

# **ENGLISH LEARNERS**

**Policy/Plan**

**2023-2024**



**Tift County Schools  
506 W. 12th Street  
Tifton, Georgia 31794**

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## **Introduction To ESOL**

English to Speakers of Other Languages (ESOL) is a state funded instructional program for eligible English Learners (ELs) in grades K-12 (Georgia School Law Section 20-2-156 Code 1981, Sec. 20-2-156, enacted in 1985). Title III is a federally funded program which provides eligible Local Education Agencies (LEAs) with subgrants to provide supplemental services for ELs. Both ESOL and Title III hold students accountable for progress in English language proficiency and evidence of attainment of English language proficiency sufficient to exit ESOL services.

The ESOL Program is a standards-based curriculum emphasizing social and academic language proficiency. The curriculum is based on the integration of the WIDA Consortium English Language Proficiency Standards with the Georgia Standards of Excellence. This integration will enable English Learners (ELs) to use English to communicate and demonstrate academic, social, and cultural proficiency. It is critical that instructional approaches, both in ESOL and general education classes, accommodate the needs of Georgia's ELs. To the extent practicable, it is appropriate to use the home language as a means of facilitating instruction for ELs and parental notification.

### **Tift County Schools ESOL Program Philosophy**

The philosophy of the Tift County Schools ESOL Program is grounded in the system's five-year strategic plan approved by the local board of education. The system's strategic plan consists of 5 goal areas: Student Success, Blue Chip Talent, Stakeholder Relationships, Blue Devil Culture, and Operational Effectiveness.

#### **Tift County Schools Anchor Statement:**

Tift County Schools: Relentlessly Pursuing a Culture of Excellence

#### **Tift County Schools Beliefs:**

1. In a culture of excellence, relationships are the core work of education.
2. In a culture of excellence, diversity in our community is recognized and embraced.
3. In a culture of excellence, public education and community accountability are essential.

4. In a culture of excellence, all students receive a quality education within a safe environment.
5. In a culture of excellence, learning is encouraged as an ongoing process.

### **Tift County ESOL Program Goals**

- Value and build upon EL students' academic, linguistic, and cultural backgrounds.
- Create a supportive learning environment.
- Build connections between ESOL and school wide instructional programs.
- Encourage participation of EL students and their families within the school and the community.
- Foster understanding and appreciation of EL's and their families within the school and the community.

### **ESOL Rationale and Program Description**

#### **English to Speakers of Other Languages (ESOL) Program Plan/Policy Rationale**

Districts are mandated by Title VI of the Civil Rights Act of 1964 to provide an alternative program of service when there are students who are limited English proficient (LEP) and are, therefore, unable to participate effectively in the district's regular instructional program. The school district strives to provide consistent and non-discriminatory practices related to these students as directed by the United States Department of Education Office of Civil Rights.

#### **ESOL Program Description**

The ESOL program is offered to all ELs who meet the eligibility criteria. This program aids in the success of a limited English proficient student in an English-speaking classroom. Our goal is to have students succeed in all four language skills (listening, speaking, reading and writing) both socially and academically. We also want them to understand and function successfully in our American culture. Immersion in an English-speaking environment with guidance from the ESOL teacher and accommodations provided by all other school personnel will produce the desired results. While the district strives to use certified ESOL teachers with an ESOL endorsement and to abide by the maximum ESOL class size as specified in State Board of Education Rule 160-5-1-.08, the district has received the maximum flexibility allowable under its charter.

## **Frequently Asked Questions Regarding ESOL**

### **Section I: Laws and Funding**

#### **1. Why is it necessary to identify language minority students? Is the LEA required to have an English-language assistance program?**

Yes, the U.S. Office for Civil Rights, Department of Education, through the Civil Rights Act of 1964, requires the identification of language minority students by level of English language proficiency and the provision of language assistance services to identified ELs.

#### **2. What is the correct terminology to identify language minority students?**

The language in the No Child Left Behind Act of 2001 identifies language minority students as Limited English Proficiency students or LEPs. However, the Georgia Department of Education, ESOL program follows the lead of the U.S. Department of Education by identifying these students as English Learners or (ELs) since this term clearly delineates the English language acquisition process. The two terms may be used interchangeably.

#### **3. Must schools participate in the state-funded ESOL program?**

Federal civil rights laws require the Local Educational Agency (LEA) to provide English language assistance services for any student identified as an English Learner (EL), however the LEA may provide these services with local funds if it so chooses.

#### **4. What if only a small number of students need services?**

English language assistance services must be provided for all identified English learner students. If the LEA does not have a teacher with the appropriate certification it may offer an opportunity for one or more teachers to enroll in an approved ESOL endorsement program (therefore eligible for a non-renewable certificate with the ESOL Endorsement) and teach one or more segments a day according to the language needs of enrolled ELs.

ESOL teachers may provide itinerant services for more than one location as long as traveling is not a limiting factor in the quality of the instruction offered to ELs. The LEA may choose to assign all ELs in the district to one central location to provide for English language assistance if, in doing so, services can be rendered most effectively to the full English Learner population.

#### **5. How do LEAs receive state funding for ESOL services?**

LEAs report ESOL segments on the FTE counts. These reports determine the ESOL allocation for the next academic year.

## **6. Is the ESOL program eligible for a midterm adjustment?**

Yes, per the A Plus Education Reform Act of 2000, the ESOL program is eligible for a midterm adjustment. ESOL funding follows the same formula as all Quality Basic Education (QBE) funding programs.

## **7. What is the definition of a segment for FTE reporting? How many minutes per day are required?**

The FTE Users Guide describes a segment as one-sixth of the instructional day. SBOE Rule 1605-1-.02 states that instructional time is “all portions of the day when instruction or instruction related activities based on state approved courses are provided by or coordinated by a certified teacher or substitute teacher.” This minimum time varies by grade level, as do minimum segment lengths:

- **Grades K-3 = 45 minute daily segments or 225 minutes weekly**
- **Grades 4-8 = 50 minute daily segments or 250 minutes weekly**
- **Grades 9-12 = 55 minute daily segments or 275 minutes weekly**

In addition, a segment consists of at least the minimum number of minutes required to earn a unit of credit in Grades 9-12.

## **8. How many ESOL FTE segments are required to receive an ESOL teacher allotment?**

A teacher allotment is earned for every seven FTE or 42 segments (segment = a student in a class period) of instruction.

## **9. May local Migrant Education Agency funding be used to support an ESOL program?**

No. See section “Beyond ESOL: Additional Services for ELs” or visit the GaDOE Migrant webpage at <https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Migrant-Education-Program.aspx> for information regarding services provided by the Migrant Education Program.



## **Section II: Frequently Asked Questions Regarding Screening of PHLOTE Students**

**10. The student is transferring from a non-WIDA state and was currently being served by an ESOL program in that state. Is a WIDA Screener score necessary to place this student in our ESOL program?**

No. As long as a student is/was enrolled at the time of transfer (or at the end of the school year and enrolls in your LEA at the beginning of the year) there is no need for screening. The student is deemed eligible by virtue of his screening in the other state and should begin receiving services immediately.

**11. The student's records do not indicate any ESOL services or screening in the past, and the student's grades are excellent. Must this student still be screened with the WIDA Screener?**

If the Home Language Survey indicates the influence of a language other than English, the student must be screened.

**12. The student was screened in another state using that state's screening instrument and was found to be ineligible. Should the student be rescreened with the WIDA Screener since the assessment is different here in GA?**

If the Home Language Survey indicates an answer other than English, students must be screened.

**13. The student was in an ESOL program in another state and exited last May. Do we rescreen with the WIDA Screener? Should the student be classified as a monitored student?**

Do not re-screen the student. The student should be considered a monitored student (EL-1, EL-2, EL-3, or EL-4) for the four calendar year requirement. Remember that during the monitoring period if the student is struggling, then other appropriate instructional supports, including RTI, should be implemented. If those additional instructional supports do not resolve the issue, the RTI committee should review the documentation and if appropriate, implement more intensive, Tier 2 and 3 interventions. Following a documented period of Tier 3 RTI support, if the issues continue and data supports the belief that language proficiency is the root of the problem, the RTI committee may determine that the student should be re-entered into the ESOL program. No re-screening is necessary to do so during the monitoring period.

**14. The student was in an ESOL program in another state and exited. Must this student still be screened with the WIDA Screener?**

The student should not be screened if there is documentation to support the fact the student was previously served in ESOL and exited.

**Section III: General ESOL Academic Concerns**

**15. Must a teacher speak another language in order to teach ESOL?**

No. Proficiency in the English language is the only language requirement for an ESOL teacher; however, understanding firsthand the experience of learning a second language is advantageous because it provides experiential understanding of the stages of language acquisition and proficiency. If the teacher is bilingual in any languages represented in the classroom, some individual assistance in the native language of a student may be provided to breach content learning barriers more expeditiously.

Instruction for ELs must be differentiated to correspond with each student's English proficiency levels in order to ensure that instruction is comprehensible. There are a number of ESOL-focused best practices that will assist monolingual teachers of English in accomplishing this goal. It is essential to provide ELs with extensive opportunities to be exposed to and to apply academic language in context, which will result in increased English language acquisition.

**16. What are the first steps to take when students who do not speak any English enroll in the LEA?**

Determine eligibility for ESOL services. Schedule the student for ESOL classes with a certified or endorsed ESOL teacher who is knowledgeable about the WIDA English Language Development (ELD) Standards (<https://wida.wisc.edu/>). Provide second language acquisition training for all instructional personnel; teach them specific practices for differentiation, instruction and assessment of students with varying levels of language proficiency. Allow opportunities for collaborative efforts among teachers to develop lesson plans that support development of both English language proficiency and academic language in the various content areas.

All teachers of EL's should receive ongoing professional learning opportunities that focus on instructional practices and interventions for ELs to facilitate the provision of English language assistance services and any additional support considered essential to the content areas. ELs should be served by any and all programs for which they qualify.

**17. Do LEA's need local policies and procedures for addressing the needs of English Learners?**

Each LEA must develop local policies and procedures that fully address all aspects of the district ESOL or language assistance program. It is the responsibility of the LEA to develop policies to ensure district-specific compliance with state and federal regulations.

**18. Do high school graduation requirements differ for ELs?**

The high school graduation requirements for ELs are the same as those for the regular student population.

**19. Are ELs eligible for special education services?**

Yes. ELs who have been identified as eligible for special education services should be dually served by both programs.

**20. Should ELs be included in standardized tests?**

Yes. With the implementation of the ESEA testing of all students is required. It is essential that any and all sections of the testing administration manuals that make reference to EL students be read in order to ensure proper assessment practices are followed for ELs.

**21. What is the age policy for school attendance for ELs? Is it the same as for any regular student?**

O. C. G. A. § 20-2-150. Eligibility for enrollment.

(a) Except as otherwise provided by subsection (b) of this Code section, all children and youth who have attained the age of five years by September 1 shall be eligible for enrollment in the appropriate general education programs authorized in this part unless they attain the age of 20 by September 1 or they have received high school diplomas or the equivalent. This shall specifically include students who have re-enrolled after dropping out and who are married, parents, or pregnant.

Special education students shall also be eligible for enrollment in appropriate education programs through age 21 or until they receive high school or special education diplomas or the equivalent; provided, however, they were enrolled during the preceding school year and had an approved Individualized Education Program (IEP) which indicated that a successive year of enrollment was needed.

Other students who have not yet attained age 21 by September 1 or received high school diplomas or the equivalent shall be eligible for enrollment in appropriate education programs, provided they have not dropped out of school for one quarter or more. Each local unit of

administration shall have the authority to assign students who are married, parents, or pregnant or who have re-enrolled after dropping out one quarter or more to programs of instruction within its regular daytime educational program, provided that a local unit of administration may develop and implement special programs of instruction limited to such students within the regular daytime educational program or, at the option of the student, in an alternative program beyond the regular daytime program; provided, further, that such programs of instruction are designed to enable such students to earn course credit toward receiving high school diplomas. These programs may include instruction in prenatal care and child care. Each local unit of administration shall have the authority to provide alternative programs beyond the regular daytime educational program. Unless otherwise provided by law, the State Board of Education shall have the authority to determine the eligibility of students for enrollment. It is declared to be the policy of this state that general and occupational education be integrated into a comprehensive educational program which will contribute to the total development of the individual.

(b) A child who was a legal resident of one or more states or countries for a period of two years immediately prior to moving to this state and who was legally enrolled in a public kindergarten or first grade, or a kindergarten or first grade accredited by a state or regional association or the equivalent thereof, shall be eligible for enrollment in the appropriate general or special education programs authorized in this part if such child will attain the age of five for kindergarten or six for first grade by December 31 and is otherwise qualified.  
(effective July 1, 2012)

## Tift County Schools



The timeline provided below should guide the work of schools and ESOL staff. Some of the activities may or may not be completed in the designated month. The items listed below in **blue** are ongoing as long as new students arrive to your school.

