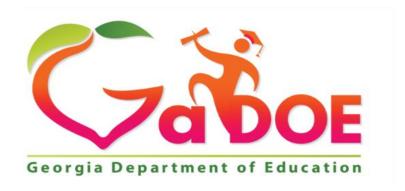# Georgia Department of Education
ESOL Resource Guide
2018-2019

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General Information

Preface

As diversity in the state population of Georgia has increased, school personnel at the Local Education Agencies (LEAs) have requested more detailed information regarding district responsibilities to English Learners (ELs). The ESOL Resource Guide provides assistance with program management and with the effective instruction of ELs. The goal of the ESOL Resource Guide is to present an organized, fluid and clearly written document that facilitates the ESOL communication between the Georgia Department of Education (GaDOE) ESOL Unit and LEAs. The ESOL Resource Guide is a living document and the dates of revised editions are included in the footers of posted documents. It is the suggestion of the GaDOE ESOL Unit that interested parties maintain accessibility to the ESOL Resource Guide in its electronic format to benefit from revisions and from the internet links that are included for reference.

The responsibility for ELs' whole education, both in language and academic content, is shared by regular classroom teachers and English language assistance teachers alike. English language assistance professionals may include ESOL teachers as well as other instructional staff who provide services to ELs. Classroom teachers, ESOL teachers and other support staff should plan jointly to determine instructional accommodations needed to make language and content as comprehensible as possible throughout the whole school day for ELs. As a result, all teachers function as language teachers when ELs are enrolled in their classes.

Recognizing the universal importance of education, the federal government assumed a larger role in financing public schools with the passage of the Elementary and Secondary Education Act (ESEA) in 1965. Through subsequent reauthorizations, ESEA has continued to assist the states in establishing accountability for results and improving the inclusiveness and fairness of American education.

The GaDOE ESOL Unit has been a committed partner throughout the implementation of the ESEA as it applies to the education of ELs. Collaboration between the GaDOE ESOL Unit and every LEA in Georgia has been instrumental in the successful implementation of the law. In 2016-2017, we began our transition to the Every Student Succeeds Act (ESSA), the 2015 reauthorization of the ESEA. Full implementation of the ESSA requirements began in 2017-2018. The ESOL Resource Guide serves as a tool to facilitate such continued implementation.

Identification of English Learners

The State-Adopted Home Language Survey

The purpose of this section is to describe the process for identifying and educating national origin minority students in **grades K-12** who have a primary or home language other than English (PHLOTE) and are ELs.

Under federal law, schools must identify all PHLOTE students and then screen potentially eligible students for English language assistance. When any student enrolls in a Georgia school, the questions on the required state approved Home Language Survey (HLS), published on the GaDOE ESOL website, must be administered as part of the enrollment process. The HLS is a series of questions intended to determine the student's primary or home language. The following four questions appear on the HLS:

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 school communication? (This question is required beginning in 2019-2020)

In order to ensure that responses given on the HLS are accurate and legally binding, districts should make every attempt to administer this document in the home language of the caregiver. Translations of the HLS for LEAs use are available in several languages in the Forms Bank located within the GaDOE Guidance link on the GaDOE ESOL Unit webpage. If the answer to any of the questions indicates a language other than English, the student is a PHLOTE student and must then be screened for eligibility for English language assistance services. **Title III** law requires that students be screened for eligibility within 30 days of enrollment.

1. ELs who transfer from another LEA within the United States or from a Department of Defense school and there are official records to support their pre-determined eligibility and services within the past year, the school must accept these records and place the child accordingly in language assistance programs.

2. If a PHLOTE student was screened in a non-WIDA state and was found not-eligible by that state's criteria, the LEA must rescreen using the appropriate WIDA eligibility assessment to ensure that the student is adequately prepared to sit Georgia content assessments. LEAs may waive this requirement if the student has met following criteria:

   o Was screened for English language support assistance no more than 24 months (or the equivalent of two academic years) prior to enrollment in the current LEA; and

o Was enrolled and was successful in the general education program in the school he or she previously attended; and

o Performed at the met or exceeded level on that State's content assessments (if such assessments were required and administered in the enrolled grades).

3. If there is no record available or records cannot be obtained within the time frames described above, it will be necessary for the LEA to take steps to ensure that it meets the appropriate deadlines for identification and screening of transfer students.

4. Based on the language of Title VI and the Lau holding (See "Federal Laws and English Learners" section of this Resource Guide), a foreign exchange student is a "person in the United States," and the Lau provisions would therefore apply. If the HLS responses for a foreign exchange student indicate a primary language other than English, the student must be screened for eligibility for language assistance services

Screening for Eligibility

Georgia is a member of the World-Class Instructional Design and Assessment (WIDA) Consortium. As a member of the WIDA Consortium, Georgia school systems must use the following WIDA eligibility assessments to determine eligibility for English language assistance:

- the Kindergarten WIDA-ACCESS Placement Test (K-W-APT), or

- the Kindergarten Measure of Developing English Language (K MODEL) and

- the Online WIDA Screener, or

- the Paper WIDA Screener

If a student has been screened and determined ineligible for language support services, the student may not be screened again at a future date for reconsideration of eligibility without prior GaDOE ESOL Unit approval.

Please Note:

If the LEA chooses to utilize **WIDA MODEL Kindergarten** or the paper version of the **WIDA Screener**, there will be ongoing costs to the LEA associated with these screeners. These costs must not be funded using Title III monies, as the identification of ELs is a local requirement and therefore use of Title III funding for this purpose would violate the Title III Supplement, Not Supplant Guidance issued in October 2008.

Kindergarten W-APT Eligibility Screener

You may administer the appropriate sections of the **Kindergarten W-APT** during pre-K round-up through the end of 1st semester first grade. The **Kindergarten W-APT** does not assign scores

according to the range of WIDA English Language Development (ELD) levels 1-6. Instead, scores for Speaking and Listening indicate either low, mid, high, or exceptional proficiency. Scoring details can be found in the W-APT Test Administration Manual and on the scoring sheets.

Consistent with WIDA test administration guidelines, the procedures from **2nd semester pre-kindergarten through 1st semester kindergarten** are as follows:

1. Administer the Listening and Speaking portions of the **Kindergarten W-APT** and note the combined **Listening and Speaking Raw Score**.

2. If the student's combined **Listening and Speaking Raw Score** is ≥ **29**, the student meets the minimum criteria for English language proficiency and is not eligible for language support services.

3. If the combined **Listening and Speaking Raw Score is ≤ 28**, then the student qualifies for language assistance services.

Consistent with WIDA test administration guidelines, the procedures from **2nd semester kindergarten through 1st semester first grade** are as follows:

1. Administer all <u>four</u> components of the **Kindergarten W-APT**.

2. If the following is true:
   1. Listening and Speaking raw score is ≥ 29, <u>and,</u>
   2. the Reading score is ≥ 11, <u>and,</u>
   3. the Writing score is ≥ 12, <u>then</u>

3. the student does <u>not</u> qualify for language support services.

4. If not all three criteria are met, the student <u>requires</u> language support services.

WIDA MODEL Kindergarten Eligibility Screener

The **WIDA MODEL Kindergarten** is an additional option for screening eligibility of students in the 2nd semester of pre-kindergarten through 1st semester first grade. The **WIDA MODEL Kindergarten** yields a score between 1 and 6 on the WIDA English Language Development (ELD) scale.

Consistent with WIDA test administration guidelines, the test administration procedures from 2nd semester pre-kindergarten through 1st semester kindergarten are as follows:

1. Administer the Listening and Speaking sections <u>only</u> of **WIDA MODEL Kindergarten**.

2. If the Oral Proficiency Level/Oral Composite (Listening + Speaking) Accountability Proficiency Level is < 5.0, the student <u>requires</u> language support services.

3. If the Oral Proficiency Level/Oral Composite (Listening + Speaking) Accountability Proficiency Level is ≥ 5.0, the student does <u>not</u> qualify for language support services.

Consistent with WIDA test administration guidelines, the test administration procedures from 2nd semester kindergarten to 1st semester first grade are as follows:

1. Administer all four components of **WIDA MODEL Kindergarten**: Listening, Speaking, Reading and Writing.

2. If the student's Overall Composite Accountability Proficiency Level score is < 5.0, the student <u>requires</u> language support services.

3. If the student's Overall Composite Accountability Proficiency Level score is ≥ 5.0, the student <u>does not</u> qualify for language support services.

The WIDA Screener

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.

Consistent with current WIDA test administration guidelines, the **WIDA Screener** is administered to students from 2nd semester first grade through 2nd semester grade 12. The criteria for eligibility are as follows:

1. Administer a lower grade cluster form for students in the first semester of the year in a grade-level cluster.

2. Administer the all four components of WIDA Screener: Listening, Speaking, Reading and Writing.

3. If the student's Grade Level Adjusted Overall composite score is ≥ 5.0 or higher on the **WIDA Screener**, the student does <u>not</u> qualify for English language assistance services.

