English Learners in Charter Schools

July 30, 2021
Todays Topics
(Slides for you to review later.)

1. Background information
2. **Identify** – Eligibility & Purpose
3. **Serve** – Program Structure
4. **Assess** – Assessment
5. **Report** – Accountability
6. Parent Engagement

Who should be on the state ESOL contact listserv?
Growing EL Student Population in GA

March FTE EL Student Counts

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of ELs</th>
<th>Share of Total K-12 Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>SY 16-17</td>
<td>102,257</td>
<td>6%</td>
</tr>
<tr>
<td>SY 17-18</td>
<td>106,153</td>
<td>6.6%</td>
</tr>
<tr>
<td>SY 18-19</td>
<td>122,887</td>
<td>6.9%</td>
</tr>
<tr>
<td>SY 19-20</td>
<td>128,503</td>
<td>7%</td>
</tr>
<tr>
<td>SY 20-21</td>
<td>127,044</td>
<td>7.4%</td>
</tr>
</tbody>
</table>
## EL Population in 39 Charter Schools in GA

<table>
<thead>
<tr>
<th>Number of Schools</th>
<th>Number of ELs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia Cyber Academy</td>
<td>152</td>
</tr>
<tr>
<td>Mountain Education Charter High School</td>
<td>98</td>
</tr>
<tr>
<td>Georgia Fugees Academy Charter School</td>
<td>78</td>
</tr>
<tr>
<td>International Charter Academy of Georgia</td>
<td>64</td>
</tr>
<tr>
<td>5</td>
<td>40-49</td>
</tr>
<tr>
<td>2</td>
<td>30-39</td>
</tr>
<tr>
<td>6</td>
<td>20-29</td>
</tr>
<tr>
<td>2</td>
<td>10 to 19</td>
</tr>
<tr>
<td>8</td>
<td>1 to 9</td>
</tr>
<tr>
<td>12</td>
<td>0</td>
</tr>
</tbody>
</table>
### Commonly Used Acronyms & Terms

**For Language Programs**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DLI</td>
<td>Dual Language Immersion</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>ESOL</td>
<td>English to Speakers of Other Languages</td>
</tr>
<tr>
<td>ELD</td>
<td>English Language Development</td>
</tr>
<tr>
<td>LIEP</td>
<td>Language instruction educational program</td>
</tr>
<tr>
<td>SI</td>
<td>Sheltered Instruction (SI) – teaching content and English to ELs in a sheltered environment (only ELs in the classroom)</td>
</tr>
</tbody>
</table>

**For Students and/or Parents**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DLL</td>
<td>Dual language learner</td>
</tr>
<tr>
<td>EL</td>
<td>English learner <em>(term introduced by ED in 2017)</em></td>
</tr>
<tr>
<td>ELL</td>
<td>English language learner <em>(formerly used in GA - still used in other states)</em></td>
</tr>
<tr>
<td>EL/SWD</td>
<td>English learner with disabilities <em>(16%)</em></td>
</tr>
<tr>
<td>Former EL</td>
<td>exited EL status &amp; language program</td>
</tr>
<tr>
<td>Language minority student</td>
<td>not identified as an EL, but family’s language is not English</td>
</tr>
<tr>
<td>LEP</td>
<td>used by ED for <strong>parents only</strong>; historically was used for students</td>
</tr>
<tr>
<td>LTEL</td>
<td>Long-term ELs <em>(5+ years)</em> - 1% in GA</td>
</tr>
<tr>
<td>Never EL</td>
<td>English-only student</td>
</tr>
<tr>
<td>SLIFE/SIFE</td>
<td>Students with limited/interrupted formal education <em>(LEA defined; no state data.)</em></td>
</tr>
</tbody>
</table>
## Legal Obligations and Guidance

### 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 2020)
- State ESSA Plan (Feb 2018)
- *EL Language Programs State Guidance*
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; and
2. Exit them when they are proficient in English; and
3. Monitor exited students to ensure they were not prematurely exited.

Meet the needs of EL students whose parents opt them out of ESOL

Identify and screen all potential EL students in a timely, valid, and reliable manner.

Provide EL students with an educationally sound and successful ESOL Program.

Provide prepared and trained ESOL teachers and staff.

Ensure English learners have equal opportunities to participate meaningfully in curricular and extra curricular activities.

Avoid unnecessary segregation of EL students (i.e. Sheltered &Pull-out Models).

Ensure that EL students who have or are suspected of having a disability under IDEA or Section 504 are identified, located, and evaluated in a timely manner and that their language needs are considered in evaluations and services.

