



English Learner Language Programs

Statewide Webinar, May 10, 2019

Agenda



1. Navigating the ESOL Language Program website
2. EL Exit Procedures
 - Exit Flowcharts
 - ACCESS Criteria
 - EL Reclassification Form
3. Common Exit/Do Not Exit Errors

4. State Procedures for exiting EL/SWD
 - Alternate ACCESS Exit
 - Less-than-4-Domains Exit
5. Post-exit Monitoring Procedures for EL students with disabilities
6. Common Data Reporting Errors



Navigating the ESOL Website

Whom To Contact

Common Acronyms

EL Entrance & Exit Flowcharts

Translation/Interpretation Guidelines

Number & Percent of ELs Who Attained
Proficiency



English Learner Entrance and Exit Procedures: State Guidance for LEAs



I. Federal Laws

- [Schools Civil Rights Obligations to English Learner Students and Limited English Proficiency Parents](#)
- English Learner Toolkit
- ESEA/ESSA Title III, Part A, Language Instruction for English Learners and Immigrant Students
- U.S. Department of Education English Learner Resources

II. State Guidance

- 160-4-5-.02 Language Assistance: Program for English Learners
- 160-4-2-.03 List of State-funded K-8 Subjects and 9-12 Courses
- 160-5-1-.08 Class Sizes
- 160-3-1-.07 Testing Programs. Student Assessment
- GaDOE ACCESS for ELLs® 2.0 Assessment
- English Learners in Georgia's State ESSA Plan

III. LEA Flexibility

- Strategic Waiver School Systems
- Charter School Systems

IV. Registration/Enrollment Processes

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



V. EL Entrance Procedures

- Kindergarten EL Eligibility (W-APT) Flowchart
- Kindergarten EL Eligibility (MODEL) Flowchart
- Grades 1-12 EL Eligibility Flowchart



VI. EL Exit Procedures

- Kindergarten EL Exit Flowchart
- Grades 1-12 EL Exit Flowchart
- EL Reclassification Form
- Alternate ACCESS Exit Procedures
- Less-Than-Four-Domains Exit Procedures
- Number & Percentage of English Learners who Attained English Proficiency in 2018, by LEA

Contact Information

Dr. Margaret (Meg) Baker

Program Manager, ESOL/Title III, Part A

678-794-3695

Email: mbaker@doe.k12.ga.us

ESOL Language Program Questions & Support

(678) 794-3695

Email: ELPrograms@doe.k12.ga.us

Whom to Contact for EL Issues



Dr. Jacqueline Ellis, NBCT

Professional Learning Specialist

404-463-1858

Email: jellis@doe.k12.ga.us

ESOL Program Resources

- GaDOE Guidance
- Office for Civil Rights Requirements
- Professional Learning Offerings
- U.S. Department of Education - English Learner Data Stories
- EL Students with Disabilities - Fast Facts
- English Learners with Disabilities
- U.S.D.E. Fast Facts: EL Students with Disabilities
- Georgia ESOL Teacher Certification
- Parent Notification Letter for ESOL Services
- Common Acronyms in EL Language Programs



Simple Summary –

EL Entrance Procedures

- One-time HLS
- One-time ELP Screener
- **Eligibility Criteria**
- Parent Notification Timelines (30 days/10 days)
- Annual ELP Assessment
 - **All** EL students (Title I)
 - Continuing Eligibility
- Parent Notification

EL Exit Procedures

- Annual ELP Assessment
 - **All** EL students (Title I)
- **Exit Criteria**
- EL Reclassification Team Decision & Form
- Parent Notification

English Learner (EL) Exit Procedures

A Resource Guide to Support
School Districts' English
Learner Language Programs

Chapter 1: EL Entrance & Exit Procedures

Part II – EL EXIT PROCEDURES Only

ESOL Language Programs

Supplemental Title III, Part A Language Programs



- Kindergarten EL Exit Flowchart
- Grades 1-12 EL Exit Flowchart
- EL Reclassification Form
- Alternate ACCESS Exit Procedures
- Less-than-Four-Domains Exit Procedures
- [Number & Percentage of ELs who Attained Proficiency in 2018 by LEA & SEA](#)

