Who Needs Language to be Visible? Identification vs. Misidentification

ESOL Directors’ Munch & Learn
Monthly Webinar #1
July 20, 2021
ESOL Language Program – LEAs’ Legal Obligations

Title VI of the Civil Rights Act of 1964 and EEOA

1. Monitor and evaluate EL students' progress in English and academic grade-level knowledge;
2. Exit them when they are proficient in English; and
3. Monitor exited students to ensure they were not prematurely exited.

Meet the needs of EL students whose parents opt them out of ESOL

Provide EL students with an educationally sound and successful ESOL Program.

Ensure English learners have equal opportunities to participate meaningfully in curricular and extra curricular activities.

Avoid unnecessary segregation of EL students (i.e. Sheltered & Pull-out Models).

Identify and screen all potential EL students in a timely, valid, and reliable manner.

Provide prepared and trained ESOL teachers and staff.

Ensure meaningful communication with EL parents.

Evaluate the effectiveness of the LEA’s ESOL Program to ensure EL students acquire English and that the program is reasonably calculated to allow ELs to attain parity of participation in the standard instructional program within a reasonable time period.

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 and that their language needs are considered in evaluations and services.
Georgia’s Systems of Continuous Improvement (GSCI)

Effective Leadership – Implement the *Cycle of Continuous Improvement* to gather data, understand data, analyze data, and communicate data to evaluate the effectiveness of the EL Programs and make any necessary changes.
Introducing our new ESOL Education Program Specialist: Noel Wilkinson!

- 14 years - ESOL teacher at elementary and middle school levels
- Extensive experience supporting newcomer ELs, long-term ELs, and ELs with disabilities.
- Developed high school ESOL programming as well as after-school and summer language enrichment activities.
- Served as the District ESOL Coordinator for Rome City Schools and led the ESOL & Title III Directors/Coordinators Job-Alike group for the NWGA region.
- A graduate of Boise State University (Undergraduate Level) and Georgia State University (Graduate Level).
  - Degrees in Spanish, as well as Reading, Language, & Literacy, with endorsements in Reading and Coaching.
  - Bilingual in English/Spanish, and highly values the strengths ELs and families bring to our Georgia schools and communities.

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470-421-9976
Today’s Munch & Learn Menu

1. Statewide, standardized, uniform
2. To Screen or Not to Screen?
   a. Identification processes for students **NEW** to U.S. schools
   b. Identification Processes for **Transfer** Students
3. Avoiding Misidentification
Enrollment/Registration Processes for All Students

Federal Laws

• OCR/DOJ *Dear Colleague Letter: English Learner Students and Limited English Proficient Parents* (Jan 7, 2015)

ESEA 1965, amended by the ESSA (2017)

State Guidance

• *State Board of Education Rule 160-4-4-.02* (updated 2020)

• State ESSA Plan (Feb 2018)

• *EL Language Programs State Guidance*
GA’s State ESSA Plan (2017)

Entrance Procedures

• Uniform statewide, standardized screening and entry procedures for the LEAs’ ESOL programs

• LEAs assess all students who may be English learners (ELs) for such status within 30 days of enrollment in a school in the state

• Procedures include the administration of a universal Home Language Survey, based upon which the language proficiency screener is administered.

• The language proficiency screeners permitted for use in Georgia are WIDA’s Screener for Kindergarten and the grades 1-12 WIDA Screener.

• Applying statewide criteria, the screener results will determine whether a student meets the definition of an English learner.

• Under the ESSA, GaDOE will ensure that LEAs continue to follow these established entrance procedures.
Website Resources: ESOL Language Program Website

A Resource Guide to Support School District’s English Learner Language Programs

ESOL Language Programs
Supplemental Title III, Part A Language Programs

IV. Registration/Enrollment Processes
- Parent School Communication Flowchart
- Translation/Interpretation Guidance (Please refer to Chapter 10.)
- Statewide Contract Info for Translation Services (2018-2020)
- ESOL Form Bank
  - Home Language Survey Form Bank

V. EL Entrance Procedures
- NEW Kindergarten EL Eligibility Flowchart
- Grades 1-12 EL Eligibility Flowchart

ESOL Directors’ Munch & Learn April 2021 Webinar on New Screener for Kindergarten
EL Identification Process Timeline

30 Days

After the student enrolls in a school in the state, regardless of when the student enrolls during the school year.

