Making Language Visible for English Learners in 2021-2022

Making Language Visible in ESOL

ESOL Directors’ Munch & Learn
Monthly Webinar #2
August 18, 2021
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 20 TUESDAY</td>
<td><em>Who needs language to be visible?</em> Identification vs. Misidentification</td>
</tr>
<tr>
<td>August 18</td>
<td>Making Language Visible through Co-teaching</td>
</tr>
<tr>
<td>September 15</td>
<td>Making Language Visible in Science</td>
</tr>
<tr>
<td>October 13</td>
<td>Making Language Visible in Social Studies</td>
</tr>
<tr>
<td>November 10</td>
<td>Making Language Visible to EL Subgroups Newcomers, EL/SWD, SLIFE</td>
</tr>
<tr>
<td>December 8</td>
<td>Making Language Visible through Data</td>
</tr>
<tr>
<td>January 12, 2022</td>
<td>Making Language Visible in Mathematics</td>
</tr>
<tr>
<td>February 9</td>
<td>Making Language Visible in English Language Arts!</td>
</tr>
<tr>
<td>March 9</td>
<td>Making Language Visible to Parents of ELs</td>
</tr>
<tr>
<td>April 13</td>
<td>Making Language Visible to School Administrators</td>
</tr>
<tr>
<td>May 11</td>
<td><em>Who no longer needs language to be visible?</em> Reclassification for ELs &amp; EL/SWD</td>
</tr>
<tr>
<td>Thursday June 9</td>
<td><em>How well did we make language visible this year?</em></td>
</tr>
</tbody>
</table>

ESOL Munch & Learn Webinar Series
Georgia’s Systems of Continuous Improvement (GSCI)

WHAT to Improve

HOW to Improve
### 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>Sheltered Instruction (SI)</td>
<td>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 (term introduced by ED in 2017)</td>
</tr>
<tr>
<td>ELL</td>
<td>English language learner (formerly used in GA - still used in other states)</td>
</tr>
<tr>
<td>EL/SWD</td>
<td>English learner with disabilities (16%)</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 parents only; historically was used for students</td>
</tr>
<tr>
<td>LTEL</td>
<td>Long-term ELs (5+ years) - 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 (LEA defined; no state data.)</td>
</tr>
</tbody>
</table>

**ELP** – English Language Proficiency
Today’s Munch & Learn Menu

1. Light Appetizer
   • Knowledge Sources
   • Eligibility & Purpose

2. Robust Main Course
   • ESOL Program Structure
   • Assessment & Accountability

3. Delicious Dessert
   • Parental Engagement
Appetizer

Knowledge Base

Eligibility & Purpose
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 160-4-5-.02* (updated 2020)

• State ESSA Plan (Feb 2018)

• *EL Language Programs State Guidance* (live document)
EL Identification Resources - ESOL Language Program webpage

EL Entrance Procedures

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
- Kindergarten EL Eligibility Flowchart
- WIDA Kindergarten Screener Presentation (April 2021)
- FAQs - New Screener for Kindergarten (Updated 8-11-21)
- Grades 1-12 EL Eligibility Flowchart

EL Exit Procedures

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

1. Increase students’ academic English **language** proficiency
2. Increase students’ academic **content** area achievement
   - Teach grade-level appropriate academic English language knowledge and skills necessary to *narrate, inform, explain, argue* in discipline-specific English:
     - Academic vocabulary, sentence structures, discipline-specific discourse
     - Listen, read, view, speak, write, represent
   - Teach students the English necessary to understand and become proficient in content standards
   - Ensure ELs participate meaningfully and equally in core standards-based educational programs
   - Remove language and non-academic barriers to learning in school
ESOL Language Program Structure

Robust Main Course - 9 Ingredients
1. ESOL 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

See ESSA In-Field Implementation Guide, p. 30.)
Professional Learning Opportunities

eLearning Courses in SLDS/PLO

Complete WIDA eWorkshops by August 30.
eWorkshops from WIDA

On-demand eWorkshops available starting Sept. 1:

- Home Languages in the Classroom
- Leading for Equity: Classroom Walkthrough
- Classroom Teachers: Engaging Multilingual Newcomers
- Developing Language for Learning in Mathematics
- Social Studies: Engaging Multilingual Learners through Inquiry
- The WIDA ELD Standards Framework: A Collaborative Approach
- School Improvement Planning for Multilingual Learners

Relevant content for you and your colleagues:

- School Leaders
- Coaches and Facilitators
- K-12 Classroom Teachers
- ESL Teachers and Specialists
- Professional Learning Communities

Log into your WIDA Secure Portal Account for access!
New WIDA PL in 2021-2022!