<b>August</b>	<p><b>Review Home Language Surveys of newly enrolled students</b></p> <p><b>Administer WIDA SCREENER to new students</b></p> <p><b>Compete Initial Referral Forms (Send a copy by email to district office contact – Jennifer Cooper)</b></p> <p><b>Send Waiver letters (if requested) home to parents</b></p> <p><b>Send ESOL Placement Notification forms home to parents</b></p> <p><b>File paperwork in ESOL/red folder</b></p> <p><b>Send Notification of Supplemental Services letter home to parents</b></p> <p>Create schedule and Roster for ESOL students – Email copy to ESOL director and Jennifer Cooper</p> <p>Send copy of schedule and roster to school administrators, school registrar, and classroom teachers (if required)</p>
<b>September</b>	<p>Begin TPC Accommodations forms for all EL-Y and EL-M for years one and two</p> <p>Begin preparation for Test Participation Committee Meetings for <u>all EL's</u> (served, monitored and waived)</p> <p>Collaborate with site FTE coordinator to ensure accuracy of ESOL data</p> <p>Send out beginning of the year Skills checklists to teachers (may be sent in October)</p> <p>Review rosters for any changes and send updated rosters to school registrar</p> <p>Give teachers Can-Do Checklists for students in their classrooms</p> <p>Prepare documents for FTE count (due to Jennifer Cooper)</p> <p>Begin ACCESS 2.0 training online; send certificate and non-disclosure statement to ESOL director</p>

<b>October</b>	<p>Hold TPC Accommodations meetings for all EL-Y and EL-M</p> <p>Assist classroom teachers in accommodations</p> <p>Begin spreadsheet of ESOL students for ACCESS 2.0 testing.</p>
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<b>November</b>	<p>Finalize spreadsheet of ESOL students for ACCESS 2.0 testing</p> <p>Copy TPC documents: copy in red folder, copy in testing folder in permanent student record, and copy or accommodation spreadsheet to school testing coordinator and teacher as requested</p>
<b>December</b>	<p>Create ACCESS 2.0 Testing plan – copy submitted to site testing coordinator</p> <p>Review roster and send updated copy to school registrar</p>
<b>January</b>	<p>Send Letter of Notification of ACCESS 2.0 Testing to parents of ESOL students</p> <p>Review ACCESS 2.0 Testing plan</p> <p>Begin ACCESS 2.0 testing</p>
<b>February</b>	<p>Continue ACCESS 2.0 testing</p> <p>Complete FTE document for FTE count</p>
<b>March</b>	<p>Review student info on all ACCESS 2.0 tests</p> <p>Complete and submit required ACCESS 2.0 testing information to site test coordinator</p> <p>Review TPC Accommodations forms with all classroom teachers and site testing coordinator</p>
<b>April</b>	<p>Assist with Georgia Milestones administration and ESOL accommodations</p> <p>Send out end of year checklists for ESOL students (served, monitored, and waived - may also be completed in May)</p> <p>Start compiling documents for end of the year</p> <p>Begin end of the year paperwork and folder requirements for EL students.</p>

<b>May</b>	<p>Review ACCESS 2.0 test scores</p> <p>Conduct necessary Reclassification meetings.</p> <p>File exit documentation in ESOL/red folder</p> <p>Ensure that all red folders are checked by the ESOL teacher/School Administration verifying folder is complete.</p> <p>Send home ACCESS 2.0 Reports and Parent Letters</p>
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### **Records and Maintenance**

Each ESOL teacher is responsible for maintaining a “RED ESOL FOLDER” for each ESOL student. All documentation regarding the EL student should be maintained in the folder. An EL Checklist has been developed and is located in the appendix of the Tift County ESOL Handbook and is located on the Tift County ESOL FORMS Google Drive Folder. Each ESOL teacher is responsible for the periodic review of each red folder. This includes updating information at the end of each grading period.

Each ESOL teacher is responsible for ensuring that all students transferring to district schools receive an updated RED ESOL folder. The folder should be provided to the registrar and sent via campus mail to the receiving district school if the transfer occurs during the school term. All out of county, state, and country records will be faxed. The RED ESOL folder is not sent to non Tift County schools. However, the requested records may be faxed by the school registrar. The RED ESOL record should be maintained within the permanent record as it is possible that the student will re-enroll in the Tift system.

Periodic reviews of Title III records may occur during the school term. It is the responsibility of each ESOL teacher to update records and ensure accuracy. Planning time is provided each month for ESOL teachers to review RED ESOL folders.

ESOL teachers should work with the school registrar to ensure that ESOL records are transferred to the district for new, out of county, state, and country students. The Title III Director should be notified if a district does not respond to requests to submit Title III records. Please contact the Title III Director if the information within the record is difficult to interpret.

Academic and assessment records should be placed in the RED ESOL folder. This includes periodic checklist data for M1 and M2 students. ACCESS/WIDA Screener score reports must be maintained within the RED Folder. Report cards should also be maintained in the folder.

## **ESOL Beginning of the Year Recommended Procedures**

### **“Quick List”**

- Review the information on the GA DOE Title III website.
- Read the Tift County ESOL handbook and review applicable forms.
- Refer to your “Intake Flowchart” (See Appendix) for procedural guidance for new students.
- Establish procedures with your office staff to ensure that you are notified and receive a copy of Home Language Surveys from Central Registration that indicate that a language other than English is spoken at home.
- Administer WIDA-Screener as needed OR contact previous school of transfer students to obtain records. Students should be screened within 30 days of enrollment.
- Complete “Initial Referral Form” for new students. Send copy to Jennifer Cooper.
- Complete “Notification of Eligibility” for students that are eligible for continuation of ESOL services.
- Establish a roster of students to be (1) served, (2) monitored yr 1, and (3) monitored yr 2, (4) monitored yr 3, (5) monitored yr 4 (6) waived
- Request that the registrar notify you if a student’s records indicate prior ESOL service and they are not scheduled for ESOL assistance.
- Make sure data in red folder is updated and that folders are properly labeled: Served, Monitored yr 1, Monitored yr 2, Monitored yr 3, and Monitored yr 4 with the appropriate dates.
- Work with your school’s administration to establish a schedule to provide ESOL services that fall within one of the state approved delivery models or an approved flexibility model based upon charter system status.
- Review ACCESS 2.0 scores for all served and waived students.
- Review appropriate information regarding monitored students.
- Meet with regular classroom teachers of EL students to share ACCESS 2.0 scores and give them copies of the “Can Do Descriptors.” Remind regular classroom teachers that “Can Do Descriptors” must be a part of their daily plans.



## **End of the Year Requirements**

At the end of May, schools must send the following home to parents of all ESOL students. The State recommends that the items outlined below be sent via mail to the attention of the parents/guardian.

**1. ACCESS 2.0 Parent Report In English and in Home Language** The State recommends that schools maintain a copy of the Parent Report in addition to the Teacher Report and that both be placed in the student's permanent file (testing folder) and red ESOL folder. Copies of the Parent Report are available from the Title III Program Manager or the District Testing Coordinator

**2. End of Year Parent Notification Letter** In English and in home language, when practicable. This letter is sent to all parents at the end of the school year or in August. A copy of the Parent Notification letter can be found in the Appendices.

ESOL teachers should add name, school and date sent home to the bottom of the letter:

See checklist in appendices for document order in the red folder.

## **Who is an English Learner (EL) Student?**

### ***Enrollment***

When a student enrolls in the district, and it has been determined that this student should be designated as an EL-Y, an explanation of the ESOL program and available services will be explained to the student and parent(s) or guardian(s) in an appropriate language either orally or in writing. Notification using an *Initial Referral Form and Parent Notification Form* may fulfill this requirement.

If the parent(s) or guardian(s) objects to ESOL services, the ESOL teacher, the classroom teacher, principal, and ESOL system coordinator. Parents that wish to waive ESOL service must complete an *ESOL Parental Waiver of Services* form. However, school districts are still held responsible for providing language support under Office for Civil Rights law. The district must find alternate means of providing the student with support for language development and proficiency outside of structured ESOL classes. Parents who waive services must do so in writing on an annual basis and the district must maintain evidence of the written documentation.

## **Identification of EL Students**

A Home Language Survey is completed on every student when initially registering in the district to determine if there is the influence of a language other than English. This survey directs parents to respond to the following questions:

- Which language does your child best understand and speak?
- Which language does your child most frequently speak at home?
- Which language do adults in your home most frequently use when speaking with your child?
- In which language would you prefer to receive all school information?

If the parent needs the HLS in a language other than English, the survey is provided to the parent in that additional language. The Home Language Survey results are provided to the ESOL staff personnel. If the student has a language other than English noted on his Home Language Survey, the designated school staff member trained in the administration of the WIDA Screener should be notified. Refer to the Entry-Exit Criteria for the ESOL Program for a flow chart of each process.

## **Assessment of ESOL Status**

Under ESEA/ESSA Sec. 3113(b)(2), a student who may be an English Learner must be assessed for such status within 30 days of enrollment in a school in the state. An SEA should also have procedures in place to identify in a timely manner EL students who not have been identified during this initial identification period. An SEA should make every effort to identify students who are EL students as soon as possible in order to provide timely support for students who may in need of language services (See September 26, 2016, Nonregulatory Guidance: English Learners and Title III, Addendum Selected Topic 2.).

Under ESEA/ESSA Sec 1112(e)(3) parents must be notified within 30 calendar days after the beginning of the school year and two weeks after the start of the school year that their child was placed in language instruction education program (LIEP). Since statewide, standardized EL entrance procedures to determine EL eligibility precede the placement of eligible EL students in language programs, it is therefore the LEA's responsibility to ensure, when applicable, that the ELP screening process occurs before this parent notification deadline. Screener results will be placed in the student's Tift County's "red ESOL folder".

## ***Non-Eligible Students***

If a student is tested and fails to meet eligibility requirements, the person administering the screener creates a Tift County ESOL Red Folder, labels the folder to indicate the student was screened and not eligible, and files the folder within the student's permanent record. The ESOL teacher must send notification to the district office.

## **Assessment of Student Eligibility (Assessment of English Language Proficiency)**

### **Initial eligibility**

Under State Board of Education Rule 160-4-5.02, all students whose parents have indicated on a Home Language Survey that a language other than English is spoken in the home or by the student, must take an English language proficiency test to determine eligibility for the English to Speakers of Other Languages Program (ESOL) or alternative placement for language assistance. Students who are of a non-English language background shall be administered a screening test, known as the WIDA Screener to determine their English language skills. Parental consent to administer the screener is not required. Districts are obligated to screen for eligibility based on indicators from the Home Language Survey.

### ***Continuing eligibility***

**All** students receiving language assistance services through the ESOL program shall be administered the ACCESS for ELs annually to determine progress and/or readiness to exit. Scores must be kept on file to document learning gains and to provide data for program accountability.

Students are given accommodations on state assessments provided through their EL/TPC document.

All data related to student eligibility, progress, and readiness to exit must be maintained in the student's permanent file (*within the "red" folder*).

Parent notification of eligibility or continued eligibility should be recorded and sent to parents. A copy of the notification and meeting documentation should be retained in the RED ESOL folder.

**Students scoring below a 5 are entitled to receive English language assistance without further assessment. When the obtained score is a borderline score between 4.3-4.9, this score, in conjunction with the professional judgment of the student's Reclassification Committee, should inform the final decision. An EL Reclassification team shall be convened for each EL student scoring at or above the LEA chosen criteria, up to CPL 4.9.**

## **Parental Waiver of ESOL Service**

Once a child has been identified as qualifying for the ESOL program, parents have the legal right to decline services. In such a case, the parents must complete a Parental Waiver form. If the parent is declining ESOL services, then the **PARENTAL WAIVER OF ESOL FORM** must be completed. The child's progress should be monitored by the ESOL teacher and ESOL Monitoring Forms completed as required.

Keep in mind the following and make sure to cover these points with all parents prior to completing the form:

1. **The form does not automatically exit the child from ESOL Eligibility.** The child remains an EL student--an EL student that is not receiving ESOL services.
2. The child will be required to participate in the ACCESS 2.0 until exited from ESOL via exit criteria.
3. Once ACCESS 2.0 scores are returned to the district, the child's scores and academic achievement for the year will be reviewed by the ESOL teacher and a determination will be made whether or not to exit.
4. A Parental Waiver is only valid for one school year. If parents wish to continue waiving ESOL services, the form must be completed annually once ESOL Exit Criteria and the available ESOL services have been discussed with the parents.
5. While the child is not to receive direct ESOL services, the child's English language progress should be closely monitored and the child is still entitled to ESOL accommodations on all classroom and standardized assessments. **Thus, an ESOL EL/TPC Form is required to be completed for all students with an ESOL Waiver.**
6. Once ACCESS scores are returned to the District, the parents must be contacted and the following information relayed to them:
  - the child's ACCESS scores and ESOL exit criteria
  - the ESOL services available to the child
  - the parent's right to continue to waive services
  - if a continuation of the waiver is desired, the parents must complete and sign the Waiver Form for the following school year

Waiver Forms should be kept on file in the student's registration folder located in the cumulative record and ESOL Red Folder. A copy must be sent to the ESOL district office.

## **Rescindment of Parental Waiver Request**

If parents decide to rescind their Waiver Form, the following must be completed:

- The Rescindment of Parental Waiver must be completed and returned to the school.
- A copy of the Rescindment of Parental Waiver must be filed in the student's registration folder within the cumulative record and ESOL Red Folder. A copy of this form should be forwarded to the district ESOL office. The student should be scheduled for ESOL service and Infinite Campus must be updated to reflect the change in service.

