

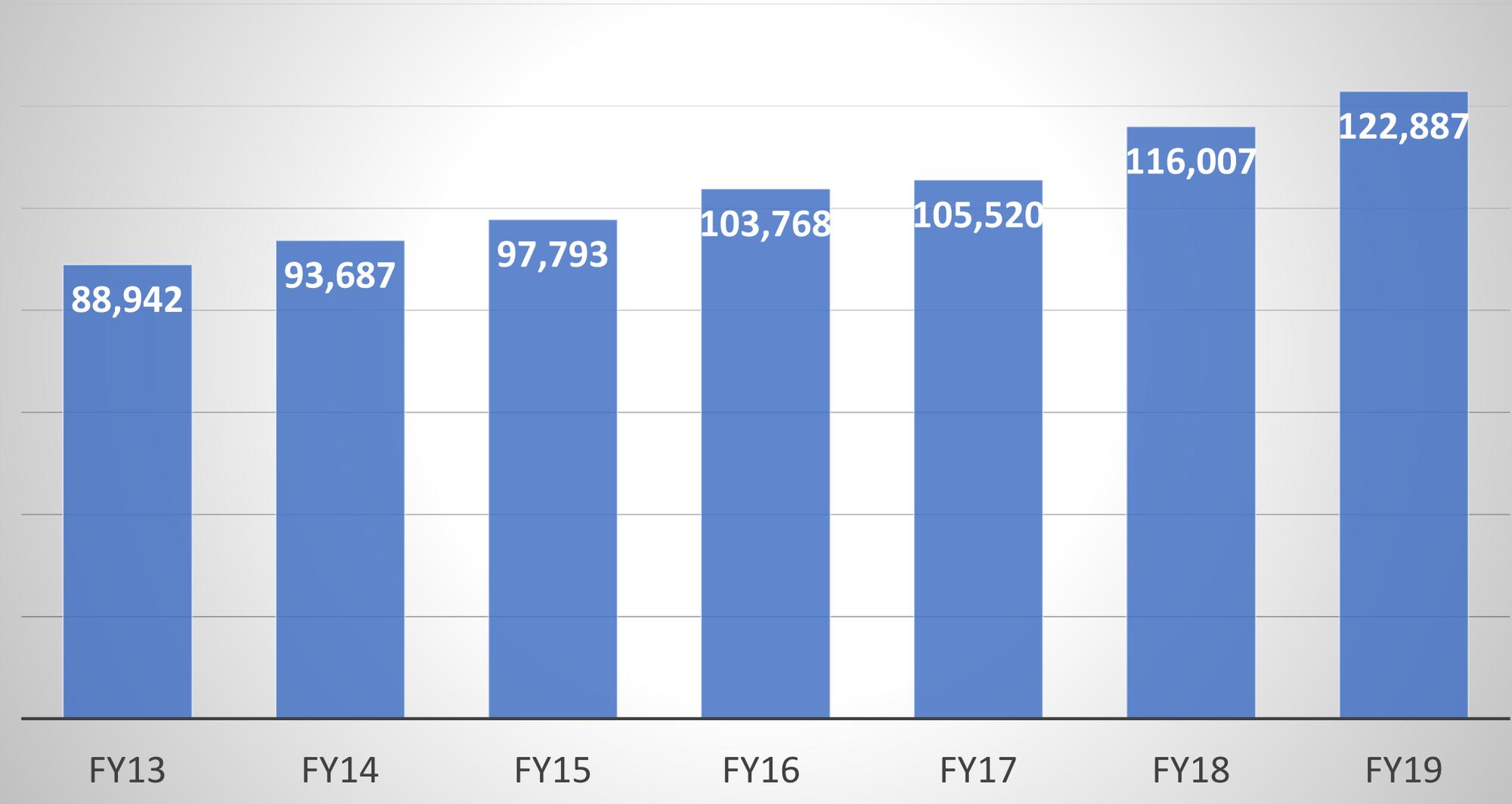
Welcome
to the..

1st Annual ESOL Language Program Kick-Off Webinar for ESOL Coordinators



Cross-divisional Collaboration
at the
Georgia Department of Education
July 29, 2019
1:00 p.m.

Growing EL Student Population in Georgia





Identifying EL Students

Statewide Standardized
EL Entrance Procedures

[ESOL Language Program](#) Website

READ, Understand, & Implement

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)
- Home Language Survey Form Bank

V. EL Entrance Procedures (10 June 2019)

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

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

Chapter 1: EL Entrance & Exit Procedures
Part I – EL ENTRANCE PROCEDURES Only
ESOL Language Programs
Supplemental Title III, Part A Language Programs



Key Questions during Registration/Enrollment Procedures

New to U.S. Schools?

1. Home Language Survey
2. Possible Screening
3. Eligibility Criteria (EL Entrance Flowcharts)

In-state Transfer Student?

1. GUIDE
2. SLDS

Out-of-State Transfer Student?

- WIDA state?
- NonWIDA state?



Using GaDOE Tools to Help Identify EL Students

Dr. Hubert Bennett

SLDS Implementation & Training Manager

Kathy Aspy

Data Collections & Reporting Manager



SLDS – EL Screener Data

Hubert Bennett, Implementation & Training Manager

EL Screener Logout

Search by GTID Summary Dashboard User Guide

Search by Year, System, School, Grade, and Student

All
 Year: 2020
 System Name: Dundee District

 Columbus Elem School (0104)
 05
 Select Student

Search Result

Student Name	GTID	School Name	Form Status	Action	ESOL Eligible	Date When Screened
Albertson , Raylene	9000007383	Columbus Elem School	In Progress	  		
Artis , Arlena	9001158271	Columbus Elem School			+	
Babb , Abe	9003727314	Columbus Elem School			+	
Baldwin , Roman	9003630934	Columbus Elem School			+	
Batts , Marisela	9002401274	Columbus Elem School			+	
Baylor , Kyoko	9002343679	Columbus Elem School			+	
Berkey , Emmett	9002570267	Columbus Elem School			+	
Bitner , Buford	9003192227	Columbus Elem School			+	
Blakey , Chong	9001534038	Columbus Elem School			+	

Dynamic Icons



SLDS – EL Screener Data

Summary Dashboard

Updated Begin Date:

Updated End Date:

[View Report](#)

School Name :

Grade Level :

Form Status :

1 of 1 Find | Next

School Name	Student Full Name	GTID	Date of Birth	Grade	Form Status	ESOL Eligible	Screener Name	Date When Screened	Country Name	Primary Language	Other Language Indicated Upon Enrollment
Dundee Elementary School (Form created at: Dundee Primary	Johns, Jeffrey	9917846421	02/13/2012	NA	Screened	N	WIDA KW-APT	08/02/2017	United States	Korean	
Dundee High School (Form created at: Dundee Middle	Jonas, Juliard	9977637812	12/10/2004	NA	Submitted		WIDA Screener	08/22/2017	Ethiopia	French	

Identifying Transfer Students (Kathy Aspy)

You can see whether a NEW student has already been qualified for the EL Program by looking at his/her SLDS record.



- One student at a time
- After the student is claimed
- + HUGE amount of data

Search By GTID: 6 Search

Search By Year, System, School, Grade and Student: 2020 School, Please Select Go

GSGM Student Report 4

1 of 1 100% Find | Next

B: A/GTID:6 (as of school year 2019-2020) Friday, July 26, 2019

Student Profile for B: A/GTID:6 (as of school year 2019-2020)

Demographics

Name: B: A³

Grade: 10³

Gender: male¹

Ethnicity: hispanic¹

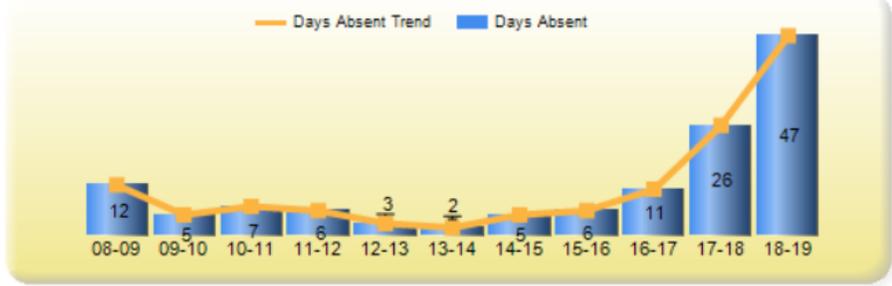
Birth Date: 10: 3¹

EL: F¹

SWD: Y¹

Date Entered 9th: 8/13/2018¹

Attendance



School Year	Days Absent
08-09	12
09-10	5
10-11	7
11-12	6
12-13	3
13-14	2
14-15	5
15-16	6
16-17	11
17-18	26
18-19	47

¹This information is from Student Record 2019

³Modified on 07/24/2019 from Student Class File

** Student Class File last uploaded on: 07/26/2019

Identifying Transfer Students

Did you know that you can see a list of all 'claimed' students that have already been qualified for the EL Program by looking at the Claimed IN Report in GUIDE.

We recommend that

- the GUIDE Coordinator run this report frequently to give to the district EL Coordinator (as well as Special Education and Gifted Coordinators)
- Or you get provisioned in GUIDE

Georgia Unique Identifier for Education (GUIDE)

Main Menu

- [Search / Update / Claim](#)
- [Add Single Student](#)
- [File Upload](#)
- [Discrepancy Resolution](#)
- [Near Match Resolution](#)
- [Request Additional Pseudo Numbers](#)
- [Home](#)
- [LOG OUT](#)

Reports

- [Error Report](#)
- [Download IDs](#)

Claimed IN Report

- [Download IDs](#)
- [Sp. Ed. History Report](#)
- [EL History Report](#)

Current Documentation

- [GUIDE FILE LAYOUT](#)
- [GUIDE DATA ELEMENT DETAIL](#)
- [GUIDE Coordinators List](#)
- [GUIDE FAQs](#)

Claimed IN Report

The Claimed IN Report provides a list of all students that have been claimed into your district or school during the defined date range. To modify the report, select the desired **date range and sort order** below, then press the "Refresh Report" button. To sort the list of your claimed students by the most recently claimed, select School Entry Date. This is the date the student enrolled your school/district. All students claimed in your school/district will be in the download but only the "# of Records" will be displayed on screen.

Select District:
 Select School:
 # of Records: (Increases the # of rows displayed on page)
 -- REPORT DATE RANGE --
 Start Date: End Date:
 Sort Order #1: Sort Order #2: Sort Order #3: Sort Order #4:

Showing 1 - 20 of 25 Records

GTID	Enrolling School	Last name	First Name	Middle Name	Suffix	Student ID	Gender	Birth Date	Parent/Guardian Name	School Entry Date	Withdrawn District	Withdrawn School	Claim Date	Primary Area	English Learner	Gifted Served
27	Blue Ridge Elementary School	F	E	I		60	F	11	MA	04/09/2019	W	Ele	04/10/2019 10:42:36 AM		Y	N
31	Blue Ridge Elementary School	F	E	M	L	60	F	11	MA	04/09/2019	W	Ele	04/10/2019 10:42:36 AM		Y	N
32	Blue Ridge Elementary School	C	I	E	ny	90	F	05	AI	04/10/2019	W	Ele	04/10/2019 10:46:31 AM		Y	N
25	City Park Elementary School	LE	IA	R		70	F	08	LE	04/09/2019	D	Ele	04/10/2019 10:06:25 AM		Y	N
14	City Park Elementary School	D	AI	E	T	IA	60	F	S	04/16/2019	D	Ele	04/16/2019 10:33:25 AM		N	N
26	City Park Elementary School	N	AL	E	R	80	M	04	S	04/16/2019	D	Ele	04/16/2019 10:33:25 AM	8-Significant Developmental Dela	N	N
6	High School	B	Y	J	A	AM	60	M	SAL	03/29/2019	D	Vi	04/15/2019 11:23:21 AM	Y-Other Health Impairment	F	N

Same student as prior slide

Identifying Transfer Students

Did you know that you can see an EL History Report of a student in GUIDE?