Ensure meaningful communication with EL parents.

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.

DOJ/OCR January 2015 Dear Colleague Letter: English Learner Students and Limited English Proficiency Parents
Georgia’s Systems of Continuous Improvement (GSCI)

WHAT to Improve

HOW to Improve

Identify Needs
Select Interventions
Plan Implementation
Implement Plan
Examine Progress
Coherent Instruction
Professional Capacity
Supportive Environment
Family & Community Engagement
Effective Leadership
Healthy/SAFE/CHALLENGED
Whole Child

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
GSCI and EL Language Programs

Effective Leadership – Scheduling, data analysis, data entry, culture/climate

Coherent Instruction – Tier 1 instruction, daily English language instruction, collaborative planning, effective monitoring

Professional Capacity – Attracting and developing professionally qualified ESOL staff and ensuring staff collaboration
GSCI and EL Language Programs

Supportive Learning Environment – Developing and monitoring a tiered system of supports, providing EL students with wrap-around, culturally-responsive services

Family & Community Engagement – Welcoming all families and the community, communicating effectively with EL families, and empowering families with resources

Continuous Improvement Cycle
Eligibility & Purpose

Learn More!

ESOL Munch & Learn Webinar Series
Statewide Standardized EL Entrance / Exit Procedures

- New to U.S. schools?
  - HLS
  - Screener
  - Initial Eligibility Criteria
- Transfer from other U.S. schools?
  - GUIDE and/or SLDS
- Status in transfer LEA
- Continuing eligibility criteria by grade-level and LEA
- What about students with disabilities?
- Timeline
Website Resources: ESOL Language Program Website

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

ESOL Language Programs
Supplemental Title III, Part A Language Programs

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

V. EL Entrance Procedures
- NEW Kindergarten EL Eligibility Flowchart
- Grades 1-12 EL Eligibility Flowchart

ESOL Directors’ Munch & Learn April 2021 Webinar on New Screener for Kindergarten
EL Identification Process Timeline

30 Days

After the student enrolls in a school in the state, regardless of when the student enrolls during the school year.

…even if the student is being assessed for Special Education before screening for English language proficiency (ELP).
### Which Screener Sections do we Administer?

*EL Language Programs – State Guidance, pg. 17-18*

<table>
<thead>
<tr>
<th>Test Sections to Administer</th>
<th>1st Semester Kindergarten</th>
<th>2nd Semester Kindergarten</th>
<th>1st Semester Grade 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening &amp; Speaking only</strong></td>
<td>All 4 Sections: Listening, Speaking, Reading, and Writing</td>
<td>All 4 Sections: Listening, Speaking, Reading, and Writing</td>
<td></td>
</tr>
<tr>
<td><strong>Score Results</strong></td>
<td>Oral Language Proficiency</td>
<td>Overall Composite Proficiency Level</td>
<td>Overall Composite Proficiency Level</td>
</tr>
<tr>
<td><strong>EL Eligibility</strong></td>
<td>&lt; 5 Oral Language Proficiency</td>
<td>&lt; 5 Composite Proficiency Level (CPL)</td>
<td>&lt; 5 Composite Proficiency Level (CPL)</td>
</tr>
</tbody>
</table>

**Note:** After screening, test administrator enters student’s scores in the WIDA Score Calculator to generate a report of the ELP level indicated by a student’s responses.
English Learner Eligibility Flowchart
English Learner (EL) Entrance Procedures
WIDA Screener: 2nd Semester Grade 1 - Grade 12

2nd Sem. Grade 1 – Grade 12 Eligibility Flowchart

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 ELP assessment scores should be reviewed to determine students’ English Learner status.

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.

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.
Determining Support for English Learners

English Learner Programs
Transfer Students –
DO NOT SCREEN

EL History in GUIDE

Prior Status
Resource for Transfer LEA’s EL Exit Criteria!

GaDOE ESOL Language Program webpage

From YOU and For You!