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

- A Resource Guide for Professional Learning Community
- 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
### 2. 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>

Refer to the [Data Collections](DataCollections) website for questions about Full Full-Time Equivalent (FTE).
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. LEAs with a waiver of this rule or O.C.G.A. § 20-2-156 may have been granted flexibility regarding 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>
4. ESOL Delivery Models

1. Pull-Out (PO)
2. Push-In (PI) / Collaborative
3. Resource Center/Lab
4. Scheduled Class Period
5. Scheduled Language Acquisition
6. Innovative Delivery Model
7. Sheltered Content
8. Sheltered Content at a Newcomer Program
9. Dual Language Immersion

For coding requirements and additional information, see GaDOE Data Collections Reporting Delivery Models.
Co-planning

Co-instructing

Co-assessing

Co-reflecting

Common PL for BOTH the content and ESOL teacher.

Language teacher (WIDA ELDS)
Content teacher (GSE)

Varied teaching configurations depending on lesson objectives and student need.

Includes use of WIDA resources, rubrics, ELP data, and formative assessment of English language proficiency.

Ongoing dialogue, evaluation of teaching practice and student learning.


Push-In / Collaborative Delivery Model Processes

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
Collaborative Teacher Responsibilities

Both Teachers
Create a welcoming instructional environment for ELs
Share equal responsibility for teaching within specialized roles.

Content Teacher
Teaches the Georgia Standards of Excellence
Has strong content knowledge
Plans and shares content objectives during instruction

Language Teacher
Teaches the WIDA ELD Standards Framework, 2020 Edition and its resources
Has strong 2nd language acquisition knowledge
Plans and shares language objectives during instruction
ESOL Course Numbers

<table>
<thead>
<tr>
<th>55.00</th>
<th>ESOL, ELEMENTARY (GRADES K-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.00100</td>
<td>ESOL/Grade K</td>
</tr>
<tr>
<td>55.00200</td>
<td>ESOL/Grade 1</td>
</tr>
<tr>
<td>55.00300</td>
<td>ESOL/Grade 2</td>
</tr>
<tr>
<td>55.00400</td>
<td>ESOL/Grade 3</td>
</tr>
<tr>
<td>55.00500</td>
<td>ESOL/Grade 4</td>
</tr>
<tr>
<td>55.00600</td>
<td>ESOL/Grade 5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>55.01</th>
<th>ESOL, MIDDLE GRADES 6-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.01100</td>
<td>ESOL/Grade 6</td>
</tr>
<tr>
<td>55.01200</td>
<td>ESOL/Grade 7</td>
</tr>
<tr>
<td>55.01300</td>
<td>ESOL/Grade 8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>55.02</th>
<th>ESOL, GRADES 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.02100</td>
<td>Communication Skills I</td>
</tr>
<tr>
<td>55.02110</td>
<td>Communication Skills in Math</td>
</tr>
<tr>
<td>55.02120</td>
<td>Communication Skills in Science</td>
</tr>
<tr>
<td>55.02130</td>
<td>Communication Skills in Social Studies</td>
</tr>
<tr>
<td>55.02200</td>
<td>Communication Skills II</td>
</tr>
<tr>
<td>55.02300</td>
<td>Reading and Listening in the Content Areas</td>
</tr>
<tr>
<td>55.02400</td>
<td>Oral Communication in the Content Areas</td>
</tr>
<tr>
<td>55.02500</td>
<td>Writing in the Content Areas</td>
</tr>
<tr>
<td>55.02600</td>
<td>Reading and Writing in Science</td>
</tr>
<tr>
<td>55.02610</td>
<td>Reading and Writing in Social Studies</td>
</tr>
<tr>
<td>55.02700</td>
<td>Academic Language of Science and Math</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>23.09</th>
<th>ESOL SECONDARY (GRADES 9-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.09100</td>
<td>English ESOL I</td>
</tr>
<tr>
<td>23.09200</td>
<td>English ESOL II</td>
</tr>
<tr>
<td>23.09300</td>
<td>English ESOL III</td>
</tr>
<tr>
<td>23.09400</td>
<td>English ESOL IV</td>
</tr>
<tr>
<td>23.09500</td>
<td>Advanced Study English ESOL V</td>
</tr>
<tr>
<td>23.09600</td>
<td>Advanced Study English ESOL VI</td>
</tr>
</tbody>
</table>

5. State-funded K-8 Subjects and 9-12 Courses

55.XXXXXX = Electives
23.XXXXXX = Credit

See ESOL Course Descriptions in today’s webinar handout section or on ESOL Language Program webpage.
5. ESOL Curricula

• English language instruction necessary to understand and develop knowledge, skills, and enduring concepts outlined in Georgia’s Standards of Excellence
  o Academic language of mathematics, science, social studies, and English language arts.