## **Scheduling/Placement Procedures for EL Students**

### **ESOL Services**

Tift County is an approved Charter District and has a blanket waiver of SBOE rules regarding class size and funding models. Some of our EL's are served using the Innovative Model. The district does, however, abide by the minimum segment lengths provided by the GADOE (see below) while using the Innovative Model. In these cases, individual schools submit to the district office a description of how their services are innovative.. In all other cases, EL's are served according to the "traditional" model descriptions provided by the State.

### **Recommendations**

Grades K-3	= 225 minutes a week; per day	=	45	minute	segments
Grades 4-5	= 250 minutes a week; per day	=	50	minute	segments
Grades 6-12	= 275 minutes a week; per day	=	55	minute	segments.

**A 4X4 daily block schedule class consisting of a minimum of 90 minutes will count as 2 segments. Hybrid or block schedules that do not meet a minimum of 90 minutes on a daily basis will be counted as a single segment.**

In addition, a segment consists of at least the minimum number of minutes required to earn a Carnegie unit in Grades 9-12.

For FTE purposes students in **grades K-3** may be served **one segment** per day.

Students in **grades 4-8** may be served **up to 2 segments** per day.

Students in **grades 9-12** may be served **up to 5 segments** daily.

### **Scheduling Elementary Students**

EL students should be placed in age appropriate grade levels or courses. If a lower placement is necessary due to lack of formal schooling, it should not be more than one year below the same-aged English peers.

## **Scheduling of Secondary Level ESOL Students**

Because some students are already older than grade level peers, they may have a limited amount of time to meet all requirements needed for graduation. Therefore, appropriate placement in classes for these students requires careful attention to school records from other countries. In addition, use interviews and informal tests to determine the level of previous schooling the student has had.

Assess mathematical skills with caution. Instructions written in English and variations in mathematical symbols internationally may interfere with assessment of actual math skills. Math teachers are helpful in determining math placement.

## **ESOL Instructional Delivery Models and Class Size**

Charter system flexibility is provided upon approval of Superintendent.

LEAs and schools shall provide English language assistance to all ELs. Such assistance shall be provided through the state-funded ESOL program or placement in a locally-developed language assistance program approved in advance by the Georgia Department of Education. Approved instructional delivery models include:

- i. Pull-Out Model – students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher.
- ii. Push-In Model (within language arts, mathematics, science or social studies) – students remain in their core academic class where they received content instruction from their content area teacher along with targeted language instruction from the ESOL teacher.
- iii. A cluster center to which students are transported for instruction – students from two or more schools are grouped in a center designed to provide intensive language assistance.
- iv. A resource center/laboratory – students receive language assistance in a group setting supplemented by multimedia materials.
- v. A Scheduled Class Period – students at the middle and high school levels receive language assistance and/or content area instruction in a class composed only of ELs.
- vi. An innovative delivery model approved in advance by the Georgia Department of Education through a process described in the ESOL/Title III Resource Guide.

## **What We Teach: The WIDA Standards**

### **WIDA**

The World-Class Instructional Design Assessment Consortium (WIDA) is a consortium of states, the District of Columbia and the Northern Mariana Islands. The WIDA consortium developed English language development standards and English language proficiency test aligned with those standards, ACCESS for ELLs.

### ***Assessments and Screening Instruments***

#### **ACCESS 2.0 for ELs**

ACCESS 2.0 for ELs is administered annually to all ELs. It is a standards-based, criterion referenced English language proficiency test designed to measure English learners' social and academic proficiency and progress in English. A majority of 1st through 12th grade ELs take the online version of ACCESS 2.0 while kindergarten students take the paper based version of the assessment.

#### **Alternate ACCESS 2.0 for ELs**

WIDA created the *Alternate ACCESS for ELs* to meet federal accountability requirements and to provide educators with a measure sensitive to English language proficiency growth of ELs with significant cognitive disabilities. The *Alternate ACCESS for ELs* is an assessment of English language proficiency (ELP) for students in grades 1 -12 who are classified as English learners and have significant cognitive disabilities that prevent their meaningful participation in the *ACCESS for ELs* assessment This is a paper based assessment.

#### ***WIDA Screener***

The WIDA Screener is an ELP screening instrument designed to measure the English language proficiency of potential EL students enrolled in K-12.

WIDA Screener for Kindergarten is an individually administered paper-and-pencil test that helps educators identify students as English language learners (ELLs). It is typically given to students one time when they enter your school or district as they start Kindergarten or first grade.

The WIDA Screener for students in grades 1-12 is divided into grade clusters: 1; 2-3; 4-5; 6-8; and 9-12. The instructions as to the appropriate grade cluster screener to be administered to the students in grades 1-12 are outlined in the WIDA Screener Test Administration Manual and the administration procedures should be followed as indicated in the manual.

#### ***WIDA's ELP Standards***

There are five **English Language Proficiency** standards, which are then differentiated to encompass the four language domains of **Listening, Speaking, Reading and Writing**. The five overarching **ELP** standards are:

English Language Proficiency Standard 1:

*English Learners communicate in English for **SOCIAL AND INSTRUCTIONAL** purposes within the school setting.*

English Language Proficiency Standard 2:

*English Learners communicate information, ideas, and concepts necessary for academic success in the content area of **LANGUAGE ARTS**.*

English Language Proficiency Standard 3:

*English Learners communicate information, ideas, and concepts necessary for academic success in the content area of **MATHEMATICS**.*

English Language Proficiency Standard 4:

*English Learners communicate information, ideas, and concepts necessary for academic success in the content area of **SCIENCE**.*

English Language Proficiency Standard 5:

*English Learners communicate information, ideas, and concepts necessary for academic success in the content area of **SOCIAL STUDIES**.*

**English Learners (ELs) and State Assessments**

**English Learners (ELs)**

An English Learner (EL), previously referred to as Limited English Proficient (LEP) and English Language Learner (ELL), is a student whose native language is not English and who is eligible for services based on the results of the state-approved English language screening instrument. **All students identified as EL through testing for language proficiency must be coded EL whether or not the language assistance provided is state funded under the ESOL Program.**



## **Accommodation Guidelines for EL Students**

In certain situations, individual needs of EL students may warrant accommodations. Each local system shall determine whether or not testing accommodations are needed for each student. Any accommodations offered must be consistent with current instructional and assessment accommodations made in the classroom. Accommodations will be determined by the English Learner Testing Participation Committee (EL/TPC) and will be made only when appropriate documentation is filed for each eligible student.

Only state-approved accommodations may be considered and included in the EL/TPC plan. **If an accommodation is recommended that is not included in the accommodation table of this manual, approval MUST be sought from the Assessment Research and Development Division of the GaDOE prior to the inclusion of the accommodation in the EL/TPC plan and the use of the accommodation. The EL/TPC may not include accommodations in EL/TPC plan which have not been approved by the state.**

The English Learner Testing Participation Committee (EL/TPC) is charged with collecting required information documenting the student's eligibility for EL status and making appropriate test participation decisions, including the use of test administration accommodations.

If a student has exited the ESOL program or an alternative language assistance program in the past four years, that student shall be coded EL-M for statewide assessments. Coding for EL-M shall occur in the Student Record Collection and on the student's answer document. Individual needs of EL-M students may warrant a maximum of two years of receiving standard accommodations after exiting ESOL. These accommodations shall be determined by documentation of the English Learner Testing Participation Committee (EL/TPC). Accommodations must be consistent with current instructional and classroom accommodations. Only state-approved standard accommodations may be considered and included in the EL/TPC plan; EL-M students are not eligible for conditional accommodations. At the end of the two-year monitoring period, EL-M students shall participate in assessment program without accommodations.

A student whose native language is not English and who does not meet the eligibility requirements or has been exited for more than four years from the ESOL program shall not be coded as EL or EL-M for statewide assessments.

### **Accommodations**

Every identified ESOL student MUST have the EL/TPC form on file. This includes kindergartners, ESOL-monitored and ESOL-Waived students. The accommodations that are checked on the form must reflect what is happening in **all** classes for the student on a **daily basis**.

Remember to place a copy of the form in the student's cumulative file inside the testing folder and retain a copy for the red folder. The school test coordinator shall have access to the

EL/TPC form and may request the accommodation information via an actual copy of the form. School test coordinators are responsible, under the direction of the system test coordinator, to obtain accommodation information and ensure teachers charged with administering the test are aware of the accommodations to be provided. *The Accommodations selected are test specific and must be in place all year in order for them to be legitimate accommodations on state-mandated tests such as the GMAS and GHSQT.*

**Parental Notification:** Parents must be notified of the accommodations and are invited to attend the TPC meeting. Make sure to send a copy of the TPC form home with the student to obtain a parent signature if the form is not signed at the TPC meeting. While the TPC form itself is not translated, the Parent Notification Letter explains each accommodation on the TPC form.

**Teacher Notification:** Once the TPC form has been completed, all classroom teachers of the student need to be notified of the accommodations that you have marked. These accommodations must be occurring on a **daily basis** in all classes. Classroom teachers must either have a copy of the EL/TPC form for their EL's or be provided this information in a spreadsheet format.

### **EL/Test Participation Committee Plan and Procedures**

The English Learner Testing Participation Committee (EL/TPC) is charged with collecting required information documenting the student's eligibility for EL status and making appropriate test participation decisions, including the use of test administration accommodations. Note: A decision by the EL/TPC indicating that no accommodations are needed must be documented as well. A sample documentation form can be found in this handbook.

Each local system shall develop procedures outlining the responsibilities of EL/Test Participation Committees. Committees shall be comprised of a minimum of three members, one of whom is a teacher certified by the Professional Standards Commission and must include the EL/ESOL teacher/aide currently serving the student with English language assistance.

The remaining members shall be chosen from the following: regular language arts, reading or English teacher; student's parent or legal guardian or the student, if 18 years or older; school administrator; other content area teachers; counselor; school psychologist; and lead teacher. ESOL teachers shall provide for the following requirements:

- ✓ document student eligibility for EL status;
- ✓ schedule and conduct EL/TPC meeting(s);
- ✓ file appropriate documentation in the student permanent record, red ESOL folder; and
- ✓ forward information from EL/TPC forms to school test coordinator and regular classroom teachers in their desired format.

Tift County uses the state provided and approved EL/TPC form. The form shall be used to identify and document students eligible for deferments and/or accommodation.

1. Names of participants
2. Date(s) of meeting(s)
3. Date of entry in U.S. schools
4. Test scores proving eligibility for ESOL services, include date of qualifying test administration
5. The name of the tests and/or subtests mandated at the student's grade level
6. Final recommended action, including specific accommodations for each test/subtest consistent with current instructional accommodations
7. Signatures of committee members, school administrator, and parent/legal guardian or student (if 18 years or older)

**The determination of accommodations for assessment shall be reviewed at least once a year.**

### ***Transfer Students and Accommodations***

**A student comes to your school from another school, what should you do about those ESOL TPC accommodations?**

1. Review the information presented on the TPC form (if available) from the transfer school.
2. Review the student's progress and current needs as demonstrated to you and the classroom teachers.
3. Form your own Testing Participation Committee, review the accommodations needed for the student and complete an EL/TPC form for your school, if you determine that different accommodations are needed.
4. Notify the regular education teacher(s) and school testing coordinator

## **Test Administration Accommodation(s) Considerations for Students with Disabilities and English**

Refer to the Student Assessment Handbook for current school year for the most up-to-date guidance regarding accommodations. WIDA also publishes a list of ACCESS 2.0 testing accommodations. However, it is critical to remember that the GADOE Student Assessment Handbook is the official rule and in all situations takes precedence over any particular accommodation listed on the WIDA website. Only students with an IEP or IAP may receive accommodations on the state's language proficiency assessments (ACCESS for ELs 2.0, Alternate Access, and Screener)

### **Additional Considerations for Accommodations**

Accommodations for students with disabilities under the IDEA must be determined in the annual IEP team meeting. These accommodations must be consistent with the instructional accommodations required for the student. Accommodations for Section 504 students must be written in their IAP, and accommodations for EL students must be documented in their EL/TPC plan.

Accommodation decisions made by the appropriate IEP, IAP, or EL/TPC committees must take into account the accommodations that are currently used in the instructional and classroom assessment processes. In addition, these committees must also consider the following: (a) whether the accommodations are necessary for access to the assessment process; (b) previous experience and usefulness with the recommended accommodations; and (c) whether or not the recommended accommodation affects the integrity of the assessment. Students should receive the accommodations they need in order to participate in the assessment but should not be given more accommodations than are necessary to participate meaningfully.

**Only state-approved accommodations may be considered.**

In rare instances, the GaDOE will consider a request for use of an accommodation that is not included in the Student Assessment Handbook, on a student by student basis. In order to consider the request, the Assessment Research and Development Division will need the following information for **each** student (Contact ESOL coordinator prior to making this request.):

- ✓ District
- ✓ School
- ✓ Grade (or course if EOCT)
- ✓ Last Name of Student
- ✓ Accommodation Requested

- ✓ How the accommodation is used instructionally in the classroom
- ✓ Why the accommodation is required by the student to **access** the test (include information about the student's disability)
- ✓ What specific tests on which the student will use the accommodation

The Assessment Research and Development Division will review this information with staff from the Division of Special Education Services and determine if the request can be granted. To grant the request, there must be a clear relationship between the student's disability and the need for the accommodation to access the test. Accommodations that serve to grant the student a differential boost in correct answers cannot be approved if that is the sole reason for the request.