Standardized, Statewide EL Entrance & Exit Procedures



- Title III, Part A Statute [**Sec. 3113(b)(2)**]
 - **Establish & implement, standardized, statewide entrance and exit procedures.**
 - Title III Program Specialists will provide Technical Assistance

Northwest GA	Northeast GA	Central GA	South GA
TBD	Dr. Adria Griffin	Ms. Dely Roberts	Ms. Tammie Smith

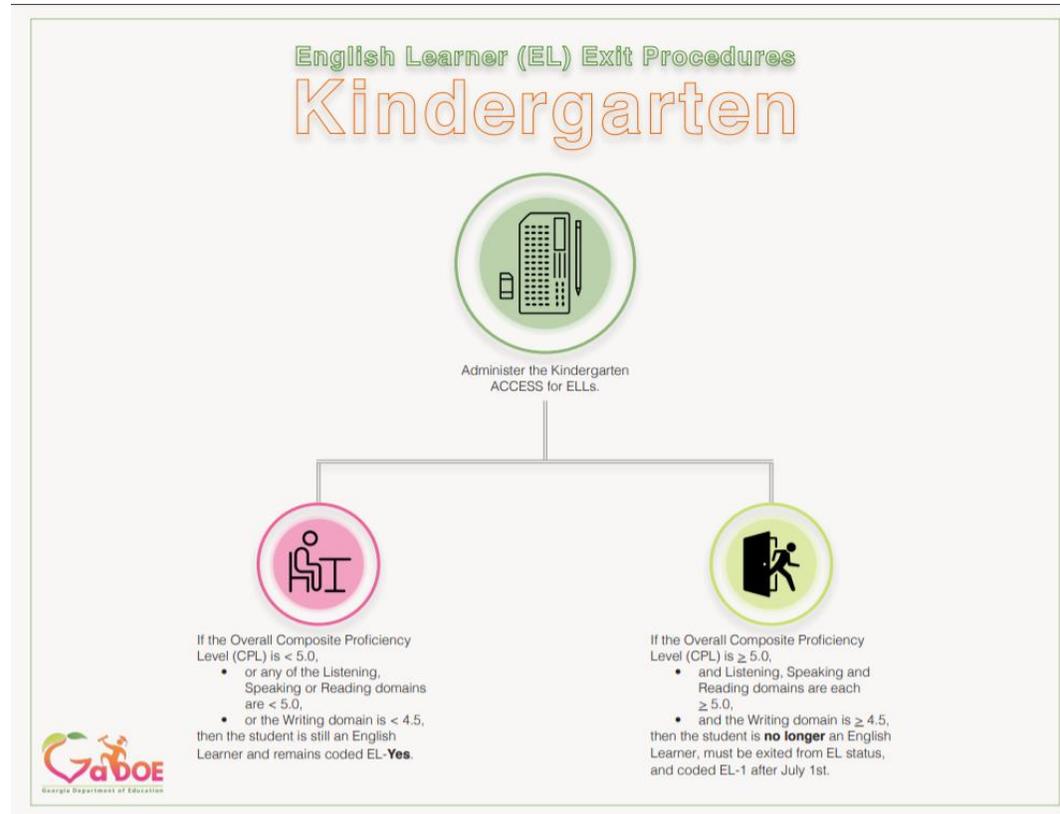
- Title III, Part A Program will monitor during Federal Programs' Cross-functional Monitoring (CFM) cycle

EL Exit Flowchart – For Kindergarten EL Students

No changes – Same as 2018!

Do Not Exit

- Overall < 5
- Listening < 5
- Speaking < 5
- Reading < 5
- Writing < 4.5



Exit

- Overall ≥ 5
- Listening ≥ 5
- Speaking ≥ 5
- Reading ≥ 5
- Writing ≥ 4.5

EL Exit Flowchart – For EL Students in Grades 1-12

No changes to criteria!