Main Menu

- [Search / Update / Claim](#)
- [Add Single Student](#)
- [File Upload](#)
- [Discrepancy Resolution](#)
- [Near Match Resolution](#)
- [Request Additional Pseudo Numbers](#)
- [Home](#)
- [LOG OUT](#)

Reports

- [Error Report](#)
- [Download IDs](#)
- [Claimed OUT Report](#)
- [Claimed IN Report](#)
- [Transmission Verification](#)
- [Sp. Ed. History Report](#)
- [EL History Report](#)

Current Documentation

- [GUIDE FILE LAYOUT](#)
- [GUIDE DATA ELEMENT DETAIL](#)
- [GUIDE Coordinators List](#)
- [GUIDE FAQs](#)

We created this report from FTE and SR data to allow you to see multiple years of EL data for a single student.

The same provisioning applies:

- the GUIDE Coordinator run this report
- Or you get provisioned in GUIDE – (Have the GUIDE Coordinator look in the online HELP doc within GUIDE for instructions)

This report will allow you to see all EL students that have been claimed by your District. If the student has NOT been claimed in GUIDE, they will NOT appear on this report. This report will show up to five years of Student Record History and the current year FTE-1 data after FTE-1 signoff. Because the report is so large you can Hide and Un-hide the demographics. However, when printing and downloading to Excel, the demographics will be printed and downloaded.

By GTID By Claim Date By Last Name

GTID: 9 ; Get History

[click here to print](#)

Hide Demographics Un-hide Demographics [Download Data](#)

Claim School ID	GTID	Student Name	Gender	Grade Level	Age	Hispanic	Race	Data Source	System Id and Name	School Id and Name	EL Status	Primary Language	Parent Communication Language	Place of Birth	U.S. School Less Than 3 Years	Data of Entry to US School	Total ESOL Segments*	Non-ESOL Served**	EL Monitor Basis	Date of ELP Screener
0201	95	S A JI	M	04	9	Y	Indian	SR2016	755-Whitfield County	1050-Antioch Elementary School	Y-Yes - student is EL.	26-Spanish		2310-United States	N	20151006	2			
			M	05	10	Y	Indian	SR2017	755-Whitfield County	1050-Antioch Elementary School	Y-Yes - student is EL.	26-Spanish		2310-United States	N	20151006	2			
			M	06	11	Y	Indian	SR2018	755-Whitfield County	0475-Eastbrook Middle School	Y-Yes - student is EL.	026-Spanish		2310-United States	N	20151006	0	02		

NOTE: Students included in this report were reported in FTE-1 as EL = Y, 1, 2, 3, or 4.
 NOTE: Students with EL = F (Former EL Student; tested out of EL 5 or more years ago.) will not show on this report.
 NOTE: Students included on this report were last claimed in your district. Students that have been sent in SR as graduated or deceased, as well as students that have aged-out of public education (18 or older) are excluded from the report because their Status in GUIDE is "Inactive".

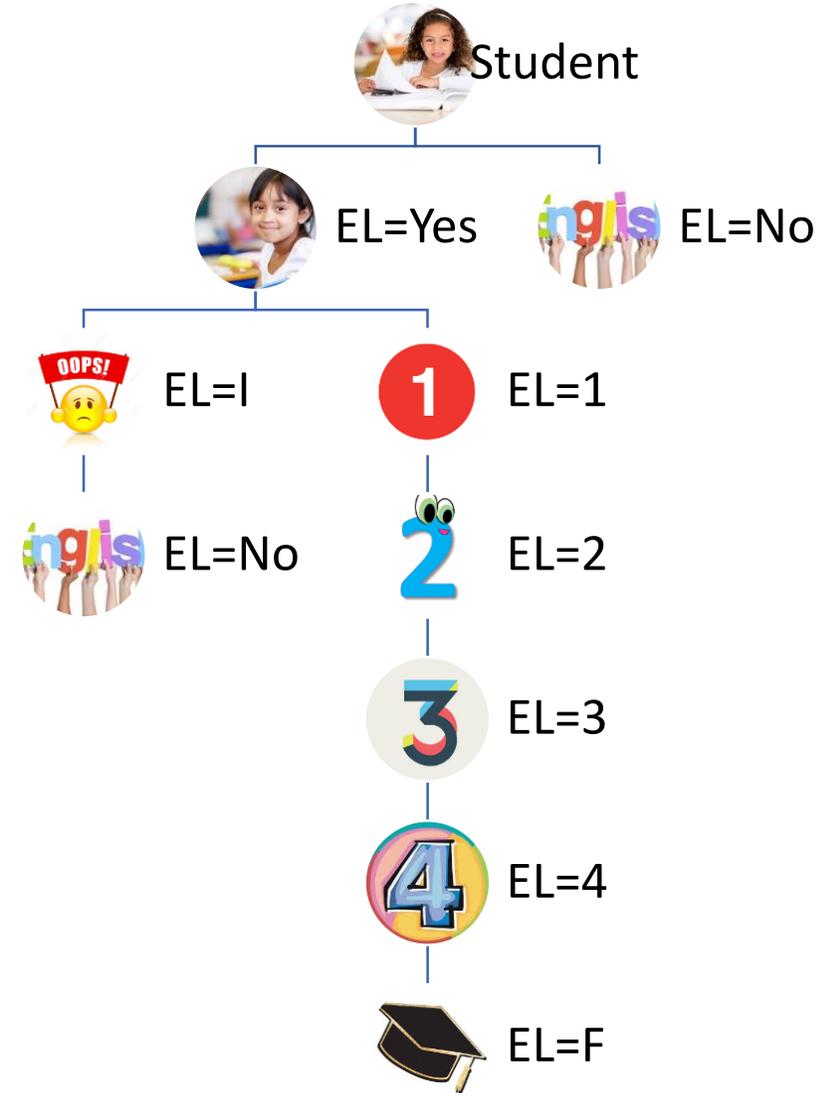
LEGEND ** NON-ESOL Code Description
 01 Parent refusal - indirectly served
 02 Language support provided in special education

Really nice to know – this student was not served in ESOL the prior year because “02 Language support provided in special education”

Identifying & Coding EL Students' Status in SIS



Data Collections Conference!



Identifying Special Populations of ELs

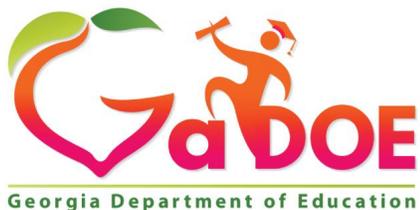
What other gifts or needs do our EL students have?

Mary Jean Banter
Gifted Program Specialist

Wina Low

Senior Program Manager

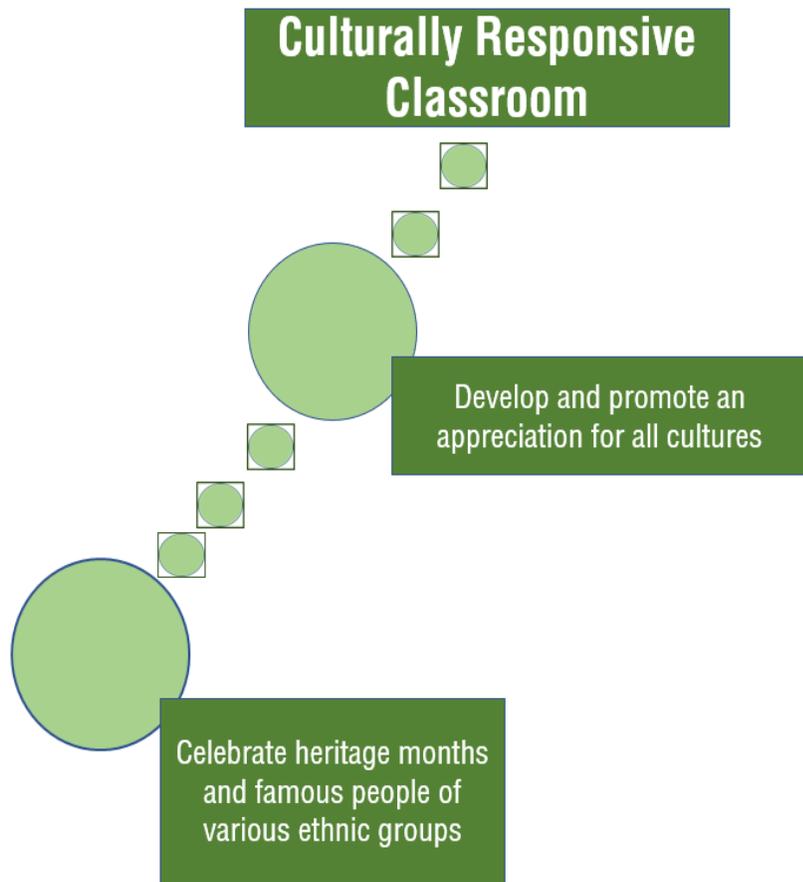
Division for Special Education Services &
Support



Gifted EL Students

MaryJean Banter

Exploratory Study on the Identification of English Learners for Gifted and Talented Programs
<http://ncrge.unconn.edu>



Suggestions for districts to support the growth of the identification of Gifted EL students:

- Adopt Universal Screening Procedures
- Create Pathways to Identification (include portfolios-products/performances)
- Establish Open Communication with Parents, ESOL Teachers, Title III leaders
- Conduct Professional Development that includes how to have Culturally Responsive Classrooms and Talent Development

Resources for the Identification of Gifted ELs

- USED Office of English Language Acquisition
 - <https://www2.ed.gov/about/offices/list/oela/index.html>
- National Center for Research on Gifted Education
 - **15 Tips for Identifying Gifted EL Students** – <https://ncrge.uconn.edu/el-tips/#>
 - *Exploratory Study of the Identification of English Learners for Gifted & Talented Programs* – <https://ncrge.uconn.edu/wp-content/uploads/sites/982/2018/06/NCRGE-EL-Report-1.pdf>

