EL Entrance Procedures: Identifying English Learners & Notifying their Parents – 

Are we still provisional?

A GaDOE EL Language Programs’ ESOL Munch & Learn

July 8, 2020

Advancing Effective Leadership for Continuous Improvement of Systems for English Learner Success
Lunch Menu Today

Appetizer
Federal and State Laws

Main Course
1. Home Language Survey
2. ELP Screener Options
3. Identification of Transfer Students
4. Potential ELs with disabilities
5. Data Collection Codes
6. Timeline considerations

Dessert
Parent Notifications
Enrollment/Registration Processes for All Students

Federal Laws

- OCR/DOJ *Dear Colleague Letter: English Learner Students and Limited English Proficient Parents* (Jan 7, 2015)

- ESEA 1965, amended by the ESSA (2017)

State Guidance

- State Board of Education Rule 160-4-4-.02 (updated 2017)

- State ESSA Plan (Feb 2018)

- EL Language Programs State Guidance
Website Resources:

**ESOL Language Program Website**

IV. Registration/Enrollment Processes
- Parent School Communication Flowchart
- Translation/Interpretation Guidance (Please refer to Chapter 10.)
- Statewide Contract Info for Translation Services (2018-2020)
- Home Language Survey Form Bank

V. EL Entrance Procedures (10 June 2019)
- Kindergarten EL Eligibility (W-APT) Flowchart
- Kindergarten EL Eligibility (MODEL) Flowchart
- Grades 1-12 EL Eligibility Flowchart

A Resource Guide to Support School District’s English Learner Language Programs

ESOL Language Programs
Supplemental Title III, Part A Language Programs

EL Language Programs - State Guidance (Updated 11-20-2019)
Three State-Required Home Language Survey Questions

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?
Key Questions during Registration/Enrollment Procedures

- **New to U.S. Schools?**
  1. Home Language Survey
  2. Screen Potential ELs
  3. Eligibility Criteria (EL Entrance Flowcharts)

- **In-state Transfer Student?**
  1. Capture in GUIDE
  2. Check SLDS
  3. Contact previous school district

- **Out-of-State Transfer Student?**
  - WIDA state?
  - Non-WIDA state?
1. Is our system’s HLS embedded in the registration packet or online process?

2. How do we know our parents understand it when they fill it out?

3. How do registration personnel notify ELP screening personnel that a potential EL needs to be screened?

4. How do we ensure transfer students are correctly identified, when applicable?
Elements in the Screening Process

- ELP Screener Options
- Students with Disabilities
- EL Eligibility Criteria
- EL Entrance Flowcharts
State-Adopted English Language Proficiency (ELP) Screener Options

- The Kindergarten WIDA-ACCESS Placement Test (K W-APT)
- The WIDA Screener (Online)
- The Kindergarten Measure of Developing English (K MODEL)
- WIDA Remote Screener for grades K-1 and grades 2-12, as needed
WIDA’s New Remote Screener
# ELP Screener Options 2020-2021

<table>
<thead>
<tr>
<th>Traditional / School Buildings Open</th>
<th>Hybrid with Limited/Staggered Use of School Buildings</th>
<th>Distance/Remote Learning due to Targeted, short-term, or extended closures</th>
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<tr>
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<td>2. WIDA Model (Kinder only)</td>
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<td>3. WIDA Online Screener - Gr. 1 (2\textsuperscript{nd} sem.) – Gr. 12</td>
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<td>4. WIDA Remote Screener for K-12, as needed</td>
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Preventative practices and proactive protocols would include individual administration of the ELP screener following the health and safety considerations and recommendations as expressed in GaDOE’s K-12 Restart and Recovery guidelines at [https://www.georgiainsights.com/coronavirus.html](https://www.georgiainsights.com/coronavirus.html).
Students with Disabilities

Is the potential EL student already identified as deaf, blind and/or non-verbal?
Kindergarten Eligibility Flowchart: The K-WAPT

English Learner (EL) Entrance Procedures
Kindergarten W-APT Screener: 2nd Semester Pre K-1st Semester Grade 1

WIDA ACCESS Placement Test

Administer the Home Language Survey (HLS) in a language parents understand.

Note: Use this flowchart with students enrolling in a U.S. school for the first time. All transfer students’ original HLS and applicable ELP screener and/or ELP assessment scores should be reviewed to determine students’ English Learner status.

