2024 *WIDA Alternate ACCESS* Exit and Reclassification Criteria

The Role of Special Educators

Office of Federal Programs

The Georgia Department of Education, Office of Federal Programs provides technical assistance, program monitoring, and resources to local educational agencies (LEA) implementing federal Every Student Succeeds Act (ESSA) grants and Individuals with Disabilities Education Act (IDEA) grants. Additionally, this office provides the necessary infrastructure to support local school districts in their efforts to provide special education-related services for students with disabilities and services and supports for English learners.

Office of Federal Programs - Organizational Chart

GaDOE — Georgia Department of Education

Division of Federal ESSA Programs

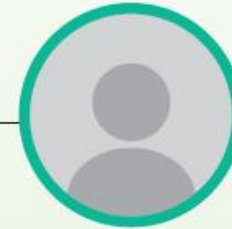**Division of Special Education Services and Supports**

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Rationale

- USED* requirements
    - Per ESEA**, when an EL/SWD satisfies the statewide standardized EL exit criteria, the student must be exited from EL status and ESOL services.
    - States must give EL/SWD a full opportunity to exit EL status every year. Exit criteria that require the same data over multiple years are not allowed.
- WIDA Alternate Assessment
    - 2024 score results are unique to 2024 and cannot be compared to scores from previous years.

*U.S. Department of Education
** Elementary & Secondary Education Act

EL Language Program Acronyms

| Acronym	Expansion	Meaning
EL	English learner	A student identified as having a primary language other than English and qualifying for ELD instruction based on eligibility scores from an English language proficiency screener or assessment
EL/SWD	English learner student with disabilities	A dually identified student who qualifies to be served in both ESOL and Special Education programs
ELD	English language development	A process designed to help students develop listening, speaking, reading and writing skills and to understand the contextual nuances of the English language
ELP	English language proficiency	Levels on a language developmental continuum, i.e., WIDA ELP Levels 1 (Entering) to 6 (Reaching), indicating how ELs can understand and use academic English

More EL Language Program Acronyms

Acronym	Expansion	Meaning
ESOL	English to Speakers of Other Languages	The state-funded language instruction educational program for identified EL students to increase their ELP
PLAAFP	Present Levels of Academic Achievement and Functional Performance	Portion of the IEP that describes a student's current skills and abilities with recent data and is the basis for IEP development.
WIDA	(No longer an acronym)	A multistate consortium that provides an ELD standards framework and resources as well as ELP assessments: *WIDA ACCESS, WIDA Alternate ACCESS, and WIDA Screeners*

Assessment Score Acronyms

Acronym	Expansion	Definition
PL	Proficiency Level	Whole numbers ranging from 1-5, unique from other *ACCESS* assessments, that provide an interpretation of scale scores from each language domain subtest: **Listening, Speaking, Reading, and Writing**
CPL	Composite Proficiency Level	Created from two or more language domain scores **Overall CPL** includes all four (4) language domain subtest scores
DCPL	Designated Composite Proficiency Level	State-calculated overall CPL for students whose disabilities preclude assessment of one or more language domain subtest(s)