The list of approved test administration accommodations, by testing program, is included on the EL/TPC form. Additional information about accommodation(s) can also be located in each program's administration manuals.

### **Overview of Accommodations for EL Students with Special Needs**

As with other populations, one expects a range of abilities and disabilities among students whose English proficiency is limited. The difficulty often comes in determining whether the learning problem is related only to the English language issue or whether there is an actual disability present.

Students learning English, because of their cultural and linguistic backgrounds, have special instructional needs. When a student is having difficulty mastering specific skills, it is important for the teacher to accommodate the instructional strategies and/or instructional pace for the student. Just because the student requires accommodations to his/her program, does not necessarily mean that he/she has a disability or that he/she should be referred to Special Education. It is important to build a file of documentation to support a recommendation for testing and to seek the professional assistance of qualified personnel such as Speech Language Pathologists and School Psychologists. A determination must be made as to the existence of language difference vs. a language disorder.

### ***Determining if an EL Needs Special Education Services***

If the student continues to have difficulty after consistent language accommodations and instructional modifications have been attempted for a reasonable amount of time, and the interventions from Tiers 1 and 2 have not resolved the issues, the student should be referred to the Tier 3. The ESOL professional should be in attendance during RTI meetings. The ESOL teacher knows the natural order of English language acquisition regardless of the student's first

language. She/he is also familiar with the usual rate and stages of acquisition and the "typical" errors to expect. This knowledge of second language acquisition, along with the following information is essential in determining the possible need for different interventions or future referrals for additional services:

Place of birth

Entry date U.S.

Years in U.S. schools

Years of schooling in home language

Interrupted education? Yes/No

Educational history

Prior evaluations (standardized testing, classroom tests, WIDA Screener)

Entry date in ESOL program

Years of ESOL instruction

Physical condition that could account for difficulties - need for glasses, hearing aid, etc.

Participation in any special service

Frequent absence or tardiness

Review of Home Language Survey

School record reviewed for relevant information and anecdotal evidence

Contacts with Parents (an interpreter must be provided by the district if required for communication)

Depending on the extent of the student's disability, it is appropriate for the general education teacher, ESOL teacher, and the special education teacher to work collaboratively in order to meet the needs of the student. **The fact that an EL has a disability does not replace the need for language assistance. The plan for providing language assistance and support should be delineated in the student's Individual Education Plan (IEP). In most instances EL's should be dually served through both programs.** In the event another means of support will be more beneficial to the student, the Special Education team and the ESOL

specialist should work together to determine the most effective plan and to provide needed support for implementation.

- *If an EL student is determined eligible for special education services, the IEP team should decide the type and degree of services (Special Education and ESOL) the student will receive.*
- *Students generally should be served in both ESOL and Special Education if they qualify for both programs, no matter what the disability.*
- *The ESOL teacher must be included as an active member of the RTI team and IEP team for ELs with disabilities.*
- *If it has been demonstrated through testing that the student qualifies for special education services under the learning disability label or speech services label, the EL should be served in both programs.*
- *Scheduled time for ESOL services should not be reduced.*
- *If the severity of the student's disability indicates more special services are needed and the student's needs are best met by being served in more segments of special education rather than ESOL, the ESOL specialist should work with school and district personnel to set up a consultative model for that student's language development.*
- *The ESOL specialist should meet regularly with the special education teacher and records of consultations should be maintained.*
- *ESOL services provided for all types of disabilities must be noted on the student's IEP.*

All students who qualify for services under IDEA, regardless of the type or degree of disability, share certain rights and needs, including:

- the right to a free and appropriate public education,
- the right to an Individualized Education Program (IEP) specifying the student's unique needs along with the special education and related services the student is to receive,
- the need to have cognitive, linguistic, academic, and social/emotional characteristics considered and appropriate environmental modifications or accommodations made

## **Beyond ESOL: Additional Services for ELs**

Services for EL students should represent a continuum of available programs. All teachers are language teachers. Everyone is a language learner throughout his or her life; therefore, we all shape the education of a child and must work together collaboratively to fulfill that mission.

Students served in ESOL may also be served through any other appropriate special programs offered within the school system. From the time of enrollment, ELs have equal opportunity to participate in all special programs for which they qualify. The RTI Pyramid of Intervention process should be followed for ESOL students in the same manner as for all students.

As background, districts may not assign national origin minority ELs to special education programs on the basis of criteria that essentially measure and evaluate English language skills. When tested in English, national origin minority students, who cannot use the English language well, are often unable to demonstrate how skilled they really are in academic areas. Conversely, districts must ensure that ELs are not improperly excluded from participation in a special education program because of the student's limited English proficiency. Districts must take steps to ensure that each EL student receives an appropriate education, considering both the student's language and cultural background and need for special education.

With regard to any student who is in need of special education or gifted and talented services, schools must follow the referral procedures as outlined in the specific program criteria. Once a referral is made, the required testing is done and if the student qualifies, an appropriate placement is made and services begin. The schools' designated personnel for testing for any special program will determine an EL's eligibility for services.

ESOL students should be considered, the same as any other student, for eligibility to all available programs that will help them reach the same standards of performance we ask of all students. Once a child enters a mainstream education class, he or she may need language development and other types of support that must be included in classroom instruction. For ESOL students these may be accommodations to the instructional activities, tasks and assessments. As the ESOL student attains fluency in English, fewer accommodations will be necessary.



## **ELs and Gifted Education**

In passing the Jacob K. Javits Gifted and Talented Students Education Act of 1988 (PL 100-297), Congress reasserted the belief that youngsters with talent potential are found in all cultural groups, across all economic strata, and in all areas of human endeavor. However, it is consistently observed that gifted and talented children who have limited proficiency in the English language, English Learners, are underrepresented in programs for the gifted (Maker and Schiever, 1989; Frasier, 1997). Frasier (1997) suggests four categories of problems affecting the identification and education of gifted students from underrepresented groups. Each of these potential barriers must be addressed to assure equitable practices in the recognition and development of giftedness among ELs:

1. **Attitudes** -- Generally low-academic expectations for culturally and linguistically diverse students have encouraged a deficit approach to their education; i.e., an emphasis on curricula to assist ELs in "catching up" with their peers. While remedial needs in English language development must be addressed, teachers must not forget to take a proficiency approach as well; i.e., giving all able learners many opportunities to move ahead in their areas of strength.

2. **Access** -- When teachers have adopted a deficiency view of EL students, they are less likely to advocate for them in the gifted program referral process. Staff development in the behaviors that characterize giftedness cross-culturally, as well as the specific behaviors that manifest themselves in particular cultural contexts, should be provided for all classroom and ESOL teachers. To ensure equal access to the referral process, it is also necessary to reach out to families of ESOL students. State Board of Education Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS requires districts to inform all parents about their gifted programs, how children are referred, and how they qualify.

3. **Assessment** -- The most frequently cited factors in the limited participation of EL students in gifted programs are related to assessment measures and their use in identification. Over-reliance on standardized test scores (particularly composite scores) and the use of uni-dimensional instruments to assess aptitude may contribute to the exclusion of students whose test scores may be uneven or depressed due to cultural and/or linguistic background.

4. **Accommodation** -- Traditional one-size-fits-all gifted programs are inadequate to address the great variety of strengths and interests found among the gifted population. This problem is even more pronounced for children with different cultural and linguistic experiences.

Teacher rating scales, classroom grades, and product/performance evaluation may also be used to help establish eligibility, but this underscores the importance of teacher training to help sensitize all staff members to the various expressions of potential they may see among EL students.

Fortunately, Georgia has made great strides in this area. State Board of Education Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS requires multi-dimensional

assessment, including the use of component scores and nonverbal measures when appropriate. Successful gifted program participation by EL students depends in part on the program's ability to help them develop talents which are valued by more than one culture, acquire skills that allow them to move between and within at least two cultures, and to develop their sense of identity (Frasier, 1997, p. 501).

By working to overcome these barriers to the identification of gifted EL students, we are honoring diversity in all students' backgrounds as well as in their abilities and interests.

### **Certification to Administer ACCESS 2.0**

Like all assessments in Georgia's Student Assessment Program, ACCESS 2.0 for ELs is a secure test. The primary mode of training for ACCESS 2.0 for ELs test administrators is through the WIDA website. Training modules for Kindergarten, Alternate Access, and Online Grades 1-12 are located on the WIDA website. Training certificates awarded after the successful completion of the training module must be presented to the system test coordinator prior to the beginning of ACCESS 2.0. Test administrators must login at:

<https://www.wida.us/client/index.aspx>

Username and passwords to the WIDA training course are assigned by the System Test Coordinator. It is the responsibility of the System Test Coordinator to ensure that test administrators have been appropriately trained.

You may go to ACCESS 2.0 for ELs for general information regarding ACCESS for ELs.

For more information about ACCESS 2.0 for ELs, contact the Tift County ESOL coordinator.

### **ACCESS 2.0 Roles and Responsibilities**

#### ***System Title III/ESOL Coordinator***

1. Ensures that all assessments and, in certain cases, conferences relating to a student's ESOL eligibility (Rule 160-4-5-.02) are documented prior to assigning EL or EL-M status.
2. Acquires and maintains current information on the statewide testing program, including the section on accommodations for EL or EL-M students which is found in the Accommodations section.
3. Acquires and maintains current information of state rules and the accommodation process for EL or EL-M students.
4. Provides technical assistance to teachers in test administration.
5. Ensures that appropriate documentation is maintained for all EL or EL-M students.

6. Ensures that EL or EL-M students have appropriate test-taking experience or have been taught test-taking skills prior to taking the tests.
7. Informs the System Test Coordinator of the number of students who must receive each accommodation allowed by state regulations.
8. Ensures that EL/ESOL personnel prepare for Milestones EOC, Milestone EOG, and ACCESS 2.0.
9. Train Title III/ESOL teachers to administer ACCESS 2.0 for ELs.

### ***ESOL Teachers***

1. Discusses the Milestones EOG, the Milestones EOC, and ACCESS 2.0 with the students and parents/guardians.
2. Informs EL or EL-M students and their parent(s)/guardian(s) of pertinent test information and the role of the EL/TPC in identifying test accommodations, if any, which the student may require in order to participate.
3. Discusses with the student and parents/guardians the consequences of the student not passing the Milestones EOG, Milestones EOC, and ACCESS 2.0. Such a discussion should include pertinent state rule and local policy (retention/grade calculations), if any. Document the occurrence of this discussion.

### ***Principal***

1. Has ultimate responsibility for testing activities in the local school.
2. Ensures proper environment for test administration.
3. Ensures that all testing sites are appropriately prepared: adequate student workspace, proper lighting, good ventilation, sufficient number of desks in good repair, instructional materials (e.g., posters, word walls, etc.) removed or covered, etc.
4. Ensures that the test accommodations identified in students' IEPs, IAPs, and EL/TPC plans are provided for each student as specified.
5. Ensures that testing sites are free of interruptions during test administration (e.g., intercom messages, visitors, wandering students).
6. Designates a School Test Coordinator to coordinate the testing program.
7. Assigns personnel to serve as Examiners and Proctors.
8. Arranges appropriate schedules for teachers who will be Proctors and Examiners and for those who will be teaching other students not involved in testing.

9. Informs students and parents/guardians about the purpose of testing, dates and times for testing, and expected dates for return of test results (see Test Preparation section).
10. Creates an atmosphere in which all staff members know that their cooperation is needed and expected for successful test administration.
11. Advises School Test Coordinator, Examiners, and Proctors if emergency situations arise.
12. Monitors the administration of tests.
13. Supervises all testing activities to ensure strict test security.
14. Maintains test materials in a secure location.

### ***School Test Coordinator***

1. Receives test materials from System Test Coordinator and verifies numbers received.
2. Determines the number of test booklets to be assigned to each testing site and accounts for material distribution and return.
3. Prepares all testing sites.
4. Assists Principal in assigning Examiner(s).
5. Assigns Proctors appropriately in accordance with state guidelines.
6. Accounts for the security of all test materials during the time the materials are in the building.
7. Conducts orientation and training sessions for Examiners and Proctors.
8. Adheres to system testing schedule.
9. Distributes test materials to and collects them from each Examiner on the testing days.
10. Gives Examiners extra No. 2 pencils, pens for writing tests, and resource materials, if appropriate.
11. Accounts for all students in terms of testing requirements.
12. Notifies the Principal and System Test Coordinator of any emergency situation and helps to decide what action needs to be taken.
13. Coordinates inspection of all completed answer documents before delivering them to the System Test Coordinator.

14. Counts materials returned from Examiners each day and accounts for all materials distributed each day of testing.
15. Packages and returns materials to System Test Coordinator according to directions and time line.
16. Notifies Principal and System Test Coordinator of any testing irregularities and provides explanation of circumstances.
17. Maintains dated student sign-in/sign-out sheets for each test administration.
18. Ensures that students have only one opportunity to test during each window.