…even if the student is being assessed for Special Education before screening for English language proficiency (ELP).
Home Language Survey (HLS)

Registration Processes
Online or In-Person
In Language & Format Parent Understands
Signed / Dated
Home Language Survey Questions

1. Which language does your child best understand and speak?

2. Which language does your child most frequently speak at home?

3. Which language do adults in your home most frequently use when speaking with your child?

Home Language Survey Form Bank – Translated Versions
Key Questions during Registration/Enrollment Procedures

- **New to U.S. Schools?**
  1. **Home Language Survey**
  2. Screen potential ELs
  3. Eligibility Criteria (EL Entrance Flowcharts)

- **In-state Transfer Student?**
  1. Check EL History in **GUIDE** (current data)
  2. Check SLDS (lagging data)
  3. Contact previous school district

- **Out-of-State Transfer Student?**
  - WIDA state?
  - Non-WIDA state?
Some Questions to Address in Written Registration Procedures

1. Is the HLS embedded in the registration process?
2. How do we know parents understand the questions when they complete the HLS?
3. How do we know parents understand the process the HLS may trigger?
4. Do we keep a signed/dated copy of the completed HLS as evidence?
5. Do multilingual/multiliterate parents know that they can sign an MLL/HLS amendment?
6. Do parents know what they could do if the HLS had incorrect information?
7. How do registration personnel notify ESOL personnel that the original HLS indicates another language?
8. What is the process to correctly identify the EL=Yes or EL=No status of all transfer students regardless of the new HLS?
9. What is the process to maintain the original HLS in the student’s file?
To Screen or Not To Screen?

When does the Home Language Survey (HLS) trigger English language proficiency (ELP) screening?
To SCREEN: Students NEW to U.S. schools whose primary or home language is not English

- ELP Screener Options
- Students with Disabilities
- EL Eligibility Criteria
- EL Entrance Flowcharts
To SCREEN: Students **NEW** to U.S. schools whose primary or home language is not English

<table>
<thead>
<tr>
<th>Kindergarten &amp; Grade 1 (1st Semester)</th>
<th>Grade 1 (2nd Semester) – Grade 12</th>
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<tbody>
<tr>
<td>1. HLS indicates potential EL</td>
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<tr>
<td>2. <strong>New WIDA Screener for Kindergarten</strong></td>
<td>2. Online or paper WIDA Screener Grades 1-12</td>
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<tr>
<td>3. Accommodations for SWD or potential SWD</td>
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<td>4. Eligibility Criteria</td>
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<tr>
<td>5. Record Score Results</td>
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You Asked – We’re Answering

1. Can we use the temporary WIDA Online Screener that we used last year?  
   1. No

2. Can we use the K-WAPT or Kinder MODEL to screen students?  
   2. No

3. Can we rescreen a student if we can’t find the original HLS or Screener?  
   3. No

4. Can we re-screen a student who previously didn’t qualify in GA or another state?  
   4. No
Completing the WIDA Screener for Kindergarten Training Course

Everyone who has started the WIDA Screener for Kindergarten training course must complete the course before August 31 for their certification history to move to the redesigned WIDA secure portal on Sept. 1.

Reminder: you must pass both certification quizzes to complete the course.
WIDA Secure Portal – Assessment Administration Training & Prof. Learning

Redesigned WIDA Secure Portal: Coming September 2021

• The WIDA Secure Portal is getting a makeover!

• Use our new webpage, Redesigned WIDA Secure Portal: Coming September 2021, to learn about what’s changing, what you can do to get ready, and upcoming opportunities to get more information.

• The redesigned portal will look and feel like the public WIDA website, with relevant assessment training, professional learning, and resources that are easier to find.

• New for this Year: Get Familiar with the Redesigned WIDA Secure Portal Q&A Webinar
  • Join WIDA on Tuesday, August 10 at 1:00pm Central Time to learn all about the redesigned WIDA Secure Portal, including what’s changing, when it’s changing, and what you need to know to prepare.
  • Plus, you will get a sneak peek at the redesigned portal, so you know how to find the training, professional learning, and resources that are important and relevant to you.
WIDA Accessibility and Accommodations Manual

- The Accessibility and Accommodations Manual (previously the Accessibility and Accommodations Supplement) for the 2021-2022 school year is now available on the WIDA website.