2021 EL Exit Criteria for Grades 1-12 by LEA

(Self-Reported by LEAs, June 2021, to be used as a reference for in-state GA transfer students)

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)
- Number & Percentage of English Learners who Attained English Proficiency in 2018, by LEA
- Number & Percentage of English Learners who Attained English Proficiency in 2019, by LEA

EL Exit Criteria in Georgia by LEA - 2018-2021
ESOL Purpose & Goals

• Provide grade-level appropriate language instruction
• Provide specialized language instruction with the goal of developing students’ academic English
• Help ELs participate meaningfully and equally in educational programs
• Remove language barriers
• Increase students’ English proficiency
• Increase students’ academic achievement
ESOL Program Structure

State Board Rule
Teachers & Staff

• ESOL teachers
  • Clear teaching certificate
  • Necessary and appropriate ESOL endorsement or ESOL certification
• System-level ESOL coordinator
• ESOL instructional coaches
• ESOL paraprofessionals
• Bilingual parent liaisons
WIDA eWorkshops

Classroom Teachers: Engaging Multilingual Newcomers
Developing Language for Learning in Mathematics
Doing and Talking STEM
WIDA Writing Rubric
Social Studies: Engaging Multilingual Learners through Inquiry
Leading for Equity: Classroom Walkthrough
School Improvement: Planning for the Equitable Education of Multilingual Learners
The WIDA ELD Standards Framework: A Collaborative Approach

Professional Learning Opportunities
eLearning Courses in SLDS/PLO
New WIDA PL in 2021-2022!

LEA-led Enhancement to WIDA Self-Paced Modules - Unlimited

- Equity-focused PLC: A Resource Guide
- Study Guides for each Self-paced Module
- Tools & resources to create/sustain a PLC
- Protocols, note-takers to create/sustain PLCs

GADOE/WIDA Elementary & Secondary Cohorts – 40 teachers each

- (Isa) Mathematical Meaning Making: Collaborating for Equity
- (Asha) Scaffolding Learning through Language
- (Noel) Nurturing Speaking Growth
ESOL Delivery Models

1. Pull-Out (PO)  2. Push-In (PI)  4. Resource Center/Lab  5. Scheduled Class Period (Sched. Lang. Acquisition)

A. Scheduled Class Period (Sched. Lang. Acquis. at a Newcomer Program)  6. Innovative Delivery Model  8. Sheltered Content

B. Sheltered Content at a Newcomer Program  9. Dual Language Immersion
# ESOL Course Numbers

### State-funded K-8 Subjects & 9-12 Courses

55.XXXXX = Electives
23.XXXXX = Credit
**ESOL State Funded Segments**

SBOE 160-4-5-.02 - “EL students should receive the equivalent of at least five segments per week of English language instruction using ESOL curricula in allowable service delivery models.”

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>Daily Minutes Per Segment</th>
<th>Daily ESOL Segments Maximum</th>
<th>Weekly Minutes Minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-3</td>
<td>45 minutes</td>
<td>1</td>
<td>225</td>
</tr>
<tr>
<td>4-8</td>
<td>50 minutes</td>
<td>2</td>
<td>250</td>
</tr>
<tr>
<td>9-12</td>
<td>55 minutes</td>
<td>5</td>
<td>275</td>
</tr>
<tr>
<td>Block Schedule</td>
<td>90 minutes</td>
<td>2</td>
<td>225</td>
</tr>
<tr>
<td>Hybrid Block Schedules</td>
<td>If less than 90 minutes</td>
<td>1</td>
<td>Determined by LEAs</td>
</tr>
</tbody>
</table>
ESOL Class Size

State Board of Education (SBOE) Rule 160-5-1-.08 establishes ESOL class sizes which schools can use to design an ESOL program based on student need and school capacity. This may not apply to Charter and SWSS LEAs who have waived class sizes.

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>Funding Class Size</th>
<th>Maximum Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No Paraprofessional</td>
</tr>
<tr>
<td>K-3</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>4-8</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>9-12</td>
<td>7</td>
<td>18</td>
</tr>
</tbody>
</table>
ESOL Curricula

• Language instruction to develop academic language of mathematics, science, social studies, and language arts.

• Language instruction to develop academic skills in four language domains:
  • Listening
  • Speaking
  • Reading
  • Writing

• English necessary to understand social interactions and academic instructions used in American school culture.
English Language Development Standards
WIDA ELD Standards Framework

WIDA ELD Standard Statements *conceptual framing of language and content integration*

Key Language Uses *prominent language uses across disciplines*

Language Expectations *goals for content-driven language learning*

Proficiency Level Descriptors *a continuum of language development across six levels*
Key Language Uses

KLUs:
Select genre families that appear across academic content standards.
WIDA ELDS Framework 2020 - Taxonomy

Language Expectations are goals for content-driven language learning.