### ***Examiner***

1. Participates in training.
2. Reviews and follows all procedures in handling all administration materials.
3. Counts materials prior to testing to verify accuracy.
4. Ensures the security of test booklets while they are in the testing site before, during, and after testing.
5. Ensures the accuracy of student information on each answer document.
6. Provides No. 2 pencils, erasers, pens for writing tests, and resource materials (if appropriate).
7. Follows procedures for testing as given in *Examiner's Manual*, including reading all directions to students.
8. Maintains control of testing situation and keeps students on task.
9. Allows no student to leave the test room unless there is an emergency.
10. Counts and verifies all testing materials each day prior to dismissing students.
11. Inspects answer documents to ensure that all information is correctly bubbled in the appropriate places.
12. Checks to see that all students have entered and bubbled in the test form number correctly if one is required.
13. Inspects answer documents for stray marks after they are collected.

14. Completes or verifies student information on answer documents.
  15. Completes State Required Codes (SRC) on answer documents.
  16. Returns all test materials to School Test Coordinators immediately, including special format tests, such as Braille or large print.
  17. Ensures that no content-related instructional materials are displayed in the testing site. Charts, diagrams, and posters should not be visible. Chalkboards should be free of any writing except for test procedure information.
- \*\*Certified** educators (teachers, counselors, administrators) must administer all assessments. The term —Examiner refers to the person administering the assessment.

### **Parent Notification of ACCESS 2.0**

In accordance with State and Federal guidelines, letters to notify the parents of all ELs of the local school test administration dates for ACCESS must be sent home to each EL student. Documentation that includes a date, copy of the letter, and mode of delivery must be maintained by the school ESOL teacher.

Once the local school establishes a testing schedule, the letters must be sent home with English on one side and the respective language on the other. Use the “Parent Notification of ACCESS” letter for this purpose.

### **Exit from ESOL**

The following information is taken directly from the ESOL section of the GADOE website. For every ESOL student in grades 1-12 who takes ACCESS 2.0 and scores between 4.3-4.9 a reclassification meeting will be held to consider that student for exiting the ESOL program and being classified as M-1.

## Part II: English Learner Exit Procedures

1. State EL Exit Procedures & Criteria
2. EL Exit Flowcharts
3. LEA Flexibility
4. EL Reclassification Team Decision & Form
5. Transfer Students
6. English Learners with Disabilities
7. Coding Exited EL Data

Under **Sec. 3113(b)(2)** of the ESEA/ESSA, the state educational agency (SEA) must establish and implement standardized statewide entrance and exit procedures for ELs. The requirement that the procedures be “statewide” means they must be consistently applied across the State. The state must ensure that these procedures are consistent with Federal civil rights obligations under Title VI (42 U.S.C.§2000d to d-7). Title VI regulations have been interpreted by case law to require that a student demonstrate proficiency on a valid and reliable ELP assessment in order to be exited from EL status (*Rios v. Read*, 480 F. Supp. at 23.)

In Georgia, the standardized statewide EL Exit Procedures are as follows:

1. LEAs must administer the annual ELP assessment to **all** English Learners (Kindergarten ACCESS, Grades 1-12 ACCESS for ELLs 2.0, & Alternate ACCESS, as applicable) per Title I, Part A requirement. In collaboration with Title III, Part A, Title I Part A will be monitoring each LEA’s EL ACCESS Participation Rate on an annual basis. Please see [Federal Programs Monitoring Process](#).
2. LEAs must follow the standardized statewide ACCESS for ELLs® 2.0 Overall Composite Proficiency Level criteria as well as the Listening, Speaking, Reading and Writing language domain criteria (when applicable) to identify EL students who have met the criteria to **exit EL status**. (Please see the updated EL Exit Flowcharts on the [ESOL Language Program website](#).)
  - a. [Kindergarten EL Exit Flowchart](#):
    - i. Must exit all Kindergarten EL students who score CPL  $\geq 5$ , and Listening, Speaking, Reading  $\geq 5$ , and Writing  $\geq 4.5$  on the Kindergarten ACCESS.
  - b. [Grades 1-12 EL Exit Flowchart](#):
    - i. Must exit all EL students who score Overall CPL  $\geq 5$  on the ACCESS for ELLs 2.0

## ESOL and Title III, Part A Language Programs

- ii. LEAs may establish written procedures **an EL Exit minimum criterion within the state-approved range ACCESS CPL 4.3-4.9**. An LEA may include additional measures in its standardized exit procedures that are valid, reliable, objective and applied and weighted consistently across the LEA.
- iii. Therefore, in order for LEA input to be applied and weighted consistently across the state, LEAs must convene an EL Reclassification Team to complete an EL Reclassification Form on **all** EL students scoring at or above the LEA-established minimum exit criterion, when **this criterion is in the 4.3-4.9 range**.
  - Using the EL Reclassification Form, the EL Reclassification Team will decide whether to exit the EL student or not. (Federal guidance states that any additional measures used for this decision should not be measures that do not measure English language proficiency, such as the results of the mathematics content assessment.)
  - The final decision (whether to exit or not) **must be recorded on** the EL Reclassification Form, which **must be maintained** in the exited EL student's permanent/cumulative file (DO NOT PURGE!).

### c. Alternate ACCESS EL Exit Procedures

- d. Exit Procedures for ELs with a Disability that precludes assessment in one or more language domains (See Less-than-Four-Domains Exit Procedures)

#### **Notes:**

- The name of the *EL Reclassification Form* may be misleading. The intent of this form is that the EL Reclassification Team **will consider** for exit **all students** whose ACCESS 2.0 scores fall within the LEA's established range up to 4.9. The team may decide to exit some EL students and not exit other EL students who may have similar ACCESS score results. Thus, the *EL Reclassification Form* provides the documentation for this decision, when communicating with parents, transferring schools, and other stakeholders. You may want to think of the form as an *EL Consideration-for-Reclassification Form*.
- An English Learner **must be exited from EL status** for ESEA purposes (i.e. for purposes of Title I and Title III requirements) when the student satisfies the state's standardized statewide exit procedures.
- The **LEA may no longer use Title III funds** for services for that exited student. However, an exited student may continue to receive English language services with **local or state funds** after exiting EL status.
  - BUT, if many exited students are needing continued language support, an LEA should verify *that ELs are not being exited prematurely due to a score of proficiency on the state ELP assessment (ACCESS for ELLs) that is set too low to ensure actual English language proficiency* and, therefore, a student's ability



## ESOL and Title III, Part A Language Programs

to succeed in the classroom. (Excerpt from the Addendum to *September 23, 2016 Non-Regulatory Guidance: English Learners and Title III of the ESEA, as Amended by the ESSA*, p. 5)

### Annual ELP Assessment

It is a federal and state requirement that school districts administer the WIDA *ACCESS for ELLs*® 2.0 annually to **all** English Learners in Georgia. See ESEA/ESSA Section 1111(b)(2)(B)(ix) and Section 1111(b)(2)(G). This assessment meets the federal requirements to measure EL students' academic English language proficiency. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context and across the four language domains of speaking, listening, reading, and writing.

Only certified personnel who have completed the required WIDA training for the *ACCESS for ELLs*® 2.0 are permitted to administer the annual proficiency assessment. GaDOE Assessment and Accountability division requires annual WIDA *ACCESS for ELLs*® 2.0 certification for all certified personnel who will administer the assessment and provides the LEA System Testing Coordinators with information regarding access to the WIDA training website.

[GaDOE Assessment Division – ACCESS for ELLs® 2.0](#)

### WIDA ACCESS for ELLs® 2.0

- *ACCESS for ELLs*® 2.0 is administered, annually, to all English learners in Georgia. It is a standards-based, criterion referenced English language proficiency test designed to measure English learners' social and academic proficiency and progress in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains of speaking, listening, reading, and writing. *ACCESS for ELLs* 2.0 meets the Title I mandate to evaluate the English language proficiency progress of all Grades K-12 EL students.
- All students identified as EL students must take the *ACCESS for ELLs*® 2.0 assessment, **including students whose parents have waived ESOL services.**
- Students who have formally exited language assistance services are not administered the assessment, including those who just exited EL services (EL-1 & EL-2).

### WIDA Alternate ACCESS for ELLs®

- Under the ESSA, all schools are required to assess annually the English language proficiency of all students identified as ELs, including students with disabilities. See Sec. 1111
- The Individuals with Disabilities Education Act (IDEA; 2004) also mandates that students with disabilities participate in statewide and districtwide assessment programs, including alternate assessments with appropriate accommodations, when it is documented in their Individual Education Program (IEP).

## ESOL and Title III, Part A Language Programs

- WIDA's *Alternate ACCESS for ELLs* meets federal accountability requirements and provides educators with a measure sensitive to English language proficiency growth of ELs with significant cognitive disabilities.
- EL students who are eligible for the GAA 2.0 are the only EL students eligible for the Alternate ACCESS for ELLs.

**English Learners with Disabilities may use [state approved accommodations](#) when taking the ACCESS for ELLs or the Alternate ACCESS, as applicable. The IEP Team will determine which accommodations are needed.**

### Exiting Kindergarten EL Students (See [Kindergarten EL Exit Flowchart](#))

- The new Kindergarten *ACCESS for ELLs*® student report contains one proficiency level for each of the four domains and four composite scores. For determining whether a Kindergarten EL student has met the requirements to exit EL=Y status, the ACCESS for ELLs® Overall Composite Proficiency Level scores and the individual language domain scores must all be utilized.
- In order to exit EL=Y status, Kindergarten EL student must score an ACCESS Overall Composite Proficiency Level (CPL) score greater than or equal to 5.0 with at least a 4.5 in the Writing domain and at least a 5.0 in each of the Listening, Speaking and Reading domains.
- Kindergarten EL students who score less than 5.0 Overall **or** whose Writing domain is less than 4.5 **or** Listening, Speaking or Reading domain is less than 5.0 are not eligible to exit EL=Y status.
- Note: The Kindergarten exit criteria requires a maximum writing score.

### Exiting EL Students in Grades 1-12 (See [Grades 1-12 EL Exit Flowchart](#))

- The student must be administered all components of the *ACCESS for ELLs*® 2.0 or *Alternate ACCESS* for ELL assessment.
- In addition, per the ESSA, LEAs will follow standardized statewide EL Exit Procedures.
  - If the student achieves an **Overall score of 5.0 or greater**, the student must be exited from the English Learner status and the ESOL language Program.
  - LEAs have the flexibility to consider EL students for exit using an EL Exit Criterion that falls within the state-approved 4.3-4.9 range. This criterion should be established in writing.
  - When exiting EL students within the 4.3-4.9 range, LEAs must use the *English Learner (EL) Reclassification Form* provided by the state.
    - Although LEAs have flexibility, in order to ensure that all LEAs are following standardized statewide EL Exit Procedures, the Reclassification Process must be applied in a uniform and consistent manner across the state.

## ESOL and Title III, Part A Language Programs

- Therefore, the *EL Reclassification Form* is a **required form** when considering exiting EL students who score below a WIDA ACCESS 2.0 Overall CPL 5.0.
- The *EL Reclassification Form* must be used for all students scoring at or above the LEA's established exit criterion, up to 4.9. It is not necessary to use the *EL Reclassification Form* when a student meets the 5.0 criterion.
- When making reclassification decisions, please ensure the process is implemented in a standardized manner across the LEA.
- This form should indicate the final decision of the EL Reclassification Committee, whether to exit the English Learner or not, and must be maintained in the student's permanent/cumulative file.

### EL Reclassification Team Decision

Reclassification is a term that is used when an EL student's English language proficiency level reaches the state and LEA's definition of English proficient, and the student is then exited from EL status and the student's status is reclassified from English Learner=Yes (EL=Y) to English Learner Monitor Year 1 or EL=1.

The state mandated English language proficiency assessment, ACCESS for ELLs® or Alternate ACCESS, is used to initiate a student's exit from EL status. If the LEA has chosen an EL exit ACCESS Overall Composite Proficiency Level (CPL) score between the state-flexibility 4.3 and 4.9, then an EL Reclassification Team must be convened for each EL student scoring at or above the LEA chosen criteria, up to CPL 4.9.

### Receiving Exited EL Students from Transfer LEAs

When a Reclassified EL student transfers to another GA LEA, the receiving LEA **must** honor the EL Reclassification Decisions made by transferring LEA when the transfer occurs after the October FTE count.

If the transferring LEA uses a lower EL Exit Criterion than the receiving LEA, and if the transfer occurs during the first two weeks of school, the receiving LEA may observe student performance for two weeks and convene another EL Reclassification Team to review documentation and evidence, when applicable.

When LEAs share their EL Exit Criterion with the state, these Exit Criteria will be posted on the GaDOE ESOL website as a Master List of LEA's Reclassification Criteria.

### Exiting Procedures for English Learner Students with Disabilities

Since 2013, the *Alternate ACCESS for ELLs®* assessment of English language proficiency (ELP) has been used in Georgia for students in grades 1 -12 who are classified as English learners and have significant cognitive disabilities that prevent their meaningful participation in the regular *ACCESS for ELLs®* assessment. In order to participate in the Alternate ACCESS, a student must be eligible to participate in the GAA 2.0

## ESOL and Title III, Part A Language Programs

The *Alternate ACCESS for ELLs*® aligns with the WIDA Alternate English Language Proficiency levels designed to expand upon Level P1 - Entering, by increasing the sensitivity of the measure for students who have significant cognitive disabilities. The alternate ELP levels give students a chance to demonstrate progress within Level P1.

In April 2019, 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.

