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

<table>
<thead>
<tr>
<th>Year</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY13</td>
<td>88,942</td>
</tr>
<tr>
<td>FY14</td>
<td>93,687</td>
</tr>
<tr>
<td>FY15</td>
<td>97,793</td>
</tr>
<tr>
<td>FY16</td>
<td>103,768</td>
</tr>
<tr>
<td>FY17</td>
<td>105,520</td>
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<tr>
<td>FY18</td>
<td>116,007</td>
</tr>
<tr>
<td>FY19</td>
<td>122,887</td>
</tr>
</tbody>
</table>
Identifying EL Students

Statewide Standardized EL Entrance Procedures

ESOL Language Program Website
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
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
### SLDS – EL Screener Data

#### Summary Dashboard

- **Updated Begin Date:** 1/1/2005 12:00:00 AM
- **Updated End Date:** 7/22/2019 12:00:00 AM
- **School Name:** All
- **Grade Level:** All

#### Table:

<table>
<thead>
<tr>
<th>School Name</th>
<th>Student Full Name</th>
<th>GTID</th>
<th>Date of Birth</th>
<th>Grade</th>
<th>Form Status</th>
<th>ESOL Eligible</th>
<th>Screener Name</th>
<th>Date When Screened</th>
<th>Country Name</th>
<th>Primary Language</th>
<th>Other Language Indicated</th>
<th>Enrolling</th>
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</thead>
<tbody>
<tr>
<td>Dundee Elementary School (Form created at Dundee Primary)</td>
<td>Johns, Jeffrey</td>
<td>9917846421</td>
<td>02/13/2012</td>
<td>NA</td>
<td>Screened</td>
<td>N</td>
<td>WIDA KW-APT</td>
<td>08/02/2017</td>
<td>United States</td>
<td>Korean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dundee High School (Form created at Dundee Middle)</td>
<td>Jonas, Juliard</td>
<td>9977637812</td>
<td>12/10/2004</td>
<td>NA</td>
<td>Submitted</td>
<td></td>
<td>WIDA Screener</td>
<td>08/22/2017</td>
<td>Ethiopia</td>
<td>French</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
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
Did you know that you can see an EL History Report of a student in GUIDE?

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)

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 –
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
- 12.4% SWD
- 87.6% All Students

Percent EL/SWD to ALL SWD 6-21
- 8.2% SWD EL
- 91.8% SWD not EL
Percentage of SWD, age 6-21 Served by IDEA Part B, by EL Status and Primary Area of Disability. 2018-2019 School Year

**ELs**

- Autism: 55.4%
- Emotional Behavior Disorder: 11.2%
- Intellectual Disability: 10.6%
- Orthopedically Impaired: 6.2%
- Speech/Language Impaired: 6.5%
- Visually Impaired: 0.4%

**Non-ELs**

- Significant Developmental Delay: 36.9%
- Deaf/Hard of Hearing: 17.8%
- Other Health Impaired: 11.7%
- Specific Learning Disability: 10.6%
- Traumatic Brain Injury: 7.3%
- 0.3%
- 0.2%
- 0.2%
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](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](http://www2.ed.gov/about/offices/list/ocr/ellresources.html).

• [https://osepideasthatwork.org/federal-resources-stakeholders/english-language-learners](https://osepideasthatwork.org/federal-resources-stakeholders/english-language-learners)

• [www.gadoe.org](http://www.gadoe.org) – Special Education website

• Wina Low - [wlow@doe.k12.ga.us](mailto:wlow@doe.k12.ga.us) or [SPEDHelpDesk@doe.k12.ga.us](mailto: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**

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

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!)**

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

EdTech for English Learners
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
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 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®.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

