

CREATING
OPPORTUNITIES
FOR STUDENTS TO
KEEP WYOMING
STRONG

MEMORANDUM NO. 2020-031

TO: School District Superintendents
Principals
Assessment Coordinators
Teachers of ELs

FROM: Kari Eakins, Chief Policy Officer

DATE: March 2, 2020

SUBJECT: 2019-20 ALT ACCESS Exit Criteria for ELs



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ENGLISH PROFICIENT DEFINITION FOR ALT ACCESS

Effective in the 2019-20 school year, the Wyoming Department of Education (WDE) has established exit criteria for ALT ACCESS test takers. Students who receive a composite performance level score of P1 or higher (P2) will be deemed English proficient and will enter monitoring status. Upon exit, these students will be counted on the school accountability English language progress indicator.

An English learner (EL) with a disability can be “exited” from EL status when the student no longer meets the definition of an EL. This occurs only when the student meets the state’s definition of “proficient” in English. All ELs, including those with disabilities, must participate in ACCESS for ELLs, with or without accommodations, or must take the Alternate ACCESS for ELLs, if necessary.

To determine the appropriate exit criteria, the WDE performed a study and gathered evidence to inform a process of identifying the level of performance necessary to be considered English proficient. Performance level results from the 2019 WY-ALT English Language Arts test were used, comparing two groups of students: 1) English only students, and 2) English learners. The report from this study was reviewed by the Wyoming Assessment Technical Advisory Committee, and the WDE accepted its recommendation.

The WDE will continue to monitor the appropriateness of this exit criteria for the next few years, and make adjustments as needed. Any changes in this criteria will be communicated well before results are released.

For more information, contact Antoinette Hallam at 307-777-5217 or antoinette.hallam@wyo.gov.