### Post-exit Procedures:

- For two consecutive school years, the exited student's progress toward IEP goals must be monitored by designated ESOL and Special Education personnel to ensure the exited 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 a 2<sup>nd</sup> 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.

### Exiting Procedures for English Learner Students with Less than Four Domains

Under the ESSA, as determined by the student's IEP team or 504 Plan, if a student's disability is directly related to a domain for which there are no appropriate accommodations, the student may be exempt from taking that language domain assessment.

**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

## ESOL and Title III, Part A Language Programs

Assessment Director should seek counsel from the GaDOE Assessment Division who would consult with Special Education and EL Learner Programs.

In April 2019, the state 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)**.

### D-CPL Process:

1. Administer the appropriate WIDA ACCESS for ELLs® 2.0 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, the report 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 GaDOE-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*)

## ESOL and Title III, Part A Language Programs

### Data Collections Code - EL Exit Reason:

ACCESS for ELLs® 2.0 scores are generally received and evaluated before the end of the school year. Therefore, LEAs may determine that an EL has successfully met the criteria for exit from the ESOL program at the end of the school year. In order to ensure that LEA data is recorded correctly for accountability and for funding purposes, coding in the LEA's SIS **must not be changed for students before July 1**. The ELs' coding should remain until all state data collection has been completed and signed off.

### EL EXIT REASON

**EL EXIT REASON** describes the method used to determine the student's placement in the monitoring phase. The **EL EXIT** is required when student's **EL** status is '1' or '2'.

Code	Description
'1'	ACCESS for EL proficiency
'2'	Language Assessment Conference (LAG)
'3'	Exited out of state or from a non-public
'4'	EL Reclassification Team Decision
Blank	N/A

### Data Reporting for Exited ELs

ELs who have met the standardized statewide EL Exit Procedures Criteria will be coded in SIS, after July 1, as EL=1. Each year, after July 1<sup>st</sup>, the student's post-EL Exit Code will change as depicted in the chart below.

- During the 2-year monitoring period Exited EL are coded **EL-1** and **EL-2** for Year 1 and Year 2.
- Once the two-year monitoring period has ended, the student's coding for Data Collections Student Record purposes will change from EL-2 to **EL-3** (3<sup>rd</sup> Year Post-Exit), and then **EL-4** (4<sup>th</sup> year Post-Exit).
- Following the EL-4 designation, the student will be coded **EL-F** (Former EL) and remain as such if they are enrolled.

Post Exit Data Reporting	
<b>EL-1</b>	1st year post-exit – student progress is monitored by teachers & reported to state
<b>EL-2</b>	2nd year post-exit – student progress is monitored by teachers & reported to state
<b>EL-3</b>	3rd year post-exit – student progress is reported to state
<b>EL-4</b>	4th year post-exit – student progress is reported to state
<b>EL-F</b>	5 or more years post-exit – student progress is no longer monitored

## Re-Entry Into ESOL

Title III law requires all ESOL students who have been exited from ESOL services to be progress monitored by teachers for two years. ESOL students will then have their progress reported to the state only in years 3 & 4.

An initial follow-up should be made within two weeks of exiting ESOL services:

- to verify the student can compete academically
- to check on the student's social and psychological adjustment

Progress monitoring by teachers must continue for two calendar years:

- At the end of each progress reporting period, an ESOL professional should contact each of the students' teachers to find out if the student is adjusting and succeeding academically and to identify an academic or adjustment needs.
- Periodic review of grades
- Periodic review of standardized test scores
- Periodic student interviews (if needed)
- Parental interview (if needed)

If monitoring shows that the student is falling behind in classroom work and/or English language skills:

- The RTI team should review the students' data and determine next step appropriate interventions and any potential increased Tier monitoring for RTI purposes.
- Once the intervention has been carried out over time and there is adequate data, the team can assemble and determine if the student is struggling due to lack of content knowledge or lack of language
- **If it is determined that the problem is truly a lack of language proficiency, the RTI team should then meet, review the evidence, and determine whether the students should be placed back into language assistance services.**

The parent must be involved and notified of this decision.

## Monitoring Success of Former ESOL Students

It is important for the regular education teacher to recognize that exited ESOL students will need ongoing support as they continue to work toward grade-level academic language performance. They will still need help in making connections between new information and their background knowledge. They may also need to be guided in organizing information and in assessing their own learning.

**Exited EL students are progress monitored by teachers for two years after being dismissed from the ESOL program. The ESOL teachers will complete the monitoring documentation on students that exit the ESOL program. This documentation should be placed in the students' red folders. ESOL teachers should have academic area teachers complete a monitoring form and file it in the red folder. This monitoring is done for a two year period upon exit from the program. At the end of the two year monitoring period, the ESOL teacher will meet with classroom teacher(s) to determine if referral for any other services is warranted.**

Teachers may need to make adaptations to content material and present it to all second language learners in a less demanding language format. It is also important for a teacher to note the progression of a monitored student's academic skills in order to increase the complexity with which information is provided as the student becomes more cognitively proficient. Teachers should also provide students with more opportunities to demonstrate what they know by using various assessments.

The goal of most second language students is to function as proficient learners in the classrooms. ESOL students take responsibility for their learning at their individual language-proficiency level. If they are given tasks that they cannot complete successfully because these tasks are beyond the student's current level of language functioning, then they may lose their motivation to succeed and/or regress into their first language.

### **Promotion & Retention**

Students shall not be retained based on a lack of English proficiency.

### **RTI and ESOL**

Although the nature of the RTI Pyramid indicates all students begin at Tier 1 and move upward through the tiers only if the interventions at the previous tiers are not sufficient to allow them to achieve, Title III under ESEA does not permit delayed eligibility testing for language minority students. Neither should language assistance be delayed in order to allow students to progress "normally" through the tiers. (See section on Eligibility) **Eligibility for ESOL services automatically should be considered a Tier 4 Intervention.**

For the purposes of serving the student effectively and efficiently, the language minority student enters the Pyramid at the Tier 4 and as the student progresses with language development and academic proficiency; the level of interventions needed to support the student will decrease accordingly.

However, it is also important to remember that many ESOL students spend most of their school day in the general classroom with accommodations provided according to the EL/TPC. During this time in the general classroom, ESOL students should receive the same Tier1 interventions as other students in the class.



The accommodations provided in the Presentation or Response categories of the EL/TPC are considered Tier 2 interventions appropriate to the student's English language proficiency needs and improvement in language development and academic achievement should be noted as data for progress monitoring results.

For the purposes of ESOL services as support for second language acquisition and development, the RTI Pyramid functions as a regressive model, rather than as a model of progressive interventions.

As students near grade level proficiency, it is probable that Tier 1 interventions, appropriate for all students, will be the only additional support needed.

These students face unique obstacles, due to their lack of English proficiency, and it is essential that they receive immediate services and assistance in order to provide them with the educational support they require.

Educators are attuned to the fact that ELs need immediate social and content language development and support and understand the need to provide ELs with more targeted interventions than those to be provided to all students.

**Although Tier 2 is a good entry level for many at-risk groups, the specially designed learning focus of Tier 4, with its emphasis on specialized programs and specialized instructional delivery and methodology, describes the basic tenets of ESOL instruction.**

Although ELs are considered to be at the Tier 4 level when eligible for ESOL services, this does not preclude those ELs who are found to need additional support from receiving it through the RTI process or, when they meet eligibility criteria, through Special Education. These programs would support and supplement the specialized language acquisition interventions of the ESOL program, as well as address any other learning problems that may have been identified.

### **Age Policy for School Attendance of ESOL Students**

#### **20-2-150. Eligibility for Enrollment.**

(a) Except as otherwise provided by subsection (b) of this *Code section 20-2-150*, all children and youth who have attained the age of five years by September 1 shall be eligible for enrollment in the appropriate general education programs authorized in this part unless they attain the age of 20 by September 1 or they have received high school diplomas or the equivalent. This shall specifically include students who have re-enrolled after dropping out and who are married, parents, or pregnant.

Special education students shall also be eligible for enrollment in appropriate education programs through age 22 or until they receive high school or special education diplomas or the equivalent; provided, however, they were enrolled during the preceding school year and had an approved Individualized Education Program (IEP) which indicated that a successive year of enrollment was needed. Other students who have not yet attained age 21 by September 1 or

received high school diplomas or the equivalent shall be eligible for enrollment in appropriate education programs, provided they have not dropped out of school for one quarter or more. Each local unit of administration shall have the authority to assign students who are married, parents, or pregnant or who have re-enrolled after dropping out one quarter or more to programs of instruction within its regular daytime educational program, provided that a local unit of administration may develop and implement special programs of instruction limited to such students within the regular daytime educational program or, at the option of the student, in an alternative program beyond the regular daytime program; provided, further, that such programs of instruction are designed to enable such students to earn course credit toward receiving high school diplomas. These programs may include instruction in prenatal care and child care. Each local unit of administration shall have the authority to provide alternative programs beyond the regular daytime educational program. Unless otherwise provided by law, the State Board of Education shall have the authority to determine the eligibility of students for enrollment. It is declared to be the policy of this state that general and occupational education be integrated into a comprehensive educational program which will contribute to the total development of the individual.

### **Education of Homeless Children and Youth Program**

In accordance with the Title VII-B of the Stewart B. McKinney Homeless Assistance Act, the Program for the Education of Homeless Children and Youth (EHCY) was established in 1989 to ensure that the children of homeless parents and homeless youth are provided access to Georgia's public schools. The EHCY program was established to identify the number, location, educational needs and barriers to the access of homeless children to a free, appropriate public education. Barriers to access and success may include residency requirements, guardianship, school records, immunizations and transportation among others.

The Georgia Department of Education provides grants to local school systems to facilitate the enrollment, attendance and success of homeless children and youth in our public schools. The EHCY program also provides guidance, technical assistance, information and materials on the identification, assessment of needs and provision of services to students defined as homeless. **The definition of a homeless student may include children and youth to whom English is their second language.**

## **ELs and Title Programs**

### **Title I**

School systems are required by federal law to provide special language services for students who are limited English proficient. Title I funds may not be used to provide services that are required to be made available to EL students by other laws (e.g., through interpretations of the Title VI of the Civil Rights Act, the Equal Educational Opportunities Act, and State laws). However, Title I funds may be used to coordinate and supplement those services, as well as provide other direct services to EL students. Title I funds may be used to pay the salaries of instructional staff to work with those students having academic difficulties, including EL students. These staff would work closely with the ESOL and regular classroom teachers.

### **Title I Part A - Basic**

Title I, Part A, provides that EL students are eligible for Title I services on the same basis as other children selected to receive services. In schools operating school-wide programs, where the goal is to upgrade the instructional program in the entire school, all children, including EL students, are intended to benefit from the program and the needs of all students are to be taken into account in the program design. In targeted-assistance schools (schools not operating school-wide programs), EL students are to be selected for services on the same basis as other children: on the basis of multiple, education objective criteria for determining which children are failing or most at risk of failing to meet the State's student performance standards.

No longer does a local educational agency need to demonstrate that the needs of EL students stem from educational deprivation and not solely from their limited-English proficiency.

### **Title I Part C - Migrant Education Program**

According to sections 1115(c)(1)(A) (incorporated into the MEP by sections 1304(c)(2), 1115(b), and 1309(3) of the ESEA, and 34 C.F.R. § 200.103(a)), a child is a "migratory child" if the following conditions are met:

1. The child is not older than 21 years of age; *and*
2. The child is entitled to a free public education (through grade 12) under State law, *or* the child is not yet at a grade level at which the LEA provides a free public education, *and*
3. The child made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with, or to join a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher; *and*
4. The child moved due to economic necessity from one residence to another residence, and from one school district to another.

The general purpose of the MEP is to ensure that children of migrant workers have access to the same free, appropriate public education, including public preschool, provided to other children. To achieve this purpose, the MEP helps state and local education agencies remove

barriers to school enrollment, attendance, and achievement of migrant children. All migrant students are not language minority, nor are all language minority students migrant.

### **Title III - Immigrant Students**

Schools shall enroll immigrants/non-visa holders meeting age and residency requirements and shall not inquire about their legal status.

Registrars shall review school records and determine if the student meets the qualifications for immigrant status. Students meeting the < 3 years in US schools will have this tab selected in the enrollment screen on Infinite Campus.

Limited Title III funds are made available for Immigrant students. Immigrant students are identified as follows:

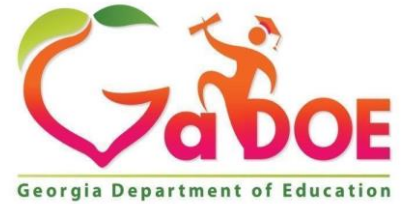
- a. Immigrant Children and Youth
  - i. Are aged 3 through 21;
  - ii. Were not born in any State; and
  - iii. Have not been attending one or more schools in any one State for more than 3 full academic years.
- b. State
  - i. Includes each of the 50 States.
  - ii. Includes District of Columbia
  - iii. Includes Puerto Rico

### **Title III Monitoring**

ESEA law requires that all LEAs receiving Title III funds, including members of the Title III Consortium, be monitored for compliance with Title III regulations. On-site monitoring will be scheduled for each LEA, generally on a three year cycle. LEAs scheduled for monitoring by the Title III Monitoring team will be notified of the monitoring schedule in advance and training will be provided by GaDOE Title III personnel prior to the monitoring visit. The on-site monitoring process will ensure compliance with federal Title III regulations.

