EL and EL/SWD Exit Procedures: When are EL students fully English proficient?

GaDOE EL Language Programs
ESOL Directors’ Munch & Learn
May 12, 2021
Lunch Menu Today

• **Appetizer** – Federal & State Requirements

• **Main Course** –
  1. Kindergarten Exit Procedures
  2. Grades 1-12 Exit Procedures
     • State Criteria – Clear Exits
     • LEA Flexibility Criteria - EL Reclassification Procedures
  3. Alternate ACCESS Exit Procedures
  4. Less-than-4-Domains Exit Procedures
  5. Reporting Exited EL Data to the State
  6. Honoring Exit Decisions Made in other Systems
  7. Post-Exit Monitoring Procedures

• **Dessert**
  • Professional Development Opportunities
Collaborating Today

• ESOL Program Manager, Dr. Meg Baker

• Title III, Part A Program Specialist Team – Monitor EL Exit Procedures in LEAs that receive a Title III, Part A subgrant
  • Dr. Adria Griffin, Northeast GA & Metro East
  • Mr. David Tucker, Northwest GA & Metro West
  • Ms. Dely Roberts, Central GA
  • Ms. Tammie Smith, South GA

• ESOL Professional Learning Specialist – Dr. Jacqueline Ellis

• Special Education Support & Services
  • Ms. Wina Low, Program Manager Senior
ESOL Language Program – LEAs’ Legal Obligations
Title VI of the Civil Rights Act of 1964 and EEOA

1. Monitor and evaluate EL students' progress in English and academic grade-level knowledge;
2. Exit them when they are proficient in English; and
3. Monitor exited students to ensure they were not prematurely exited.

Evaluate the effectiveness of the LEA's ESOL Program to ensure EL students acquire English and that the program is reasonably calculated to allow ELs to attain parity of participation in the standard instructional program with a reasonable time period.
ESEA/ESSA Sec. 31111 (b)(2)(A)

“Establishing and implementing, with timely and meaningful consultation with local educational agencies representing the geographic diversity of the State, standardized statewide entrance and exit procedures including a requirement that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.”
# Information Sources

## 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
- UPDATED October 1, 2020
  - SBOE 160-4-5-.02 Language Instruction Program for English Learners
- State ESSA Plan (Feb 2018)
- *El Language Programs State Guidance*
VI. EL Exit Procedures

- Kindergarten EL Exit Flowchart
- Grades 1-12 EL Exit Flowchart
- EL Reclassification Form (April 2018)
- Alternate ACCESS Exit Procedures (May 2019)
- IEP Alternate EL Reclass Form (WORD)
- Less-Than-Four-Domains Exit Procedures (April 2019)

No Changes!
Annual English Language Proficiency (ELP) Assessment

Continuing eligibility for EL status is based on the results of the WIDA ACCESS for ELLs or the Alternate ACCESS assessment.

ACCESS for ELLs | WIDA (wisc.edu)
2020 Statewide ELP Assessment Administration Errors that have an impact on ELP Assessment Participation Rate

Former ELs in ACCESS 2020 Test File

• Student should have been administered the Alternate ACCESS (1)

• Student was coded EL=1 in error, student should have been an EL=Y – was administered the ACCESS correctly (6)

• Reported as a testing irregularity (8)

• Should not have been tested (27)

• Incorrect EL Exit Date
Main Course –
EL Exit Criteria
Kindergarten EL Exit Criteria

Statewide Standardized Procedures
NO Flexibility

EL Language Programs – State Guidance, pg. 28
**Kindergarten EL Exit Flowchart**

- **Overall CPL:** 5.0+
- **Listening:** 5.0+
- **Speaking:** 5.0+
- **Reading:** 5.0+
- **Writing:** 4.5+
Exit Scenario #1

A Kindergarten student scored the following on the 2020 ACCESS test:

- Overall CPL = 5.2
- Listening = 5.1
- Speaking = 5.1
- Reading = 5.1
- Writing = 4.2

Exit Decision? No
Exit Scenario #2

A Kindergarten EL scored the following on the 2020 ACCESS test:

- Overall CPL = 4.5
- Listening = 6.0
- Speaking = 6.0
- Reading = 5.0
- Writing = 3.4