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

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

<table>
<thead>
<tr>
<th>Performance Band Movement</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>No positive movement</td>
<td>0</td>
</tr>
<tr>
<td>Moved less than one band</td>
<td>0.5</td>
</tr>
<tr>
<td>Moved one band</td>
<td>1</td>
</tr>
<tr>
<td>Moved more than one band</td>
<td>1.5</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>ELA and Mathematics SGPs</th>
<th>SGP Range</th>
<th>Point Value</th>
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<tbody>
<tr>
<td></td>
<td>1-29</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>30-40</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td>41-65</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>66-99</td>
<td>1.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EL Progress toward Proficiency – ACCESS for ELLs</th>
<th>Performance Band Movement</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No positive movement</td>
<td>0</td>
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<tr>
<td></td>
<td>Moved one band</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Moved more than one band</td>
<td>1.5</td>
</tr>
</tbody>
</table>
## Progress Example

<table>
<thead>
<tr>
<th>ELA</th>
<th>SGPs 1-29</th>
<th>14%</th>
<th>x 0 =</th>
<th>0</th>
<th>SGPs 1-29</th>
<th>20%</th>
<th>x 0 =</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SGPs 30-40</td>
<td>12%</td>
<td>x .5</td>
<td>6</td>
<td>SGPs 30-40</td>
<td>18%</td>
<td>x .5</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>SGPs 41-65</td>
<td>40%</td>
<td>x 1</td>
<td>40</td>
<td>SGPs 41-65</td>
<td>44%</td>
<td>x 1</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>SGPs 66-99</td>
<td>34%</td>
<td>x 1.5</td>
<td>51</td>
<td>SGPs 66-99</td>
<td>18%</td>
<td>x 1.5</td>
<td>27</td>
</tr>
<tr>
<td><strong>ELA Progress Score</strong> =</td>
<td>97</td>
<td></td>
<td></td>
<td></td>
<td><strong>Mathematics Progress Score</strong> =</td>
<td>80</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Progress Toward ELP | No positive movement | 10% | x 0 = | 0        | SGPs 1-29 | 20% | x 0 = | 0        |
|                     | Moved less than one band | 22% | x .5  | 11       | SGPs 30-40 | 18% | x .5  | 9        |
|                     | Moved one band            | 50% | x 1   | 50       | SGPs 41-65 | 44% | x 1   | 44       |
|                     | Moved more than one band  | 18% | x 1.5 | 27       | SGPs 66-99 | 18% | x 1.5 | 27       |
| **Progress Toward ELP Score** = | 88        |     |       |          |

**Progress** = 97 x (45%) + 80 x (45%) + 88 x (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.

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

- **Tier II: Secondary Level of Prevention - Intervention**
  - 15% of students

- **Tier III: Tertiary Level of Prevention – Intensive Intervention**
  - 3% to 5% of students

SST

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

<table>
<thead>
<tr>
<th></th>
<th>Statewide</th>
<th>Non-PBIS Schools</th>
<th>PBIS Schools</th>
<th>PBIS Schools with High Fidelity</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>71.11</td>
<td>55.39</td>
<td>88.02</td>
<td>94.29</td>
</tr>
</tbody>
</table>

94.29% of Operational & Distinguished PBIS Schools Earned a 4 or 5 Star Climate Rating in FY18
Offering a holistic education to each and every child in our state.

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 (Section1111(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

1. Number & percentage of ELs who are making ELP progress*

2. Number & percentage of ELs exiting EL Status*

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

4. 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.

**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”.

---

**In-Field Equivalent (CHW Codes)**

- 101 Degree
- 102 21 Sem. Hrs of Coursework
- 103 GACE Test

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**Checked during Monitoring**

**Reported Annually**
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

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

Check out the *New* Data Collections Guidance for Student Class!

Available Online Now

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

FY 2020 Student Class Collection Delivery Models

Available Online Now

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 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
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.
Whom do I contact at the GaDOE with my EL-related Questions?

**Whom To Contact**

**EL Language Programs Help Desk**

ESOL & Title III, Part A Questions & Support

678-794-3695

ELPrograms@doe.k12.ga.us