) does not allow states to use exit criteria that rely on the same data over multiple years.
<p>When should we make <i>WIDA Alternate ACCESS</i> reclassification decisions? Is there a deadline?</p>	<p>In the 2024-2025 school year, IEP teams can make reclassification decisions before the final date to order testing materials for the 2025 <i>WIDA Alternate ACCESS</i>.</p> <p>Starting in the 2025-2026 school year, when the 2025 <i>WIDA Alternate ACCESS</i> score results arrive in May, IEP teams make reclassification decisions before October FTE, documenting students' EL = 1 status when applicable.</p>
<p>When the IEP team elects to reclassify an EL/SWD, what can the student’s Special Education case manager do to document the IEP team’s reclassification decision?</p>	<p>The Special Education case manager can:</p> <ol style="list-style-type: none"> 1. Update the student’s English language proficiency (ELP) level and related <i>WIDA Alternate Proficiency Level Descriptors</i> (PLDs) to the Present Levels of Academic Achievement and Functional Performance (PLAAFP). 2. Change the student’s EL status to “EL = 1” (1st year post-exit) in the Special Factors section. 3. Remove <i>Alternate ACCESS</i> from the Specific Testing Accommodations. 4. Add relevant information to the Team Meeting Notes. 5. Upload a copy of the <i>IEP/EL Reclassification</i> form to the LEA’s IEP platform along with other special education documents.

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<p>When the IEP team does not elect to reclassify the EL/SWD, what can the student's EL student's Special Education case manager do to document that decision?</p>	<p>The Special Education Case Manager can:</p> <ol style="list-style-type: none"> 1. Update the student's <i>WIDA Alternate ACCESS</i> scores to the PLAAFP. 2. If IEP team decides to provide English language development (ELD) instruction through the IEP instead of the ESOL program, add or revise ELD IEP goal(s) based on current data. The WIDA Alternate PLDs can support goal development. 3. Update the Student Supports section, as applicable. 4. Add relevant information to the Team Meeting Notes. 5. Upload a copy of the <i>IEP/EL Reclassification Form</i> to the LEA's IEP platform along with other special education documents.
<p>Do we let parents know that their child has exited EL status and ESOL services?</p>	<p>Yes! Schools send parents and families annual EL assessment information, which includes the test name, score results, and the student's current EL status and ESOL services, as applicable.</p>
<p>Do we monitor the academic progress of exited EL/SWDs' for two years after they exit?</p>	<p>Yes! The OCR requires LEAs to monitor the academic progress of former EL students for at least two years. This helps ensure they have not been exited too soon, and that they are fully participating in their alternate instructional programs and meeting their alternate standards just like their peers who were never ELs.</p>