For additional information, refer to the Monitoring information posted on the GaDOE ESOL webpage.

**Georgia Department of Education**  
**ESOL & Title III Unit**  
**Required Home Language Survey**



Dear Parent or Guardian:

In order to provide your child with the best possible education, we need to determine how well he or she speaks and understands English. This survey assists school personnel in deciding whether your child may be a candidate for additional English language support. Final qualification for language support is based on the results of an English language assessment.

Thank You

**Student Name (required information):**

---

**Language Background (required information):**

1. Which language does your child best understand and speak?

---

2. Which language does your child most frequently speak at home?

---

3. Which language do adults in your home most frequently use when speaking with your child?

---

**Language for School Communication (not required):**

4. In which language would you prefer to receive all school information?

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Signature of Parent/Guardian/Other:

Date:

**~DO NOT PURGE~ STUDENT~**



**Tift County Schools 2021-2022  
Initial Referral Form**

School: \_\_\_\_\_ Year: \_\_\_\_\_

Name:		M	F
(last)	(first)	(middle)	
Birth date: / /	Student Number(local -5 digit):		
(month) (day) (year)			
Native Language:	Date of U.S. School Entry: / /		
Birth Country:	Date of Tift County Entry: / /		
Immigrant Student <input type="checkbox"/> Yes <input type="checkbox"/> No	SSN:		
Home telephone #	Current Grade Placement:		
Work telephone #	Parents speak and or read English <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Some		
Contact person who can interpret: Relationship: _____	Home telephone # _____		
Name: _____	Work telephone # _____		
(last)	(first)		

**Home Language Survey Results (As completed by parent)**

1. Which language does your child best understand and speak? \_\_\_\_\_
2. Which language does your child most frequently speak at home? \_\_\_\_\_
3. Which language do adults in your home most frequently use when speaking with your child? \_\_\_\_\_
4. In which language would you prefer to receive all school communication? \_\_\_\_\_

**Educational Background**

Did the student previously attend U.S. Schools?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	# of years	
If yes, did the student receive ESOL or bilingual instruction?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	# of years	
Does student have evidence of Interrupted / Low Schooling?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Last grade completed	

**Placement Testing**

ACCESS	Grade Cluster	Proficiency Level (from conversion table) 1-12	Composite Proficiency Level
Date Administered / /	1-2 3-5 6-8 9-12	L ___ S ___ R ___ W ___	

<b>WIDA SCREENER</b>	<b>Composite Proficiency Level</b>
<b>Date Administered:</b>	
<b>Kindergarten (Circle one) 1st Semester of 1st grade</b>	<b>Oral/Composite** Proficiency Level</b>
L & S _____ / _____ (complete R & W only if administered) R _____ W _____	
<b>Language Domain Scores (2nd Semester of 1st grade-12th grade)</b>	<b>Proficiency Level</b>
<b>Listening</b>	
<b>Reading</b>	
<b>Writing</b>	
<b>Speaking</b>	
<b>Composite Scores</b>	<b>Proficiency Level</b>
<b>Oral Language</b>	
<b>Literacy</b>	
<b>Overall</b>	

**Recommendations:**

The student is **eligible** for ESOL instruction.

The student is **not eligible** for ESOL instruction.

Comments: [optional]

**Status:** Served  M1  M2  Waived

**Delivery Model:** \_\_\_\_\_ **Segments Served:** \_\_\_\_\_

**Evaluator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Distribution: Original ~ Student's Red ESOL folder Copy ~ Central office – Jennifer Cooper Revised 07/23/2019

**\*\*Please only record Oral or Composite Proficiency Level based on when KModel is administered. Do Not Record Two Scores 2<sup>nd</sup> semester PK/1<sup>st</sup> Semester K – Oral Language Proficiency  
2<sup>nd</sup> Semester K/1<sup>st</sup> Semester 1<sup>st</sup> Gr – Composite Proficiency Level**

updated 8/26/2021

## Participation Documentation for Eligible EL Students

EL Test Participation Committee (EL/TPC) Meeting Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Date of Entry in US School: mo \_\_\_\_\_ yr \_\_\_\_\_ DOB: \_\_\_\_\_ GTID: \_\_\_\_\_

Is the student eligible for ESOL services? (Indicate the student's proficiency level on the state-approved eligibility screener in accordance with SBOE Rule 160-4-5-.02)

\_\_\_ Yes \_\_\_ No

Student's proficiency level \_\_\_\_\_

\_\_\_ Exit Year (EL-1, EL-2 may be considered for assessment accommodations.)

Will the student participate in all required assessments without accommodations?

\_\_\_ Yes (Stop here) \_\_\_ No (Continue)

Determine the accommodations the student needs to meaningfully participate in each assessment this school year and document them using the appropriate form. These accommodations will be taken from the table of allowable test accommodations located in the Student Assessment Handbook and/or test administration manuals. Any accommodation considered that is not found in the Student Assessment Handbook must be approved by the Assessment Administration Division of the GaDOE prior to use. All accommodations must be consistent with classroom instruction and assessment and support any plans that have been designed to aid the student instructionally.

Signatures (Committee shall be comprised of a minimum of three members, one of whom is an educator certified by the Professional Standards Commission, and must include the ESOL teacher currently serving the student with English language assistance):

ESOL Teacher \_\_\_\_\_

Date \_\_\_\_\_

Certified Educator \_\_\_\_\_

Date \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

Date \_\_\_\_\_

Student (if 18 yrs or older) \_\_\_\_\_

Date \_\_\_\_\_

Administrator \_\_\_\_\_ Date \_\_\_\_\_



**Tift County Schools**  
**2021-2022**

**Parent Notification of Student Eligibility for English to Speakers of Other Languages (ESOL)  
Language Program and Supplemental Language Instruction Services**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Homeroom: \_\_\_\_\_

Dear Parents/Guardians:

The purpose of this letter is to notify you that your child has been identified as an English Learner (EL) based on the following test of English Language Proficiency (ELP):

Kindergarten Screener    Your child's ELP level: \_\_\_\_\_

WIDA Screener (Grades 1 – 12)    Your child's ELP level: \_\_\_\_\_

ACCESS for ELLs 2.0    Your child's ELP level: \_\_\_\_\_

Alternate ACCESS for ELLs    Your child's ELP level: \_\_\_\_\_

Your child is in our school's ESOL language program because his/her level of English proficiency was less than

\_\_\_\_\_ on this test.

Your child is also receiving supplemental language instruction services to develop English language skills and support academic success.

Your child is not receiving supplemental language instruction services.

**ESOL Language Program**

Your child is being taught English as used in school through one of the following ESOL delivery models\*:

Pull-out     Push-in     Resource center/Lab     Innovative: \_\_\_\_\_

*\*Please see ESOL Delivery Model description at the end of this notification.*

## ***Supplemental Language Instruction Services***

### ***Imagine Language and Literacy***

*Imagine Language & Literacy is a computer-based supplemental language and literacy program. The program provides instruction in the areas of phonemic awareness, phonics, vocabulary, fluency, comprehension, grammar, and language development (academic and conversational). To support academic growth, Imagine Language & Literacy provides individualized instruction for students by incorporating various instructional strategies and building upon prior knowledge (scaffolding).*

### ***Finish Line for ELLs 2.0***

*The Finish Line for ELLs 2.0: English Proficiency Practice workbook was designed to help students become familiar with the types of questions they will face on English language proficiency assessments, i.e. ACCESS for ELLs 2.0, including multiple choice, written response, and oral response. Lessons address the four language domains: speaking, listening, reading, and writing and were written for students with developing proficiency levels, overlapping the intermediate, intermediate high, and advanced level.*

To review the status of your child's academic achievement, please log in to the school's online parent portal: <https://campus.tiftschools.com/campus/portal/tift.jsp>

The school will exit your child from this ESOL language program and supplement language service when he/she reaches the district's established level of English proficiency.

Please note that if your child has a disability, special education staff together with language support staff have determined the language services as specified in the Individualized Education Program (IEP).

You have the right to refuse the ESOL language program (See the left side of the chart on the previous page) and/or the supplemental language instruction services (See the right side of the chart on the previous page). Please contact the person listed below if you would like to decline participation for your child, if you would like to talk about the different language instruction services offered, or if you would like to learn about our parent meetings. Thank you.

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ E-mail: \_\_\_\_\_

School's Description of your child's ESOL Delivery Model:

- Pull-Out: EL students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher.
- Push-in: EL students remain in their core academic class where they receive content instruction from their content area teacher along with targeted language instruction from an ESOL teacher.

- Resource center/Lab: EL students receive language assistance in a group setting supplemented by multimedia materials.
- Innovative: \_\_\_\_\_

## *Tift County Schools*

**2021-2022**

### **Parent Waiver of Direct ESOL Services**

In signing this document, I understand that my child, \_\_\_\_\_, grade \_\_\_\_\_ has qualified for language support through the school district’s English to Speakers of Other Languages (ESOL) program. This determination was based on an assessment of his/her English language skills in the areas of reading, writing, listening and speaking on the W-APT *or* ACCESS for ELLs® test. My child’s score indicates that he/she would benefit from additional language support in order to better access the curriculum and perform his/her school work. I understand that by signing this form I am choosing to deny the direct ESOL support services that the school has recommended for my child and that without ESOL instruction my child’s performance in school may be affected.

I understand that the ESOL program is offered at no charge to parents and that it does not isolate a child from the regular classroom environment. ESOL teachers and classroom teachers work collaboratively to augment the grade level curriculum and provide extra support so that students develop strong English skills and achieve greater success in learning grade level content.

I also understand that Federal law requires my child to be annually assessed in order to determine whether he/she continues to qualify for ESOL. This assessment is required for all eligible students, even if parents have waived services, to ensure students are making progress in English. I understand that I will receive annual notice of my child’s ACCESS for ELLs® test scores and eligibility status for ESOL until my child reaches English proficiency, as determined by this assessment.

I understand that at any time I may choose to rescind this waiver and request that my child be provided with the language support for which he/she qualifies. I further understand that this waiver is valid for one school year, and should I decide to continue to waive these services in subsequent school years I must complete a new Parent Waiver of Direct ESOL Services form.

---

Parent/Guardian Signature Date

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ESOL Teacher Signature Date

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Administrator Signature Date

**Tift County Schools 2021-2022**  
**Rescindment of Parent Waiver of ESOL Services**

Date:

School:

Student's Name:

Parent/Guardian's Name:

I previously submitted a request to waive ESOL services for my child. It is now my desire to have ESOL services reinstated. It is my understanding that the ESOL teacher(s) and administration at my child's school will review my child's schedule and testing accommodations and make the appropriate changes.

I understand that in accordance with state and federal guidelines my child's English language proficiency will be assessed annually by means of the ACCESS 2.0 test. I will be notified of the results prior to the end of year school term. If my child reaches the required proficiency level then he/she will be exited from active ESOL participation at that time.

Please sign and return this letter to\_\_\_\_\_.

Teacher

Signature of Parent/Guardian:\_\_\_\_\_.

Parent/Guardian

Date:

***Tift County Schools 2021-2022***

**English to Speakers of Other Languages (ESOL) Cumulative Profile**

Student's Name: \_\_\_\_\_ GTID:

Gender: M F (circle)

Date of Birth:

Date Entered U.S. Schools:

Date Entered ESOL Program: \_

Primary/Home Language:

School:

**Monitoring/Assessment of English Language Proficiency**

School Year/Date	School	Grade Level	W-APT Composite Proficiency Level Score	ACCESS for ELLs Tier and Composite Proficiency Level Score	WIDA Screener CPL	Other Assessment (Name)	Testing Accommodations Provided for Standardized Assessments	Reclassification Meeting (Yes/No)  LAC ended in 2016.

Other Special Services Student Receives: (IEP, RTI, EIP, Gifted, etc.)

### Model of Services

School Year	School	Grade	Model Chosen	Rationale

Continue this filing process (2<sup>nd</sup> section) for each year the student is enrolled in the ESOL program. Additional documents regarding academic progress may be kept. Cumulative Profile Sheet is always kept on top - may have several different forms Copy filed in the red folder and copy sent to Title III Director.

**Tift County Schools 2021-2022**  
**ESOL NOTIFICATION of ACTIVE SERVICES NO LONGER NECESSARY**

Dear Parent or Guardian,

Student Name: \_\_\_\_\_ has been enrolled in the English to Speakers of Other Languages (ESOL) Program in order to improve English language skills. Our testing and evaluation of this student’s English language proficiency shows that he/she no longer requires this additional help. He/she has demonstrated that he/she can perform satisfactorily in the regular general education classroom. The ESOL teacher will monitor your child’s academic standing during the upcoming year.

