

Guiding Questions for the Supervision of English Learner (EL) Programs in Georgia

Office for Civil Rights & Georgia State Requirements

Funded with state and local funds only – no federal funds!

1. How do you identify and code the **parents' primary language** during registration processes to ensure all school communication is in a language and format the parents understand?
(Answer: [Data Collections Documentation](#) and [EL Language Programs – State Guidance](#), p. 11.)
2. How do you identify and code the **student's home language** during registration processes?
(Answer: State-required three questions on [Home Language Survey](#))
3. What are the next steps when a student is identified as having a home or primary language other than English?
(Answer: See [EL Language Programs – State Guidance](#), p. 15-16.)
4. What is your process to identify the English language proficiency (ELP) of potential English learners (ELs)?
 - a. Which WIDA ELP screeners are used?
(Answers on [EL Language Programs – State Guidance](#), p. 16.)
 - b. Who administers these WIDA screeners and how is this person trained?
(Answers at GaDOE's Assessment [ACCESS for ELLS](#) website.)
 - c. What EL entrance criteria and procedures are used?
(Answers on [GaDOE ESOL Language Program](#) website under EL Entrance Procedures.)
 - d. How is this process different for transfer students vs. students new to U.S. schools? 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. 22.)
 - e. What is your EL identification timeline?
(Answer: 30 days at the beginning of the school year - [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)?



5. What is your process to annually assess the ELP of identified English learner (EL) students using WIDA's ACCESS for ELLs and ALTERNATE ACCESS assessments?
(**Answers** at GaDOE's Assessment [ACCESS for ELLS](#) website.)
 - a. Who ensures that all English learners are annually assessed?
 - b. Who is responsible for training assessment administrators?
 - c. How often do they receive training on administering the ACCESS assessments?
 - d. Who administers the ACCESS for ELLs assessments?
 - e. What training is provided to teachers and administrators on how to interpret the ACCESS score results?
 - f. Who oversees the validation of ACCESS data during data validation windows?

6. Who is responsible for yearly updating in the SIS the EL status of identified ELs and ensuring accurate data is reported to the state?
 - a. How is this person trained for this responsibility?
(**Answer:** [Data Collections Documentation](#))

7. When students are identified as English learners (ELs), either through transfer records or newly screened, what is the English language development (ELD) program the school provides each English learner? (called ESOL in GA)
 - a. Who provides these services?
 - b. How does the school ensure these teachers are professionally qualified to teach ESOL? What continuous training do they receive?
 - c. What curriculum or instructional resources are used?
 - d. How are WIDA's English language development standards taught and ELD Standard resources used?
 - e. What services are provided for the identification and instruction of EL students with disabilities (EL/SWD)?
(**Information** on [GaDOE English Learners with Disabilities](#) website.)
 - 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 the same opportunities as other students to participate in 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.)

8. How are parents notified of their child's EL status and ESOL language program?
 - a. Are parents given the right to refuse the ESOL language program? If so, how?

(Answers in [Dear Colleague Letter: English Learner Students and Limited English Proficient Parents \(01/7/2015\)](#))

- b. How is this documentation maintained? Who is responsible to code this in the SIS?
- c. When parents refuse ESOL, how does the school ensure the student's ELD is supported even without ESOL?

9. Who is responsible for ensuring EL students receive accommodations (when needed) on classroom, formative, and summative assessments?
- a. How are these accommodations documented?
 - b. How is training provided?

(Answers in GaDOE's [2019-2020 Student Assessment Handbook](#) and on ACCESS for ELLs [EL/TPC webinar](#).)

10. How do you evaluate the effectiveness of your EL programs?

- a. Who is responsible for this process?
- b. What metrics are used? 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 determining the school's EL exit criteria and procedures?

- a. What EL exit criteria and procedures are followed?
- b. How is this documented and reported to the state?
- c. How is this implemented?
- d. What EL exit procedures are used for EL/SWD with significant cognitive disabilities who were administered the ALTERNATE ACCESS?

(Answers on [GaDOE ESOL Language Program](#) website under EL Exit Procedures and [EL Language Programs – State Guidance](#), p. 32.)

12. Who is responsible for monitoring exited EL student's academic progress?

- a. How often is this reviewed?
- b. What is the process for students who continue to struggle academically after exiting EL status?

(Answer: [EL Language Programs – State Guidance](#), p. 36)

- c. Who is responsible for coding exited students' status and **EL Exit Date** and **Reason** in the SIS?

13. Who is responsible for communication with EL parents?

- a. What is communicated to parents of ELs and in what language?
- b. How is this documented?
- c. How are ACCESS for ELLs assessment results communicated to parents?

d. How does the school ensure parents understand all school communication in a language and format they comprehend?

(**Answer:** Translation and interpretation services are locally required. See [Schools Civil Rights Obligations to English Learner Students and Limited English Proficient Parents](#)) and [Federal Programs Handbook](#), Chapter 10, p. 26)

14. Where are all these EL Program processes documented?

- a. Do the school's processes align with state procedures outlined in the [EL Language Programs – State Guidance](#) document?
- b. How are personnel trained on them?

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

Only if you receive federal funds from Title IA and/or IIIA (minimum threshold of 89 EL students for FY20 Title IIIA subgrant, which changes yearly).

15. What supplemental language program do you provide EL students, above and beyond regular ESOL language program instruction, based on a needs' assessment?

16. What EL focused Professional Learning do you provide for all teachers and administrators?

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

Websites with Resources:

- [Schools Civil Rights Obligations to English Learner Students and Limited English Proficient Parents](#)
- [Dear Colleague Letter: English Learner Students and Limited English Proficient Parents \(01/7/2015\)](#)
- [USED Office of English Language Acquisition](#)
- [GaDOE ESOL Language Program](#)
- [GaDOE Federal Programs Title III, Part A](#)
- [Federal Programs English Learners](#)