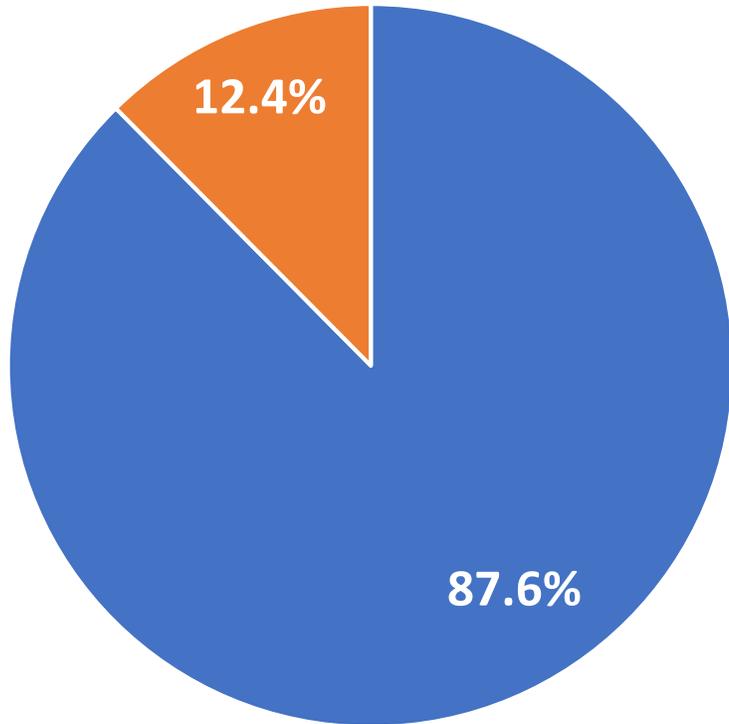
ELs with Disabilities

Wina Low

- Establishing a Common Language
 - English Learner (EL) students
 - Students with Disabilities (SWD)
 - Children with Disabilities
 - English Learners with disabilities (EL/SWD)
 - Dually Identified Students
 - Dual Language Learners (DLLs)
 - 3 & 4-year-old children who are learning English in school while still developing their primary language in the home

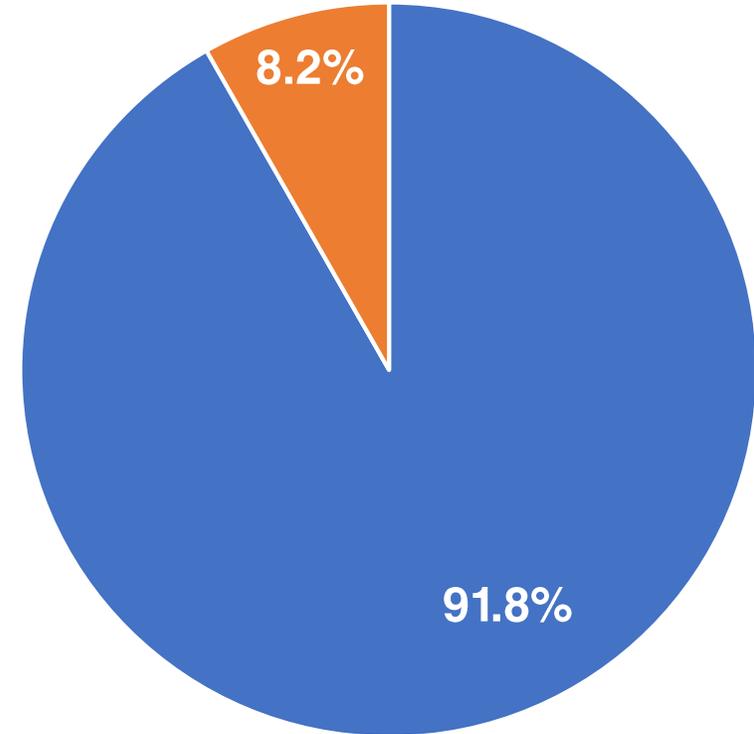
Georgia FY19: EL and SWD

Percent of SWD to All Students 3-21



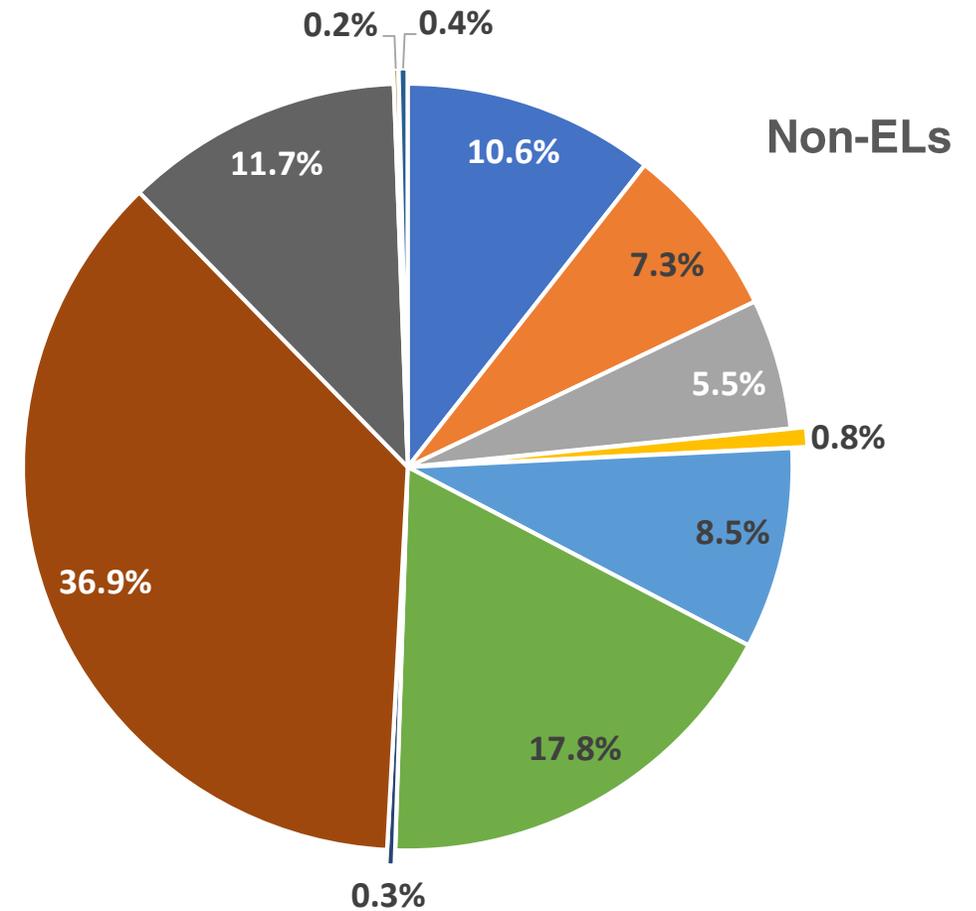
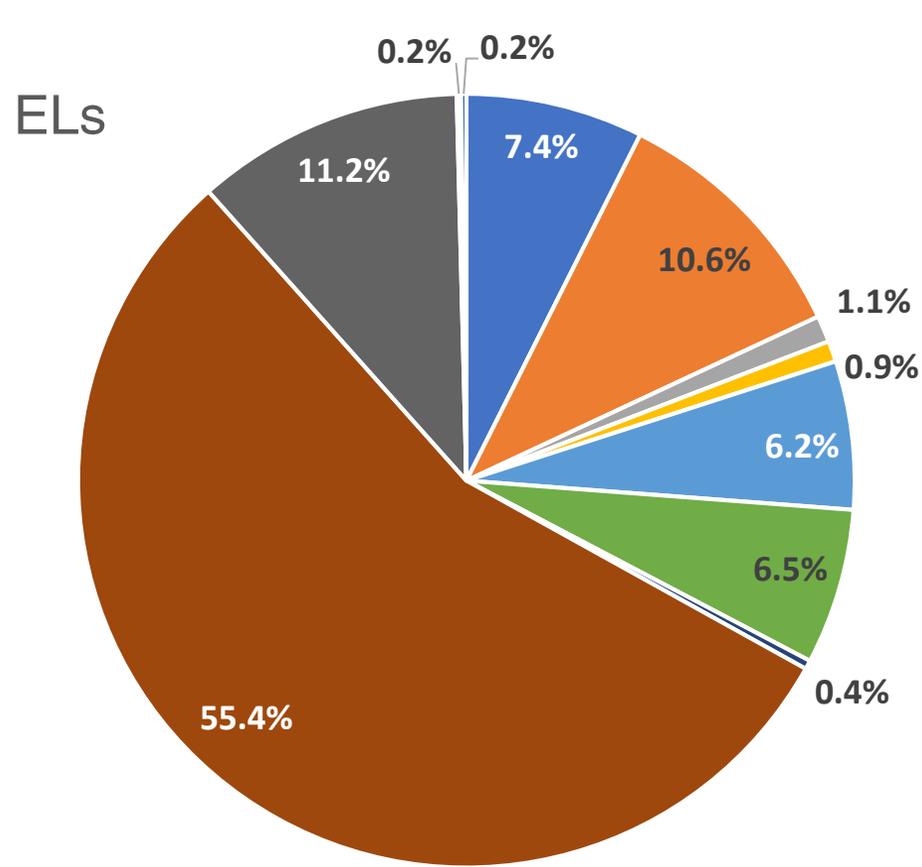
■ All Students ■ SWD

Percent EL/SWD to ALL SWD 6-21



■ SWD not EL ■ SWD EL

Percentage of SWD, age 6-21 Served by IDEA Part B, by EL Status and Primary Area of Disability. 2018-2019 School Year



- Autism
- Emotional Behavior Disorder
- Intellectual Disability
- Orthopedically Impaired
- Speech/Language Impaired
- Visually Impaired

- Significant Developmental Delay
- Deaf/Hard of Hearing
- Other Health Impaired
- Specific Learning Disability
- Traumatic Brain Injury

Resources

- USED Chapter 6 of EL Toolkit: *Tools & Resources for Addressing English Learners with Disabilities*

<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf>

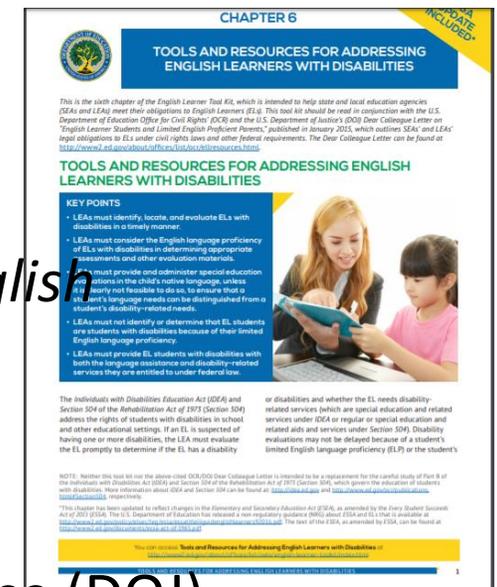
- USED Office for Civil Rights (OCR) and the U.S. Department of Justice (DOJ) *Dear Colleague Letter, “English Learner Students and Limited English Proficient Parents,”* January 2015,

<http://www2.ed.gov/about/offices/list/ocr/ellresources.html>.