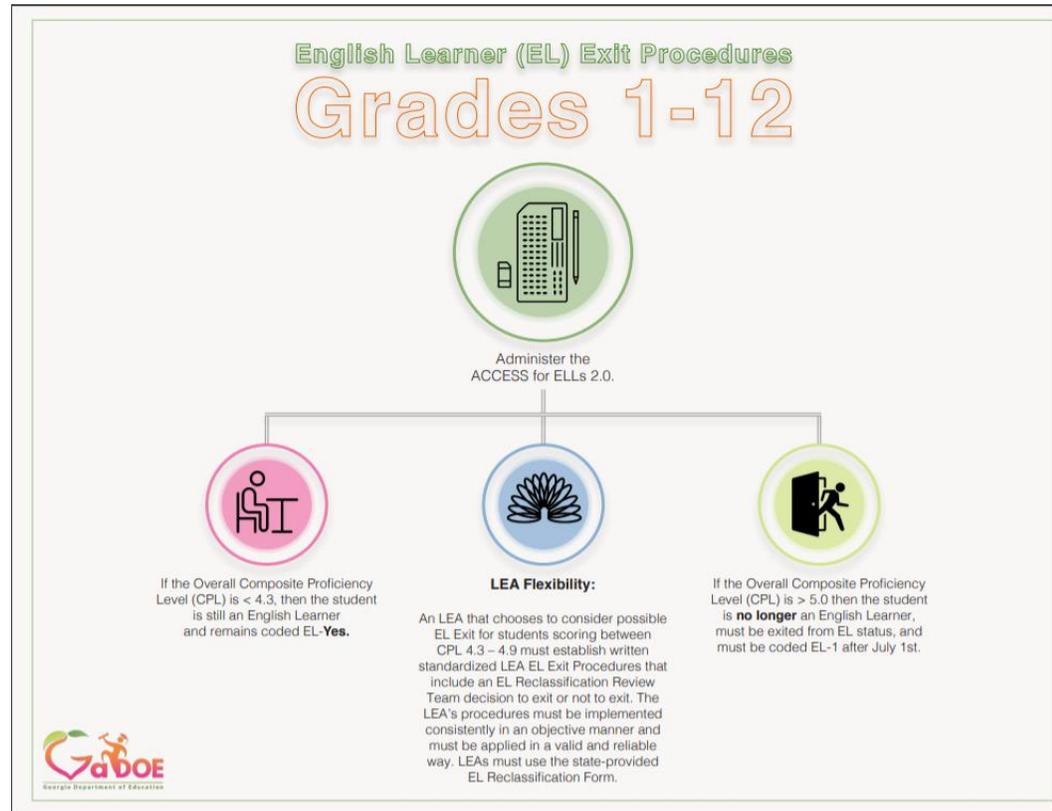
Do Not Exit
Overall < 4.3

Overall 4.3 – 4.9

Consider for Exit – EL Reclassification Form

Optional in 2018 - Required in 2019!

Exit
Overall CPL ≥ 5



LEA Flexibility – ACCESS CPL 4.3-4.9

Considering EL Students for Reclassification

- LEAs may establish in written procedures a minimum criterion to consider EL students for exit within the state-approved range: ACCESS for ELLs® 2.0 Overall CPL 4.3-4.9.
- 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.
- In order 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, when this criterion falls in the 4.3-4.9 range.

LEA Flexibility: Considering EL Students for Reclassification

- Using this form, the *EL Reclassification Team* will decide whether to exit the EL student or not.
- The final decision (whether or not to exit) **must be recorded** on the **EL Reclassification Form**, which **must be maintained** in the student's permanent/cumulative file.

(DO NOT PURGE!)

English Learner Reclassification Review Form

School Year:

LEA Name: School Name:

Purpose: To allow for district staff input on ESOL exit decisions when ACCESS score is below GADOE-established required exit criterion.

Step 1: Verify score falls within the GaDOE-established proficiency standard on ACCESS assessment.
 Grades 1-12 ACCESS for ELLs 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 meet to 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 all that apply): ELA Math Social Studies Science

Student Name:

GTID: Grade: DOB:

ACCESS Overall/CPL Score:

Meeting Participants:

ESOL Staff:

Administrator:

Classroom Teacher(s):

Other Participants:

Remember!