Overall CPL

Language Domain Weights

Listening — 15%
Speaking — 15%
Reading — 35%
Writing — 35%
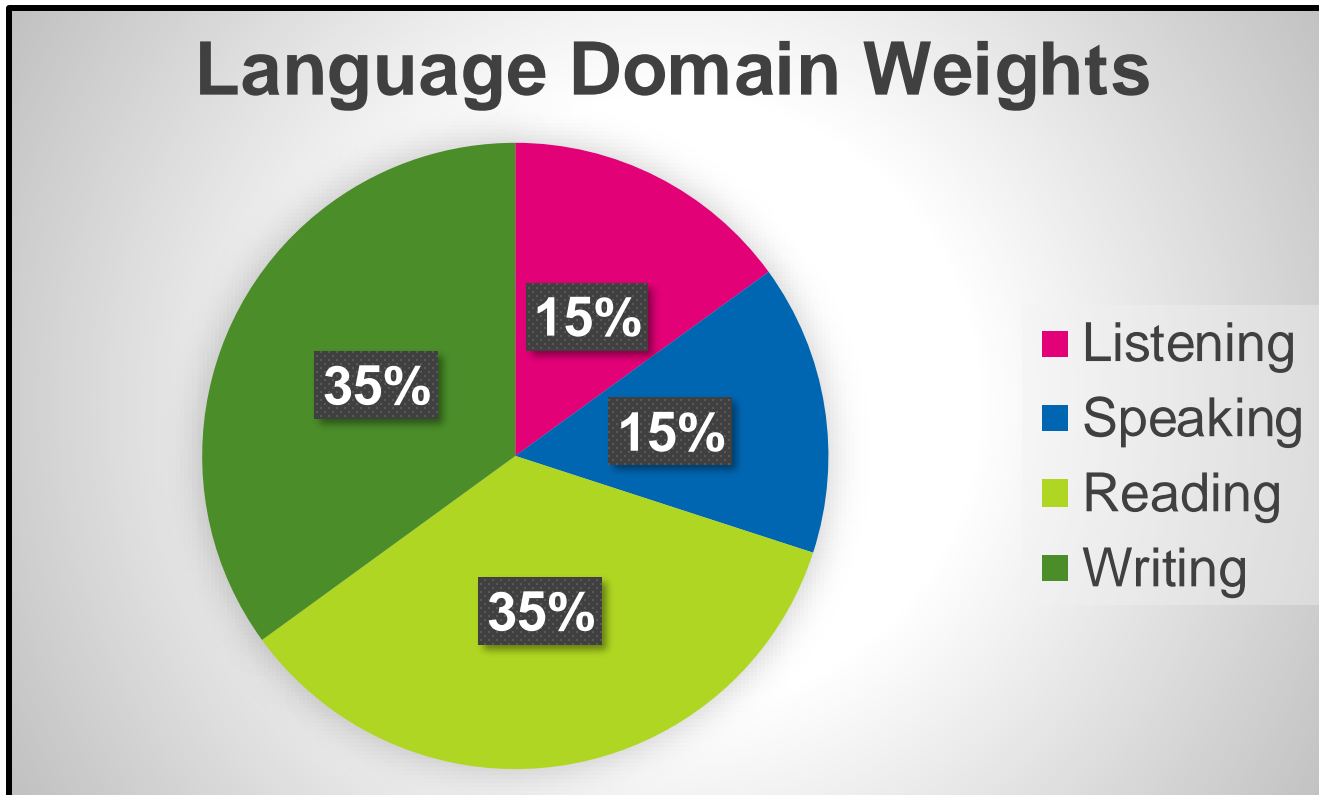
Clear Exit Criteria by Assessment and Grade Level

Kindergarten *WIDA Alternate ACCESS*	Grades 1-12 *WIDA Alternate ACCESS*
Overall CPL or DCPL = 5 and Listening PL = 5 and Speaking PL = 5 and Reading PL = 5 and Writing PL = 4 or 5	Overall CPL or DCPL = 5

Note:
Kindergarten students' scores must meet all language domain criteria, no exceptions.
A Clear Exit is a **required exit** from EL status and ESOL services **that does not require an IEP team decision.**

Optional Reclassification Criteria for Grades 1-12 Only

Grades 1-12 *WIDA Alternate ACCESS*

1. Overall CPL or DCPL = 4

2. **Optional:** LEA ESOL and Special Education in collaboration establish procedures for IEP teams to consider additional **individualized** English language proficiency related data **applied per student's disabilities**.

3. Decision recorded on the state IEP/EL Reclassification form completed by an ESOL and Special Education collaborative team, signed, dated, and maintained in student records and IEP per local procedures.

Role of Special Education Leaders and IEP Teams

Clear Exits:

- At next IEP team meeting (annual review or amendment), record the student's 2024 *Alternate ACCESS* score in the Present Levels (PLAAFP) section and in the Special Factors section to indicate the student is no longer an EL = Yes.

Decisions Regarding Reclassification:

- **In collaboration with ESOL leadership**, decide whether the optional reclassification criteria and process will be used **or not** in the school system.

- If chosen, then:
  - o ESOL Program leader establishes in written procedures and reports to the state.
  - o Special Education leaders decide whether optional language-related data applied per individual student's disabilities will be considered **or not**.
  - o Collaborative ESOL and Special Education personnel train IEP teams on using the *IEP/EL Reclassification Form.*

School Team Resources

WIDA Alternate ACCESS Scores and Reports webpage

Resource Name	Resource Description
Score Report Samples	Individual Student Report (ISR) Student Roster Report Frequency Report
Interpretive Guide for Score Reports	Comprehensive document explaining the types of scores reported by Alternate ACCESS
Alternate Proficiency Level Descriptors	Explanations of how students understand and use English language at each proficiency level
WIDA Alternate Score Report: Understanding Your Child's Scores	Flyer in 16 languages to help families understand what the scores mean and how they are used

Reclassification from *WIDA Alternate ACCESS* Score Results

Year	No. of Tested EL/SWD	No. of Clear Exits	No. of Students Reclassified	Percent of Total Students Tested
2024	1379	146	Less than 181	Clear – 10.6% Reclassification - ?
2023	1340	n/a	131	10%
2022	1346	n/a	167	12%
2021	1151	n/a	124	11%

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