- <https://osepideasthatwork.org/federal-resources-stakeholders/english-language-learners>

- www.gadoe.org – Special Education website

- Wina Low - wlow@doe.k12.ga.us or SPEDHelpDesk@doe.k12.ga.us Program Manager Senior, Division for Special Education Services and Supports



Newcomer & SLIFE Students



- **USED Newcomer Toolkit**
<https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/index.html>
- **Teaching Newcomer English Learners: Four Powerful Vocabulary Practices – [REL Northwest video](#)**



ELs in Core Content

Becoming Proficient in the Language of *Georgia Standards of Excellence*

What the Research Says on Instruction
for English Learners Across Subject Areas –
[Northwest Education Library of Resources](#)

ELA for ELs

Stephanie Sanders, Program Manager

Literacy for Learning, Living, and Leading (L4) [Literacy Practices](#) outlines evidence-based approaches that accommodate the individual learning needs of each learner, including ELs.

- **Institutes of Education Sciences (IES) Educator's Practice Guide:** [Teaching Academic Content and Literacy to English Learners in Elementary and Middle School](#)
- **CEEDAR Center's Innovation Configuration (IC):** [Evidence-Based Practices for English Learners](#)
- **The National Academy of Sciences:** [Promoting the Educational Success of Children and Youth Learning English: Promising Futures](#)

ELA for ELs

Institutes of Education Sciences (IES) Educator’s Practice Guide Teaching Academic Content and Literacy to English Learners in Elementary and Middle School

Recommendations	Levels of Evidence		
	Strong Evidence	Moderate Evidence	Promising Evidence
1. Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.	❖		
2. Integrate oral and written English language instruction into content-area teaching.	❖		
3. Provide regular, structured opportunities to develop written language skills.			❖
4. Provide small group instructional intervention to students struggling in areas of literacy and English language development.		❖	

Adapted from Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). *Teaching academic content and literacy to English learners in elementary and middle school* (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.

ELA for ELs

CEEDAR Center's Innovation Configuration (IC) Evidence-Based Practices for English Learners

The recommended practices are summarized into three focus areas: 1) **academic instruction**, 2) **progress monitoring**, and 3) **family-school partnerships** (Richards-Tutor, Aceves, & Reese, 2016).

CEEDAR's IC further defines the practices within a tiered support framework: **Tier 1** – core instruction, **Tier 2** –strategic interventions, **Tier 3** – intensive interventions. While the recommended practices could be implemented with all students, CEEDAR highlights sub-recommendations that help practitioners support English Learners that correspond to appropriate tiered support.

ELA for ELs

The National Academy of Sciences

Promoting the Educational Success of Children and Youth Learning English: Promising Futures

Similar practices support English Learners addressed in the above documents

Following is a sampling of the practices studied and offered as supports for ELs:

- Supports beyond Tier 1
- Visual and verbal supports
- Culturally responsive instruction
- Increased support in core content
- Screening and progress monitoring
- Opportunities to develop writing skills
- Regular, structured opportunities for writing
- Integration of oral and written language instruction
- Opportunities for Peer-Assisted Learning Strategies (PALS)

Science for ELs

Amanda Buice, Program Manager

Scientific language should be considered a “third language” for ELs (and a 2nd for others!)

Old Approach	Re-imagined Approach
Vocabulary as a prerequisite: Pre-teaching and frontloading of vocabulary	Language is a product of engaging in science practices – it happens in the context of doing
Simplify content, simplify language	Keep content, amplify language

GaDOE Science

- Phenomena – our instructional segments utilize phenomena to provide a real context for figuring out science not just learning about science (*Instructional Segments & Phenomena Grab & Go Cards are in the **SLDS-TRL “Essential Toolkit”***)
- Emerging bilinguals often have rich family and community practices and histories that can be leveraged to more deeply engage these students in learning.
- Keep "big ideas" in science grounded in everyday examples that are accessible to all learners.
- [Talk Activities](#)
- [Talk Moves](#)

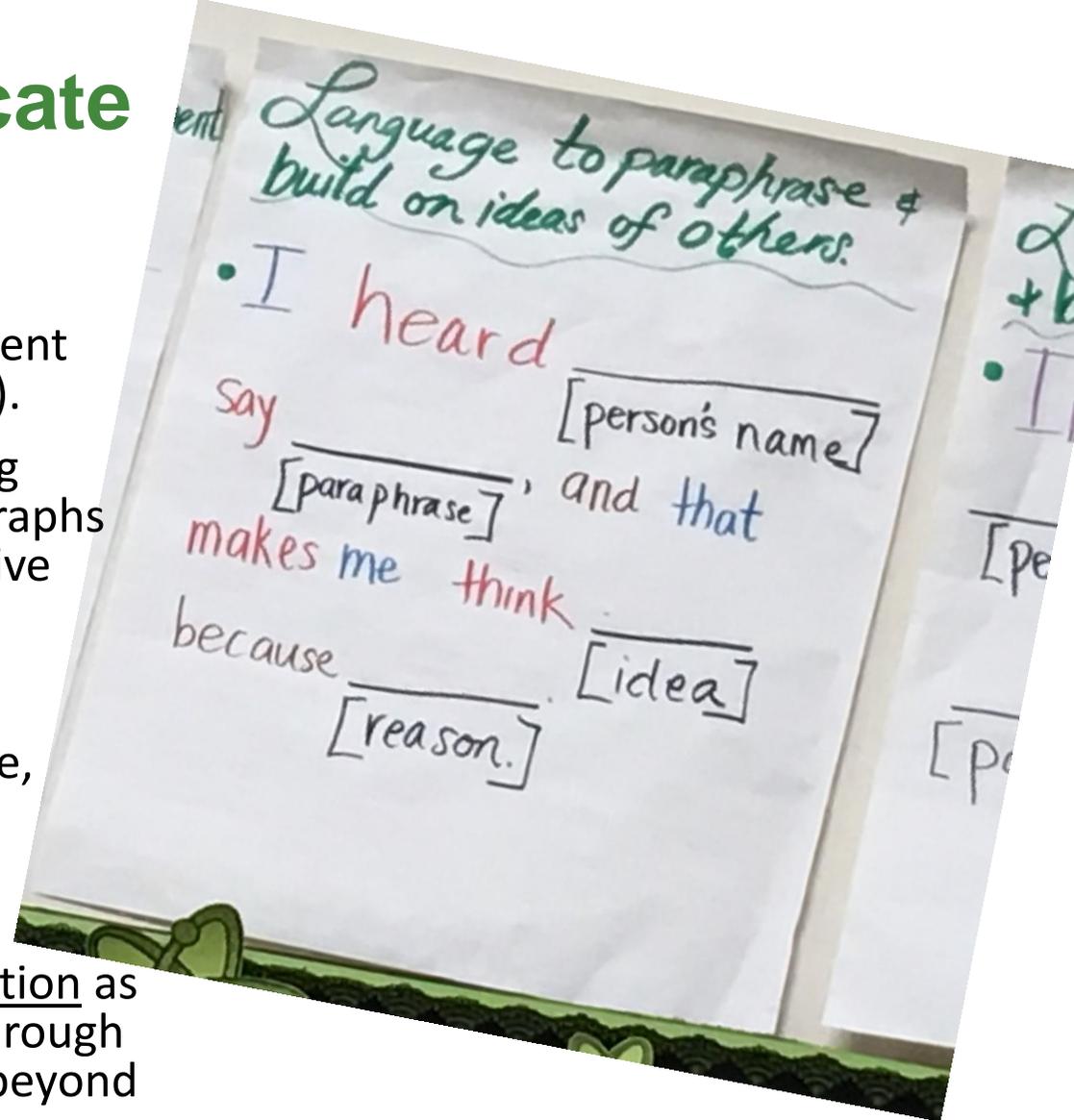
Obtain, Evaluate, & Communicate

Language Practices in STEM Receptive Practices

- **Listening:** Use a poster, slide, or picture to support student listening in science (e.g., the [GLAD Pictorial Input Chart](#)).
- **Reading:** Preview science texts with students, discussing salient text features such as tables, graphs, and photographs before they read it. Provide summaries and include native language texts.

Productive Practices

- **Speaking:** Provide sentence stems for all students to use, especially to support complex verbal practices like argumentation, explanation, and communication.
- **Writing:** Lab before blab gives all students a context for vocabulary. Engage ELs in authentic vocabulary exploration as they try to make their thoughts meaningful to others through writing. Provide dictionaries or [Google Translate](#). Look beyond grammar and spelling to understand student ideas.



ELs in STEM & Technology

ELs in STEM Subjects

<http://sites.nationalacademies.org/dbasse/bose/english-learner-in-stem-subjects/index.htm>



EdTech for English Learners

<https://tech.ed.gov/edtech-english-learner-toolkits/>

ELs in ESOL

Your state-funded, OCR-required Language Instruction Educational Program for EL students

U.S. Department of Education - English Learner Toolkit Webinar, Aug 8, 2019, 2:00 p.m.

Join Live: <https://zoom.us/j/429413589>

Call-in number: 1-929-436-2866

Webinar ID: 429 413 589



The State-funded, OCR-Required ESOL Language Program must...

...fulfill the LEA's legal obligation under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (EEOA):

1. Identify & assess all potential EL students in a timely, valid, and reliable manner (this includes use of the WIDA Screeners)
2. Provide EL students with an educationally sound and successful ESOL language program
3. Provide sufficiently well-prepared and trained staff and support for the ESOL language program
4. Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities
5. Avoid unnecessary segregation of EL students (Per OCR, LEAs must carry out chosen EL program in the least segregated manner consistent with achieving the programs' stated educational goals.)

The State-funded, OCR-Required ESOL Language Program must...

...fulfill the LEA's legal obligation under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (EEOA):

6. 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 & that the language needs of EL students with disabilities are considered in evaluations and delivery of services.
7. Meet the needs of EL students whose parents opt them out of ESOL
8. Monitor & evaluate EL students in ESOL to ensure their progress towards English proficiency and grade-level content standards (this includes administration of the yearly ACCESS assessment)
 - Exit EL students when they meet the state and LEA's exit criteria
 - Monitor exited EL students to ensure they were not prematurely exited and to remedy any academic deficits

The State-funded, OCR-Required ESOL Language Program must...

...fulfill the LEA's legal obligation under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (EEOA):

9. Evaluate the effectiveness of the LEA's ESOL program to ensure EL students are acquiring English proficiency and the program is reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time
10. Ensure meaningful communication with limited English proficiency parents.