Exit Decision?
2020 Statewide EL Exit Errors: Kindergarten

5 Kindergarten English learners were coded as EL=1 in 1st Grade (October 2020)

but

their 2020 Kindergarten ACCESS for ELLs assessment results did not meet the statewide EL exit criteria for Kindergarten:

• Overall CPL 5.0+, and Listening, Speaking, and Reading 5.0+, and Writing 4.5+

• 1 EL student met Kindergarten Criteria for exit but was not exited.
Grades 1-12 EL & EL/SWD Exit Procedures

1. Clear Exits - Statewide Minimum Criteria

2. Reclassification Process - LEA Minimum Criteria within Flexibility Range along with a Required Reclassification Decision for all ELs scoring in that range.
Grades 1-12
EL Exit
Flowchart

4.3
If the Overall Composite Proficiency Level (CPL) is < 4.3, then the student is still an English Learner and remains coded EL-Yes.

5.0
If the Overall Composite Proficiency Level (CPL) is > 5.0 then the student is no longer an English Learner, must be exited from EL status, and must be coded EL-1 after July 1st.

LEA Flexibility:
An LEA that chooses to consider possible EL Exit for students scoring between CPL 4.3 – 4.9 must establish written standardized LEA EL Exit Procedures that include an EL Reclassification Review Team decision to exit or not to exit. The LEA’s procedures must be implemented consistently in an objective manner and must be applied in a valid and reliable way. LEAs must use the state-provided EL Reclassification Form.
LEA Flexibility – 4.3-4.9 + EL Reclassification

1. LEAs may establish, in written procedures, a minimum criterion to consider EL students for exit within the state-approved range: ACCESS for ELLs Overall CPL 4.3-4.9.

2. An LEA may include additional measures in its standardized exit procedures that are valid, reliable, objective and applied and weighted the same way across the LEA.

3. For local input to be applied and weighted consistently across the state, LEAs must convene an EL Reclassification Team to complete an EL Reclassification Form for all EL students scoring at or above the LEA-established minimum exit criterion, in the 4.3-4.9 range.
English Learner Reclassification Review Form

School Year: [Select a year]

LEA Name: [Click or tap here to enter text]  School Name: [Click or tap here to enter text]

Purpose: To allow for district staff input on EL reclassification when ACCESS score is below GADOE-established required exit criteria.

Step 1: Verify score falls within the GADOE-established proficiency standard on ACCESS assessment.
- [ ] Grades 1-12 ACCESS for ELs 2.0 composite (overall) proficiency score falls between 4.3 – 4.9.

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

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

Meeting Date: [ ]

Content teachers present (check at least apply) [ ] ELA [ ] Math [ ] Social Studies [ ] Science

Student Name: [ ]

GTID: [ ] GTID: [ ] Grade: [ ] Select Grade [ ] DOB: [ ]

ACCESS Overall/CPL Score: [ ]

Meeting Participants:
- ESOL Staff: [ ]
- Administrator: [ ]
- Classroom Teacher(s): [ ]
- Other Participants: [ ]

Listening: skills observed in the classroom (check all that apply):
- [ ] Listens and follows along
- [ ] Responds to teacher questions
- [ ] Interprets oral information to complete content-related tasks
- [ ] Responds to unexpected/footnote questions appropriately
- [ ] Asks for clarification if necessary
- [ ] Provides clarification if necessary
- [ ] Clears up misunderstandings (by backtracking, restating, etc.)

Notes (optional):

Speaking: skills observed in the classroom (check all that apply):
- [ ] Words/phrases
- [ ] A sentence
- [ ] Connected sentences
- [ ] Teachers observe that non-ELs use mostly
- [ ] Words/phrases
- [ ] A sentence
- [ ] Connected sentences
- [ ] This English learner mostly uses
- [ ] Words/phrases
- [ ] A sentence
- [ ] Connected sentences
- [ ] To what extent does this student use language in the ways expected for the task?
- [ ] All or most of the time
- [ ] Some of the time
- [ ] Rarely

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

Measures reviewed:

The EL’s overall classroom performance in English demonstrates that he/she is likely to achieve in classrooms where English is the primary language of instruction:
- [ ] All of the time
- [ ] Some of the time
- [ ] Rarely