4. If the student's Grade Level Adjusted Overall Composite score is < 5.0 on the **WIDA Screener**, the student <u>requires</u> English language assistance services.

5. A Score Calculator for the **WIDA Screener** is available on the WIDA website at **https://www.wida.us/assessment/screener/screenercalculator.aspx.** You will need your WIDA site Secure Portal login information to access this information.

Please Note:

WIDA eligibility assessments may not be valid assessments for eligibility determinations made for students who have been identified as non-verbal or having a significant cognitive disability. To establish such students' eligibility for ESOL services, a committee consisting of the parent, the ESOL teacher, the classroom teacher, a special educator, and a school administrator should be convened to discuss the best educational option for the student. The committee meeting minutes must be maintained in the student's cumulative record along with notes supporting the committee's decision on ESOL placement. This decision may be revisited at any time.

WIDA Certification:

Only certified personnel who have completed the annual required WIDA training modules for the WIDA Screener are permitted to administer this assessment. GaDOE ESOL Unit requires annual WIDA certification for all certified personnel who will administer the WIDA Screener. The annual certification period runs from July 1, 2018 to June 30, 2019. Access to the wida.us site to complete the training modules can be obtained from the State ESOL Specialist or LEAs' ESOL Coordinators. Access to the WIDA AMS site to administer the WIDA Screener can be obtained from the LEAs' System Testing Coordinators. Training and administration guidance are included in the WIDA MODEL Kindergarten kit and training and administration guidance are available on the wida.us site for Kindergarten W-APT.

ESOL Eligibility Flowcharts

Kindergarten W-APT

2nd Semester Pre-Kindergarten through 1st Semester First Grade

Administer the Home Language Survey
to Determine the Student's Language Influence

If **all three** responses are "English", then STOP! DO NOT SCREEN.

If **one or more** responses indicate a language other than English:

For 2nd semester Pre-K through 1st semester Kindergarten students, administer the Listening and Speaking portions of the Kindergarten W-APT only.

For 2nd semester Kindergarten through 1st semester first grade students, administer all four components of the Kindergarten W-APT.

If the student's Listening + Speaking Raw Score is $\leq$ **28,** the student **requires** language support services.

If student's the Listening + Speaking Raw Score is $\geq$ **29,** the student **does not qualify** for language support services.

If the following is true:
- Listening + Speaking Raw Score is $\geq$ 29, **and,**
- the Reading Raw Score is $\geq$ 11, **and,**
- the Writing Raw Score is $\geq$ 12, **then**

the student **does not qualify** for language support services.

If any of the three Raw Score criteria are not met, the student **requires** language support services.

WIDA MODEL Kindergarten

2nd Semester Pre-Kindergarten through 1st Semester First Grade

Administer the Home Language Survey
to Determine Student's Language Influence

If all three responses are "English", then STOP! DO NOT SCREEN.

If one or more responses indicate a language other than English:

For 2nd semester Pre-K to 1st semester Kindergarten, administer only the oral (Listening and Speaking) portions of WIDA Model

For 2nd semester Kindergarten through 1st semester first grade students, administer all four components of WIDA MODEL.

If the student's Oral Proficiency Level/Oral Composite (Listening + Speaking) Accountability Proficiency Level is < 5.0, the student requires language support services.

If the student's Oral Proficiency Level/Oral Composite (Listening + Speaking) Accountability Proficiency Level is ≥ 5.0, the student does not qualify for language support services.

If the student's Overall Composite Accountability Proficiency Level score is < 5.0, the student requires language support services

If the student's Overall Composite Accountability Proficiency Level score is ≥ 5.0, the student does not qualify for language support services.

WIDA Screener

2nd Semester First Grade through 2nd Semester Twelfth Grade

Administer the Home Language Survey
to Determine Student's Language Influence

If **all three** responses are "English", then **STOP! DO NOT SCREEN**.

If **one or more** responses indicate a language other than English, administer WIDA Screener

If the student's Grade Level Adjusted Overall Composite Score is < **5.0**, the student **requires** language support services.

If the student's Grade Level Adjusted Overall Composite Score is ≥ **5.0**, the student **does not qualify** for language support services.

District Responsibilities Following EL Identification

Upon identification of a student as an English learner, a letter must be sent to parents notifying them of their child's qualification for ESOL services. A sample letter, with templates in 16 languages, can be found on the GaDOE ESOL Unit webpage under [Form Bank](#).

Please Note:

In the event a district ESOL Coordinator determines a primary or home language other than English was reported inaccurately, he/she must contact the GaDOE ESOL Program Specialist for assistance and subsequent student record coding guidance.

Parent Waiver of Direct Language Assistance Services

Some parents of students identified as ELs may choose to waive language assistance services for their child; 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. A form for waiving services is available in the [Form Bank](#) under the Georgia Guidance link on the GaDOE ESOL Unit webpage.

Although the parents may have chosen to waive a formal language assistance program, the student has been identified and coded as an EL and will continue to be coded as such until the student reaches an English proficiency level that meets the state requirements for exiting language assistance services. ELs whose parents have waived services are still eligible for accommodations on standardized tests and their English language proficiency skills must be assessed on an annual basis until they meet eligibility criteria.

General Parent Notification Requirements for English Learners

The Elementary and Secondary Education Act, Title I, Sec. 1112(e)(4) states that local education agencies (LEAs) must provide information to a parent in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.

Creating a Welcoming Environment

1. Welcome the family to the school and conduct an interview with the aid of an interpreter, when appropriate. Allow time for interpretation and questions. During the interview, give the family a card with the following **printed** information:

    a. The name, address and telephone number of the school
    b. The student's schedule, including teacher(s) name(s) and classroom number(s)
    c. The ESOL teacher's name and room number
    d. Pertinent bus information

2. Give parents a "welcome packet" written in their native language if neither parents nor guardians have a strong command of English or if a translated version is requested. This packet should include information regarding:

   a. Important registration and school information
   b. Transportation
   c. School calendar and bell schedules, including daily start and end times
   d. Normal school procedures and expectations
   e. Attendance information
   f. Basic supply needs for classes and for Physical Education classes
   g. Immunization requirements
   h. School contact information
   i. A list of community resources, adult English language classes, and tutors
   j. Parent Teacher organization information

3. Take the family on a tour of the school, if possible, and introduce them to the classroom teacher(s) and/or ESOL teacher.

4. Assign the English learner a student buddy either from homeroom or school activities (such as the international club or student council) to the English learner to help in the transition during the first few weeks.

Program of Service and Considerations for Placement for ELs

A consistent registration procedure for English Learners facilitates their entry into the new school environment. It is vital to the orientation process to have school personnel who are trained and dedicated to meeting the needs of students from different cultures with different levels of English proficiency.

The district's program of services to ELs must address the following two requirements: (1) the provision of evidence-based English language acquisition services and (2) the provision of effective participation of ELs in all district academic and special programs.

Please Note: ELs should be placed in **age appropriate grade levels or courses**. If a lower grade level placement is necessary due to lack of formal schooling, it **should not be more than one year below the native English-speaking peers of the same age**.

Developing the English Learner's Schedule

When decisions are being made regarding student placement, it is important to consider the services and support in place to ensure that ELs are developing social and academic language proficiency and that ELs are able to effectively participate in all academic and special programs within the district. As part of this process it is imperative that district personnel familiarize themselves with the WIDA Performance Definitions which serve as the basis for the Kindergarten W-APT, the WIDA MODEL, the WIDA Screener and *ACCESS for ELLs 2.0* Composite Proficiency Levels (CPL). The WIDA Performance Definitions may be accessed on the WIDA website (www.wida.us).

ELs should be considered the same as any other students eligible for any program that will help them reach the same standards of performance asked 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 everyday classroom instruction. For ELs these may include accommodations to the instructional activities, tasks and assessments. As ELs attain fluency in English however, fewer accommodations will be necessary.

ELs at lower levels of proficiency and/or with an educational background of limited or interrupted instruction may require additional support and/or multiple classes of support at the beginning, while those nearing proficiency, may benefit from scheduled (also called "sheltered") content classes or from ESOL courses targeted to those academic areas in which these ELs are most likely to need additional support.

It is essential to remember that while the provision of language support services to ELs within certain programs may have the effect of separating national origin minority students from other students during at least part of the school day, the LEA's program should not separate ELs unnecessarily for purposes other than to receive the support program provides. Additionally, ELs must be afforded services in comparable facilities to those in which non-ELs receive services. Furthermore, procedures should be in place indicating how parents, who may be English learners themselves, will be notified of school activities that are called to the attention of other parents (e.g., student progress reports, school schedules, extracurricular activities, special meetings, ceremonies, events, etc.).

Special Notes for Scheduling of <u>Secondary Level</u> ELs:

1. Because some ELs may be older than grade level peers, the amount of time available to meet all requirements needed for graduation may be reduced. Therefore, appropriate placement in classes for these students requires careful attention to school records from other countries. In addition to official records, it may be beneficial to use interviews and informal tests to determine the ELs' previous level of schooling.

