

Guiding Questions to Support System Leaders Supervising English Learner (EL) Programs in Georgia

ED Office for Civil Rights & Georgia SBOE Requirements for an ESOL Language Program

This program is funded with state and local funds only – no federal funds!

1. How do we identify and report the **Parent Communication Language** during registration processes to ensure all school communication is in a language and format parents understand?
(Answer: [Data Collections Documentation](#) and [EL Language Programs – State Guidance](#), p. 10.)
2. How do we identify and report **Student's Primary Language** during registration processes?
(Answer: State-required questions and multilingual family statement choice (as applicable) on [Home Language Survey, required January 2024](#). Also see [Educator Decision-Making Guide for Home Language Survey Responses](#).)
3. What are our next steps when a student who is new to U.S. schools is identified as having a **Primary Language** other than English?
(Answer: See [EL Language Programs – State Guidance](#), starts on pg. 14. Also see [Educator Decision-Making Guide for Home Language Survey Responses](#).)
 - a. How is this process different for transfer students vs. students new to U.S. schools?
 - b. How do you know a student is a transfer student or is a “new to U.S. schools” student?
(Answers on [EL Language Programs – State Guidance](#), p. 14 and 22.)
 1. What is the EL identification process for transfer students?
 2. Who is provisioned to use GUIDE and run EL history reports on students?
 3. Who is provisioned for SLDS to review prior WIDA ACCESS testing results on transfer students?
4. What is our process to identify the English language proficiency (ELP) of potential English learners (ELs) who are new to US schools?
 - a. Which WIDA ELP screeners do we use?
(Answers on [EL Language Programs – State Guidance](#), p. 15.)
 - b. Who administers these WIDA screeners and how is this person trained?
(Answers in GaDOE [Student Assessment Handbook](#).)
 - Who maintains screener training documentation/certification?
 - Who ensures students are administered the correct grade-level screener?
 - Who monitors and documents screener irregularities?
 - Where and how is screener documentation maintained?
 - c. How is the process different when screening students with disabilities or suspected disabilities?

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- d. What EL entrance criteria and procedures do we follow?
(Answers on [GaDOE ESOL Language Program](#) webpage and in [GaDOE Community ESOL Language Program Leaders'](#) group, in Documents.)
 - e. What EL identification timeline do we follow?
(Answer: 30 days from enrollment - [EL Language Programs – State Guidance](#), p. 9.)
 - f. Who is responsible for ensuring the **Date of ELP Screener** and students' **EL status** is reported accurately in the Student Information System (SIS)?
 - g. Who is responsible for monitoring that state and local written EL identification procedures are correctly implemented?
5. What is our process to annually assess the ELP of identified English learner (EL) students using *WIDA ACCESS/ ALTERNATE ACCESS* assessments?
(Answers at GaDOE's Assessment [WIDA ACCESS](#) website.)
- a. Who ensures that all English learners are annually assessed?
 - b. Who administers the *WIDA ACCESS/ ALTERNATE ACCESS* assessments?
 - c. Who is responsible for training test administrators and maintaining documentation?
 - d. How often do they receive training in administering the *WIDA ACCESS/ ALTERNATE ACCESS* assessments?
 - e. Who oversees the validation of *WIDA ACCESS/ ALTERNATE ACCESS* data during test validation windows?
 - f. Who communicates score information for any EL students with disabilities precluding the assessment of one or more language domains on *WIDA ACCESS/ ALTERNATE ACCESS*, when these students receive a **Designated Composite Proficiency Level (D-CPL)**?
 - g. What training is provided to teachers and administrators on how to interpret *WIDA ACCESS/ ALTERNATE ACCESS* score results?
6. Who is responsible for updating the EL status of identified ELs annually in the SIS and ensuring that accurate data is reported to the state?
- a. How is this person (or these persons) trained for this responsibility?
(Answer: [Data Collections Documentation](#). Also see [Data Collections Elements Relevant to ESOL & Title III-A](#), also available in the [GaDOE Community ESOL Language Program Leaders'](#) group, in Documents Folder.)
7. When students are identified as English learners (ELs), either through transfer records or based on the results of an initial screener, what is the English language instruction educational program the school provides each English learner (called ESOL in GA)?
- a. Who provides these language instruction services?
 - b. How does the school ensure teachers are professionally qualified to teach ESOL? What continuous training do they receive?
 - c. What curriculum or instructional resources do they use to teach academic English development?
 - d. How is the [WIDA English Language Development Standards Framework, 2020 Edition](#) implemented during instruction? (See [Implementation Guide: WIDA English Language Development Standards Framework](#) and [Administrator Supplement: WIDA English Language Development Framework Implementation Guide](#).)