- The new manual also includes updated graphics and more user-friendly text.
EL Language Programs - State Guidance – pp.16-17

Screening Potential ELs with Disabilities or Suspected Disabilities

EL Identification Process for Students whose disabilities preclude the assessment of one or more language domains

EL Identification Process for Students with Significant Cognitive Disabilities
USED’s Response to Question about the 30-day EL Identification Timeline and potential SWD

• Regarding the 30-day timeframe for testing newly enrolled potential EL students who are also being evaluated for special education services, under section 3113(b)(2) of the ESEA,
  • a student who may be an EL must be assessed for such status within 30 days of enrollment in a school in the State.
  • An SEA should make every effort to identify students who are ELs as soon as possible in order to provide timely support for students who may be in need of language services.
  • EL screening can take place in conjunction with special education screening as it is important that all students have access to all services they qualify for as soon after they enroll as possible.
From U.S. Department of Education

• ELP assessments must assess the proficiency of students in all four domains of English (i.e., speaking, listening, reading, and writing).
• SEAs and school districts must ensure that all EL students who may have a disability, like all other students who may have a disability and need services under IDEA or Section 504, are located, identified, and evaluated for special education and disability-related services in a timely manner.
• When conducting such evaluations, school districts must consider the English language proficiency of EL students in determining the appropriate assessments and other evaluation materials to be used.
• School districts must not identify or determine that EL students are students with disabilities because of their limited English language proficiency.
• Similarly, school districts must not identify or determine that SWDs are ELs because of their disability.
• Thus, in cases where the IEP team has determined that a SWD cannot be tested in one of the four domains of English because of their disability, _this should not automatically qualify the student for EL status._

Kindergarten & 1st Semester Grade 1 Eligibility Flowchart
English Learner (EL) Entrance Procedures
WIDA Screener: 2nd Semester Grade 1 - Grade 12

Note: Use this flowchart with students enrolling in a U.S. school for the first time. All transfer students’ original ELS and applicable ELP screeners and/or ELP assessment scores should be reviewed to determine students’ English Learner status.

If all three responses are "English", then STOP! DO NOT SCREEN.

If one or more responses indicate a language other than English, then administer the WIDA Screener.

Administer the Home Language Survey in a language parents understand.

If the student’s grade-level adjusted Overall Composite Score is < 5.0, the student is an English Learner and should be coded EL-Yes.

If the student’s Grade Level Adjusted Overall Composite Score is ≥ 5.0, the student is NOT an English Learner and should be coded EL-No.
The ELP Screener application in SLDS allows Georgia Local Education Agencies (LEAs) to record the scores from the English language proficiency (ELP) screener and the Grade K-12 student’s subsequent English learner (EL) identification. The purpose of the ELP Screener application is to provide LEAs with immediate information regarding transfer students’ EL status qualifying date and scores.

There are two levels of access for the ELP Screener application: Submitter and Approver. To obtain the appropriate level of access, user roles must be assigned by the district SIS Coordinator within the SLDS Profile Manager:

**Submitter (ELP Teacher role)**
- Can add, view, and submit a form.
- Can edit and delete an “In-Progress” form.
- Can NOT edit or delete a “Submitted” form.
- Can NOT add a new form for a student who already has a status “In-Progress” or “Submitted”.
- Can NOT edit or delete a form with the status “Screened”, but can create a new form for that student.

**Approver (District and School level roles)**

Respond Yes/No in Question/Chat Box if you are using the ELP Screener Application in SLDS.
ELP Screener Application in SLDS

Training Resources
- ELP Screener Quick Start Guide (for ELP Teacher) (PDF)
- ELP Screener Quick Start Guide (for School user) (PDF)
- ELP Screener Quick Start Guide (for District user) (PDF)
- Recorded ELP Screener Training Presentation (Video)
- Creating ELP Screener Roles in Profile Manager (Video)

You can be Number 159!
<table>
<thead>
<tr>
<th>Data Source</th>
<th>Date Screened [MM/DD/YYYY]</th>
<th>Grade When Screened</th>
<th>Grade Cluster When Screened</th>
<th>PL/Raw Scores</th>
<th>Qualify for ESOL</th>
<th>Actions</th>
</tr>
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<tbody>
<tr>
<td>WIDA Screener for Kindergarten</td>
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- **Listening PL**
- **Speaking PL**
- **Oral Language Proficiency**
- **Reading PL**
- **Writing PL**
- **Literacy PL**
- **Overall Composite**
- **PL**

Disclaimer:
1st Sem K: Oral Lang PL ONLY
2nd Sem K - 1st Sem Gr 1: Overall CPL required

Click to add assessment

Upload Files
Transfer Students –
DO NOT SCREEN

EL History in GUIDE regardless of HLS
When is the only time the HLS triggers screening?

- **New to U.S. Schools?**
  1. **Home Language Survey**
  2. Screen potential ELs
  3. Eligibility Criteria (EL Entrance Flowcharts)

- **In-state Transfer Student?**
  1. Check EL History in **GUIDE** (current data)
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- **Out-of-State Transfer Student?**
  - WIDA state?
  - Non-WIDA state?
What do we know about our transfer students?