English Learner Guidance

- <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

ESOL Language Program Website Resources

EL Language Programs - State Guidance

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
- Reporting ESOL Delivery Models

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

V. EL Entrance Procedures (10 June 2019)

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

VI. EL Exit Procedures (9 May 2019)

- Kindergarten EL Exit Flowchart
- Grades 1-12 EL Exit Flowchart (June 2019)
- 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

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
- Ensuring English Learners Can Participate Meaningfully and Equally in Education Programs
- Information for Limited English Proficient Parents and for Schools and School Districts that Communicate with Them

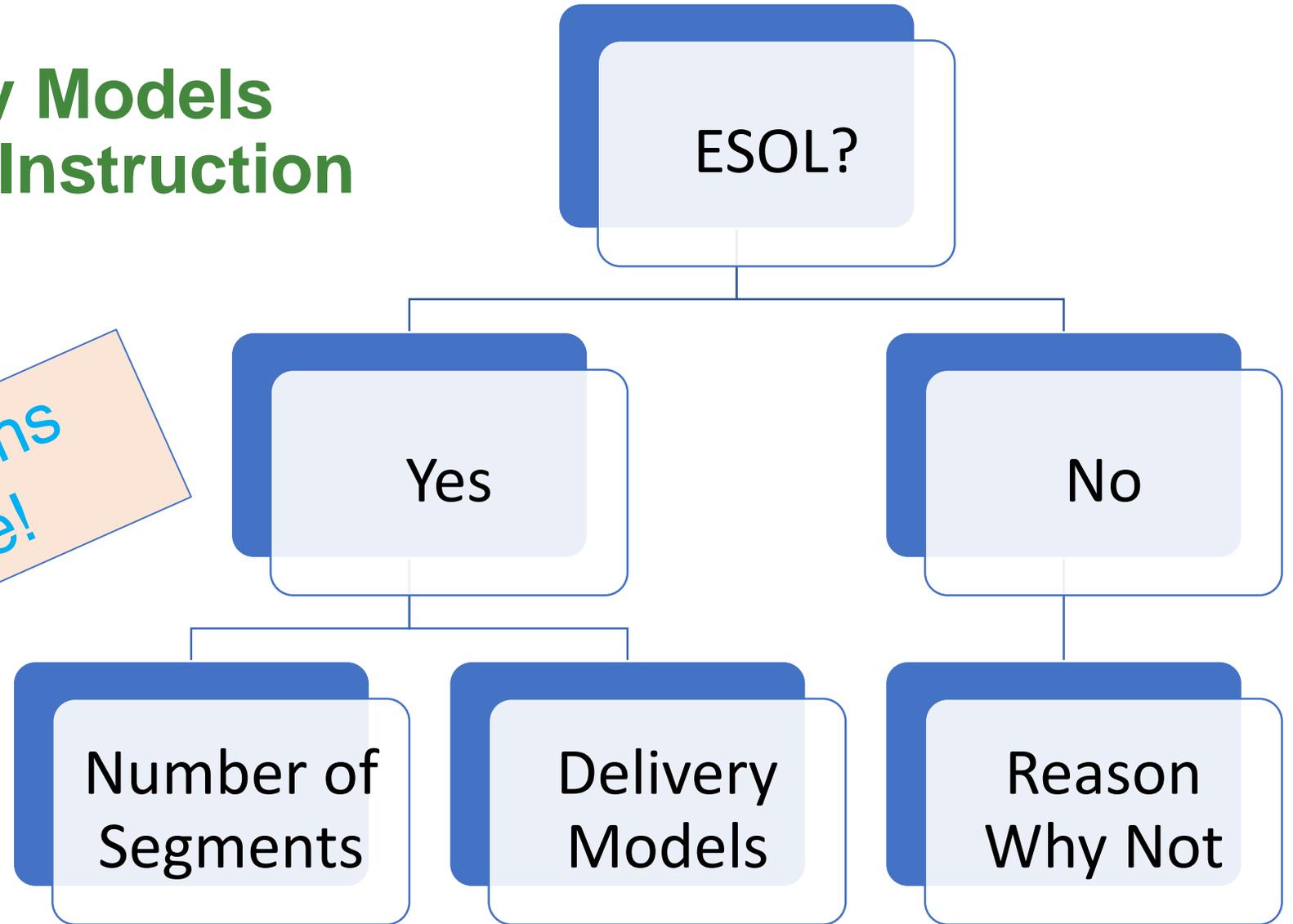
Webinars and Technical Assistance

- EL Language Programs Update PPT(May 2019)
- EL Language Program Update Webinar (May 2019)



ESOL Delivery Models for Language Instruction

Data Collections Conference!



ELs and Assessment

Mary Nesbit-McBride, Ph.D.
Assessment Specialist
(404) 232-1207 (Voice)
mnesbit@doe.k12.ga.us



Required State Assessments

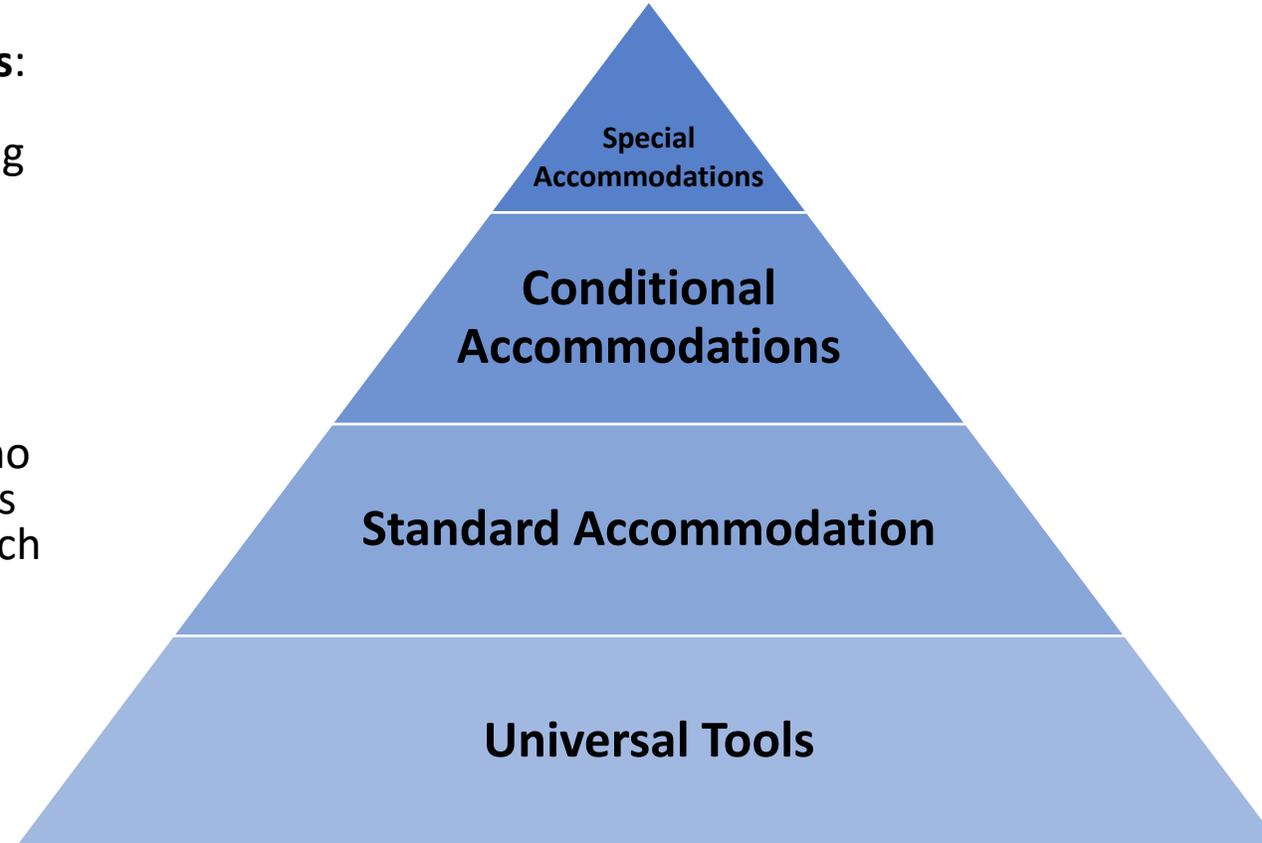
Assessment	Content	Students
ACCESS for ELLs 2.0	Reading, Writing, Listening, and Speaking	All K-12 English Learners
Alternate ACCESS	Reading, Writing, Listening, and Speaking	English Learners with significant cognitive disabilities.
Georgia Alternate Assessment 2.0 (GAA 2.0)	English/Language Arts, Mathematics, Science, and Social Studies in grades 5 and 8 and high school English/Language Arts and Mathematics, grades K, 3, 4, 6, and 7	Students with significant cognitive disabilities
Georgia Kindergarten Inventory of Developing Skills 2.0 (GKIDS 2.0)	English language arts (ELA) , Mathematics, Science (optional) , Social Studies (optional), Approaches to learning , Personal and Social Development, Motor skills (optional)	All Kindergarten Students
GKIDS Readiness Check	Foundations of School Success, English/Language Arts, Mathematics	All Kindergarten Students
Georgia Milestones Assessment System End-of-Grade / End-of-Course	English/Language Arts, Mathematics, Science, and Social Studies in grades 5 and 8 and high school English/Language Arts and Mathematics in grades 3, 4, 6, and 7	All grade 3-8 & H.S. students except those that qualify for GAA 2.0
National Assessment of Educational Progress (NAEP)	National assessments in reading, math, and science	Selected students in grades 4, 8, and 12

Planning for Accommodations

- Know the test accommodations identified in students' IEPs, IAPs, and EL/TPC plans allowed for each student as specified prior to the administration of all testing sessions.
- Ensure that examiners are familiar with the proper way to deliver the necessary accommodations.
- Make provision for administration of accommodations during testing (i.e. small groups, extended time, materials for visually impaired students, Word to Word (EL) Dictionary needs)
- Accommodation errors should be reported as a testing irregularity.

Assessment Accommodations

- **Standard Accommodations:** Provide access to the assessment without altering the construct measured by the assessment.
- **Conditional Accommodations:** Provide access for students with more severe disabilities who would not be able to access the assessment without such assistance.
- EL, EL-1, and EL-2 students are eligible for accommodations.
- EL-1 and EL-2 students are not eligible for conditional accommodations.



[Link to Accommodations Manual](#)

Conditional Accommodations

Reading of English Language Arts (ELA) passages for Georgia Milestones

- Must be restricted to only those EL students who meet ALL eligibility criteria:
 - The student's English proficiency scores and performance in the classroom indicate that the student cannot access, retain, or comprehend text without the assistance of a reader (i.e., the student is unable to access English text due to their language proficiency, not simply reading below grade level); and
 - The student is not poised to exit language services within the current school year; **and**
 - There are clear and specific goals within the student's educational plan addressing the deficits which necessitate the need for this accommodation.

