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Subject: Reminder: EL Exit Procedures & EL Reclassification Form
Importance: High

Greetings ESOL Coordinator / Title IIIA Director,

As you know, on **April 13, 2018**, the former Title III/ESOL Manager, Cori Alston, sent LEAs an email announcing the new **EL Reclassification Form** required for use at the end of the 2018-2019 school year.

In addition, per the ESSA, exit procedures must now be standardized statewide. While the GaDOE strongly supports teacher input and local control in setting exit criteria (within the permitted range of 4.3 – 4.9 in grades 1-12), the reclassification process must now be uniform across the state. (For veteran LEA staff, you will find this process very similar to the Language Assessment Conference performed in prior years.)

To meet the requirements of this law, attached please find an **English Learner Reclassification Form**. As our state's ESSA plan describing this form was not approved until well into the school year, we are offering it as an option for you to use this spring, should your LEA choose to exit students below the 5.0 exit threshold. Beginning in 2018-19 this will be a required form when considering for exit grade 1-12 students who score below a 5.0 Overall so, for those LEAs electing to exit below the 5.0 criterion, you may wish to begin exposing your ESOL teachers to the new form this year.

Additionally, Georgia's approved ESSA Plan (p. 89) states that

Exit Procedures

Students must demonstrate readiness to exit by meeting the state-established proficiency standard on the state-adopted English language proficiency assessment. GaDOE requires that local procedures for reclassification are applied uniformly statewide. Such determinations are only permitted following completion of the state-required English Learner Redesignation Form which requires schools to consider, at a minimum, the student's: classroom performance; English literacy skills; assessment performance; and the judgment of the educators responsible for the student's content and academic language achievement in the classroom.

LEAs will assure compliance with screening deadlines when they complete their consolidated application for Title III funds. LEA adherence to the screening timeline, entrance and exit rules are monitored by Title III grant monitors during the desktop and on-site compliance visits that occur throughout the school year.

Therefore, the EL Exit Procedures (p. 2-3) document offers the following guidance:

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

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

1. LEAs must administer the annual ELP assessment to **all** English Learners (Kindergarten ACCESS, Grades 1-12 ACCESS for ELLs 2.0, & Alternate ACCESS, as applicable) per Title I, Part A requirement. In collaboration with Title III, Part A, Title I Part A will be monitoring each LEA's EL ACCESS Participation Rate on an annual basis. Please see [Federal Programs Monitoring Process](#).
2. LEAs must follow the standardized statewide ACCESS for ELLs[®] 2.0 Overall Composite Proficiency Level criteria as well as the Listening, Speaking, Reading and Writing language domain criteria (when applicable) to identify EL students who have met the criteria to **exit EL status**. (Please see the updated **EL Exit Flowcharts** on the [ESOL Language Program website](#).)
 - a. [Kindergarten EL Exit Flowchart](#):
 - i. Must exit all Kindergarten EL students who score CPL ≥ 5 , and Listening, Speaking, Reading ≥ 5 , and Writing ≥ 4.5 on the Kindergarten ACCESS.
 - b. [Grades 1-12 EL Exit Flowchart](#):
 - i. Must exit all EL students who score Overall CPL ≥ 5 on the ACCESS for ELLs 2.0
 - ii. LEAs may establish in written procedures an **EL Exit minimum criterion within the state-approved range ACCESS CPL 4.3-4.9**. An LEA may include additional measures in its standardized exit procedures that are valid, reliable, objective and applied and weighted consistently across the LEA.
 - iii. Therefore, in order for LEA input to be applied and weighted consistently across the state, LEAs must convene an EL Reclassification Team to complete an [EL Reclassification Form](#) on **all** EL students scoring at or above the LEA-established minimum exit criterion, when **this criterion is in the 4.3-4.9 range**.
 - Using the [EL Reclassification Form](#), the EL Reclassification Team will decide whether to exit the EL student or not. (Federal guidance states that any additional measures used for this decision should not be measures that do not measure English language proficiency, such as the results of the mathematics content assessment.)
 - The final decision (whether to exit or not) **must be recorded on** the [EL Reclassification Form](#), which **must be maintained** in the exited EL student's permanent/cumulative file (DO NOT PURGE!).
 - **(Note:** The name of the *EL Reclassification Form* may be misleading. The intent of this form is that the EL Reclassification Team **will consider** for exit **all students** whose ACCESS 2.0 scores fall within the LEA's established range up to 4.9. The team may decide to exit some EL students and not exit other EL students who may have similar ACCESS score results. Thus, the *EL Reclassification Form* provides the documentation for this decision, when communicating with parents, transferring schools, and other stakeholders. You may want to think of the form as an **EL Consideration-for-Reclassification Form**.)
 - c. [Alternate ACCESS EL Exit Procedures](#) (New this year and may be implemented immediately!)
 - d. Exit Procedures for ELs with a Disability that precludes assessment in one or more language domains (See [Less-than-Four-Domains Exit Procedures](#))

You may also be interested in knowing the [Number and Percentage of EL Students who Attained English Proficiency in 2018, by LEA & SEA](#).

As always, if you have any questions, **please don't hesitate to contact your Title III Regional Specialist** (who monitors LEA implementation of these procedures). We are here to help you navigate these processes!

Thank you,

Margaret E. D. Baker, Ed.D.

Program Manager

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