The EL’s overall assessment performance in English demonstrates that he/she has the requisite skills to achieve in classrooms where English is the primary language of instruction:
- [ ] All of the time
- [ ] Some of the time
- [ ] Rarely

Step 3: Reclassification Review Determination
- [ ] Exit from ESOL
- [ ] Continue in ESOL

Richmond Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
LEA Exit Criteria Reported to the State & Posted

ESOL and Title III, Part A Language Programs

2018 EL Exit Criteria for Grades 1-12 by LEA
(Self-reported by LEAs as a reference for in-state GA transfer students)

ESOL and Title III, Part A Language Programs

2019 EL Exit Criteria for Grades 1-12 by LEA
(Self-Reported by LEAs, as a reference for in-state GA transfer students)

ESOL and Title III, Part A Language Programs

2020 EL Exit Criteria for Grades 1-12 by LEA
(Self-Reported by LEAs, June 2020, to be used as a reference for in-state GA transfer students)

Coming Soon- 2021 LEA Established Exit Criteria
When do we hold Reclassification Meetings this year since ACCESS scores arrive at the end of May?

Specific Grade Level Meetings Now – The Rest Later

- ELs in Grades 5, 8, & 12
- Cherokee, Hall, & others

All Meetings before end of post-planning

- Gilmer & Rockdale & others!
- Meetings held via TEAMS
- ESOL Coach or Coordinator participates in meetings
- Exit letters mailed to students’ families
- Parent Notifications in the Fall

All Meetings in July/August

- NEGA RESA LEAs
- Many Others!

Within 30 days from enrollment in the new school year!
Exit Scenario #3

A 4th grade EL student scored the following on the 2020 ACCESS test:

- Overall CPL = 5.8

Exit Decision?

Yes
Exit Scenarios #4 & #5

- A 5th grade EL student scored a 2020 ACCESS Overall CPL 3.1.
- A 6th grade EL student scored an Overall CPL 4.5 on the 2020 ACCESS test.

Exit Decisions?

No

Yes

or

No?

Maybe, pending Reclass
Exit Scenario #6

A Newcomer 10th grade EL student scored an overall **CPL 4.4 and a Literacy 4.0** on the 2020 ACCESS for ELLs test.

**Exit Decision?**
# 2020 Statewide EL Exit or Coding Errors

## Grades 1-12

<table>
<thead>
<tr>
<th>Error</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Coded as an EL=1 in SY2020-2021, but scored below ACCESS CPL 4.3 at the end of SY2019-2020</td>
<td>48</td>
</tr>
<tr>
<td>• Coded as an EL=2 in SY2020-2021, but scored below ACCESS CPL 4.3 on the 2019 or 2020 ACCESS</td>
<td>15</td>
</tr>
<tr>
<td>• Coded as an EL=YES in FY2020-2021 but scored above Overall CPL 5.0 on the 2020 ACCESS. Should have been exited.</td>
<td>52</td>
</tr>
<tr>
<td>• Coded as an EL=YES in FY2020-2021 but scored above Overall CPL 5.0 on the 2019 ACCESS. Should have been exited two years ago.</td>
<td>12</td>
</tr>
</tbody>
</table>
Alternate ACCESS Exit Procedures

...for students with an IEP who are eligible to participate in the GAA

EL Language Programs – State Guidance, pg. 29-30
Alternate ACCESS Exit Criteria

Using the IEP EL Reclassification Rubric, an IEP Team may **recommend an EL/SWD for exit** when the student has met one of the following:

1. Scored an Alternate ACCESS Overall **CPL P2** for **two consecutive years** with IEP Team decision **recorded on the GaDOE IEP Reclassification Rubric or on GoIEP.**

2. Scored any other identical Alternate ACCESS Overall CPL (same score) for **three consecutive years** with IEP decision **recorded on the GaDOE IEP Reclassification Rubric or on GoIEP.**
**IEP EL Reclassification Rubric**

(Only to be used with Alternate ACCESS Exit Procedures)

**Student Name: ____________________________ GTID ____________________________

**Note:** If an EL Student Exit is being considered, the IEP Team must review the six (6) criteria below and select Yes or No as applicable to the student. A Yes answer for Criteria #6 requires a justification that contains evidence that the student meets the criteria. The Team’s final determination must consider the performance of English-only students in similar settings that have similar characteristics to the EL student being evaluated for reclassification (e.g. disability, grade level, educational background, etc.).