ELD Standard: Language for Language Arts

- Orient audience to context
- Develop story with time and event sequences, complication, and resolution
- Engage and adjust for audience
New: Grade-Level Cluster Proficiency Level Descriptors

PLDs:
Describe student language development for activities that target WIDA Language Expectations.
Effective Instructional Strategies / Best Practices

- Language Goals
- Individual English Language Development (ELD) Plan
- Differentiation by level of English language proficiency
- Scaffolds
- GaDOE’s Building Academic Language Series
- High Leverage Practices for ELs
- Commercial Instructional Models:
  - SIOP Model
  - TESOL’s 6 Principles
ELs in Georgia’s Multi-Tiered System of Supports for Students - Multi-Level Prevention System

- Tier I: Primary Level of Prevention – Instruction/Core Curriculum
  - 80% of students
- Tier II: Secondary Level of Prevention - Intervention
  - 15% of students
- Tier III: Tertiary Level of Prevention – Intensive Intervention
  - 3% to 5% of students

Students receive services at all levels, depending on need.
Q10: Are English learners (EL) students eligible to participate in the EIP program? How should they be found eligible? How should they be counted in FTE?

A: Yes, EL students can participate in the EIP program. They must be counted in FTE during a segment they are not being served in the ESOL program.
Assessment & Accountability
ELs in State Assessments – EL/TPC

- Document allowable, familiar, necessary, useful accommodations
- Testing Participation Committee:
  - 3 members: 1 teacher, 1 ESOL teacher, Other
- Decisions annually reviewed
- Example form in Student Assessment Handbook
- Gradual Release Model
- Regularly used in classroom tests

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Most likely to benefit ELL students at this ELP Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting Accommodations</td>
<td></td>
</tr>
<tr>
<td>1. ESOL classroom</td>
<td>✓</td>
</tr>
<tr>
<td>2. Small group</td>
<td>✓</td>
</tr>
<tr>
<td>3. Preferential seating</td>
<td>✓</td>
</tr>
<tr>
<td>4. Individual or study carrel</td>
<td>✓</td>
</tr>
<tr>
<td>5. Individual administration</td>
<td>✓</td>
</tr>
<tr>
<td>Presentation Accommodations</td>
<td></td>
</tr>
<tr>
<td>6. Explain or paraphrase the directions for clarity (in English only)</td>
<td>✓, ✓</td>
</tr>
<tr>
<td>7. Oral reading of test questions in English only</td>
<td>✓, table required for students in the low levels</td>
</tr>
<tr>
<td>8. Oral reading of ELA passages in English only</td>
<td>Reading Proficiency &lt; 2.0 AND Listening Proficiency ≥ 2.0</td>
</tr>
<tr>
<td>9. Repetition of directions*** (in English only)</td>
<td>✓</td>
</tr>
<tr>
<td>Response Accommodations</td>
<td></td>
</tr>
<tr>
<td>10. Word-to-Word dictionary***</td>
<td>Table by case for directions in the low levels</td>
</tr>
<tr>
<td>Scheduling Accommodations</td>
<td></td>
</tr>
<tr>
<td>11. Frequent monitored breaks</td>
<td>✓, ✓</td>
</tr>
<tr>
<td>12. Extended time within the confines of the school day</td>
<td>✓, ✓</td>
</tr>
</tbody>
</table>

*Restricted to eligible EL students only; see guidance for eligibility. For oral reading, screen reader is the preferred method of administration. Where a human reader delivers the accommodation, examiners must adhere to directions provided in the Read-Aloud Guidelines.
**Be aware that some accommodations, such as repeated directions and extended time may also require small group administration.
***ELL student must be literate in 3rd language enough to use the dictionary effectively; extended time must be provided in conjunction with this accommodation.
WIDA’s English Language Proficiency Suite of Assessments

- Screener for Kindergarten
- WIDA Screener Grades 1-12
- ACCESS for ELLs
- Alternate ACCESS for ELLs
- WIDA’s Accessibility & Accommodations Manual
Where do we find the test materials for the new Screener for Kindergarten?

**WIDA Screener for Kindergarten**

**Test Materials**

Print your own materials or order kits from the WIDA Store!

Print all test materials double-sided. Color printing is recommended, but you may print the files below in black and white or grayscale.