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

If one or more responses indicate a language other than English, then administer the grade level appropriate components of the K-W-APT Screener.

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

For students in 2nd semester Kindergarten through 1st semester Grade 1, administer all FOUR components of the Kindergarten W-APT.

If the student’s combined Listening & Speaking Score is $\leq 28$, then the student is an English Learner and should be coded EL-Yes.

If the student’s combined Listening & Speaking Score is $\geq 29$, then the student is NOT an English Learner and should be coded EL-No.

If any of these three criteria are met, then the student is an English Learner and should be coded EL-Yes.  
- Combined Listening & Speaking Score is $\leq 28$, and
- the Reading Score is $\leq 10$, and
- the Writing Score is $\leq 11$.

If all three of these criteria are met, then the student is NOT an English Learner and should be coded EL-No.
- Combined Listening & Speaking Score is $\geq 29$, and
- the Reading Score is $\geq 11$, and
- the Writing Score is $\geq 12$. 

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
Kindergarten Eligibility Flowchart – The WIDA MODEL

English Learner (EL) Entrance Procedures
Kindergarten WIDA MODEL Screener: 2nd Semester Pre K - 1st Semester Grade 1

1. Administer the Home Language Survey in a language parents understand.
2. Note: Use this flowchart with students enrolling in a U.S. school for the first time. All transfer students' original HLS and applicable ELP screener and/or ELP assessment scores should be reviewed to determine students' English Learner status.
3. For students in 2nd semester Pre-K through 1st semester Kindergarten, administer only Parts A and D of the WIDA MODEL.
4. If the student's Composite Oral Proficiency Level (Listening & Speaking) is < 5.0, then the student is an English Learner and should be coded EL-Yes.
5. If one or more responses indicate a language other than English, then administer the WIDA MODEL Screener.
6. If the student's Composite Oral Proficiency Level (Listening & Speaking) is ≥ 5.0, then the student is NOT an English Learner and should be coded EL-No.
7. If all three responses are "English", then STOP! DO NOT SCREEN.
8. For students in 2nd semester Kindergarten through 1st semester Grade 1, administer all parts (A - F) of the WIDA MODEL.
9. If the student's Overall Composite Proficiency Level (CPL) score is ≥ 5.0, then the student is NOT an English Learner and should be coded EL-No.
10. If the student's Overall Composite Proficiency Level (CPL) score is < 5.0, then the student is an English Learner and should be coded EL-Yes.
Grades 1-12 Eligibility Flowchart – The WIDA Screener

English Learner (EL) Entrance Procedures
WIDA Screener: 2nd Semester Grade 1 - Grade 12

Administer the Home Language Survey in a language parents understand.

Note: Use this flowchart with students enrolling in a U.S. school for the first time. All transfer students’ original HLS and applicable ELP screener and/or ELF assessment scores should be reviewed to determine students’ English Learner status.

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

If one or more responses indicate a language other than English, then administer the WIDA Screener.

If the student’s grade-level-adjusted Overall Composite Score is < 5.0, the student is an English Learner and should be coded EL-Yes.

If the student’s Grade Level Adjusted Overall Composite Score is ≥ 5.0, the student is NOT an English Learner and should be coded EL-No.
How and where do we report the results of the ELP Screener?

1. Posting students’ EL status in the SIS
2. Recording the Date of ELP Screener in the SIS.
3. Using the EL Screener Tab in SLDS
Poll Time!

Indicate which process occurs in your school system?

- A - Students' EL status is marked in SIS
- B - Students' Date of ELP Screener is noted in SIS
- C - Students' Screener information is entered in SLDS EL Screener Tab
- A & B only
- A, B, & C

[Response options and activation buttons]
Let’s test our understanding!

**Scenario #1:** A new second grade student enrolled in December from China. The answers on the HLS were Mandarin, Mandarin and Mandarin.

**Action Taken:** The district administered the Grades 1-12 online WIDA Screener. The student scored an overall composite proficiency level of 1.5.

**Result:** The student qualifies for EL status and language instruction program and services since the eligibility criteria was met: The 2nd grade newly arrived student with a home language of Mandarin who scored below 5.0 on the WIDA Screener.
Let’s try another one!

**Scenario #2:** A new student enrolled in 6th grade from Nevada in October. On the HLS, the family indicated that Spanish was the main language used at home. The student has been in U.S. schools since Kindergarten.