2. Assess mathematical skill with caution. Instructions written in English and international variations in mathematical symbols may interfere with the assessment of actual math skills. Content mathematics teachers may be helpful in determining appropriate math placement.

Suggestions to Ease the Transition of <u>Secondary Level</u> ELs

1. Provide the family with a chart explaining the requirements for graduation and the system's policies regarding required and elective subjects.

2. Explain the requirements of the End of Course Tests.

3. Explain semester grading periods and progress reports, and how grades and course credits are awarded. Review all foreign transcripts. When evaluating foreign transcripts, helpful guides are available at: http://www.naces.org/index.html

Monitoring Academic Progress of ELs

Monitoring of classroom performance includes measures of English-language proficiency and curricular achievement. Schools should compare ELs' achievement to that of their academically successful native English-speaking peers as well as mainstreamed language-minority students. Educators should use classroom performance and/or available achievement test scores to revise a student's academic program or change the types of language assistance services he or she is receiving.

Language-minority students must be compared with native their English-speaking peers in knowledge of subject matter. It is important to assess a student's foundation for the acquisition of new information, as well as the ability to effectively participate in mainstream classes.

Collection of Data for Monitoring Student Success

Monitoring is necessary while students are in the ESOL program as well as required after they exit the program. Comprehensive and comparable data on all students are needed to evaluate the success of students in obtaining an effective and appropriate education. Ideally, maintaining these data in a computerized database will facilitate monitoring. Data on current and former ELs should be maintained as part of a system that includes all students. This data allows comparisons to be made between ELs and native their English-speaking peers in mainstream programs.

LEAs should maintain the following types of information about any students identified as an English learner for their individual student profiles:

1. Assessment information (e.g. standardized tests taken, WIDA eligibility scores and dates)

2. Academic information (e.g. courses taken, grades attendance and promotion/retention)

3. Entry date into U.S. schools

4. Entry date into local district

5. Years of schooling in home language

6. Interrupted education? yes/no - educational history

7. Testing for vision and hearing

8. Physical conditions that may affect learning

9. Classroom observations by teachers

10. Enrollment history and criteria used for placement in special services (e.g. ESOL, EIP, speech therapy, special education, gifted services, REP, etc.)

Assessment and Accommodations

Testing Accommodations

"**Federal and state laws require that all students participate in the state-mandated assessment program, including… English learners (ELs)...**
In certain situations, the individual needs of ELs may warrant accommodations. Each local educational agency shall determine whether or not testing accommodations are needed for each EL. **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 EL. Only state-approved accommodations may be considered and included in the EL/TPC form…. The determination of accommodations for assessment shall be reviewed at least once a year." (Excerpted from the GaDOE Student Assessment Handbook)

Information regarding the approved list of accommodations available for ELs may be found in the current school year's [Accommodations Manual](#). The Accommodations Manual is updated annually.

Annual Assessment

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 towards English 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. *ACCESS for ELLs* 2.0 meets the **Title I** mandate in the Every Student Succeeds Act of 2015 that requires states to evaluate all ELs in grades K through 12 on their progress towards English proficiency.

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.

Exiting ESOL Services

Exit Criteria

As ELs reach proficiency and become ready to exit language assistance services, it is imperative to ensure that ELs have attained a degree of English language skill that will enable them to achieve academic success at levels similar to those of their native English-speaking peers. The GaDOE ESOL Unit, the Office of Assessment and Accountability and LEA ESOL representatives from across the state collaborated to determine the appropriate level of proficiency necessary to ensure ELs' success upon exiting ESOL services.

Kindergarten Students

The new Kindergarten *ACCESS for ELLs* student report contains one proficiency level for each of the four domains and four composite scores. The composite proficiency level reported is the accountability score. For determining whether a Kindergarten student has met the requirements to exit language assistance services, the ACCESS for ELLs Overall Composite Proficiency Level scores and the individual language domain scores must be utilized.

In order to exit English language assistance services, Kindergarten ELs must score a Composite Proficiency Level (CPL)/Overall score of ≥5.0 with at least a 4.5 in the Writing domain and at least a 5.0 in each of the remaining domains (Listening, Speaking and Writing).

Kindergarten ELs who score less than 5.0 Overall **or** whose Writing domain is < 4.5 **or** Listening, Speaking or Reading domain is < 5.0 are *not* eligible to exit language assistance services.

Students in grades 1-12

The student must be administered all components of the *ACCESS for ELLs 2.0/Alternate ACCESS* assessment.

If the student achieves an *Overall score of* **5.0 or greater,** the student must be exited from the ESOL program. For 2018 ACCESS, students achieving CPL scores between *4.3 – 4.9*, may, at the district's discretion and per district protocols, be deemed English proficient and exited from English language assistance services based on the English Learner Reclassification Review Committee (ELRRC) decision as documented on the English Learner Reclassification Review Form.

Please Note:

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.

Exit Criteria Flowcharts

Kindergarten

Administer the Kindergarten ACCESS

If the Composite/Overall Score is **< 5.0** or Listening, Speaking or Reading is **< 5.0** or Writing is **< 4.5**, the student **remains qualified** for placement in language support services.

If the Composite/Overall Score **is 5.0 or greater**, and Writing is 4.5 or greater and Listening, Speaking and Reading are **each 5.0 or greater**, the student **must be exited** from language support services.

Grades 1 - 12

Administer the ACCESS 2.0 to Grades 1-12

CPL **< 4.3**: The student **remains qualified** for language support services.

If the LEA wishes to consider CPL 4.3 – 4.9 for exit: An internal English Learner Reclassification Review Committee determines language placement for the next

CPL 5.0 or greater: The student **must be exited** from language support services.

Post-exit Monitoring

Overview

ELs who meet the criteria for English proficiency are no longer eligible for English language assistance services and must be exited. The Office for Civil Rights requires that districts **monitor ELs' academic performance for two calendar years following exit** from language assistance services. If an exited student transfers from another state or a private school and the two-year monitoring was not completed prior to enrollment, the district is required to monitor the student's academic progress for the remainder of the monitoring period. The district must maintain documented evidence that the student was monitored throughout the two-year monitoring phase. Sample monitoring forms may be found in the [ESOL Forms Bank](#) on the GaDOE ESOL Unit website.

It is important for regular education teachers to recognize that exited ELs will need ongoing support as they continue to work toward grade-level academic language performance. ELs may 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.

Teachers may need to make adaptations to content material and present it to all ELs in an accessible language format. It is also important for a teacher to note the progression of an exited 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 increasing opportunities to demonstrate what they know by using a variety of formative and summative assessments.

The goal of ELs is to function as proficient learners in the classrooms. ELs take responsibility for their learning at their individual language-proficiency level. If ELs are given tasks beyond their current functional level of English language proficiency, they may not be able to complete them successfully and they may lose their motivation to succeed.

Exited ELs who are in the two-year monitoring phase following their exit from language assistance services should be coded as EL-1 on state assessments and continue to be eligible for appropriate standard accommodations as outlined on their EL/TPC forms. After the two-year monitoring period ends, EL-1 and EL-2 students are no longer eligible for any ESOL-related testing accommodations.

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 (3rd Year Post-Exit), then EL-4 (4th year Post-Exit). Following the EL-4 designation, the student will be coded EL-F (Former EL) and remain as such as long as they are enrolled.

Recommended Procedures Following Exit from Language Assistance Services

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

1. To verify the student can compete academically

2. To check on the student's social and psychological adjustment

Monitoring must continue for two calendar years:

At the end of each progress reporting period, an ESOL professional should contact each of the student's teachers to find out if the student is adjusting and succeeding academically and to identify any academic or adjustment need through:

- Periodic review of grades

- Periodic review of standardized test scores

- Periodic review portfolio assessments

- Periodic student interviews

- Parental interview

Exited ELs who Struggle during the Monitoring Period

Exited ELs may struggle in some of their academic courses, even after they have been deemed English proficient and have met the criteria for exiting ESOL services; therefore, during the two-calendar year monitoring period required under civil rights law, exited ELs may still require instructional accommodations in some of their content courses. As the exited ELs' progress is monitored, if there is evidence they are struggling in one or more content areas, the first step is to ensure that they are provided any instructional supports available to all students within the school, and to ensure that the RTI team is aware of their lack of academic progress and success.

The RTI team should review the exited ELs'data and determine next step appropriate interventions and any potential increased Tier monitoring for RTI purposes. After instructional interventions have been put in place and progress is measured over time, as data, documentation and any additional evidence are reviewed, *the RTI team and the progress monitors should determine whether the exited EL is struggling because of a lack of content knowledge or whether the exited EL is struggling because of a lack of English language proficiency.*

ESOL teachers are essential to the RTI review process, especially those ESOL teachers who have taught the exited EL in recent years, as they understand the process and time-frame of second language acquisition.

