

# State ESOL Language Program Handbook

## Topic Outline

### For School Systems & Charter Schools

Intended Audience – ESOL Coordinators, Special Education Coordinators, Assessment Directors, Student Information System (SIS) Directors/Coordinators, and other personnel who work with English learners (ELs)

Preface & Common Acronyms

## I. Statewide EL Identification Procedures

### A. Registration

1. Parent Communication Language
  - a) *Using Data Collections Language Codes*
2. Home Language Survey (HLS)
  - a) *In parent's preferred language/format*
  - b) *Communication with parents when HLS questions arise*
    - (1) HLS Incorrect Addendum
    - (2) MLL Amendment
  - c) *Maintenance of documentation*
3. Student Primary Language
  - a) *Identification of potential English learners (ELs)*
4. Maintaining original signed/dated HLS document in students' records

### B. Initial English Language Proficiency (ELP) Screening Processes - 1<sup>st</sup> Enrollment in U.S. Schools

1. State Approved ELP Screeners for Grades K and 1-12
  - a) *Retired screeners (K-WAPT, Remote)*
2. ELP Screener Costs (local obligation)
3. ELP Screener Administration
  - a) *Language Domain Subtests per Grade Level, Semester, and Grade Level Cluster (provide chart)*
  - b) *Screener Training and Certification*
  - c) *Screening Administration Window*
  - d) *Early Screening*
  - e) *Local Protocols: Screening Security and Irregularities*
  - f) *Screening students with suspected or identified disabilities*
4. EL Eligibility Criteria & Flowcharts
  - a) *Kindergarten, by Semester*
  - b) *Grade 1, by Semester*
  - c) *Grades 2-12*

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5. Reporting ELP Screener Results
  - a) *Date of ELP Screener Data Element*
  - b) *ELP Screener Results in SLDS ELP Screener Application*
  - c) *Data Quality Control of SIS Processes*
- C. EL Identification Processes for Transfer Students
  1. In-State Processes
    - a) *EL History GUIDE*
    - b) *ACCESS for ELLs Assessment History in SLDS*
    - c) *Communication with transfer LEA*
    - d) *Transfer Records*
  2. Out-of-State Processes
    - a) *Transfer Records*
    - b) *WIDA vs. Non WIDA States*
  3. Special Scenarios
    - a) *Foreign Exchange Students*
    - b) *Out-of-Country Enrollment Gaps*
- D. Communicating Student's EL Identification to Parents
  1. Communication with parents in a language/format they understand
  2. Maintaining evidence of communication

## II. ESOL Language Program Structures & OCR Obligations

- A. Eligibility
- B. Purpose & Goals
- C. ESOL Teachers & Staff
  1. OCR Obligations for Professionally Qualified Staff
  2. ESOL Endorsement/Certification Requirements
  3. Provisional ESOL Endorsement procedures
  4. ESOL Teacher & Administrator Professional Learning
- D. ESOL Program Structure
  1. ESOL State Funded Segments
  2. ESOL Class Sizes
  3. ESOL State Funded Courses
  4. ESOL Delivery Models
  5. Charter/Waiver Detail
  6. Access to Core Content
    - a) *ESOL Scheduling by School*
    - b) *Avoiding Segregation*
    - c) *Local ESOL Grading Policies/Procedures*
    - d) *Student/Teacher Ratios*

- E. English Language Development Standards
  - 1. WIDA ELDS Framework, 2020 Edition Resources (instructional integration and PL plans)
  - 2. Local English Language Development (ELD) Plans
    - a) *Virtual Learning*
- F. Local Instructional Resources
  - 1. Elementary Level
  - 2. Middle School Level
  - 3. High School Level
  - 4. Recently Arrived ELs (Newcomers, Refugees, SLIFE)
  - 5. Digital Language Resources
- G. Additional Services for ELs in Gifted, MTSS, EIP, and Special Education
  - 1. MTSS Framework
  - 2. Dual identified students and collaborative services
  - 3. Accommodations for identified EL/SWD on the ACCESS/Alternate ACCESS
- H. Data Quality Controls & Responsibility for Reporting
  - 1. Data Collections- School & District Staff Training Plan and Quality Checks
  - 2. Student Record Data Elements
  - 3. Student Class Data Elements
  - 4. Students Permanent Records
    - a) *Digital vs. Paper*
- I. Annual Assessments for ELs
  - 1. ACCESS for ELLs & Alternate ACCESS for ELLs
    - a) *Accommodations for EL/SWD*
    - b) *Communicating ACCESS/Alt. ACCESS Results with Parents in preferred language/format*
  - 2. GA Milestones Assessments
    - a) *EL/TPC accommodations / Documentation*
    - b) *Communicating GA Milestones Results to Parents in preferred language/format*
- J. ESOL Parent Communication & ESOL Meetings
  - 1. Annual Parent Notification of ESOL Language Program Instruction
    - a) *Initial Eligibility and Program Delivery Model*
    - b) *Continuing Eligibility and Program Delivery Model*
  - 2. Annual Parent Waiver Procedures
    - a) *Evidence of “Voluntary and Knowing”*
    - b) *Documentation of Parent Refusal or Opt-out Decision in parents’ preferred language/format*
    - c) *Documentation of Alternate English language instruction program*
  - 3. ESOL Program Informational Parent Meetings

### III. EL Exit & Reclassification Procedures

- A. ACCESS/Alternate ACCESS Assessment review procedures & timelines
- B. Exit Criteria for ACCESS & Alternate ACCESS (provide GaDOE Flowcharts)
- C. EL Reclassification Criteria & Process
- D. Collaboration with Special Education for IEP/Reclassification
- E. Procedures for Assessing Students with Less Than Four Domains
  - 1. Receiving/Reporting Designated Composite Proficiency Level (D-CPL)
- F. End-of-Year Documentation & Procedures (Provide Local Checklist)
- G. Parent Communication
- H. State Reporting Details
  - 1. EL Exit Date (**NEW Data Element**)
  - 2. Reporting Local EL Exit Criteria on State Form

### IV. Post-Exit Monitoring Procedures

- A. Locally Required Documentation
- B. Local Compliance / Management Procedures
- C. Reverse-Reclassification Procedures (& timeline)

### V. Maintenance of ESOL Records & Documentation

### VI. ESOL Program Evaluation

- A. Cycle of Continuous Improvement
- B. Data Analysis
  - 1. Annual ELP Assessment Participation Rates
  - 2. Annual EL Exit Rates
  - 3. Accountability / CCRPI
    - a) *Content Mastery (EL Subgroup)*
    - b) *Progress Towards English Proficiency*
    - c) *Closing the Gaps (EL Subgroup)*
  - 4. ACCESS Score Results
    - a) *By District*
    - b) *By School*
    - c) *By Grade Level*
    - d) *By Proficiency Level*
  - 5. ACCESS SGPs (when available)
  - 6. Special EL Populations: SLIFE, LTEL, EL/SWD

### VII. Appendices

- A. Historic LEA EL Entrance and Exit Criteria
- B. LEA specific form bank