• **In-state:**
  - Continue EL status (?)
  - Reached full proficiency based on the transfer LEA’s EL Exit Criteria when in the flexibility range of 4.3-4.9 (?)
  - Check LEA’s EL Exit Criteria for 2021? How?

• **Out-of-state:**
  - Do we have the ORIGINAL HLS?
  - How was the student screened or assessed for language proficiency?
  - Was the student still an EL before transferring to our LEA, or did the transfer LEA exit the student?
Scenario #1: Transfer students who met the state’s criteria for EL exit

**Student A** has transferred to your district from a GA LEA. The student’s family remembers receiving a letter indicating EL exit.

- A review of **EL History in GUIDE** (current data) shows that the student **was** classified as an EL in 2020-21.
- 2021 ACCESS for ELLs score records from the previous LEA confirm that the student met the STATE’S criteria for EL exit.

**Decision:**
- Code as EL1 and follow Post-Exit Monitoring Procedures.
Scenario #2:
Transfer students who did not meet the state’s nor the transferring LEA’s criteria for EL Exit

**Student B** has transferred to your district from a GA LEA. The HLS says English-only. You are **unsure** whether the student is an EL.

- A review of **EL History in GUIDE** (current data) shows that the student **was** classified as an EL in 2020-21.
- A review of 2021 ACCESS for ELLs score records reveals that the student **did not** meet the Clear Exit CPL 5.0 criterion nor the previous (transferring) LEA’s exit criteria.

**Decision:**

- ✓ Honor transfer LEA’s decision to continue EL=YES status.
Scenario #3: Transfer students who met the transferring LEA’s criteria for EL Exit, but not the receiving LEA’s EL Exit criteria

**Student C** transferred from a GA LEA during the first two weeks of school. The transferring district states that the student exited EL status at the end of the 2020-21 school year.

- A review of **EL History in GUIDE** (current data) indicates that the student **was** classified as an EL in 2020-21.
- A review of 2021 ACCESS for ELLs score data, and the transferring LEA’s exit criteria, supports exit in the previous district, but **NOT** in your district due to lower exit criteria used in the transferring LEA.
Decision Scenario #3

• The receiving LEA may observe the student’s performance for two weeks and convene another EL Reclassification Team to review documentation and evidence, when applicable. **If supported**, the student may be coded as continuing EL=Yes status (AKA, not exit the student per receiving LEA decision).

• **Please note:**
  When a transfer occurs after the October FTE count, the receiving LEA must honor the transferring (previous) LEA’s decision.
Resource for Transfer LEA’s EL Exit Criteria!

GaDOE ESOL Language Program webpage

From YOU and For You!

2021 EL Exit Criteria for Grades 1-12 by LEA
(Self-Reported by LEAs, June 2021, to be used as a reference for in-state GA transfer students)

VI. EL Exit Procedures

- Kindergarten EL Exit Flowchart
- Grades 1-12 EL Exit Flowchart
- EL Reclassification Form (April 2018)
- Alternate ACCESS Exit Procedures (May 2019)
- IEP Alternate EL Reclass Form (WORD)
- Less-Than-Four-Domains Exit Procedures (April 2019)
- Number & Percentage of English Learners who Attained English Proficiency in 2018, by LEA
- Number & Percentage of English Learners who Attained English Proficiency in 2019, by LEA

- EL Exit Criteria in Georgia by LEA - 2018-2021
Dessert
Data Element Required During Registration – NOT part of the HLS!

In which language would you prefer to receive school communication?

Required ESEA/ESSA, Title I, Part A
Avoiding Misidentification!
Now, how do we tell the parents?

• Initial Eligibility Parent Notification Letter
• Continuing Eligibility Parent Notification Letter
• Combined Title I and ESOL Parent Notification (optional)
Where can I find these parent notification letters?

ESOL Language Program website / GADOE Guidance / ESOL Form Bank

## ESOL Form Bank

### Home Language Survey Forms
- Home Language Survey - Translated Versions - required form under ESSA
- HLS Addendum
- Multilingual HLS Amendment
- Spanish HLS Addendum
- Sample LEA Title IIIA EL-I Code Use Report

### Parent Notification Forms
- Optional Combined Parent Notification Forms
- Parent Notification of ESOL Services Form - Translated Versions - required OCR form, State version
- Notification of ESOL Services at an Alternate Location Form
- Parental Waiver of Direct ESOL Services - Translated Versions
- Joint DOJ/OCR Release Letters on ELs' Equal Access to Education & Parent Communication - Translated Versions

### EL Exit Procedure Forms
- EL Reclassification Form - new!
- Sample Notification of EL Exit Letters (optional)