- An English Learner **must be exited from EL status** for ESEA purposes (i.e. for purposes of Title I and Title III requirements) when the student satisfies the state's standardized, statewide exit procedures.
- The **LEA may no longer use Title III funds** for services for that exited student.

Common Exit / Do Not Exit Errors:

Did Not Exit	Exit	Title III-Served Errors
<ul style="list-style-type: none">• EL students with Overall CPL <u>greater than</u> ACCESS 5.0• EL students with Overall CPL <u>above</u> LEA-established exit criterion and <u>NO EL</u> <u>Reclassification Form</u>	<ul style="list-style-type: none">• Exited students with Overall CPL <u>less than</u> <u>ACCESS 4.3</u>• Exited students with Overall CPL <u>below</u> LEA-established exit criterion and <u>NO EL</u> <u>Reclassification Form</u>	<ul style="list-style-type: none">• Exited students coded as Title III-served• Students who aren't receiving ESOL services coded as receiving Title III-funded services.

Georgia's EL Exit Procedures for English Learners with Disabilities

1. Students with significant cognitive disabilities
2. Students whose disability precludes assessment in one or more language domains



According to USDE:

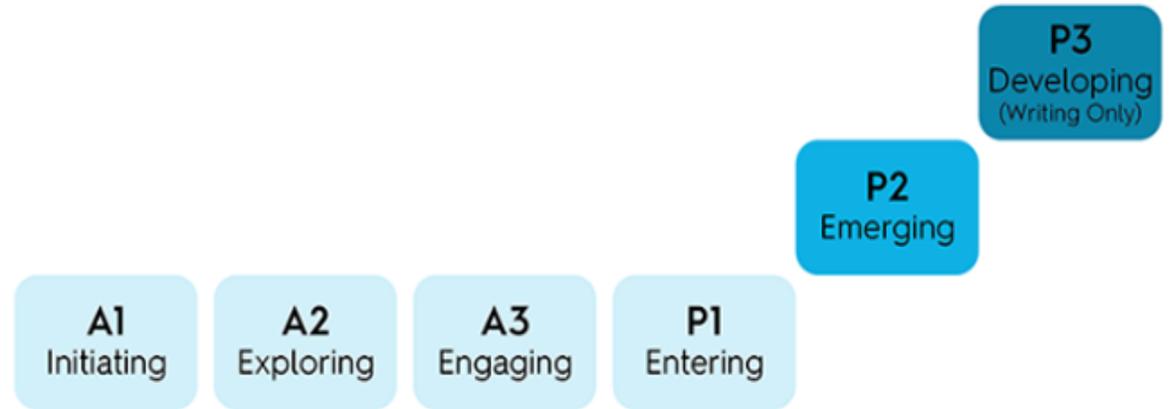
- *An EL with a disability can be “exited” from EL status when he/she no longer meets the definition of an EL.*
 - ✓ When the student meets the State’s definition of “proficient” in English.
 - ✓ Depending on the state’s definition of proficiency, the LEA, school personnel and/or the IEP Team may have input into the decisions of whether a student is proficient in English.
- The IEP Team is not authorized to remove the “EL” designation before the student has attained English proficiency.
- LEA and/or school personnel do not have the authority under Federal law to remove a student’s EL status before the student has been deemed proficient in English solely because the student has an IEP.

Alternate ACCESS Exit Procedures

Threshold for Considering EL Exit:

- Alternate ACCESS Overall CPL **P2** (Emerging) for two consecutive years with IEP Team recommendation
- Or **any** other Alternate ACCESS Overall CPL – the **same score** - for three consecutive years with IEP Team recommendation.





WIDA's Alternate ACCESS Composite Proficiency Levels



WIDA™

ALTERNATE
ACCESS for ELLs™



Alternate ACCESS Exit Procedures

Procedures:

- The IEP Team will serve as an *English Learner (EL) Reclassification Team* by completing the state-provided *EL Reclassification / IEP Team Rubric* for English Learners with significant cognitive disabilities who have met the state's established Alternate ACCESS Threshold for considering EL Exit, as stated above. (See [Alt ACCESS EL Reclassification Rubric](#))

Alt ACCESS Rubric

EL Reclassification / IEP Team 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 #5 and #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.).

