

Standardized Statewide English Learner Exit Procedures for English Learners with Disabilities whose IEP Precludes Assessment of One or More Language Domains on WIDA's ACCESS for ELLs® or Alternate ACCESS Assessments

The state has established that an English Learner (EL) with disabilities *whose disability precludes assessment of one or more language domains* should be considered for exit from English learner status when the student has met the following state-established criteria using a GaDOE-provided **Designate Composite Proficiency Level (D-CPL)**.

Note: Students who are deaf, blind, and non-verbal would be considered as having a disability that precludes assessment in one or more language domains. Beyond these reasons, the Assessment Director should seek counsel from the GaDOE Assessment Division who would consult with Special Education and EL Learner Programs.

D-CPL Process:

1. Administer the appropriate WIDA ACCESS for ELLs® or Alternate ACCESS language domain tests to the EL student as established in the IEP.
2. For each language domain test not administered, clearly mark **Do Not Score** with a reason code of **SPD** in the student test booklet or in WIDA AMS.
3. **NOTE:** Although WIDA ACCESS *Individual Student Report* will only show results for the language domains administered and will not include composite proficiency levels, it should still be shared with parents in a language they understand.
4. Using WIDA-provided language domain scale score tables, the GaDOE Assessment & Accountability Division will assign the **lowest exit score for the missing language domain(s)** to allow an overall composite proficiency level calculation.
5. The GaDOE Assessment & Accountability Division will calculate a **Designate Composite Proficiency Level (D-CPL)** for each EL student whose WIDA ACCESS score results are missing one or more language domains.
6. The GaDOE Assessment & Accountability Division will provide the school district with an ACCESS **Designate Composite Proficiency Level (D-CPL)** for each one of these EL students.
7. After receiving the DOE-generated **D-CPL**, the appropriate standardized statewide EL exit criteria for the ACCESS for ELLs® 2.0 or the Alternate ACCESS threshold for considering EL Exit would then be applied to determine whether the EL student will exit EL status or not. (See below)

ACCESS for ELLs® 2.0 Exit Criteria

An EL student with disabilities must be exited from EL status when the **ACCESS for ELLs® 2.0 D-CPL** is **5.0** or when the **D-CPL** meets the LEA-established exit criterion within the 4.3-4.9 range along with the *EL Reclassification Form*.

Alternate ACCESS Threshold for Considering Exit

An EL student with significant cognitive disabilities may be considered for exit from EL status when the **Alternate ACCESS D-CPL** is **P2** (Emerging) for two consecutive years with IEP Team recommendation **OR** any other Alternate ACCESS **D-CPL** for three consecutive years with IEP Team recommendation. (See *EL Reclassification / IEP Team Rubric*)