Possible considerations may include reviewing the students' academic history:

1. Were exited ELs educated formally in their home countries, did they have consistent schooling or did their education have prolonged periods of interrupted schooling or no schooling?

2. What were the exited ELs' ACCESS *for ELLs 2.0* scores and sub-scores in each domain?

3. Were the ELs exited from English language assistance services based on a previous year's Language Assessment Conference? (*Note: The state-directed LAC protocol was eliminated in Spring 2017.*) If a LAC determination had been made in the past, were the *ACCESS for ELLs 2.0* overall CPL scores at the high end of the 4.0-4.9 range or was the Literacy sub-score close to 4.8?

4. Were the ELs exited from English language assistance services based on English Learner Reclassification Review Committee (ELRRC) decision? (Note: The LEA-directed ELRRC protocol was introduced spring 2018.) If the ELRRC made a determination, was the ACCESS for ELLs overall CPL score at the high end of the 4.3-4.9 range?

5. Were the ELs' Georgia Milestones Language Arts/ELA End of Course scores borderline for meeting standards or where they significantly above the minimum requirement?

In the courses in which they are struggling, what are their areas of difficulty?

1. Are they having difficulty specifically in the domain of writing, or reading, for example, or are there factors outside of language involved?

2. If the exited ELs are struggling in a particular course, is it a course in which they have always had difficulty?

3. Are the teachers differentiating instruction specifically to reach and support second language learners?

4. Is it a lack of concentrated effort on the exited ELs' part, or do they turn in all assignments, but perhaps the quality of the work does not meet the requirements for a passing grade?

5. If so, would appropriate differentiation allow them to adequately demonstrate their knowledge and comprehension of the content, or do they lack the background content information to be able to access the curriculum and fully comprehend the material?

6. Are they receiving academic support to compensate for any lack of background information, if that is the case?

Some of these factors that should be considered when making a determination as to appropriate interventions for the students and/or whether the problem is content related or English language proficiency related.

The final analysis of those reviewing evidence and data should determine whether the problem truly is a lack of language proficiency, rather than a lack of content knowledge, cognitive issues, or a disability. If it is determined that the problem is truly a lack of English language proficiency, the RTI team should then meet, review the evidence, and determine whether the exited ELs should be placed back into English language assistance services. If so, the students' coding in the district SIS will be changed to EL-Y again; and in the future, when the student again meets the criteria for exit and is considered proficient, the monitoring period will begin again and last for two full calendar years as required.

Data Reporting for Exited ELs

For the purposes of Student Record reporting, the coding status for ELs who have met the criteria for exiting language assistance services and who then will begin the two-calendar year monitoring period changes from EL-Y to EL-1. In order to document first or second year monitoring status, ELs are coded in Student Record as EL-1 for the first year after exit and EL-2 for the second year after exit. Beyond the monitoring phase, the third year after exit students are coded EL-3, then EL-4 for the fourth year after exit. At the end of the fourth-year post-exit, the student will be coded as a former EL, EL-F.

Post Exit Data Reporting	
EL-1	1st year after exit
EL-2	2nd year after exit
EL-3	3rd year after exit – no student monitoring
EL-4	4th year after exit – no student monitoring
EL-F	5th or more years after exit – no student monitoring

Please Note:

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. In order to ensure that LEA data is recorded correctly for accountability and for funding purposes; however, coding in the LEA's SIS <u>must not</u> be changed for students before July 1. The ELs' coding should remain until all state data collection has been completed and signed off.

Beyond ESOL - Additional Services for ELs

Overview

Services for ELs should represent a continuum of available programs. All teachers are English language teachers and everyone is a English language learner throughout his or her life. We all shape the education of a child, and as such, we must work collaboratively to fulfill that mission.

Students served in ESOL should also be served through any other appropriate special programs offered within the school system. From the time of enrollment, ELs must be ensured an equal opportunity to participate in all special programs for which they qualify.

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 their true level of academic skill. Conversely, districts must ensure that ELs are not improperly excluded from participation in a special education program simply because of the student's limited English language proficiency. LEAs must take steps to ensure that each EL receives an appropriate education, special services included, with consideration taken for both the EL's language and cultural background.

With regard to any EL 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 performed and if the EL qualifies, an appropriate placement is made and services begin. The schools' designated testing personnel for special programs will determine an EL's eligibility for services. Schools may find, however, that due to an EL's lack of proficiency in English, bilingual assessments must be performed. For validity and reliability purposes, such assessments must be administered by personnel trained and qualified in their administration.

ELs 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 asked of all students. When any child enters a mainstream education class, he or she may need language development and other types of support that must be included in general classroom instruction. For ELs these may include accommodations to the instructional activities, tasks and assessments. As the ELs develop greater fluency in English, fewer accommodations will be necessary.

Response to Intervention (RTI) and GA's Student Achievement Pyramid of Interventions

Eligibility for ESOL services and placement in an ESOL class automatically is considered a Tier 4 Intervention. The ESOL class and support within that class meet the definition of the specially designed learning focus of Tier 4 with its emphasis on specialized programs, specialized instructional delivery and methodology.

For the purposes of serving the student effectively and efficiently, the language minority student is served at the Tier 4 level during any scheduled ESOL classes; however, in mainstream classes,

the student's needs may not be such that Tier 4 level services are recommended. As is appropriate for all students, ELs in a general education class should receive Tier 1 interventions, and often the student will require Tier 2 interventions as well to successfully access and comprehend instruction. As the student progresses in language and academic proficiency, the level of interventions needed to support him or her should decrease accordingly. For the specific purposes of ESOL services and language support for the majority of ELs, the Pyramid of Interventions functions as a regressive model rather than as a model of progressive interventions. As students near proficiency, often Tier 1 interventions, appropriate for all students, will be the only additional support needed.

Please Note:

For more information about RTI and ELs, see the [GaDOE ESOL Unit Response to Intervention Guidance](). There is a section specifically directed to RTI and ELs.

ELs with Disabilities

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

ELs special instructional needs because of their unique cultural and linguistic background. If an EL 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 achieve mastery, does not necessarily mean that the EL has a disability or that the EL should be referred to special education.

If, however, the EL continues to have difficulty after consistent language accommodations and instructional interventions have been attempted for a reasonable amount of time, and the interventions from Tiers 1 and 2 have not resolved the issues, the RTI team should review data and determine next steps. The ESOL professional's input is essential to determining appropriate interventions as he or she knows the natural order of English language acquisition regardless of the student's first language. The ESOL teacher is also familiar with the usual rate and stages of language acquisition, as well as the "typical" errors to be expected.

This knowledge of second language acquisition, along with the following information, is critical in determining whether there exists a need for different interventions or future referrals for additional services:

1. Place of birth

2. Entry date into the U.S.

3. Years in U.S. schools

4. Educational history; Years of schooling in home language; Interrupted education?

5. Prior evaluations (Kindergarten W-APT, WIDA Screener or WIDA MODEL Kindergarten, state standardized assessments, and local first language assessments)

6. Review of Home Language Survey

7. Entry date in ESOL and number of years in ESOL

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

9. Participation in any special services

10. Frequent absence or tardiness

11. School record reviewed for relevant information and anecdotal evidence

12. Contacts with Parents (district must provide an interpreter if required for communication)

At this point, one of two things may happen: (1) the RTI team may determine that it is appropriate to consider a referral of the EL for special education testing in order to determine whether a specific disability exists, or (2) the RTI team may recommend additional interventions and accommodations for the classroom. Should these supports prove successful, the EL may continue to be served with them in the general education classroom. If the additional interventions and accommodations are not successful, the RTI team may reconvene to discuss whether a referral for special education testing is appropriate.

Once a referral is made to special education, the EL is tested in order to determine whether he or she qualifies as a student with a disability under the Individuals with Disabilities Education Act (IDEA). If so, the EL may be served through the special education program.

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 continuing to provide language assistance and support should be delineated in the student's Individual Education Plan (IEP). It is important to ensure that ELs are dually served through both programs.** If, due to the student's significant cognitive disabilities, it is determined that another means of support will be more beneficial to him/her, the Special Education team and the ESOL specialist must work together to determine the most effective plan and to provide needed support for implementation.

1. If an EL is determined eligible for special education services, the IEP team will determine the type and degree of services (Special Education and ESOL) the student will receive.

2. The ESOL teacher must be included as an active member of the IEP team for ELs with disabilities.

3. 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.

4. Scheduled time for ESOL services should not be reduced.

5. Students should be served in both ESOL and Special Education if they qualify for both programs, unless the disability is deemed so profound that the severity of the student's disability indicates a greater intensity of special services is required. If it is determined that the student's needs will best be met by being served in multiple segments of special education, the ESOL specialist should work with school and district personnel to set up a consultative plan for that student's language development.

6. The ESOL specialist and the special education teacher should consult on a regular basis and maintain records of consultations as documentation of language support efforts.