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

• English necessary to understand academic instructions and engage in social interactions of American school culture, fine arts, and physical education.
5. English Language Development Standards 2020 Edition
Three-year Roll-out Plan
Hall County Schools

<table>
<thead>
<tr>
<th>Year 1 - Awareness</th>
<th>Year 2 - Focus</th>
<th>Year 3 - Full</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Train the trainer</td>
<td>• Align/coordinate ELD standards implementation</td>
<td>• Full implementation to inform language &amp; content instruction</td>
</tr>
<tr>
<td>• Resources to support educators</td>
<td>• School/LEA plans</td>
<td>• Sustainability in practice</td>
</tr>
<tr>
<td>• Coaching</td>
<td>• Continue PD</td>
<td></td>
</tr>
<tr>
<td>• Communication</td>
<td>• Action teams</td>
<td></td>
</tr>
</tbody>
</table>
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.
New: Grade-Level Cluster Proficiency Level Descriptors (PLDs)

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 students’ levels of English language proficiency (ELP)
• Scaffolds differentiated by students’ ELP
• GaDOE’s Building Academic Language Series
• High Leverage Practices for ELs
• Optional Commercial Instructional Models, per LEA design
6. Alignment to MTSS Framework

Offering a holistic education to each and every child in our state.

- RAELs
- SLIFE
- LTEL
- Gifted
- EIP
- EL/SWD
Making Language Visible in MTSS Components

**Infrastructure**
District and school leadership provide the resources and professional development needed to make language visible in an MTSS framework. Leaders support clear expectations (non-negotiable elements) and monitor MTSS framework processes.

**Screening** (including academic language development)
Universal screening
Analyze data for indicators of academic, language, connectedness, wellbeing, and behavior needs.
Academic performance, language growth, attendance, discipline, counselor referrals, or concerns from staff, students, or parents

**Progress Monitoring** (Response to Instruction/Intervention)
Systematic monitoring of student response to academic and language instruction response to intervention at Tiers 2 and 3

**Data-Based Decision-Making**
School-level teaming structures that systematically monitor and analyze data (academic, language, and behavioral data at all Tiers) to inform decisions for continuous student growth and school improvement

**Multi-level Prevention System**
- **Tier 1**: Core instruction (academics, language, connectedness, wellbeing, and behavior) – 80%
- **Tier 2**: Targeted intervention (academics and language) – 15%
- **Tier 3**: Intensive individualized intervention (academics and underlying language) – 3-5%
Essential Component: Multi-Level Prevention System

- **Tier I: Primary Level of Prevention – Instruction/Core Curriculum**
  - 80% of students
  - SWD, EL, Gifted

- **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.
## Tier 1: Core ESOL Instruction

<table>
<thead>
<tr>
<th>Focus</th>
<th>Instruction</th>
<th>Assessments</th>
<th>ESOL Delivery Models</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier I: Primary Level of Prevention (Core academic English language instruction)</td>
<td>ALL identified English learners receive Tier 1 ESOL language instruction services and support (WIDA Language Screeners)</td>
<td>Standards-based, including English language development (ELD) standards</td>
<td>Linguistically aligned assessment practices</td>
</tr>
<tr>
<td></td>
<td>Evidence-based, high-leverage instructional practices &amp; routines</td>
<td>Monitoring progress of English language development (ELD) in listening, speaking, viewing, reading, and writing</td>
<td>Push-In / Collaborative during grade-level content classes</td>
</tr>
<tr>
<td></td>
<td>High-quality, differentiated language and literacy instruction, appropriately scaffolded for students’ linguistic and academic needs</td>
<td>Regular review of student data</td>
<td>Sheltered Content</td>
</tr>
<tr>
<td></td>
<td>Meaningful opportunities to practice language skills</td>
<td>Outcome measures of ELP (ACCESS for ELLs)</td>
<td>Schedule ESOL (if addresses state standards)</td>
</tr>
<tr>
<td></td>
<td>Multiple means of representation</td>
<td></td>
<td>Innovative (Per local design)</td>
</tr>
</tbody>
</table>
## Tier 2: Targeted Language Intervention