**Action Taken:** The district requested the official EL records for this student from the transferring school in Nevada.

**Result:** The records demonstrated that this student had exited EL status in 4th grade and had been monitored in 5th grade. She is currently in year two of post-exit monitoring and is coded as an EL=2 in Georgia.
Let’s practice with one of your scenarios!

1. Write a scenario in the **Chat Box** and we’ll read it aloud.

2. Write the **Action** the LEA took or ask us what action should be taken. We’ll poll the group!

3. **Result:** Varies
How long should the EL identification process take?

30 Days

After the student enrolls in a school in the state, regardless of when the student enrolls during the school year.
Determining Support for English Learners

English Learner Programs
Data Element Required During Registration – NOT part of the HLS!

In which language would you prefer to receive school communication?

Required ESEA/ESSA, Title I, Part A
Now, how do we tell the parents?

- Initial Eligibility Parent Notification Letter
- Continuing Eligibility Parent Notification Letter
- Combined Title I and ESOL Parent Notification (optional)
Where can I find these parent notification letters?

ESOL Language Program website / GADOE Guidance / ESOL Form Bank

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**ESOL Form Bank**

**Home Language Survey Forms**
- Home Language Survey - Translated Versions - required form under ESSA
- HLS Addendum
- Multilingual HLS Amendment
- Spanish HLS Addendum
- Sample LEA Title IIA EL-I Code Use Report

**Parent Notification Forms**
- Optional Combined Parent Notification Forms
- Parent Notification of ESOL Services Form - Translated Versions - required OCR form, State version
- Notification of ESOL Services at an Alternate Location Form
- Parental Waiver of Direct ESOL Services - Translated Versions
- Joint DOJ/OCR Release Letters on ELs’ Equal Access to Education & Parent Communication - Translated Versions

**EL Exit Procedure Forms**
- EL Reclassification Form - *new!*
- Sample Notification of EL Exit Letters (optional)
Title I, Part A Parent Notification for Supplemental Language Services

English Learner Programs

Combined Parent Notification for ESOL and Federal Programs Language Services [ENGLISH]
1. Which processes of EL eligibility and parent notification are working well in your school system?

2. Which processes are you still working on to implement in a standardized manner?

3. What concerns do you still have?

4. How can we support you?
eLearning Courses coming soon to SLDS/PLO platform!

1. EL Entrance Procedures
2. EL Exit Procedures
See you next month at the Aug 5th Munch & Learn!

| August 5 | ESOL Delivery Models, ESOL Courses, Scheduling, EL/TPCs – Supporting ELs in distance learning environments; Identifying potential language & learning loss; Did we exit too soon? (Assessment) |

**Ensuring Accurate EL & Immigrant Data**

- For ESOL Coordinators, Title IIIA Directors, Data Clerks, Registration Personnel
- Webinars will be recorded & posted
- Submit questions by EOB two days prior, if possible

Register for only one date & time that fits your schedule:

1. **Friday, Aug. 21 @ 1:00 p.m.** -  
   [https://attendee.gotowebinar.com/register/3905390942579117583](https://attendee.gotowebinar.com/register/3905390942579117583)

2. **Monday, Aug. 24 @ 2:00 p.m. (REPEAT)**  
   [https://attendee.gotowebinar.com/register/2138711052231591183](https://attendee.gotowebinar.com/register/2138711052231591183)
ESOL Questions & Support
678-794-3695
Email:
ELPrograms@doe.k12.ga.us
# Title III-A Program Specialists

<table>
<thead>
<tr>
<th>Northeast Region</th>
<th>Northwest Region</th>
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<tbody>
<tr>
<td>Dr. Adria Griffin</td>
<td>Mr. David Tucker</td>
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<tr>
<td><a href="mailto:agriffin@doe.k12.ga.us">agriffin@doe.k12.ga.us</a></td>
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<td>678-416-1273</td>
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<th>South Region</th>
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<tr>
<td>Ms. Dely Roberts</td>
<td>Ms. Tammie Smith</td>
</tr>
<tr>
<td><a href="mailto:droberts@doe.k12.ga.us">droberts@doe.k12.ga.us</a></td>
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<tr>
<td>470-421-9976</td>
<td>678-794-3667</td>
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## Contact Information by Region
www.gadoe.org

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