7. Any EL with an IEP <u>must</u> have a plan for language assistance services documented on the IEP.

Please Note:

As per GaDOE Special Education and ESOL units:
The IEP should document the participation of the ESOL teacher in the IEP meeting for students eligible as both EL and SWD. In addition, the plan should include the following information: the ESOL delivery model, the amount of ESOL services and the individual who will provide the services. Adding language goals and services as a part of the Individual Education Program (IEP) for a child is only appropriate for students whose language impairment or need is a result of the student's disability.

Specific procedures for special education assessment are provided in the rules of the State Board of Education, Division for Exceptional Students, Special Education Rules and Procedures (2007). As noted earlier, proficiency assessments in both English and the child's first language can identify the dominant language for the purpose of further evaluation and assessment if needed.

When administering a native language assessment, the district must ensure that the test administrator is both fluent in the native language and qualified to properly administer the test. When interpreting the test results, an awareness of the population used to norm the test and how it compares to the EL's cultural/linguistic background must also be taken into consideration. For example, tests normed on fifth graders in Mexico City may show artificially poor results for an El Salvadorian fifth-grader who attended one year of school in his home country, missed two years of school altogether, and then attended U.S. schools for two years. Under <u>no</u> circumstance should any academic decisions be made using an English-language test that was administered via translation or interpretation.

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

1. the right to a free and appropriate public education,

2. 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,

3. the need to have cognitive, linguistic, academic, and social/emotional characteristics considered and appropriate environmental modifications or accommodations made

For further information about Special Education please visit the GaDOE Exceptional Students website at http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/default.aspx.

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. It is remains consistently observed; however, gifted and talented ELs are often underrepresented in programs for the gifted.

By working to overcome barriers towards the identification of gifted ELs, we continue to honor diversity in all students' backgrounds as well as in their abilities and interest.

For further information visit the Gifted Education webpage at http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Gifted-Education.aspx.

WIDA Consortium

About the Consortium

The World-Class Instructional Design Assessment Consortium (WIDA) is a consortium of 39 member states, the District of Columbia, the US Virgin Islands, and the Northern Mariana Islands, dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners. The membership includes Alabama, Alaska, Colorado, Delaware, District of Columbia, Florida, Georgia, Hawaii, Illinois, Idaho, Indiana, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Virginia, Wisconsin, and Wyoming. Georgia has been a member of the Consortium since 2005. Puerto Rico has adopted the WIDA Spanish language development standards.

The WIDA Consortium developed English language development standards and an English language proficiency test aligned with those standards, *ACCESS for ELLs 2.0.* A second assessment, the *Alternate ACCESS for ELLs,* 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 ELLs 2.0* assessment. More information about the WIDA Consortium may be found at www.wida.us.

Assessments and Screening Instruments

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 law in the Every Student Succeeds Act of 2015 which requires states to evaluate all ELs in grades K through 12 on their progress in learning to speak English.

All students identified as ELs must take the *ACCESS for ELLs 2.0* assessment, **including students whose parents have waived ESOL services**; however, students who have formally exited language assistance services and are in monitored status (EL-1 or EL-2) are not administered the assessment.

Alternate ACCESS for ELLs

The Every Student Succeeds Act (ESSA; 2015) requirement to assess all students identified as ELs annually for English language proficiency, includes students who receive special education services. The Individuals with Disabilities Education Act (IDEA; 2004) also mandates that students with disabilities participate in state-wide and district-wide assessment programs,

including alternate assessments with appropriate accommodations, when it is documented in their Individualized Education Programs (IEP).

WIDA created the *Alternate ACCESS for ELLs* 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 ELLs* 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 ELLs* assessment. In 2013 Georgia administered the *Alternate ACCESS for ELLs* for the first time.

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.

At this time, Georgia ELs assessed with the *Alternate ACCESS for ELLs* are not eligible to be exited from language assistance services. Data from multiple years of *Alternate ACCESS for ELLs* administration in the state is being analyzed this year in order to issue guidance regarding exit criteria for students who are administered this assessment.

Kindergarten-W-APT or WIDA Screener

The Kindergarten WIDA-ACCESS Placement Test (K-W-APT) or the WIDA Screener are screening instruments used by educators to measure the English language proficiency of students who have recently arrived in the U.S. or in a particular district. These screening tools are used to determine whether or not a child is eligible for English language instructional services.

WIDA MODEL

The WIDA Measure of Developing English Language (MODEL) is an alternative screening instrument used by educators to measure the English language proficiency of students who have recently arrived in the U.S. or enrolled in a particular district. This screening tool is used to determine whether or not a child is eligible for English language instructional services. For screening purposes, the MODEL is permitted for use in Kindergarten only.

WIDA English Language Proficiency Level Performance Definitions

The *ACCESS for ELLs 2.0*, WIDA Screener, and WIDA MODEL all provide an English language proficiency performance level score based on a scale of 1.0 to 6.0. The expectations for students at each of these performance levels are defined in two charts, one for Speaking and Writing and one for Listening and Reading. These charts may be downloaded at no charge from the listing on the right side of the WIDA Standards webpage at http://www.wida.us/standards/eld.aspx.

WIDA English Language Development Standards

The WIDA English Language Development (ELD) Standards are designed as a curriculum and instruction planning tool. They help educators determine children's English Language Proficiency (ELP) levels and how to appropriately challenge them to reach higher levels. The five standards encompass the areas of Social and Instructional language; the language of Language Arts, Math, Science and Social Studies. The WIDA ELD Standards are:

1. English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.

2. English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

3. English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**

4. English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**

5. English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**.

Model Performance Indicators

A Model Performance Indicator is the smallest unit of a topical strand that describes a specific level of English language proficiency. A strand of MPIs consists of five levels of English language proficiency for a given topic and language domain and is thematically connected through common example topics or genres that have been identified from state and national academic standards.

Detailed information regarding the Model Performance Indicators may be found in the document under the English Language Development Standards webpage at https://www.wida.us/standards/eld.aspx

Information about the 2012 Amplified English Language Development Standards may be found on the same webpage, under the 2012 Standards tab.

CAN DO Descriptors

Information regarding the *CAN DO Descriptors* by grade level clusters are available at http://www.wida.us/standards/CAN_DOs/ and may be downloaded at no cost, while spiral-bound booklets of individual grade cluster sets are also available for purchase. These descriptors provide teachers with excellent examples of what a student at each proficiency level can be expected to be able to do and allow teachers to differentiate instructional tasks to fit the needs of individual students.

ESOL Teacher Certification and Preparation

Overview

The state of Georgia offers a clear renewable certificate in the field of ESOL (P-12) as well as the ESOL Endorsement which allows an educator to teach ESOL to students in the grade levels approved for the educator's content certification. Details regarding the requirements for each of these are available through the Georgia Professional Standards Commission (PSC). The Georgia PSC is responsible for all matters relating to teacher certification and educational preparation.

Georgia Guidance

Starting July 1, 2017, the GaDOE Title II, Part A team will be managing professional qualifications as it relates to ESSA.

*As it stands, ESSA professional qualification requirements default to state requirements. Under the Official Code of Georgia, this means GaPSC certification requirements or LEA requirements are established in alignment with approved Charter/ Strategic Waiver Applications. While GaDOE initially sought to require ESOL certification under 'PQ', our policy division further reviewed Georgia law and USED guidance and made the decision to continue to allow LEAs to use their discretion and flexibility granted under charter/ strategic waiver applications to choose independently whether or not to <u>waive</u> certification for ESOL teacher*s.

The ESOL Unit and all GaDOE staff, encourage LEAs to make informed decisions that takes into account laws, guidance, OCR rulings and the unique situations facing each LEA's staff and students.

Contact Information
For more information about ESOL endorsement or certification, please contact:

<u>Georgia Professional Standards Commission</u>
200 Piedmont Avenue
Suite 1702
Atlanta, GA 30334
Web Site: www.gapsc.com
Phone: (404) 232-2500 or (800) 869 7775 (manned Mondays, Wednesdays and Fridays only)

Georgia Department of Education
Office of Teaching and Learning
Carly Ambler, Title II Program Manager
Georgia Department of Education
1770 Twin Towers East
205 Jesse Hill Jr. Drive, SE
Atlanta, Georgia 30334
cambler@doe.k12.ga.us

ESOL Standards and Course Offerings

Standards

As a member of the WIDA Consortium, Georgia uses the WIDA English Language Development (ELD) Standards for English language acquisition courses. The five broad, overarching standards specifically address academic language development and proficiency and should be integrated with the Georgia Standards of Excellence (GSE) in the core content areas to facilitate academic achievement. Links to the GSE are available at www.georgiastandards.org at the bottom of the webpage for each of the core content standards pages as well as under the Resources and Videos tab. WIDA ELD Standards are also found at www.wida.us.