<table>
<thead>
<tr>
<th>Tier II: Secondary Level of Prevention</th>
<th>Focus</th>
<th>Instruction</th>
<th>Assessments</th>
<th>ESOL and/or Extended Language Learning Opportunities</th>
</tr>
</thead>
</table>
| Targeted English Language Intervention in addition to core ESOL instruction | EL students identified through screening and various data sources who are at risk for poor learning outcomes due to low levels of English language proficiency (ELP) and who need additional instruction in English language development | Supplemental English language instruction or language-focused intervention that is:  
- delivered in small groups,  
- targeted to the language domain(s) of need,  
- uses evidence-based linguistically-aligned interventions,  
- uses high-leverage practices, and  
- is implemented with fidelity (i.e., consistent with the way it was designed)  
(Commercial intervention programs must have data demonstrating their effectiveness to increase students’ ELP and academic literacy skills.) | Progress monitoring (minimum once per month)  
language-specific diagnostic assessments | Scheduled ESOL  
Resource Center/Lab  
Push-In during small group intervention class period (per design)  
Newcomer programs (per design)  
Innovative (per design)  
Title I, Part A and/or Title III, Part A funded language intervention activities during extended learning opportunities |
## Tier 3: Intensive Individualized Intervention

<table>
<thead>
<tr>
<th>Focus</th>
<th>Instruction</th>
<th>Assessments</th>
<th>ESOL Delivery Models</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier III:</strong> Tertiary Level of Prevention (Intensive individualized Intervention)</td>
<td>EL students who have not responded to primary or secondary levels of prevention. SST is most often initiated at this tier.</td>
<td>Intensive, supplemental instruction delivered to small groups or individuals and adapted to address student needs (Increased duration or frequency, change in interventionist, decreased group size, change in instructional delivery, and change in type of intervention).</td>
<td>Progress monitoring (minimum once per week), academic and/or language specific diagnostic assessments</td>
</tr>
</tbody>
</table>
Q9: Are ESOL students eligible to participate in the EIP program? How should they be found eligible? How should they be counted in FTE?

A: Yes, ESOL 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.
Data to Consider when Determining ELs’ Eligibility for EIP Services

1. Initial ELP Screener results
2. Annual ELP Assessment results by Overall Composite and each language domain: Listening, Speaking, Reading, Writing
3. Student ELP Growth Percentiles using ACCESS scales scores and “like peers” (when available)
4. Literacy & oracy levels in primary home language
5. Family culture
6. Educational history
Although the Governor’s Office of Student Achievement (GOSA) criteria is followed to determine EIP eligibility, the school team should review data from the EL student’s English language proficiency (ELP) initial screener and most recent or previous annual ELP assessment results, as well as the student’s English language development (ELD) (growth trajectory) compared to like peers.

- The team should determine if the EL student’s ELP level has consistently remained low or the English language is not developing at the expected rate.
- Additional data to consider are the student’s literacy level (reading and writing skills) and student’s oracy level (listening and speaking skills – aka oral language) in both the student’s home or primary language(s), family culture, and educational history.

Visit: ESOL Program

If the EIP team is reviewing initial ELP screener data or annual ELP assessment data as another measure to guide the EIP eligibility decisions, please note which WIDA Screener and WIDA ACCESS scores are/were used to determine eligibility for English learner (EL) status.

Please see Resource Guide to Support District EL Programs and the EL Eligibility Flowcharts.
ACCESS Data Relevant in EIP

2021 - 2022
Georgia’s Early Intervention Program (EIP)
ELA/Reading K- 5 Rubrics

2021 - 2022
Georgia’s Early Intervention Program (EIP)
Mathematics K- 5 Rubrics

Has student ever been identified as an EL?
Yes  No  In what grade? ____

Is the student currently receiving ESOL services?
Yes  No

If yes, please list the student’s current level of English proficiency (current ACCESS test results):
Listening:_____  Speaking:_____  Reading:_____  Writing:_____

Oral Language Composite _______ Literacy Composite _______ Comprehension Composite _______

Overall Composite _______
Questions to Consider when Determining ELs’ Eligibility for EIP Services

1. Was the student’s level of English proficiency considered in the analysis of the non-ELP test results?
   a. Are the benchmark tests used of eligibility normed for English-only students?
   b. Do the benchmark test vendors provide English learner norms for the team to consider?
   c. How does the student’s level of English proficiency affect the benchmark test results?
   d. Did the teacher’s referral include information on the student’s level of ELP?

2. Was the student’s level of English proficiency considered in the choice of interventions?
   • Does the research say this intervention will be effective with dual language learners or with English learners?

