**English Learner (EL) Exit Procedures**

**for English Learners with Disabilities who Participate**

**in the WIDA *Alternate ACCESS* Assessment**

**Rationale:**

In April 2019, the state established statewide standardized EL exit procedures for English learners with significant cognitive disabilities (EL/SWD) who participate annually on the WIDA *Alternate ACCESS* English language proficiency (ELP) assessment. Per Federal statute, an EL/SWD must be exited from EL status when the student satisfies the criteria included in the State’s standardized statewide exit procedures.

**Prerequisite *Alternate ACCESS* Scores:**

To be considered for reclassification, the EL/SWD’s WIDA *Alternate ACCESS* scores must have satisfied **one** of the following criteria **and** the IEP team must recommend reclassification:

* Overall Composite Proficiency Level (CPL) P2 - Emerging **-** for **two** consecutive years\*, or
* the same Overall CPL (excluding P2) for **three** consecutive years\*.

\*Must include the most recent WIDA *Alternate ACCESS* score.

**Collaborative EL Exit Procedures:**

Between May and September each year, the Individual Education Program (IEP) team (including an ESOL language specialist) may recommend exiting an EL/SWD from EL status when the student’s WIDA *Alternate ACCESS* scores have met the state’s criteria.

* The IEP team must have documented evidence that the EL/SWD’s English language proficiency is no longer a barrier to full participation in the student’s individualized program of instruction with supports as established in the IEP.
* The IEP team must document the decision on a completed *IEP/EL Reclassification Rubric* and in the IEP.

**Collaborative Post-exit Procedures:**

* Per Office for Civil Rights (OCR), the exited student’s progress toward IEP goals must be monitored two years post-exit by designated ESOL and Special Education personnel to ensure the student’s English proficiency is not a barrier to full participation in classroom instruction and assessment in English. Monitoring documentation must be maintained in the exited student’s permanent/cumulative records.
* The IEP team (with an ESOL language specialist) could revisit the EL reclassification decision during the two-year post-exit monitoring period, if the team determines the student would benefit from language assistance services as provided by the ESOL language program.

**IEP/EL Reclassification Rubric**

(Only to be used with *Alternate ACCESS* Exit Procedures.

Must be maintained in student’s permanent record on LEA letterhead.)

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ GTID \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**IEP Meeting Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Instructions:** During an IEP meeting, when an EL/SWD is being considered for status reclassifciation, the IEP team (including the ESOL language specialist) must discuss and complete the questions below. A ‘**Yes’** response for questions #5 and #6 requires a justification with evidence that the student meets the prerequisites. The team’s final decision must consider the performance of English-only students with disabilities in similar settings that have similar characteristics to the EL/SWD being evaluated for reclassification (e.g. disability, grade level, educational background, etc.).

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| --- | --- | --- | --- |
| **Alternate EL Exit Prerequisites** |  | **Evidence Reviewed** | **Justification** |
| 1. Is an ESOL language acquisition specialist a member of the IEP/EL Reclassification team? | * Yes * No | Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Role: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | N/A |
| 1. Is the EL/SWD eligible for Georgia’s Alternate Assessment 2.0? (See [GAA 2.0 Eligibility Criteria](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/GAA_2/Eligibility_Criteria_GAA.pdf)) | * Yes * No | GAA 2.0 Eligibility Criteria:  Year Eligible: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | N/A |
| 1. Has the EL/SWD met the *Alternate ACCESS* Overall Composite Proficiency Level (CPL) **P2** for two consecutive years? | * Yes * No | Language Assessment Results:  Test Year\_\_\_\_\_\_\_\_\_\_ CPL \_\_\_\_\_  Test Year\_\_\_\_\_\_\_\_\_\_ CPL \_\_\_\_\_ | N/A |
| 1. Has the EL/SWD met the same *Alternate ACCESS* Overall CPL (excluding P2) for three consecutive years? | * Yes * No | Language Assessment Results:  Test Year\_\_\_\_\_\_\_\_\_\_ CPL \_\_\_\_\_  Test Year\_\_\_\_\_\_\_\_\_\_ CPL \_\_\_\_\_  Test Year\_\_\_\_\_\_\_\_\_\_ CPL \_\_\_\_\_ | N/A |
| 1. Is the EL/SWD’s rate of language acquisition primarily attributed to the student’s disability rather than to English language proficiency (ELP)? | * Yes * No | * Anecdotal Notes & Observations * Benchmark or Progress Monitoring Data * Adaptive behavior skills assessment * Academic Achievement & Functional Performance |  |
| 1. Is the EL/SWD’s level of ELP no longer a barrier to full participation in the individualized program of instruction, as specified in IEP goals? | * Yes * No | * Anecdotal Notes & Observations * Benchmark or Progress Monitoring Data * Adaptive behavior skills assessment * Academic Achievement & Functional Performance |  |

**IEP/EL Reclassification Team Determination:**

* Exit from EL status
* Do not exit; student remains eligible for EL status.

**Please note**: The IEP team review decision must also be documented in the student’s IEP.

Administrator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ESOL Educator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Special Educator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_