Elementary Level Courses

The course names and numbers for the elementary grade ESOL classes are listed in State Board of Education Rule 160-4-2-.20 List of State-Funded K-8 Subjects and 9-12 Courses. This Rule may be accessed at:
http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/State-Funded-List-of-Subjects-and-Courses-Supported-by-SBOE-Rule-160-4-2-20-Summary-of-Changes.pdf

Secondary Level Courses

Middle School

Middle School course names and numbers also are listed in State Board of Education Rule 160-4-2-.20 List of State-Funded K-8 Subjects and 9-12 Courses. Additionally, with LEA ESOL Coordinator and Curriculum Director's approval, middle schools may elect to incorporate courses from the high school language acquisition list as needed to address the specific needs of certain ELs, especially those at the lowest levels of proficiency and / or with limited or interrupted formal schooling.

High School

High School course names and numbers also are listed in State Board of Education Rule 160-4-2-.20 List of State-Funded K-8 Subjects and 9-12 Courses.

Scheduled Content Courses

Local school districts may choose to offer sheltered sections of any core content course for ELs. Sheltered (also known as "scheduled") classes are composed solely of ELs and are taught by a teacher with appropriate content area certification and the ESOL Endorsement or ESOL Certification (P-12). Class size should be limited to the maximum class size for EL classes, 18 for high school.

The curriculum in a sheltered course follows the GSE of the general education content course but integrates the WIDA Standards and differentiates instruction and tasks to accommodate second language learners. The course numbers and course names utilized in sheltered content courses are those of the actual content course.

The LEA may choose to designate a particular section number to reflect the sheltered status of the course. Sheltered courses may be offered to fulfill core curriculum requirements; however, the GSE must be followed and any accompanying EOCT must be administered to fulfill course requirements.

ESOL I-IV Courses

The ESOL I-IV courses are listed as part of the English Language Arts (ELA) curriculum offerings for grades 9-12 in State Education Rules 160-4-2-.03, List of State Funded K-8 Subjects and 9-12 Courses, and 160-4-2-.20, List of State Funded K-8 Subjects and 9-12 Courses. The latter rule indicates the approved course listings for students who enter ninth grade for the first time in 2008.

These courses are coded with the 23 ELA course prefix and must be taught by a teacher who holds English Language Arts certification as well as either the ESOL Endorsement or ESOL (P-12) certification. These courses will incorporate both the WIDA English Language Proficiency Standards and the GSE for English Language Arts (ELA).

Please Note:

LEAs have the option of using these courses as either elective or core English Language Arts courses. Regardless, each course offered must be aligned with the Georgia Standards of Excellence. In order to fulfill the graduation requirements as a core ELA course, the ESOL course must be aligned with the specific ELA course and must follow the same GSE as the designated ELA course. If the ELA course has a required End of Course test, students who wish to replace the core ELA course with an ESOL course must take the EOC as a requirement of the ESOL course.

ESOL I-IV courses may not be substituted as core credit for the American Literature and Composition, course number 23.05100, which is a required course. Students entering ninth grade for the first time in 2008-09 and thereafter may not substitute one of the ESOL courses for core credit for Ninth Grade Literature and Composition, course number 23.06100, which is a required course for these students.

The local district has the flexibility to determine the assignment of the ESOL courses matched to specific ELA courses for core credit or to determine that the ESOL courses will be designated only as elective courses for support of language arts curriculum. In order to maintain an accurate record of the core ELA courses tied to the specific ESOL I-IV courses, it is recommended that the name of the ELA course be incorporated as part of the course title represented on the transcript. An example of this might be listed as 23.09200 English ESOL II (World Literature and Composition). In the case of transfer students, this will enable LEAs to determine exactly which ELA courses students have completed.

The ESOL I-IV courses also may be utilized as elective support courses, taught in conjunction with ELA core courses and aligned with the same GSE as the ELA course in which ELs are concurrently enrolled. If a student is concurrently enrolled in an ELA core course and an ESOL 23 coded support course, the required EOC would be administered as part of the regular ELA course only.

Language Acquisition Courses

State Board of Education Rules 160-4-2-.03 and 160-4-2-.20 List of State-Funded K-8 Subjects and 9-12 Courses includes eleven secondary level ESOL courses with a focus on language acquisition and academic language development. These elective credit courses may be taught be a teacher with the ESOL (P-12) certificate or by a teacher who holds both certification in any approved field for the appropriate grade level and the ESOL Endorsement.

The courses and their course descriptions are listed below:

55.02100 Communication Skills I This course will focus on the acquisition of social and instructional language across the four language domains as prescribed in WIDA Standard 1. The suggested proficiency level of the student is CPL 1-2.

55.02200 Communication Skills II This course is an expansion of Communication Skills I with the inclusion of some content language, particularly the discipline of English language arts. The five WIDA standards serve as its basis with emphasis upon proficiency in Standard 2 regarding the communication of information, ideas and concepts necessary for academic success in the content area of language arts. The suggested proficiency level of the student is CPL 1-2.

55.02300 Reading and Listening in the Content Areas This course supports and enhances literacy and listening skills necessary for success in the content areas. Guiding the course are the five basic WIDA Standards with particular emphasis on reading and listening skills in language arts, science, social studies and mathematics. The suggested proficiency level is CPL 1-3.

55.02400 Oral Communications in the Content Areas This course supports and enhances listening and speaking skills in the content areas and references the five basic WIDA standards with emphasis on the listening and speaking skills in the content areas. The suggested proficiency level of the student is CPL 1-3.

55.02500 Writing in the Content Areas This course focuses on writing across the standards of English language arts, science, mathematics, and social studies. The domains of reading, listening and speaking are integral to the writing process, both actively and critically. The content addresses all five WIDA Standards. The suggested proficiency level is CPL 2-4.

55.02110 Communication Skills in Math This course supports and enhances literacy and listening skills necessary for success in the mathematics content areas. Guiding the course are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening and reading skills in mathematics. The content addresses all five WIDA Standards.

55.02120 Communication Skills in Science This course supports and enhances literacy and listening skills necessary for success in the content area of science. Guiding the course are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening and reading skills in science. The content addresses all five WIDA Standards.

55.02130 Communication Skills in Social Studies This course supports and enhances literacy and listening skills necessary for success in the content areas. Guiding the course are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening and reading skills in social studies. The content addresses all five WIDA Standards.

55.02600 Reading and Writing in Science This course supports and enhances reading and writing skills in Science and provides students with strategies for reading and comprehending scientific texts. Although the primary purpose of this course enables students to develop a means of comprehension and communication in a written format, listening and speaking skills should also be developed within the context of the course syllabus.

55.02610 Reading and Writing in the Social Studies This course focuses on reading and writing in social studies and provides students with interrupted or limited formal schooling the basic skills and background preparation to enable them to successfully complete required social studies content courses. The domains of reading and writing are integral to academic success in the social studies content courses and students must learn to develop both active and critical inferential skills to ensure academic success in the social studies content courses. Although the primary purpose of this course enables students to develop a means of comprehension and communication in a written format, listening and speaking skills should also be developed within the context of the course syllabus.

55.02700 Academic Language of Science and Math This course focuses on teaching students with interrupted or limited formal schooling to decode the specialized vocabulary, symbols and text in science and mathematics. Reading comprehension of texts, listening and comprehending lectures, and using correct scientific and mathematical terminology when speaking and writing are integral to academic success in the mathematics and science content areas. The content addresses all five WIDA Standards.

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. LEAs are required to annually complete the Title III Self Reporting Instrument and to report their status in regard to the use of Title III funds in their district.

On-site or desktop monitoring will be scheduled for each LEA, generally on a four-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 monitoring process will ensure compliance with federal Title III regulations.

For additional information, refer to the Monitoring information posted on the GaDOE Title III webpage or contact your regional specialists as listed below.

Dr. Meg Baker – Title III **Northwest** Region
(mbaker@doe.k12.ga.us)

Dr. Adria Griffin – Title III **Northeast** Region
(agriffin@doe.k12.ga.us)

Ms. Dely Roberts – Title III **Mid** Region
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Appendix I: 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 Every Student Succeeds Act of 2015 identifies language minority students as English learners or ELs. The specialized coursework that ELs take is called ESOL, "English for Speakers of Other Languages." An EL is enrolled in ESOL.

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

Office for Civil Rights law requires 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 and the teacher holds teaching certification appropriate to the grade levels taught (see www.gapsc.com). 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. See the information regarding FTE segments in the **Georgia Rules** section on page 48.

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*?*

See the information regarding FTE segments in the **Georgia Rules** section on page 50.

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. Does an ESOL teacher need special certification?

Please see the certification guidance on page 32

10. 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 http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Migrant-Education-Program.aspx for information regarding services provided by the Migrant Education Program.

Section II: Screening of PHLOTE Students

11. 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 assessment 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 services provided in the other state and should begin receiving services immediately.

13. 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 current grade appropriate WIDA eligibility assessment here in GA?

If the Home Language Survey indicates an answer other than English, students must be screened. Please refer to page 5 for additional guidance.