3. Was the student’s level of English proficiency considered in the teacher’s instructional practices?
   a. Are high-leverage practices for ELs being used in the Tier 1 classroom?
   b. Is the student receiving appropriate language instruction in Tier 1 classrooms?
   c. Is the student meeting the language goals set by the teacher?
Additional Considerations

- What is the relationship between a student’s language proficiency and his/her literacy skills?
- What can EL students do at their level of English proficiency in each language domain?
- Is ELP and Literacy/Oracy in English progressing in tandem?
- How would instruction and intervention differ according to student’s literacy/oracy proficiency in home language?
7. English Learners with Disabilities - Resources

- Office for English Language Acquisition, *English Learner Toolkit*: Chapter 6 – *Tools & Resources for Addressing English Learners with Disabilities*
- Office for Civil Rights (OCR) and Department of Justice (DOJ) January 2015 *Dear Colleague Letter: English Learner Students and Limited English Proficiency Parents*
- Office of Special Education Programs (OSEP), *Ideas That Work, Federal Resources for English Learners with Disabilities*
- GaDOE’s English Learners with Disabilities webpage
- SPEDHelpDesk@doe.k12.ga.us
8. Post-Exit Monitoring

• Monitor progress for two years to ensure exit from program was not premature (OCR requirement)

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

• LEA flexibility on timeline, manner, and format for post-exit monitoring
9. Maintaining Student Documentation

• Where?
  • ELP Screener Application in SLDS, whenever possible
  • Schools’ Student Information System (SIS)
  • Student’s Permanent School Records

• What?
  1. Initial HLS, in parents’ language, signed, dated (once)
  2. Initial ELP Screener Score Results (once)
  3. Parent Notification of status and services (yearly)
  4. Parent Waiver, when applicable (yearly)
  5. EL/TPC (yearly and in other locations)
  6. ACCESS for ELLs or Alternate ACCESS Test Results (yearly)
  7. EL Reclassification or Clear Exit documentation, when applicable (once)
  8. Two Years Monitoring Documentation
Assessment & Accountability

Assessment Division webpage
Accountability webpage
ELs in State Assessments – EL/TPC

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

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**Georgia Milestones Allowable Accommodations for English Learners**

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Most likely to benefit EL students at this ELP level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ELP Levels 3.0 - 4.0</td>
</tr>
<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 text questions in English only</td>
<td>✓</td>
</tr>
<tr>
<td>8. Oral reading of ELA passages in English only*</td>
<td>Reading Proficiency &lt; 2.0 AND Listening Proficiency ≥ 3.0</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>(case by case for students in the 2-4 range)</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>

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*Restricted to eligible EL students only; see guidance for eligibility. For oral reading, screen reader is the preferred method of administration. 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.

***EL student must be literate in 1st language enough to use the dictionary effectively. Extended time must be provided in conjunction with this accommodation.
ELs and EL/SWDs in English Language Proficiency Screeners & Assessments

- Screener for Kindergarten
- WIDA Screener Grades 1-12
- ACCESS for ELLs
- Alternate ACCESS for ELLs
- Tool: WIDA’s Accessibility & Accommodations Manual
Reporting to the State

• EL Data Elements – Student Record
  • Birth Country
  • Primary Language
  • Date of ELP Screener – Can use SLDS Application
  • Screener Score Results – Can use SLDS Application
  • 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 Course Numbers
  • ESOL Segments
  • Non-ESOL Reasons
Accountability

1. Progress toward English proficiency – **CCRPI Progress Points** (10 points)

2. Performance/achievement on Georgia Milestones Assessments – **CCRPI Closing the Gaps** (Performance Flags)

3. Achievement of English proficiency - **EL Exit Rates** (GOSA website)

4. ELP Assessment Participation Rate Application in MyGaDOE Portal – **Title I, Part A** (Portal application)
Parental Engagement

Today’s Dessert
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
• Accurate information
• Dated

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

ESOL Language Program website / GADOE Guidance / ESOL Form Bank
Title I, Part A Parent Notification for Supplemental Language Services

Title I Parent Notification of Student Eligibility for Supplemental Language Support Services [ENGLISH]

Combined Parent Notification for ESOL and Federal Programs Language Services [ENGLISH]

Title IA Family-School Partnership’s Parents of English Learners Webpage
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:**
  • Significance of original HLS
  • HLS Addendums/Amendments
  • WIDA Screeners
  • ESOL program
  • Waiver process
  • WIDA ACCESS for ELLs/Alternate ACCESS test results and language development patterns across time

• **Parents must be taught how to:**
  • Engage in child(ren)’s school
  • Support child(ren)’s learning academics
  • Help child(ren) learn English
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 toolkit 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
GaDOE 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