<table>
<thead>
<tr>
<th>Material</th>
<th>Reusable</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Administrator Script</td>
<td>Reusable</td>
<td>Staple along long edge to create a booklet For oral language only administration, print pages 1–11</td>
</tr>
<tr>
<td>Storybook</td>
<td>Reusable</td>
<td>Staple along short edge to create a booklet For oral language only administration, print pages 1–15</td>
</tr>
<tr>
<td>Cards</td>
<td>Reusable</td>
<td>Print on card stock or laminate to extend reuse Cut along lines to create 27 individual cards For oral language only administration, print pages 1–4 (12 cards)</td>
</tr>
<tr>
<td>Score Sheets</td>
<td>Print for each test administration</td>
<td>For oral language only administration, print pages 1–2</td>
</tr>
<tr>
<td>Response Booklet</td>
<td>Print for each test administration</td>
<td>Staple along long edge to create a booklet For oral language only administration, do not print</td>
</tr>
</tbody>
</table>
Costs associated with purchasing the new WIDA Screener for Kindergarten test materials at the WIDA Store:

<table>
<thead>
<tr>
<th>SKU</th>
<th>Description</th>
<th>Member Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-0603</td>
<td>WIDA Screener for Kindergarten - Kit with Response Booklets and Score Sheets</td>
<td>$71</td>
</tr>
<tr>
<td>01-0604</td>
<td>WIDA Screener for Kindergarten - Kit without Response Booklets and Score Sheets</td>
<td>$41</td>
</tr>
<tr>
<td>01-0605</td>
<td>WIDA Screener for Kindergarten - Test Administrator Manual</td>
<td>$7</td>
</tr>
<tr>
<td>01-0606</td>
<td>WIDA Screener for Kindergarten - Test Administrator Script</td>
<td>$7</td>
</tr>
<tr>
<td>01-0607</td>
<td>WIDA Screener for Kindergarten - Storybook</td>
<td>$9</td>
</tr>
<tr>
<td>01-0608</td>
<td>WIDA Screener for Kindergarten - Card Pouch Booklet</td>
<td>$11</td>
</tr>
<tr>
<td>01-0609</td>
<td>WIDA Screener for Kindergarten - Set of Cards</td>
<td>$9</td>
</tr>
<tr>
<td>01-0610</td>
<td>WIDA Screener for Kindergarten - Response Booklets (Set of 30)</td>
<td>$17</td>
</tr>
<tr>
<td>01-0611</td>
<td>WIDA Screener for Kindergarten - Score Sheets (Set of 30)</td>
<td>$13</td>
</tr>
</tbody>
</table>
Training in WIDA Secure Portal

WIDA Screener for Kindergarten

WIDA Screener for Kindergarten is an individually administered paper-and-pencil test that helps educators identify students as English learners. It is typically given to students one time when they enter your school or district as they start kindergarten or first grade.

Actual testing time can vary from as little as 10 to as much as 40 minutes. To ensure enough time for each student:

- Schedule 30-minute test sessions if you will give an oral language test by administering the Listening & Speaking section only.
- Schedule 45-minute test sessions if you will give the full test by administering all sections (Listening & Speaking, Writing, and Reading).

Visit your member/state page for details on your screening policies and guidance on test administration.

Get Ready for Testing

Complete the training course and read the WIDA Screener for Kindergarten Test Administrator Manual before you pass the quizzes and administer the test. Visit your member/state page to determine how often you need to recertify and whether any additional training opportunities are available to you.
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)
- Number & Percentage of English Learners who Attained English Proficiency in 2018, by LEA
- Number & Percentage of English Learners who Attained English Proficiency in 2019, by LEA
- EL Exit Criteria in Georgia by LEA - 2018-2021
Post-Exit Monitoring

• Monitor progress for two years to ensure exit from program was not too soon

• Documented review of report card grades, state assessment results, classroom performance and teacher observations for purpose of ensuring successful transition to general classroom.

• Flexibility on timeline, manner, and format for post-exit monitoring
Maintaining Student Documentation

• ELP Screener Application in SLDS
• Schools’ Student Information System
• Student’s Permanent Record
  1. Initial HLS, in parents’ language, signed, dated
  2. Initial ELP Screener Score Results
  3. Parent Notification
  4. Parent Waiver, when applicable
  5. EL/TPC (and in other locations)
  6. Yearly ACCESS Test Results
  7. EL Exit, when applicable
  8. Two Years Monitoring Documentation
Reporting to the State

- EL Data Elements – Student Record
  - Birth Country
  - Primary Language
  - Date of ELP Screener
  - EL Status
  - Date of EL Exit – **Timeline for reporting**
  - Reason for EL Exit
  - EL Exit Status

- ESOL Data Elements – Student Class
  - ESOL Delivery Model
  - ESOL Segments

Ensuring Accurate EL and Immigrant Data
Thursday, August 26, 2021, 1:00 PM - 2:00 PM EDT at:
[https://attendee.gototraining.com/r/4875005175846908417](https://attendee.gototraining.com/r/4875005175846908417)
ELP Screener webpage

The ELP Screener application in SLDS allows Georgia Local Education Agencies (LEAs) to record the scores from the English language proficiency (ELP) screener and the Grade K-12 student’s subsequent English learner (EL) identification. The purpose of the ELP Screener application is to provide LEAs with immediate information regarding transfer students’ EL status qualifying date and scores.