14. **The student was in an ESOL program in another state and exited last May. Do we rescreen with the current grade appropriate WIDA eligibility assessment? Should the student be classified as monitored for two years?**

Do not re-screen the student. The student should be considered an EL-1 or EL-2 for the two-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 support 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, but no re-screening is necessary.

15. **The student was in an ESOL program in another state and exited more than two years ago. Must this student still be screened with the current WIDA eligibility assessment?**

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

Section III: General ESOL Academic Concerns

16. **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 language 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.

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

Determine eligibility for ESOL services (See *ESOL Resource Guide* section "**Identification and Placement of ELs**" on page 5). Schedule the student for ESOL classes with a certified or endorsed ESOL teacher who is knowledgeable about the WIDA English Language Development (ELD) Standards (www.wida.us). 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

collaboration efforts among teachers to develop lesson plans that support development of both English language proficiency and academic language in the various content areas.

All instructional staff 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.

18. Does this ESOL Resource Guide replace the need for local policies and procedures?

No. Each LEA must develop local policies and procedures that fully address all aspects of the district ESOL or language assistance program. The Georgia Department of Education ESOL Resource Guide addresses local compliance with both State Board of Education rules and federal requirements for a language assistance program; however, it is the responsibility of the LEA to develop policies to ensure district-specific compliance with state and federal regulations.

19. 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.

20. 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. See section "**Beyond ESOL: Additional Services for ELs**" on page 24.

21. Should ELs be included in standardized tests?

Yes. Federal law requires assessment of all students in certain grades. Information regarding this topic can be found in the Student Assessment Handbook published annually by GaDOE Assessment & Accountability Division at

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Information-For-Educators.aspx. 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.

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

(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)

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

Appendix II: Federal Law and English Learners (ELs)

Office for Civil Rights Laws

Stated below is an excerpt from the United States Code § 1703. **Denial of equal educational opportunity prohibited**:

> *No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by - (f) the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.*

In other words, federal law requires schools to provide language assistance services.

The United States Department of Education Office for Civil Rights (OCR) has responsibility for enforcing Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color or national origin in programs and activities that receive federal financial assistance.

Title VI of the Civil Rights Act of 1964 regulatory requirements have been interpreted to prohibit denial of equal access to education because of a student's limited proficiency in English. Thus, Title VI protects those students limited in their English language skills such that they are unable to participate in, or benefit from, regular or special education school instructional programs.

During the late 1960s, the OCR became aware that many school districts made little or no provision for the education of students who were unable to understand English. In an effort to resolve this problem, on May 25, 1970, the former Department of Health, Education and Welfare issued a memorandum to clarify Title VI requirements concerning the responsibility of school districts to provide equal education opportunity to language minority students.

The May 25 Memorandum explained that Title VI is violated if:

1. Programs for students whose English is less than proficient are not designed to teach them English as soon as possible or operate as a dead-end track.

2. Parents whose English is limited do not receive notices and other information from the school in a language they can understand.

There are links to two additional OCR related documents, *OCR Compliance Guidance on Parent Communication Requirements* and *OCR's Blueprint for a District ESOL Plan*, under the Federal Resources link on the right side of the GaDOE ESOL webpage.

In the 1974 Lau *v.* Nichols case, the U.S. Supreme Court upheld the May 25 Memorandum as a valid interpretation of the requirements of Title VI.

Based on the language of Title VI and the Lau holding, a foreign exchange student is a "person in the United States," and the Lau provisions would therefore apply. Also under the ESEA, an exchange student would not be exempt from any Title I required assessment, specifically, in this case, the ELP assessment. An EL, who happens to be a foreign exchange student, would also be included in an LEA's count of ELs for purposes of allocating funds under 3114(a) of the ESEA.

Listed below is a review of other key legislation, court rulings, and administrative regulations addressing these students and the legal responsibilities of educational agencies serving them.

Other Federal Laws

Constitution of the United States, Fourteenth Amendment (1868)

1. "No State shall deny to any person within its jurisdiction the equal protection of the laws."

2. Equal Educational Opportunities Act (EEOA) (1974)
   "No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex or national origin, by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."

The Civil Rights Division, Educational Opportunities Section of the United States Department of Justice (http://www.justice.gov/crt/about/edu/types.php) is charged with enforcement of the EEOA, and as such, investigates allegations that State Educational Agencies (SEAs) or school districts are not providing adequate services to ELs. The Section's webpage outlines specific factors for assessing compliance and conditions that may violate the EEOA.

1. fails to provide a language acquisition program to its EL students or fails to provide adequate language services to its EL students;
2. fails to provide resources to implement its language acquisition program effectively (e.g., an ESOL program lacks ESOL teachers or ESOL materials);
3. fails to take steps to identify students who are not proficient in English;
4. does not exit EL students from a language acquisition program when the EL students have acquired English proficiency, or exits EL students without written parental or guardian permission before the students acquire English proficiency;
5. fails to communicate meaningfully with non-English-speaking or limited-English-speaking parents and guardians of EL students by not providing such parents and guardians with written or oral translations of important notices or documents;
6. fails to provide language acquisition assistance to EL students because they receive special education services, or fails to provide special education services to EL students when they qualify for special education services; and
7. excludes EL students from gifted and talented programs based on their limited English proficiency.

Appendix III: Court Rulings

Supreme Court

1982 -- Plyler *v.* Doe

The Supreme Court ruled that the Fourteenth Amendment prohibits states from denying a free public education to immigrant children regardless of their immigrant status.

Federal Courts

1981 -- Castañeda *v.* Pickard

The Fifth Circuit Court of Appeals formulated a method to determine school district compliance with the Equal Education Opportunities Act (1974). The three-part test includes the following criteria:

1. "the school is pursuing a program informed by an educational theory recognized as sound by some experts in the field or, at least, deemed legitimate experimental strategy;

2. the program and practices actually used by (the) school system are reasonably calculated to implement effectively the educational theory adopted by the school;

3. the school's program succeeds, after a legitimate trial, in producing results indicating that the language barriers confronting students are actually being overcome." Id. at 1009-10.

Castañeda states that the segregation of EL students is permissible only when "the benefits which would accrue to EL students by remedying language barriers which impede their ability to realize their academic potential in an English language educational institution may outweigh the adverse effects of such segregation." In other words, the OCR will not examine whether ESOL is the least segregated program for providing language services. Instead the OCR will examine whether the degree of segregation in the program is necessary to achieve the program's educational goals.

Appendix IV: State of Georgia Rulings

State of Georgia Law

O. C. G. A. § 20-2-156   Program for limited-English-proficient students

The State Board of Education shall create a program for limited-English-proficient students whose native language is not English, subject to appropriation by the General Assembly. The purpose of this program is to assist such students to develop proficiency in the English language, including listening, speaking, reading, and writing, sufficient to perform effectively at the currently assigned grade level. The state board shall prescribe rules and regulations regarding eligibility criteria and standards as may be needed to carry out the provisions of this Code section. This program may also be referred to as the English for Speakers of Other Languages (ESOL) program.

(Code 1981, §20-2-156., enacted by Ga. L. 1985, p. 1657, §1; Ga. L. 1987, p. 1169, §1; Ga. L. 2000, p. 618, §19.)

ESOL State Board Rule

Code: IDDG

160-4-5-.02 LANGUAGE ASSISTANCE: PROGRAM FOR ENGLISH LEARNERS (ELs).

 (1) DEFINITIONS.

  (a) **English Learners (ELs)** – students whose primary or home language is other than English and who are eligible for services based on the results of an English language proficiency assessment

  (b) **English language proficiency** – the level of language competence necessary to participate fully and learn successfully in classrooms where the primary language of instruction is English

  (c) **English to Speakers of Other Languages (ESOL)** – an educational support program provided to help ELs overcome language barriers and participate meaningfully in schools' educational programs

  (d) **Georgia Department of Education** – the state agency charged with the fiscal and administrative management of certain aspects of K-12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.

  (e) **Home Language Survey –** a questionnaire administered upon enrollment to each student's parent or guardian for the purpose of determining whether a language other than English is used by the student or used in the student's home

(f) **Language assistance services –** supplemental language support programs that promote academic language development for students with limited English proficiency

(g) **Local Educational Agency (LEA)** – local school system pursuant to local board of education control and management

(h) **School** – any school or special entity as defined in State Board Rule 160-5-1-.03 Identification and Reporting of Schools

(i) **State-adopted English proficiency measure –** an English language proficiency test administered annually to all English learners (ELs) in Georgia for the purposes of determining the English language proficiency level of students; providing districts with information that will help them evaluate the effectiveness of their ESOL programs; providing information that enhances instruction and learning in programs for English learners; assessing the annual English language proficiency gains using a standards-based assessment instrument; and providing data for meeting federal and state requirements with respect to student assessment

(j) **State-adopted English proficiency screening measure** – a formal measure of social and academic English language proficiency that assesses students' need for initial placement in supplemental language assistance services

(k) **Student Record** – the state's required end-of-year student data collection

(2) REQUIREMENTS.