<table>
<thead>
<tr>
<th>Alternate EL Exit Criteria</th>
<th>Evidence Reviewed</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is an ESL, ELD, or 2nd language acquisition specialist a member of the EL Reclassification Team?</td>
<td>Yes/No</td>
<td>Name: ____________________________ Role: ____________________________</td>
</tr>
<tr>
<td>2. Is the EL student eligible for Georgia’s Alternate Assessment 2.07? (See GAA 2.0 Eligibility Criteria)</td>
<td>Yes/No</td>
<td>GAA 2.0 Eligibility Criteria Year Eligible ____________________________</td>
</tr>
<tr>
<td>3. Has the EL student performed at Alternate ACCESS Overall Composite Proficiency Level (CPL) for two consecutive years?</td>
<td>Yes/No</td>
<td>Language Assessment Results: Test Year _______ CPL _______</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Test Year _______ CPL _______</td>
</tr>
<tr>
<td>4. Has the EL student performed at Alternate ACCESS CPL for three consecutive years? (Specify CPL)</td>
<td>Yes/No</td>
<td>Language Assessment Results: Test Year _______ CPL _______</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Test Year _______ CPL _______</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Test Year _______ CPL _______</td>
</tr>
<tr>
<td>5. Is the EL student’s role of language acquisition primarily attributed to the student’s disability rather than to English language proficiency?</td>
<td>Yes/No</td>
<td>Anecdotal Notes &amp; Observations Benchmark or Progress Monitoring Data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adaptive behavior skills assessment Academic Achievement &amp; Functional Performance</td>
</tr>
<tr>
<td>6. Is English language proficiency no longer a barrier to full participation in the student’s individualized program of instruction, as specified in IEP goals?</td>
<td>Yes/No</td>
<td>Anecdotal Notes &amp; Observations Benchmark or Progress Monitoring Data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adaptive behavior skills assessment Academic Achievement &amp; Functional Performance</td>
</tr>
</tbody>
</table>

**EL Reclassification / IEP Team Review Determination:**

- Exit from EL Status
- Do not exit from EL status; student should remain coded as an English Learner.

Administrator Signature: ____________________________ Date: ____________________________

Parent Signature: ____________________________ Date: ____________________________
Exit Decision?

Alternate ACCESS Exit Scenario

Amal is a 3rd grade EL who qualifies for the GAA. Her Overall Alternate ACCESS scores the past 4 years are as follows:

- 2018 – A3
- 2019 – P1
- 2020 – P1
- 2021 – P2

Does she qualify to be considered for exit by a Reclassification/IEP Committee?

This LEA’s Written Procedures:

• “Eligibility for students who participate in the alternate access assessment is consistent with the Georgia Department of Education guidelines and is a collaborative evaluation process conducted by the Coordinator of ESOL and Title III, special education department, and school-based ESOL teams.”

• Is this an acceptable written procedure?

No
# 2020 Alternate ACCESS EL Exit Questions

<table>
<thead>
<tr>
<th>Data Evidence</th>
<th>Question #1</th>
<th>Question #2</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student scored an A1 in SY2018-2019 and again in SY2019-2020.</td>
<td>• Did student score an A1 in SY2017-2018?</td>
<td>• If so, did the IEP team consider the student for exit at the end of SY2019-2020?</td>
<td>9</td>
</tr>
<tr>
<td>• Student scored an A2 in SY2018-2019 and again in SY2019-2020.</td>
<td>• Did student score an A2 in SY2017-2018?</td>
<td>• If so, did the IEP team consider the student for exit at the end of SY2019-2020?</td>
<td>3</td>
</tr>
<tr>
<td>• Student scored an A3 in SY2018-2019 and again in SY2019-2020.</td>
<td>• Did student score an A3 in SY2017-2018?</td>
<td>• If so, did the IEP team consider the student for exit at the end of SY2019-2020?</td>
<td>11</td>
</tr>
<tr>
<td>• Student scored a P2 in SY2018-2019 and again in SY2019-2020.</td>
<td>• Did the IEP team consider the student for exit at the end of SY 2019-2020?</td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>• Student did not score a P2 in SY2018-2019 nor in SY2019-2020.</td>
<td>• Why was student exited?</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>
Less-Than-Four-Domains Exit Procedures

EL Language Programs – State Guidance, pg. 30
Designate Composite Proficiency Level (D-CPL)

EL/SWD students whose disability precludes assessment of one or more language domains can be considered for exit from EL status…

a) when the student has met the state (5.0+) or LEA criteria (4.3-4.9) for exit…

b) using a GaDOE-provided Designate Composite Proficiency Level (D-CPL), in lieu of a WIDA Overall CPL.

