Standardized Statewide English Learner (EL) Exit Procedures
for English Learners with Disabilities who Participate
in the Alternate ACCESS for ELLs® Assessment

The state has established that a student's Individual Education Program (IEP) Team may recommend exiting from EL status an English learner with significant cognitive disabilities who has been assessed yearly on WIDA's Alternate ACCESS for ELLs® English Language Proficiency (ELP) assessment when the student has reached the standardized statewide threshold as stated below. In order to make this recommendation, the IEP team will have documented evidence that the EL student's English proficiency is no longer a barrier to full participation in the student's individualized program of instruction with supports as established in the IEP.

Alternate ACCESS Threshold for considering EL Exit:
Alternate ACCESS **Overall CPL P2 (Emerging)** for two consecutive years with IEP Team recommendation **OR** any other Alternate ACCESS Overall CPL – **the same score** - for three consecutive years with IEP recommendation.

EL Exit Procedures:
The IEP Team will serve as an *English Learner (EL) Reclassification Team* by completing the state-provided **EL Reclassification / IEP Team Rubric** for English Learners with significant cognitive disabilities who have met the state's established Alternate ACCESS Threshold for considering EL Exit, as stated above. (See Rubric on next page.)

Post-exit Procedures:
- For two school years, the exited student's progress toward IEP goals must be monitored 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 will be maintained in the exited student's permanent/cumulative records.
- The IEP team with a 2nd language specialist could revisit the EL Reclassification decision during the two-year post-exit period of monitoring student's progress, if the team determines the student would benefit from language assistance services as provided by the ESOL language program.

EL Reclassification / IEP Team Rubric

(Only to be used with Alternate ACCESS Exit Procedures)

Student Name: _____ **GTID** _____

Note: If an EL Student Exit is being considered, the IEP Team must review the six (6) criteria below and select **Yes** or **No** as applicable to the student. A **Yes** answer for Criteria #5 and #6 requires a justification that contains evidence that the student meets the criteria. The Team's final determination must consider the performance of English-only students in similar settings that have similar characteristics to the EL student being evaluated for reclassification (e.g. disability, grade level, educational background, etc.).

Alternate EL Exit Criteria		Evidence Reviewed	Justification
1. Is an ESOL or 2nd language acquisition specialist a member of the *EL Reclassification Team?*	☐ Yes ☐ No	Name: _____ Role: _____	
2. Is the EL student eligible for Georgia's Alternate Assessment 2.0? (See GAA 2.0 Eligibility Criteria)	☐ Yes ☐ No	GAA 2.0 Eligibility Criteria: Year Eligible: _____	
3. Has the EL student performed at Alternate ACCESS Overall Composite Proficiency Level (CPL) P2 for two consecutive years?	☐ Yes ☐ No	Language Assessment Results: Test Year_____ CPL _____ Test Year_____ CPL _____	
4. Has the EL student performed at Alternate ACCESS CPL _____ for three consecutive years? (specify CPL)	☐ Yes ☐ No	Language Assessment Results: Test Year_____ CPL _____ Test Year_____ CPL _____ Test Year_____ CPL _____	
5. Is the EL student's rate of language acquisition primarily attributed to the student's disability rather than to English language proficiency?	☐ Yes ☐ No	☐ Anecdotal Notes & Observations ☐ Benchmark or Progress Monitoring Data ☐ Adaptive behavior skills assessment ☐ Academic Achievement & Functional Performance	
6. Is English language proficiency no longer a barrier to full participation in the student's 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	

EL Reclassification / IEP Team Review Determination:

o   Exit from EL Status

o   Do not exit from EL status; student should remain coded as an English Learner.

Administrator Signature: _____Date: _____

Parent Signature: _____ Date: _____

DO NOT PURGE FROM STUDENT'S PERMANENT RECORD