Alternate EL Exit Criteria		Evidence Reviewed	Justification
Is an ESOL or 2 nd language acquisition specialist a member of the EL Reclassification Team?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Name: _____ Role: _____	
Is the EL student eligible for Georgia’s Alternate Assessment 2.0? (See GAA 2.0 Eligibility Criteria)	<input type="checkbox"/> Yes <input type="checkbox"/> No	GAA 2.0 Eligibility Criteria: Year Eligible: _____	
Has the EL student performed at Alternate ACCESS Overall Composite Proficiency Level (CPL) P2 for two consecutive years?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Language Assessment Results: Test Year _____ CPL _____ Test Year _____ CPL _____	
Has the EL student performed at Alternate ACCESS CPL _____ for three consecutive years? (specify CPL)	<input type="checkbox"/> Yes <input type="checkbox"/> No	Language Assessment Results: Test Year _____ CPL _____ Test Year _____ CPL _____ Test Year _____ CPL _____	
Is the EL student’s rate of language acquisition primarily attributed to the student’s disability rather than to English language proficiency?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Anecdotal Notes & Observations <input type="checkbox"/> Benchmark or Progress Monitoring Data <input type="checkbox"/> Adaptive behavior skills assessment <input type="checkbox"/> Academic Achievement & Functional Performance	
Is English language proficiency no longer a barrier to full participation in the student’s individualized program of instruction, as specified in IEP goals?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Anecdotal Notes & Observations <input type="checkbox"/> Benchmark or Progress Monitoring Data <input type="checkbox"/> Adaptive behavior skills assessment <input type="checkbox"/> Academic Achievement & Functional Performance	

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: _____

Less-Than-Four-Domains Exit Procedures

- The state has established that an English Learner (EL) with disabilities *whose disability precludes assessment of one or more language domains* should be considered for exit from English learner status when the student has met the following state-established criteria using a GaDOE-provided **Designate Composite Proficiency Level (D-CPL)**.



Note: Students who are deaf, blind, and non-verbal would be considered as having a disability that precludes assessment in one or more language domains. Beyond these reasons, the Assessment Director should seek counsel from the GaDOE Assessment Division who would consult with Special Education and EL Learner Programs.

D-CPL Process

- 
1. Administer the appropriate WIDA ACCESS for ELLs[®] or Alternate ACCESS language domain tests to the EL student as established in the IEP.
 2. For each language domain test not administered, clearly mark **Do Not Score** with a reason code of **SPD** in the student test booklet or in WIDA AMS.
 3. NOTE: Although WIDA ACCESS *Individual Student Report* will only show results for the language domains administered and will not include composite proficiency levels, it should still be shared with parents in a language they understand.

D-CPL Process (continued)

4. Using WIDA-provided language domain scale score tables, the GaDOE Assessment & Accountability Division will assign the **lowest exit score for the missing language domain(s)** to allow an overall composite proficiency level calculation.
5. The GaDOE Assessment & Accountability Division will calculate a **Designate Composite Proficiency Level (D-CPL)** for each EL student whose WIDA ACCESS score results are missing one or more language domains.
6. The GaDOE Assessment & Accountability Division will provide the school district with an ACCESS **Designate Composite Proficiency Level (D-CPL)** for each one of these EL students.

Use D-CPL to Apply Appropriate Exit Criteria

- After receiving the DOE-generated **D-CPL**, the appropriate standardized, statewide EL exit criteria for the ACCESS for ELLs[®] 2.0 or the Alternate ACCESS Threshold for considering EL Exit would then be applied to determine whether the EL student will exit EL status or not.