- Student’s missing domain must have been coded SPED on the ACCESS or Alternate ACCESS.
- Student’s primary disability on record with the state must align with missing domain.
- Student must have been assessed in at least two domains.
Designate Composite Proficiency Level (D-CPL)

- Students who missed domains due to absence or illness are **not** eligible for the D-CPL.
- Students who are deaf, blind, and non-verbal would be considered as having a disability that precludes assessment in one or more of the language domains.
  - Student’s missing domain should be coded SPED
- Beyond these reasons, the Assessment Director should seek counsel from the GaDOE Assessment Division who would consult with Special Education and EL Learner Programs.
2020 Statewide “Less-than-Four-Domains” ACCESS & Alternate ACCESS Records

• 28 “Less-Than-Four-Domains” ACCESS records:
  • 16 D-CPL were provided to the School Systems/Charter Schools
  • 5 students had no Primary Disability Code recorded at the state
  • 7 students were not eligible for D-CPL because fewer than 2 domains were assessed

• 4 “Less than Four Domains” Alternate ACCESS records – All 4 DCPLs were provided to the school systems.

Take-Aways:
1. On the ACCESS test, when coding a missing domain for SPED reasons, make sure the student really has a primary disability reported to the state.
2. Make sure disability requires a domain to be missing.
Data Collections

Reporting Exited EL Students to the State

Incorrect coding will have an impact on ELP Assessment Participation Rate!
Important Dates to Remember!

**DATE OF EL EXIT**
- Last day of School Year
- No later than **JUNE 30**
- Even if Reclass Meeting was held in July/August

**Status Change: EL=Y to EL=1**
- Beginning of School Year
- After **JULY 1**

**EL Exit Reason**
- ‘1’ = ACCESS for ELLs Proficiency (Overall 5.0+ = Clear Exit)
- ‘2’ = LAC discontinued in 2017
- ‘3’ = Exited out-of-state or from non-public school
- ‘4’ = EL Reclassification Team Decision
# Coding Exited EL Students

<table>
<thead>
<tr>
<th>School Year</th>
<th>EL Exit Date</th>
<th>2019-2020</th>
<th>2020-2021</th>
<th>2021-2022</th>
<th>2022-2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019</td>
<td>June 30, 2019</td>
<td>EL=1</td>
<td>EL=2</td>
<td>EL=3</td>
<td>EL=4</td>
</tr>
<tr>
<td>2019-2020</td>
<td>June 30, 2020</td>
<td>EL=Yes</td>
<td>EL=1</td>
<td>EL=2</td>
<td>EL=3</td>
</tr>
<tr>
<td>2020-2021</td>
<td>June 30, 2021</td>
<td>EL=Yes</td>
<td>EL=Yes</td>
<td>EL=1</td>
<td>EL=2</td>
</tr>
<tr>
<td>2021-2022</td>
<td>June 30, 2022</td>
<td>EL=Yes</td>
<td>EL=Yes</td>
<td>EL=Yes</td>
<td>EL=1</td>
</tr>
</tbody>
</table>
Possible Data Collection Errors – in SIS

<table>
<thead>
<tr>
<th>Error</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Coded as an <strong>EL=1</strong> in SY2020-2021 but met state EL Exit Criteria (5.0+) at the end of SY2018-2019. Should have been an EL=2.</td>
<td>228 (8 were administered the 2020 ACCESS in error)</td>
</tr>
<tr>
<td>• Coded as an <strong>EL=2</strong> in SY2020-2021 but met state EL Exit Criteria at the end of SY2019-2020. Should have been reported to the state as an EL=1</td>
<td>8</td>
</tr>
</tbody>
</table>
Offering a holistic education to each and every child in our state.