There are two levels of access for the ELP Screener application: Submitter and Approver. To obtain the appropriate level of access, user roles must be assigned by the district SIS Coordinator within the SLDS Profile Manager:

Submitter (ELP Teacher role)
- Can add, view, and submit a form.
- Can edit and delete an “In-Progress” form.
- Can NOT edit or delete a “Submitted” form.
- Can NOT add a new form for a student who already has a status “In-Progress” or “Submitted”.
- Can NOT edit or delete a form with the status “Screened”, but can create a new form for that student.

Approver (District and School level roles)
- Respond Yes/No in Question/Chat Box if you are using the ELP Screener Application in SLDS.
ELP Screener Application in SLDS

You can be Number 159!
Accountability

1. Progress toward English proficiency – CCRPI Progress Points (10)
2. Performance/achievement on Georgia Milestones Assessments – CCRPI Closing the Gaps
3. Achievement of English proficiency - EL Exit Rates (GOSA)
4. ELP Assessment Participation Rate Application in MyGaDOE Portal – Title I, Part A
Parent Notifications

- Initial Eligibility Parent Notification Letter
- Continuing Eligibility Parent Notification Letter
- Combined Title I and ESOL Parent Notification Letter (optional)
- Evidence that sent home to parents in language and format they understand
- Dated
- Accurate

Data Element Required During Registration:
In which language would you prefer to receive school communication?
Where can I find these parent notification letters?

ESOL Language Program website / GADOE Guidance / ESOL Form Bank

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 IIIA 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]
Parent Waiver

- Parents request each year – knowing and voluntary
- In language parents understand
- Signed & dated annually
- Documentation of how school will meet student’s language development needs outside of ESOL
- Affirmative steps – appropriate action
- No Assessment Exemption!
ESOL Parent Meetings

• Parents must understand:
  • ESOL program
  • WIDA Screeners and Assessments test results
  • What they can do at home to help
  • Waiver process
  • Significance of original HLS
  • HLS Addendums/Amendments

• Build parents’ capacity to:
  • Engage in school
  • Support student’s learning
CHAPTER 10

TOOLS AND RESOURCES FOR ENSURING MEANINGFUL COMMUNICATION WITH LIMITED ENGLISH PROFICIENT PARENTS

This is the tenth chapter of the English Learner Tool Kit, which is intended to help state and local education agencies (SEAs and LEAs) meet their obligations to English Learners (ELs). This tool kit should be read in conjunction with the U.S. Department of Education Office for Civil Rights’ (OCR) and the U.S. Department of Justice’s (DOJ) Dear Colleague Letter on “English Learner Students and Limited English Proficient Parents,” published in January 2015, which outlines SEAs’ and LEAs’ legal obligations to ELs under civil rights laws and other federal requirements. The Dear Colleague Letter can be found at http://www2.ed.gov/about/offices/list/ocr/ellresources.html.

ENSURING MEANINGFUL COMMUNICATION WITH LIMITED ENGLISH PROFICIENT PARENTS
FYI - Parent Resources in Spanish

- A Family Guide to Understanding MTSS
- ESSA Alternative FAQs for Families
- GA Milestones Parent Guide (coming soon)
- Getting Ready for Kindergarten, Gr. 1, Gr. 2, and Gr. 3
- Lexile Parent Resources
- Mathematics and ELA Tips for Parents
- Parents’ Guide to CCRPI
- Special Education: Parent Survey in Spanish
Website Scavenger Hunt

- USED’s English Learner Toolkit
- State Guidance on EL Entrance & Exit Procedures
- Entrance/Exit Flowcharts
- Assessment Administration Dates, Training, and Guidance
- Accommodations for ELs on State Tests
- ESOL Delivery Models
- QBE/FTE ESOL state funding
- ESOL Form Bank
- ESOL Munch & Learn Webinars
- EL Exit Criteria by LEA (2018-2021)
EL Language Programs Help Desk

ESOL Questions & Support

678-794-3695

Email:

ELPrograms@doe.k12.ga.us