[ACCESS for ELLs[®] 2.0 Exit Criteria Flowchart](#)

[Alternate ACCESS Threshold for Considering Exit](#)

Post-Exit Monitoring Procedures

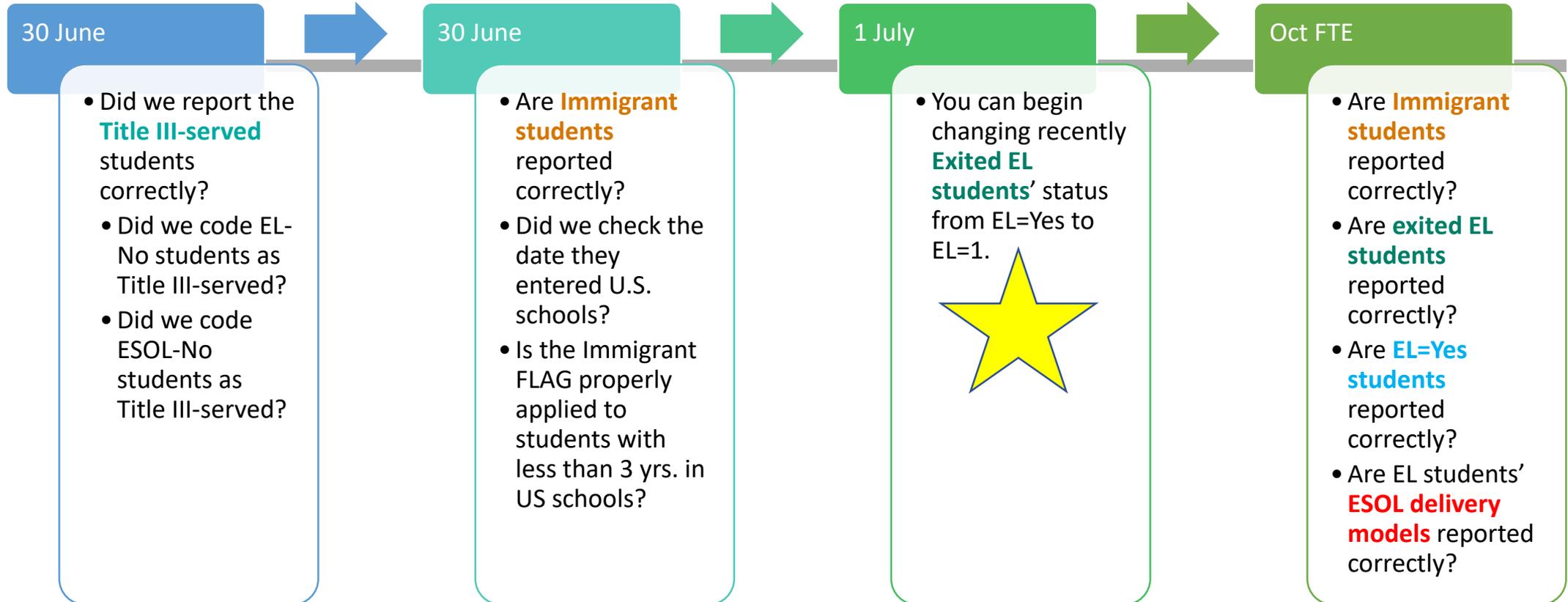


- OCR-Required
- Teacher-driven
- Documented evidence
- 2 Years ONLY!
 - EL=1
 - EL=2

Alt ACCESS Post-Exit Monitoring Procedures

- For two school years, the exited student's progress toward IEP goals must be monitored by designated ESOL and Special Education personnel to ensure the student's English proficiency is not a barrier to full participation in classroom instruction and assessment in English.
- Monitoring documentation will be maintained in the exited student's records.
- The IEP team with a 2nd language specialist could revisit the EL Reclassification decision during the two-year post-exit period of monitoring student's progress, if the team determines the student would benefit from language assistance services as provided by the ESOL language program.

Data Collection Common Errors





Questions?

EL Language Programs Questions & Support

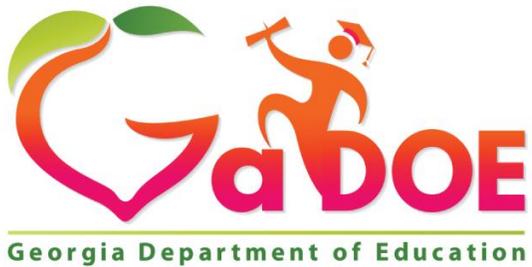
ELPrograms@doe.k12.ga.us

678-794-3695

www.gadoe.org

   @georgiadeptofed

 youtube.com/c/GeorgiaDepartmentofEducation



**EDUCATING
GEORGIA'S FUTURE**