Accountability – ELs in CCRPI

Paula Swartzberg
Director of Accountability



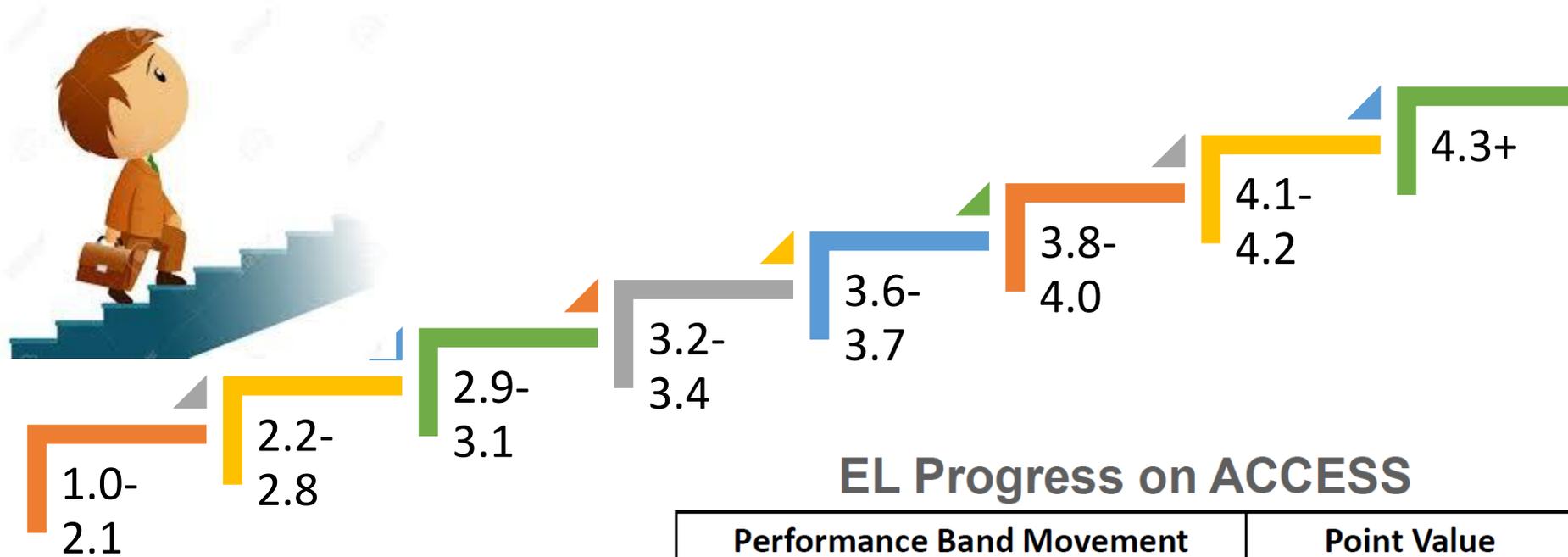
EL Subgroup in Accountability

- ESSA allows states to include in the English Learner (EL) subgroup former EL students for not more than four years after the student ceases to be identified as an English learner. Georgia takes advantage of this flexibility.
- For accountability, the **English Learner** subgroup includes students coded as 'English Learner (EL)' in Student Record (codes = 'Y', '1', '2', '3', '4')
- **Note:** The adjusted cohort graduation rate graduation rate uses a different definition of English Learner that includes all students coded as **EL = 'Y'** any year during the cohort period.

Newly Arrived English Learners

- EL students enrolling for the first time in a U.S. school must participate in all SBOE-designated assessments and must be coded as a first time in U.S. school enrollee in state-required data collections.
- All EOG scores will be removed from statewide accountability calculations for the first year of a newly-arrived EL student's enrollment in a U.S. school.
- Though not used for statewide accountability purposes in the first year, such scores will serve as the baseline for student growth calculations and be included beginning in year two of such students' enrollment.
- Both achievement and growth will be included in statewide accountability calculations beginning in the third year of enrollment.

Progress to English Proficiency



EL Progress on ACCESS

Performance Band Movement	Point Value
No positive movement	0
Moved less than one band	.5
Moved one band	1
Moved more than one band	1.5

Progress Component of CCRPI



- Progress scores in English language arts, mathematics, and progress toward English language proficiency (EL students)
 - Utilize weights based on level of growth to incentivize moving all students to the next level
 - ELA and mathematics receives 90% of the weight, and progress toward English language proficiency receives 10% of the weight

ELA and Mathematics SGPs		EL Progress toward Proficiency – ACCESS for ELLs	
SGP Range	Point Value	Performance Band Movement	Point Value
1-29	0	No positive movement	0
30-40	.5	Moved less than one band	.5
41-65	1	Moved one band	1
66-99	1.5	Moved more than one band	1.5

Progress Example

ELA	SGPs 1-29	14%	x 0 =	0
	SGPs 30-40	12%	x .5 =	6
	SGPs 41-65	40%	x 1 =	40
	SGPs 66-99	34%	x 1.5 =	51
	ELA Progress Score =			<u>97</u>

Mathematics	SGPs 1-29	20%	x 0 =	0
	SGPs 30-40	18%	x .5 =	9
	SGPs 41-65	44%	x 1 =	44
	SGPs 66-99	18%	x 1.5 =	27
	Mathematics Progress Score =			<u>80</u>

Progress Toward ELP	No positive movement	10%	x 0 =	0
	Moved less than one band	22%	x .5 =	11
	Moved one band	50%	x 1 =	50
	Moved more than one band	18%	x 1.5 =	27
	Progress Toward ELP Score =			<u>88</u>

Progress = $97 \times (45\%) + 80 \times (45\%) + 88 \times (10\%) = 88.5$

Related CCRPI Resources

- [Accountability](#) webpage
 - [Redesigned CCRPI Overview](#)
 - [CCRPI Improvement Targets and Closing Gaps](#)
 - [CCRPI English Language Proficiency Improvement Targets 03.28.18](#)
- [CCRPI Resources for Educators](#) webpage
 - [English Language Proficiency Targets Resource 2019 02.14.19](#)
- [Accountability Specialists](#) assigned to assist districts

Meeting the Needs of the Whole EL Child

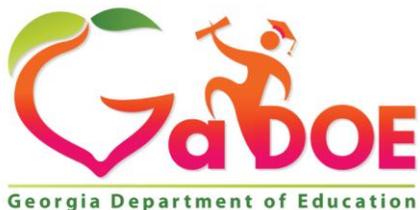
Identification, Intervention, Positive Behavior

Andrea Catalano,

MTSS Professional Learning Specialist

Anthony Feldmann,

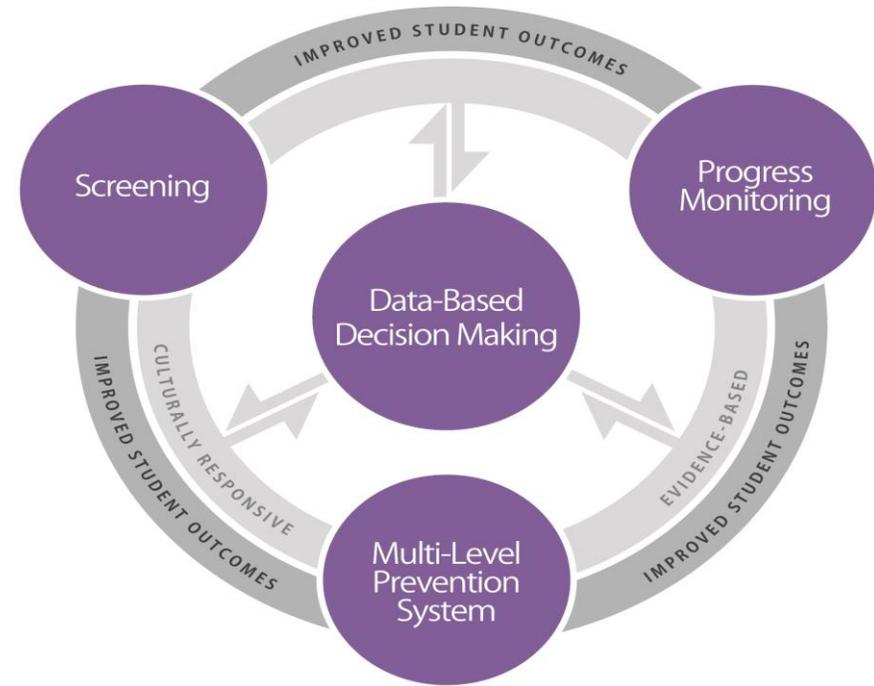
PBIS Program Specialist



MTSS for ELs

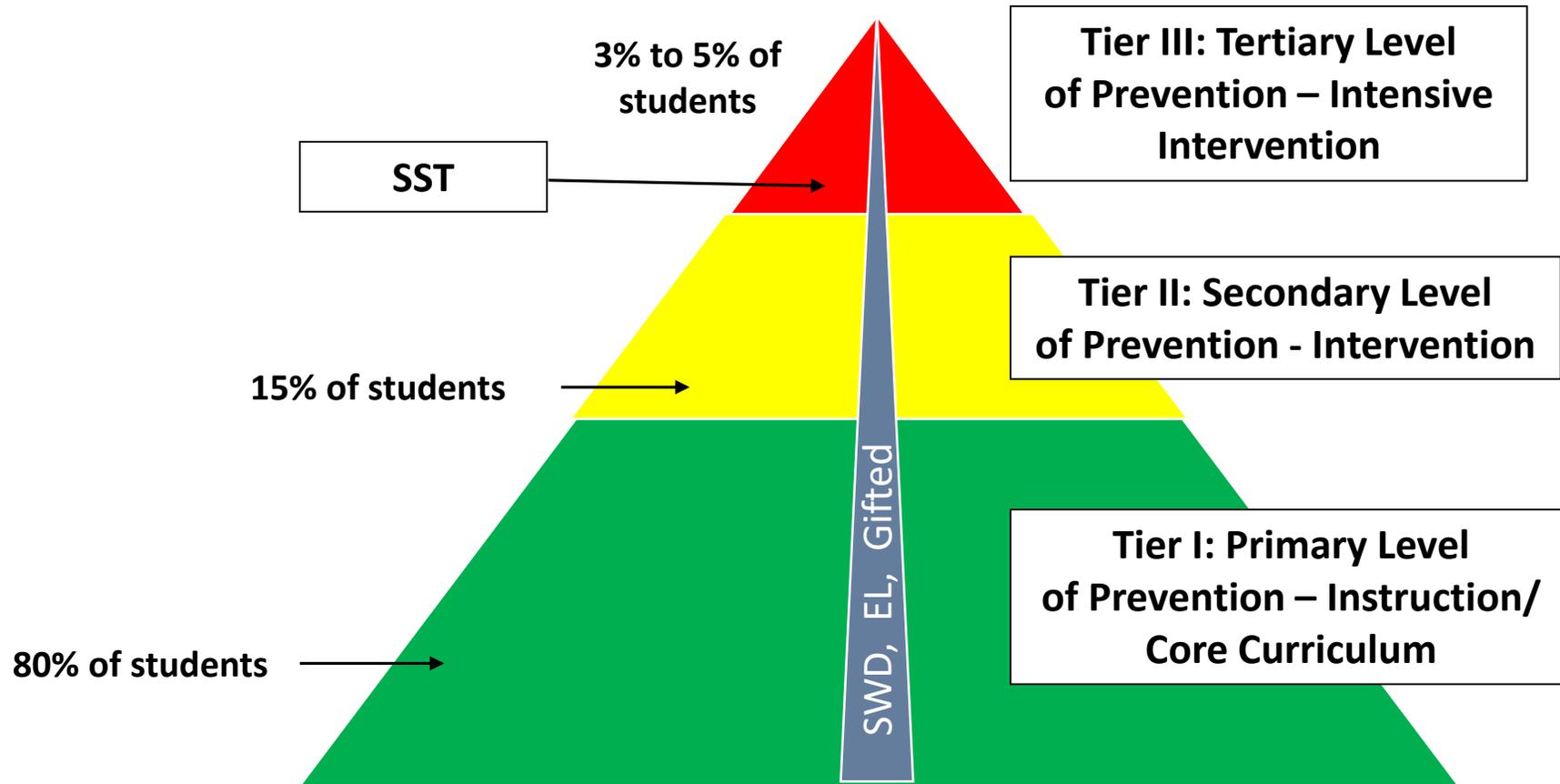
Andrea Catalano

Georgia's Tiered System of Supports for Students



Supported by District and School Infrastructure

Georgia's Tiered System of Supports for Students: Multi-Level Prevention System



Students receive services at all levels, depending on need.