(a) Eligibility for entry into and exit from language assistance.

1. Prior to entry into a school in Georgia, each student's parent or guardian shall complete the required Home Language Survey to determine if a language other than English is used in the home or is the student's native language or first language. All students whose native language, first language or language of the home includes a language other than English shall be assessed for English language proficiency using the state-adopted English proficiency screening measure.

2. Initial eligibility for language assistance services shall be determined by the student's score on the state-adopted English proficiency screening measure.

(i) Students who have an English language proficiency score below proficient on the state-adopted English proficiency screening measure shall be determined to be English learners (ELs) and shall be eligible for language assistance services. Coding guidance for ELs can be found in the ESOL Resource Guide.

(ii) Students who have an English language proficiency score at or above proficient on the state-adopted English proficiency screening measure shall be considered English proficient and shall not be eligible for language assistance. Coding guidance for non-ELs is located in the ESOL Resource Guide.

3. All ELs shall be assessed annually on the state-adopted English proficiency measure to determine English language proficiency. Students whose scores on the state-adopted English proficiency measure do not meet the state ESOL exit criteria shall continue to be eligible for language assistance services.

4. Exiting from ESOL services.

(i) Clear exit determinations are based on the composite score of the state-adopted English proficiency measure. A student who exits the language assistance program via a clear exit determination shall be considered English proficient.

(ii) Students whose composite scores on the state-adopted English proficiency measure do not meet the score required for clear exit determination may be considered English proficient following an LEA's reclassification review. The reclassification review procedures are applied uniformly statewide, as established in the ESOL Resource Guide.

(iii) Students who are deemed English proficient shall not be eligible for continued language assistance services and shall be exited from language assistance services.

(iv) Each LEA shall monitor students that are considered English proficient for two years after exit from language assistance services. These students shall be considered EL Monitored. Coding guidance for Monitored ELs is located in the ESOL Resource Guide. The monitoring process shall consist of a documented review of report card grades, state assessment results, classroom performance and teacher observations for the purpose of ensuring the successful transition to the general classroom. Additional guidance can be found in the ESOL Resource Guide.

(b) Language assistance service delivery models.

1. 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 reading, language arts, mathematics, science or social studies) – students remain in their core academic class where they receive 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 instruction in a class composed only of ELs,

(vi) A dual language immersion model – students participating in a dual language immersion program receive their supplemental English language support from the teacher providing instruction during the English portion of the academic day.

(vii) An innovative delivery model approved in advance by the Georgia Department of Education.

(c) Language assistance curricula and assessment.
1. Language assistance curricula in the state-funded ESOL program shall consist of plans of instruction which are adapted to the English language proficiency of students and are designed to develop: 1) listening, speaking, reading, writing and American cultural concepts and 2) the language of academic instruction used in language arts, mathematics, science and social studies.

2. All ELs receiving language assistance shall be assessed annually for language proficiency. ELs shall also participate in state assessments pursuant to Georgia State Board of Education rule 160-3-1-.07 Testing Programs--Student Assessment.

(d) Funding.

1. Students identified as eligible for language assistance services who are served by the state-funded ESOL program shall receive the equivalent of at least five segments per week of English language instruction using ESOL curricula in allowable service delivery models. For purposes of funding, ESOL-served students in grades K-3 shall be counted for a maximum of one segment at the ESOL weight; grades 4-8 students for a maximum of two segments at the ESOL weight; and grades 9-12 students for a maximum of five segments at the ESOL weight.

(i) The class is limited to the maximum size specified in State Board of Education Rule 160-5-1-.08 Class Size.

(ii) The state-funded ESOL program teacher shall hold necessary and appropriate ESOL endorsement or ESOL certification issued by the Georgia Professional Standards Commission.

Authority O.C.G.A. § 20-2-156.

Adopted: September 28, 2017   **Effective:** October 18, 2017

Maximum Class Sizes for ESOL Classes

The chart below indicates the approved class size limits for ESOL classes.

Grade(s) Subject(s)	Maximum System Average Class Size	
	No Paraprofessional	**With Paraprofessional**
K-3	11	13
4-8	14	15
9-12	18	20

(Excerpted from Rule 160-5-1-.08 Class Size)

Minimum Time Requirements for ESOL FTE Segments

The FTE Users Guide describes a segment as one-sixth of the instructional day. SBOE Rule 160-5-1-.02 states that instructional time is "all portions of the day when instruction or instruction-related activities based on the 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:

Grade(s) and Scheduling	Daily Required Minutes Per Segment(s)	Daily Required Segments Maximum	Weekly Required Minutes Minimum
K-3	45 minutes	1	225
4-8	50 minutes	2	250
9-12	55 minutes	5	275
4 by 4 Block Scheduling	90 minutes	2	225
Hybrid Block Schedules	If less than 90 minutes	1	Determined by LEAs

Appendix V: Quick Reference ESOL Information and Resources

GaDOE Resources

GaDOE ESOL webpage:
http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/English-to-Speakers-of-Other-Languages-(ESOL)-and-Title-III.aspx

GaDOE Title III Webpage:
http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-III.aspx

GaDOE Curriculum webpage: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/default.aspx for information about Graduation Requirements and Response to Intervention

GaDOE Allowable Accommodations for Student with Disabilities:
http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/General%20Presentations/Allowable_Accommodations_for_Students_with_Disabilities_and_English_Learners_2016-2017.pdf

GaDOE Assessment webpage:
http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/default.aspx
for information about testing accommodations and *ACCESS for ELLs 2.0*

GaDOE Assessment Handbook:
http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/For%20Educators/Student_Assessment_Handbook_2016-2017_UPDATED_Nov_2016.pdf

GaDOE ACCESS for ELLs 2.0 Webpage
http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/ACCESS-for-ELLs.aspx

State Funded List of Subjects and Courses:
http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/State-Funded-List-of-Subjects-and-Courses-Supported-by-SBOE-Rule-160-4-2-20-Summary-of-Changes.pdf

WIDA Resources

WIDA Consortium webpage:
http://www.wida.us/ for information about the Consortium, the   WIDA English Language Proficiency Standards, Performance Definitions, Model Performance Indicators, Can Do Descriptors, screening instruments and annual assessment of proficiency
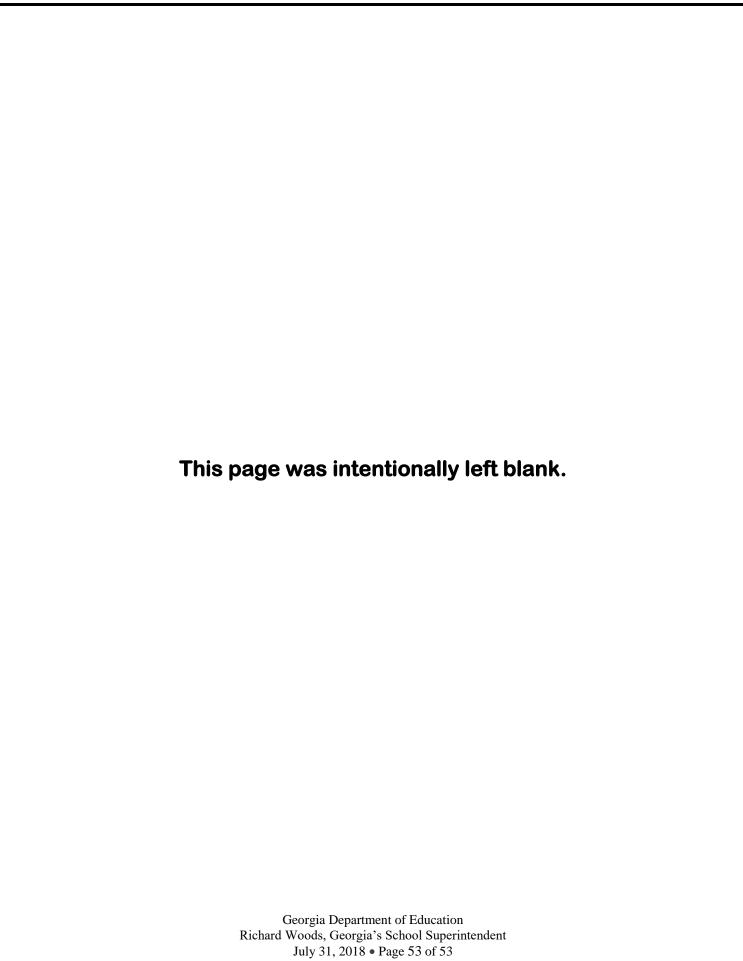
GAPSC Resource

Georgia Professional Standards Commission: http://www.gapsc.com/ for information about teacher certification

USED Resources

Schools' Civil Rights Obligations to English Learner Students and Limited English Proficient Parents
https://www2.ed.gov/about/offices/list/ocr/ellresources.html

English Learner Tool Kit:
https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html

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