ESOL Teacher \_\_\_\_\_

School \_\_\_\_\_

Grade level \_\_\_\_\_

Date \_\_\_\_\_

ACCESS for ELLS Testing Results:

Composite Proficiency Level \_\_\_\_\_

EOG/EOCT/Locally Approved Assessment Reading Comprehension Score \_\_\_\_\_

Other Tests or Documentation:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Retain in Student Permanent Record**

***Tift County Schools 2021-2022***

**Elementary School ESOL Post-Exit Monitoring Form**

School: \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Date: \_\_\_\_\_

**Part I: To be completed by classroom or grade level teacher:**

Name of teacher completing this form: \_\_\_\_\_

Circle responses below:

1. The student completes assignments on time. Always Often Sometimes Seldom Never N/A
2. The student communicates effectively with the teacher in English. Always Often Sometimes Seldom  
Never N/A
3. The student communicates effectively with peers in English. Always Often Sometimes Seldom  
Never N/A
4. The student writes clearly in English. Always Often Sometimes Seldom Never N/A
5. The student reads aloud in class in English. Always Often Sometimes Seldom Never N/A
6. The student attends class regularly. Always Often Sometimes Seldom Never N/A
7. The student participates in group work. Always Often Sometimes Seldom Never N/A
8. The student socializes with native English speakers. Always Often Sometimes Seldom Never N/A
9. The student asks for assistance when needed. Always Often Sometimes Seldom Never N/A

How many days has the student been absent? \_\_\_\_\_

How do you modify assignments for the student? \_\_\_\_\_

\_\_\_\_\_

List any concerns regarding the student's success in your class. \_\_\_\_\_

\_\_\_\_\_

**Comments:** Please make any comments you have about this student's progress. \_\_\_\_\_



Classroom Teacher Signature/ Date \_\_\_\_\_ / \_\_\_\_\_

*Tift County School System*

Elementary School Monitoring Form for Exited ESOL Students

Page 2

**Part II - To be completed by the ESOL teacher:**

**ESOL Teacher Name:** \_\_\_\_\_

Circle one:      1st year monitor                                      2nd year monitor

Student Name: \_\_\_\_\_

Student FTE #: \_\_\_\_\_ Student ID #: \_\_\_\_\_

Date of entry into ESOL: \_\_\_\_\_

Date of exit from ESOL: \_\_\_\_\_

What are the student's current grades    Reading \_\_\_\_\_ Math \_\_\_\_\_ Language Arts \_\_\_\_\_

Is the student receiving any special services? If yes, list: \_\_\_\_\_

**Comments:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ / \_\_\_\_\_

ESOL Teacher Signature                                      / Date

**NOTE: If monitoring shows that the student is falling behind in classroom work and/or English language skills, the student must be referred for assistance through the RTI Pyramid of Interventions or to SST.**

**Monitoring is required for two calendar years from the date the student was officially exited from ESOL language assistance services.**

# Tift County Schools 2021-2022

## MS & HS Post-Exit ESOL Monitoring Form

School: \_\_\_\_\_ Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_

\_\_\_\_\_/\_\_\_\_\_  
Name of content teacher completing this form / Subject or content area

### Part I: To be completed by subject or content area teacher

Please circle the appropriate response for each statement below.

The student is passing the class. Yes No Current Grade: \_\_\_\_\_

Has the student had any discipline problems? Yes No

Comments:

1. The student completes assignments on time. Always Often Sometimes Seldom Never N/A
2. The student communicates effectively with the teacher in English. Always Often Sometimes Seldom  
Never N/A
3. The student communicates effectively with peers in English. Always Often Sometimes Seldom Never N/A
4. The student writes clearly in English. Always Often Sometimes Seldom Never N/A
5. The student reads aloud in class in English. Always Often Sometimes Seldom Never N/A
6. The student attends class regularly. Always Often Sometimes Seldom Never N/A
7. The student participates in group work. Always Often Sometimes Seldom Never N/A
8. The student socializes with native English speakers. Always Often Sometimes Seldom Never N/A
9. The student asks for assistance when needed. Always Often Sometimes Seldom Never N/A

How many days has the student been absent? \_\_\_\_\_

How do you modify assignments for the student? \_\_\_\_\_  
\_\_\_\_\_

List any concerns regarding the student's success in your class: \_\_\_\_\_  
\_\_\_\_\_

Please make any additional comments you have about this student's progress (continue on back if needed):  
\_\_\_\_\_

**Content Teacher Signature / Date**

*Tift County Schools*  
**MS & HS Post-Exit ESOL Monitoring Form**  
Page 2

**Part II - to be completed by the ESOL teacher**

ESOL Teacher Name: \_\_\_\_\_

Circle one:      1st year monitor   2nd year monitor

Student Name: \_\_\_\_\_

Student FTE #: \_\_\_\_\_      Student ID \_\_\_\_\_

Date of entry into ESOL: \_\_\_\_\_

Date of exit from ESOL: \_\_\_\_\_

What are the student's current grades in each academic course?

English \_\_\_\_\_ Math \_\_\_\_\_ Social Studies \_\_\_\_\_ Science \_\_\_\_\_

Is the student receiving any special services? If so, list services \_\_\_\_\_

\_\_\_\_\_

**Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**For High School Students Only:**

**Graduation Goals:** Target Year \_\_\_\_\_ Career Pathway \_\_\_\_\_

\_\_\_\_\_/\_\_\_\_\_  
ESOL Teacher Signature                      / Date

**If monitoring shows that the student is falling behind in classroom work and/or English language skills, the student must be referred for assistance through the RTI Pyramid of Interventions or to SST.**

**Monitoring may only be discontinued at the end of two calendar years from the date the student was exited from ESOL.**

## Tift County Schools 2021-2022 ELL Student Skills Checklist

The Following Skills Checklist Is Completed By the Gen. Ed. Teacher.

E = Exceeds	M = Meets	D = Developing	DM= Does Not Meet	NA= Not Assessed
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I. Oral Comprehension	E	M	D	DM	NA
A. Understands basic functional English.					
B. Comprehends multi-step directions.					
C. Accurately recalls information given orally.					
D. Comprehends oral discussion in content classes.					
E. Seeks help when clarification is needed.					

II. Oral Expression	E	M	D	DM	NA
A. Pronounces sounds in words accurately.					
B. Uses words correctly in context.					
C. Acquires vocabulary independently; uses new words in conversations and discussions.					
D. Expresses ideas in complete thoughts.					
E. Communicates with teacher.					

III. Study Habits	E	M	D	DM	NA
A. Shows willingness to participate.					
B. Works independently when appropriate.					

C. Completes work on time.					
D. Works collaboratively when appropriate.					

IV. Reading	E	M	D	DM	NA
A. Demonstrates ability in word identification skills.					
B. Identifies main ideas and supporting details.					
C. Identifies sequence of events.					
D. Identifies story elements. (Characters, Setting, Plot, etc.)					
E. Identifies cause and effect relationships.					
F. Draws conclusions and makes predictions based on text read.					

V. Writing	E	M	D	DM	NA
A. Uses correct spelling, punctuation, capitalization, word spacing and letter formation.					
B. Uses correct grammatical structures.					
C. Demonstrates ability to write directions.					
D. Demonstrates ability to write short paragraphs.					
E. Demonstrates ability to write stories/ short reports.					
F. Uses correct letter formation when writing letters or words.					
G. Identifies the beginning sound a word starts with when writing a word.					

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Teacher Name: \_\_\_\_\_

Comments:

H. Identifies beginning, middle, and ending sounds in words when writing.					
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Student Name: \_\_\_\_\_ School Year: 2021-2022 Grade: \_\_\_\_\_

### EL Checklist for Red Folder

**Sequencing of forms kept in the ESOL(red) folder: (starting at the bottom of the folder)**

#### **NEW STUDENTS:**

- \_\_\_ Home Language Survey (Registration Form) should be on the bottom
- \_\_\_ Birth certificate (denotes possible immigrant status)
- \_\_\_ Social Security card (info for forms)
- \_\_\_ Initial Referral Form and/or Parent permission to test (used in previous years)
- \_\_\_ WIDA Screener Summary Score Sheet

#### **PREVIOUSLY ENROLLED STUDENTS:**

- \_\_\_ Initial Placement/Continuation of Services Notification & Supplemental Supports
- \_\_\_ Parent Notification of Supplemental Language Support Services
- \_\_\_ Testing Participation document
- \_\_\_ Testing Participation Letter (if applicable)
- \_\_\_ WIDA ACCESS English Score Report
- \_\_\_ WIDA ACCESS Native Language Score Report
- \_\_\_ Evaluation of Classroom Performance (ELL Student Skills Checklist)
- \_\_\_ Final Report Card - Courses, grades, attendance, promotion/retention
  - review report cards each nine weeks for planning/monitoring purposes
  - at the end of the year, file the final report card
- \_\_\_ Imagine Learning Progress Report (For K-5 Students Only)
- \_\_\_ Reclassification Document (if applicable)
- \_\_\_ Notice of Services No Longer Necessary (if student exits the program)

#### **MONITORED M1 and M2 Students**

- \_\_\_ Testing Participation document
- \_\_\_ Evaluation of Classroom Performance (Post-Exit Monitoring Form)
- \_\_\_ Final Report Card - Courses, grades, attendance, promotion/retention
  - review report cards each nine weeks for planning/monitoring purposes
  - at the end of the year, file the final report card

*I verify that all EL and ESOL paperwork is current and complete. Date: m/d/yr \_\_\_\_\_*

\_\_\_\_\_  
ESOL Teacher Signature

\_\_\_\_\_  
Principal Signature

## English Learner Reclassification Review Form

School Year: Choose a year.

---

LEA Name: [Click or tap here to enter text.](#)

School Name: [Click or tap here to enter text.](#)

Purpose: To allow for district staff input on ESOL exit decisions when ACCESS score is below GADOE-established required exit criterion.

---

**Step 1:** Verify score falls within the GaDOE-established proficiency standard on ACCESS assessment.

- Grades 1-12 ACCESS for ELLs 2.0 composite (overall) proficiency score falls between 4.3 – 4.9.

**Step 2:** Reclassification Review (Complete only if Step 1 criterion is met.)

**Directions:** School staff with knowledge about the student must meet to complete this form when Step 1 scores are within the allowable range. This form must be completed collaboratively based on observations of the English learner (EL) in content classes in which English is the medium of instruction. Where available, ESOL-endorsed staff must lead the meeting which must also include, at minimum, the classroom teacher and a school administrator. Additional staff or parents may also be included.

Meeting Date: [Date](#).

Content teachers present (check all that apply):  ELA  Math  Social Studies  Science

Student Name: [Enter Student Name.](#)

GTID: [Enter GTID.](#) Grade: [Select Grade](#) DOB: [Month / Day / Year](#)

ACCESS Overall/CPL Score: [Enter ACCESS CPL/Overall Score](#)

### Meeting Participants:

ESOL Staff: [Click or tap here to enter text.](#)

Administrator: [Click or tap here to enter text.](#)

Classroom Teacher(s): [Click or tap here to enter text.](#)

Other Participants: [Click or tap here to enter text.](#)



<p><b>Listening:</b> skills observed in the classroom (check all that apply):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listens and follows along</li> <li><input type="checkbox"/> Responds to teacher questions</li> <li><input type="checkbox"/> Interprets oral information to complete content-related tasks</li> <li><input type="checkbox"/> Responds to unexpected/spontaneous questions appropriately</li> <li><input type="checkbox"/> Asks for clarification if necessary</li> <li><input type="checkbox"/> Provides clarification if necessary</li> <li><input type="checkbox"/> Clears up misunderstandings (by backtracking, restating, etc.) <input type="checkbox"/></li> </ul> <p>Other: <a href="#">Click or tap here to enter text.</a></p>	<p><b>Notes (optional):</b></p>
--	---------------------------------

<p><b>Speaking:</b> skills observed in the classroom (check all that apply):</p> <p>In general, teachers elicit student responses that are mostly</p> <p><input type="checkbox"/> Words/phrases    <input type="checkbox"/> A sentence    <input type="checkbox"/> Connected sentences</p> <p>Teachers observe that non-ELs use mostly</p> <p><input type="checkbox"/> Words/phrases    <input type="checkbox"/> A sentence    <input type="checkbox"/> Connected sentences</p> <p>This English learner mostly uses</p> <p><input type="checkbox"/> Words/phrases    <input type="checkbox"/> A sentence    <input type="checkbox"/> Connected sentences</p> <p>To what extent does this student use language in the ways expected for the task?</p> <p><input type="checkbox"/> All or most of the time    <input type="checkbox"/> Some of the time    <input type="checkbox"/> Rarely</p>	<p><b>Notes (optional):</b></p>
--	---------------------------------

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Review of English **literacy** level and achievement test performance (e.g. local benchmark assessments, Georgia Milestones assessments, ELP assessments/domains).

Measures reviewed:

---

The EL's overall **classroom performance** in English demonstrates that he/she is likely to achieve in classrooms where English is the primary language of instruction:

All of the time     Some of the time     Rarely

---

The EL's overall *assessment performance* in English demonstrates that he/she has the requisite skills to achieve in classrooms where English is the primary language of instruction:

- All of the time       Some of the time       Rarely
- 

Based on the above documentation & observations, has the student demonstrated the ability to participate successfully in the classroom where the language of instruction is English?

Note: Determination must consider the performance of non-ELs in similar settings that have similar characteristics to the student being evaluated (e.g. disability, grade level, educational background, etc.)

**Step 3: Reclassification Review Determination**

- Exit from ESOL**                       **Continue in ESOL**

Adapted from: “*Discerning – and Fostering – What English Learners Can Do with Language: Guidance on Gathering and Interpreting Complementary Evidence of Classroom Language Uses for Reclassification Decisions,*” Authors: Daniella Molle, Wisconsin Center for Education Research. Robert Linqanti, WestEd. August 2016