- e. What services are provided for the identification and instruction of EL students with disabilities (EL/SWD)? (See [Dear Colleague Letter: English Learner Students and Limited English Proficient Parents \(01/7/2015\)](#) and the [ED English Learner Toolkit, Chapter 6.](#))
 - f. What services are provided for the identification and instruction of gifted and talented English learners?
 - g. How are EL students supported to meet state academic standards?
 - h. How are EL students provided with the same opportunities as other students to participate in curricular and extracurricular activities?
 - i. Who is responsible for coding and reporting accurate ESOL delivery models and ESOL segments to the state? How is this person trained?
(Answers in GaDOE [Data Collections Student Class Delivery Models](#) document. Also see [Data Collections Elements Relevant to ESOL & Title III-A.](#))
8. How are parents notified, in their preferred language and format, of their child’s EL status and ESOL language program?
- a. How are parents also informed, in their preferred language/format, of their right to opt their child out of the ESOL language program? (Answers in [Dear Colleague Letter: English Learner Students and Limited English Proficient Parents \(01/7/2015\)](#))
 - b. How is parent’s refusal of ESOL documented and maintained? Who is responsible to code this in the SIS? (See [ESOL Form Bank](#) for sample Parent Waiver letters in several languages. Also available in the [GaDOE Community ESOL Language Program Leaders’](#) group, in Documents Folder.)
 - c. When parents opt their child out of the ESOL program, how does the school ensure the student’s academic English language development (ELD) is supported even without ESOL? (See [Dear Colleague Letter: English Learner Students and Limited English Proficient Parents \(01/7/2015\).](#))
9. Who is responsible for ensuring eligible EL students receive testing accommodations (when needed) in classroom, formative, and summative assessments?
- a. How are these testing accommodations documented?
 - b. How is training provided? (Answers in GaDOE’s current [Student Assessment Handbook](#) and training webinars.)
10. How do we evaluate the effectiveness of our EL programs?
- a. Who is responsible for this process?
 - b. What metrics do we use?
 - c. What is the evaluation timeline?
- (Answers in [Dear Colleague Letter: English Learner Students and Limited English Proficient Parents \(01/7/2015\).](#))
11. Who is responsible for establishing, training staff, and monitoring EL exit criteria and reclassification procedures?
- a. What EL exit criteria and reclassification procedures do we follow?

- b. How do we document and report our EL Reclassification criteria to the state?
 - c. How do we ensure EL Reclassification criteria are applied consistently across our school system?
 - d. What EL exit procedures are used for EL/SWD with significant cognitive disabilities who were administered the *WIDA ALTERNATE ACCESS*? (Answers on [GaDOE ESOL Language Program](#) webpage under EL Exit Procedures and [EL Language Programs – State Guidance](#), p. 32.)
12. Who is responsible for monitoring exited EL student’s academic progress for two years?
- a. How often is student’s academic progress reviewed?
 - b. When students continue to struggle academically after exiting EL status, what can we do? (Answer: [EL Language Programs – State Guidance](#), starts on p. 27)
 - c. Who is responsible for coding in the SIS exited students’ status, including the *DATE OF EL EXIT* and *EL EXIT REASON*?
13. Who is responsible for communication with EL parents?
- a. What is communicated to parents of ELs and in what language and/or format?
 - b. How is this documented?
 - c. How are *WIDA ACCESS / ALTERNATE ACCESS* assessment results communicated to parents?
 - d. How does the school ensure parents understand all school communication in a language and format they have indicated they prefer?
- (Answer: Translation and interpretation services are locally required. See [Federal Programs Handbook](#), Chapter 9, p. 126 and US Dept. of Justice Civil Rights Division/USED Office for Civil Rights’ [Information for Limited English Proficiency Parents and Guardians and for Schools and School Districts that Communicate with Them](#).)
14. Where do we document all the above procedures?
(Answer: Each LEA and charter school should have all these procedures established in writing.)
- a. Do our school’s processes align with state procedures outlined in the current *EL Language Programs – State Guidance* document?
 - b. How do we train our personnel on these procedures?

Federal Programs, Title I, Part A and Title III, Part A:

For schools who receive federal funds from Title I, Part A and/or Title III, Part A subgrant awards. (Title III, Part A has a minimum threshold of 70-80 EL students, which varies annually.)

15. What supplemental language program do you provide EL students, above and beyond the core ESOL language program instruction, based on a needs assessment? Extended language learning opportunities, such as tutoring, Saturday school, summer school?
16. What EL focused Professional Learning do you provide for all teachers and school leaders?

17. What activities, strategies, or program do you use to engage EL parents in the school's supplemental EL language program and build their capacity to help their children learn English?

Websites with Resources:

- [*Dear Colleague Letter: English Learner Students and Limited English Proficient Parents* \(01/7/2015\)](#)
- [Equal Educational Opportunities for English Learners](#)
- [GaDOE ESOL Language Program](#)
- [GaDOE Federal Programs Title III, Part A](#)
- [National Clearinghouse for English Language Acquisition](#) (NCELA)
- [NCELA: School Obligations](#)
- [USED Office of English Language Acquisition](#)