Honoring EL Exit Decisions from Other School Systems

“Identification within 30 Days from Beginning of School”
Reclassification?
Reverse Reclassification?

EL Language Programs – State Guidance, pg. 29
Transfer Students Who Were Exited with Different Criteria Than Ours?

At the beginning of the school year

Before Oct FTE

- LEAs may observe exited EL student’s performance for 2-4 weeks and convene another EL Reclassification Team to review documentation and reconsider transfer LEA’s exit decision with evidence, when applicable.

During the school year

After Oct FTE

- LEAs must honor all transfer LEA’s EL Reclassification decisions.

LEAs’ EL Exit Criteria will be posted in the *EL Language Programs – State Guidance Handbook* each year.
Post-Exit Monitoring Procedures

EL Language Programs – State Guidance, pg. 33-35
Post-Exit Monitoring of EL=1 and EL=2 Students Required in OCR

• For two school years, the exited student’s academic progress must be monitored periodically by designated ESOL and Special Education personnel (for exited EL/SWD) to ensure the student’s English proficiency is not a barrier to full participation in classroom instruction and assessment in English.
• Monitoring documentation must be maintained in the exited student’s permanent/cumulative records.
• LEAs have flexibility to design monitoring process; electronic processes are valid, state provides resources
Post-exit Reverse Reclassification Process during EL=1 status, permitted by OCR

- MTSS or RtI team must make determination that student is not progressing academically because of a lack of English language proficiency, and not because of a lack of content knowledge, cognitive learning differences, or a disability.

- Documentation of data that was reviewed and the reclassification decision that was made must be maintained in student’s permanent records (See pg. 35-36).

- Reverse Reclassification Team must address questions on pg. 35.

- Parents must consent.

- See Data Collection timeline challenges on pg. 36.
Dessert
Professional Learning Report

Dr. Jacqueline C. Ellis
<table>
<thead>
<tr>
<th>eWorkshop</th>
<th>Course Completion 2019-2020 SY</th>
<th>Course Completion 2020-2021 SY (as of 5/7/21)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teachers: Engaging Multilingual Newcomers</td>
<td>672</td>
<td>190</td>
</tr>
<tr>
<td>Developing Language for Learning in Mathematics</td>
<td>275</td>
<td>27</td>
</tr>
<tr>
<td>Doing and Talking STEM</td>
<td>169</td>
<td>16</td>
</tr>
<tr>
<td>WIDA Writing Rubric</td>
<td>149</td>
<td>22</td>
</tr>
<tr>
<td>Social Studies: Engaging Multilingual Learners through Inquiry</td>
<td>N/A</td>
<td>241</td>
</tr>
<tr>
<td>Leading for Equity: Classroom Walkthrough</td>
<td>176</td>
<td>16</td>
</tr>
<tr>
<td>School Improvement: Planning for the Equitable Education of Multilingual Learners</td>
<td>N/A</td>
<td>6</td>
</tr>
<tr>
<td>The WIDA ELD Standards Framework: A Collaborative Approach</td>
<td>N/A</td>
<td>47</td>
</tr>
</tbody>
</table>
eLearning Courses in SLDS/PLO

- **Planning for Academic Language for English Learner Students**
  5 Lessons • Oct 20, 2020

- **Understanding Academic Language: Ensuring Content Standards...**
  7 Lessons • Oct 20, 2020

- **Connecting Academic Language to Students’ Prior Knowledge...**
  13 Lessons • Oct 20, 2020

- **Practicing Academic Language Providing Opportunities for...**
  6 Lessons • Oct 20, 2020
Engagement Report for the SLDS/PLO Courses
Posted December 2020 to May 2021

Total Enrollment  | Certificates Earned
-----------------|---------------------
Connecting Academic Language | 67 | 13
Understanding Academic Language | 41 | 6
Practicing Academic Language | 68 | 12
Planning for Academic Language | 7 |
Remember: Assessment, ESOL, & Special Education are collaborating to address your EL Entrance & EL Exit questions!

OPEN OFFICE HOURS

April 28 @ 3:00 PM
May 11 @ 3:00 PM
June 9 @ 2:00 PM
July 12 @ 1:00 PM