Need More Information?

Georgia's Tiered System of Supports for Students

www.gadoe.org/TieredSystemofSupports

or

www.gadoe.org/MTSS

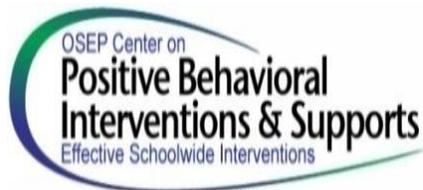
Resources Available

- Fact Sheets: Simplify essential components/framework
- Professional Learning Units
- Training Webinars
- Subscribe to Newsletter
- Register for Upcoming Events



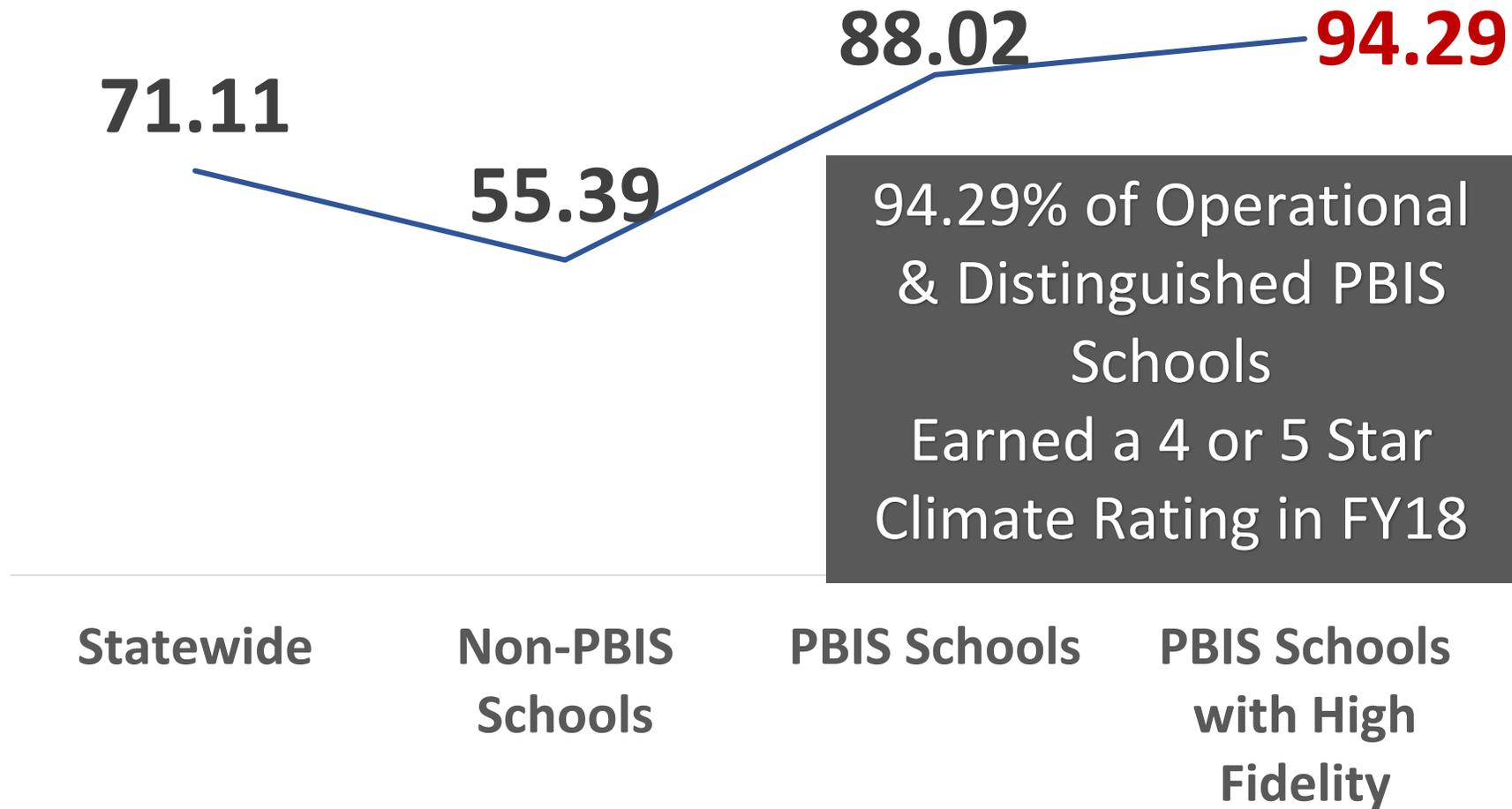
What is PBIS? (Anthony Feldman)

“PBIS is an **evidence-based**, data-driven **framework** proven to reduce disciplinary incidents, increase a school’s sense of safety, improve school climate, and support improved academic outcomes for all students.”



www.pbis.org

% of Schools with 4- or 5-Star Climate Ratings





Effective Schools for English Learners



Amy Alderman

Program Manager

aalderman@doe.k12.ga.us

School & District Effectiveness

www.gadoe.org/schooldistricteffectiveness

School and District Effectiveness Supports for ELs

- Instructional Leadership Conference – Content sessions for school and district-level leaders on strategies for supporting ELs
- Instructional Leadership Workshops – Best practices for leaders
- School-level diagnostic reviews – GSAPS
- District-level diagnostic reviews – GDRP
- Coaching and support for federally identified schools:
 - Data analysis – subgroup performance
 - Collaborating with schools and districts around evidence-based practices for ELs based on identified needs
 - Calibration walks with school and district administration, using look-fors for ELs
- Coaching and support for all schools and districts as requested through the Continuous Improvement Teams



Supplemental Federally-funded Supports for ELs

Dr. Kim Ezekiel

Title IA Program Specialist

Dr. Karen Cliett

Title IA Program Specialist

Ms. Amy Song

Title IA Family-School Partnership Program Manager

Title I Requirements for ELs (Dr. Kim Ezekiel)

- **English Language Proficiency (ELP) Standards –**
 - Adoption of English language proficiency (ELP) standards is required under Title I, section 1111(b)(1)(F).
 - Georgia has adopted the **WIDA English language proficiency standards** and framework resources.
- **ELP assessment – annually**
 - Is required in Title I for **all** EL students (Section 1111(b)(2)(G).
 - All ELs includes EL students whose parents have opted out of the core ESOL language program, or for some other reason are not served in ESOL, and maybe not even in Title III.
 - Georgia administers the **WIDA ACCESS for ELLs** suite of assessments.

Title I-Required Assessments for ELs

1. ELs must be assessed in English (Reading), Mathematics, and Science
 - Accommodations must be provided to ELs on state content assessments, as appropriate; and
 - Even ELs in US schools for the 1st year, must be assessed on the grade-appropriate content assessment (when applicable) to establish a baseline from which to determine growth in Year 2.
2. The English proficiency of all ELs must be assessed and reported annually

Title I Accountability for ELs

- Under ESSA, accountability for English Learners is moved under Title I, Section 1111(b)(4)(A)(ii). *There are no EL accountability requirements in Title III and Title III AMAOs no longer exist.*
- The shift of accountability for ELs progress toward English proficiency from Title III to Title I is hugely significant for Title I districts.
 - All Title I districts are held accountable for EL students' progress toward English proficiency
 - If a Title I district's Title I staff have little or no experience working with ELs, they will either need to get the training to develop the needed skills, hire new staff that have those skills, or collaborate with other staff within the district that have experience working with ELs.

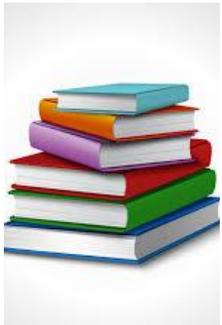
ESSA Reporting - EL Progress Data



Number & percentage of ELs who are making ELP progress*



Number & percentage of ELs exiting EL Status*



Number & percentage of ELs meeting state academic standards for each of four years post-exit*



Number & percentage of ELs who have not attained English proficiency within five years of classification as an EL and first enrollment in the LEA

**Disaggregated by English Learners with Disabilities*

ESOL Teachers In-Field/PQ, Dr. Karen Cliett

What does the law say?

Professional Qualifications

ESSA – Assurances

Sec. 1111(g)(2)(J), 1112(c)(6)

The state educational agency/ local education agency will ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.

Checked during Monitoring

ESSA In-Field

ESSA – Reporting

Sec. 1111(h)(1)(c)(ix)

Teachers who are not teaching in the subject or field for which the teacher is certified or licensed

In Georgia, “out-of-field” teachers are those who are not teaching in their field of certification. It **may** also apply to teachers who hold a GaPSC issued certificate “W”, “N”, or “SI”.

Reported Annually

In-Field
Equivalent
(CHW Codes)

101
Degree

102
21 Sem. Hrs of
Coursework

103
GACE Test

ESOL Teachers In-field/PQ

Regular Education Teachers (including ESOL Teachers)

ESSA Sec.1111(g)(2)(M); GaPSC Certification Rule 505-2-.18

All means all – ESSA expanded monitoring and reporting requirements from core academic content to every single teacher serving students. In Georgia, **ALL** regular education teachers (including Pre-K, Health/PE, Gifted, **ESOL**, and CTAE) are subject to the following:

- **ESOL Teachers Teaching in Traditional LEAs (Webster & Buford City)**
 - **PQ Monitoring** - GaPSC Certification Requirements
 - **In-Field Reporting** - GaPSC Certification Requirements
- **ESOL Teachers Teaching in Charter/ SWSS LEAs (varies by District)**
 - **PQ Monitoring** - Teachers in charter/ SWSS LEAs whose LEAs waives certification, do not have to be certified, but they must meet the minimum PQ requirements established annually by the LEA's CLIP
 - **In-Field Reporting** - GaPSC Certification Requirements or GaDOE Equivalent Credentials

Commonly Confused Credentials

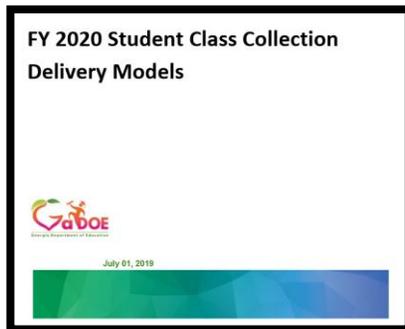
- **505-2-.97 ESOL Certification** - Educators certified in English to Speakers of Other Languages are in-field to teach specified Georgia curriculum courses in grades P-12.
- **505-2-.166 ESOL Endorsement** - An individual with the ESOL Endorsement is in-field to teach English/ESOL courses when combined with the English 6-12 certificate, or ESOL courses when combined with any teaching certificate appropriate to the grade level.

ESOL Teachers In-Field/PQ

Service Models and In-Field for ESOL

Check out the
New Data
Collections Guidance
for Student Class!

Available Online Now



Delivery Model	Student Class - Primary Teacher	Student Class - Additional Teacher
Pull-out (1)	Content	ESOL Certification OR Endorsement
Push-In (2)	Content	ESOL Certification OR Endorsement
Resource Center/Lab (4)	ESOL Certification OR Endorsement	
Scheduled Class (5)	ESOL Certification OR Endorsement	
Scheduled Class NP (A)	ESOL Certification OR Endorsement	
Innovative Delivery (6)	Content And/or ESOL Cert./End.	Content And/or ESOL Cert./End.
Sheltered Content (8)	Content AND ESOL Certification OR Endorsement	
Sheltered Content NP (B)	Content AND ESOL Certification OR Endorsement	
Dual Language Immersion (9)	Content AND ESOL Certification OR Endorsement	

Newly updated delivery models and newly added Student Class error codes will help with In-Field Reporting Process.

Use of Title I Funds to Serve ELs (Dr. Kim Ezekiel)

*Title I funded programs must be **supplemental** to the core EL program.*

Suggested supplemental activities for ELs eligible for Title I and their families, to help meet the needs identified in the comprehensive needs-assessment process:

- Extended day programs, such as tutoring, summer school, or intersessions
- Supplemental, evidenced-based ELA, math, science, social studies, or world language instruction (which may include the students' native languages)
- Supplemental instructional materials and technology to help ELs meet grade-appropriate state standards and address language needs
- Supplemental Title I-funded EL personnel (paraprofessionals, teachers, etc.)
- Supplemental English Language Development (ELD) Instruction
- Content area and Title I staff trained in the best practices of teaching English learners

Use of Title I Funds to Serve ELs (Cont.)

- **Response to Intervention Support**

- Districts should utilize progress monitoring to identify EL students at risk of academic failure by comparing the EL student's performance to other EL students from a similar background and the same level of English language proficiency.

- **Professional Development**

- To develop any teacher's knowledge of second language acquisition, strategies to support ELs, cultural competency, and other activities to enable all children to meet the state's student performance standards.
- Mentoring for teachers and other program personnel working with specifically identified EL students

Serving EL Families in Title IA - Family Engagement (Amy Song)



Federal Programs' English Learner Programs webpage

<https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/English-Learner-Programs.aspx>

Serving EL Families in Title IA - Family Engagement (Amy Song)



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

- Arabic version
- Traditional Chinese version
- Creole version
- French version
- German version
- Gujarati version
- Hmong version
- Korean version
- Lao version
- Portuguese version
- Russian version
- Spanish version
- Urdu version
- Vietnamese version

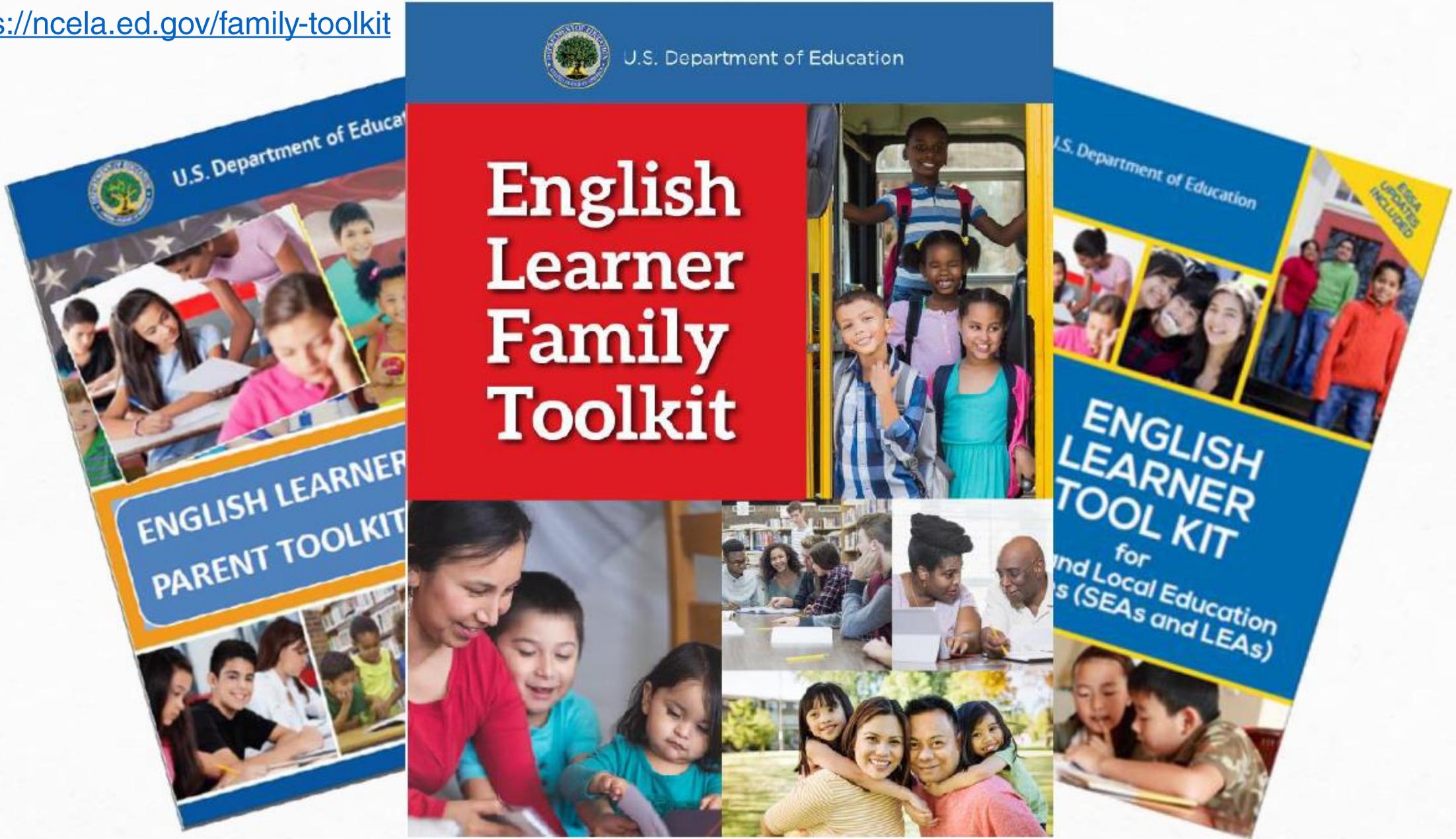
Title I or Title III Supplemental Language Supports

Parents of English Learners Webpage

<https://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parents-of-English-Learners.aspx>

NCELA: TOOLKITS & FACTSHEETS

<https://ncela.ed.gov/family-toolkit>



How's your Acronym I.Q.?

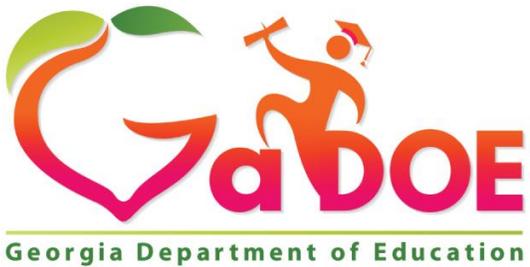
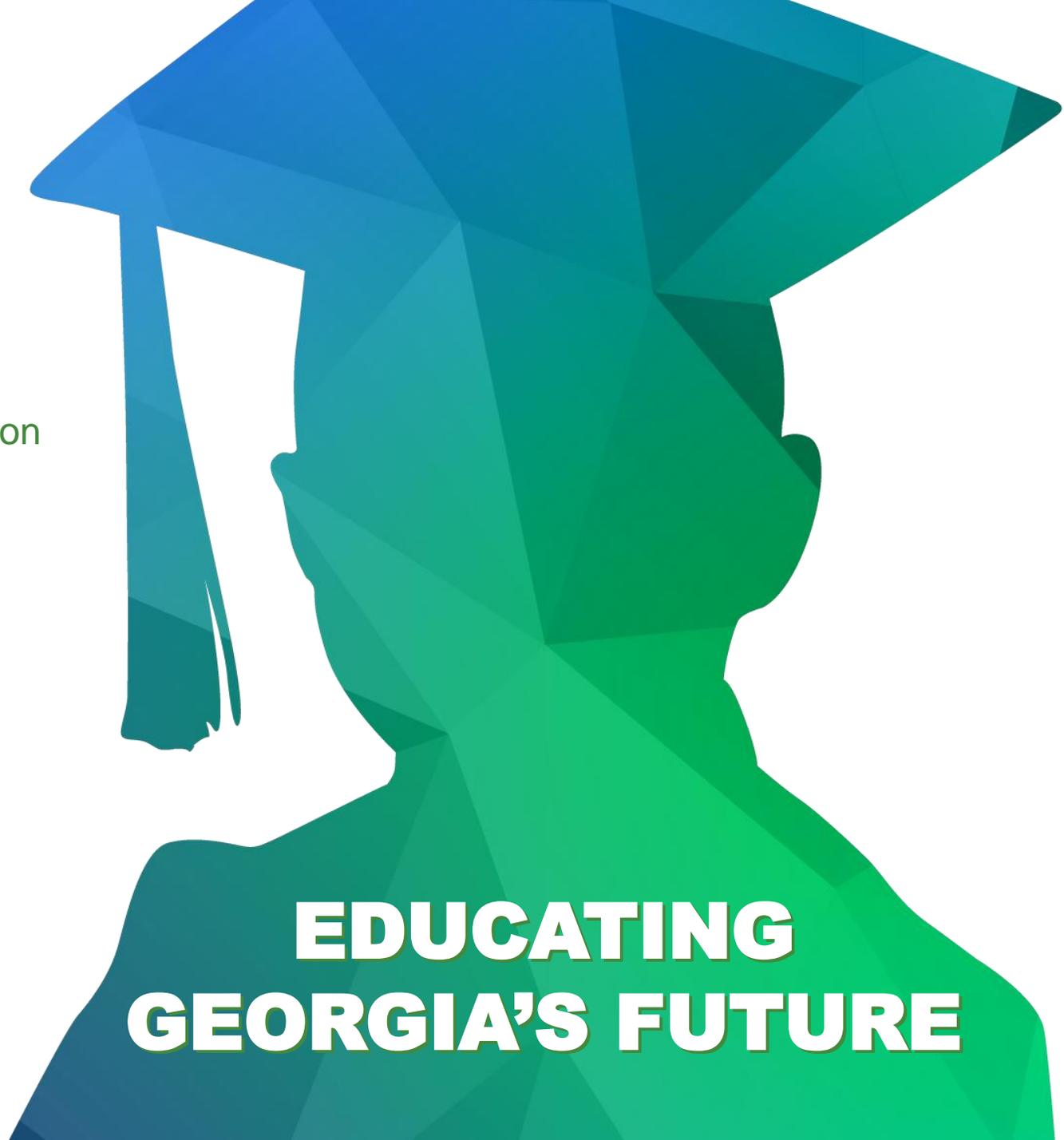
- 1. English Learner (EL)** – students who qualify based on a Home Language Survey and English language proficiency screener
- 2. ESOL Language Program** - English to Speakers of Other Languages - a **state funded language instruction educational program** for eligible K-12 English Learners (ELs)
- 3. Title III, Part A** - a federal subgrant award to eligible Local Education Agencies (LEAs) so they can offer **supplemental** language instruction education programs to those ELs who need it, EL-focused professional development to all staff, and a language-focused outreach program to parents of EL students.



www.gadoe.org

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GEORGIA'S FUTURE**