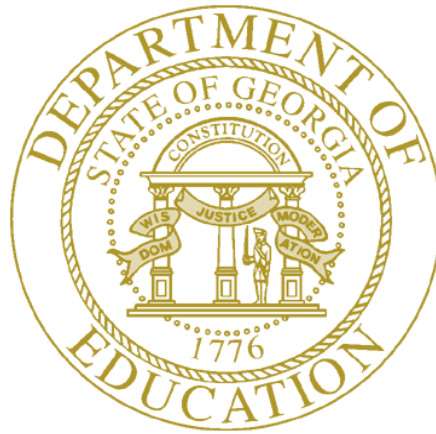


Georgia Department of Education

ESOL / Title III

Resource Guide

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Cori Alston, Program Manager

Carol Johnson, Program Specialist

Amy Lacher, Program Specialist,

Title III Consortium Manager

Dr. Mae Wlazlinski, Research & Evaluation Specialist,

Title III Monitor

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General Information

Preface

As diversity in the state population of Georgia has increased, school personnel at the Local Education Agencies (LEAs) have requested detailed information regarding district responsibilities to English Learners (ELs). The ESOL Program Resource Guide provides assistance with program management and with the effective instruction of ELs. The goal of the ESOL Program Resource Guide is to present an organized, fluid and clearly written document that facilitates the communication between the Georgia Department of Education's ESOL Program and LEAs. The Resource Guide is a living document and the dates of revised editions are included in the footers of posted documents. It is the suggestion of the Title III ESOL team that interested parties maintain accessibility to the ESOL Resource Guide in its electronic format to benefit from revisions and from the internet links that are included for reference.

The responsibility for the ELs' whole education, both in language and academic content, is shared by regular classroom teachers and English language assistance teachers alike. English language assistance professionals may include ESOL teachers as well as other instructional staff who provide services to ELs. Classroom teachers, ESOL teachers and other support staff should plan jointly to determine instructional accommodations needed to make language and content as comprehensible as possible throughout the whole school day for ELs. As a result, all teachers function as language teachers when ELs are enrolled in their classes.

While English is designated as the official language of the state of Georgia, and the state high school graduation test is in English, our responsibility is to successfully prepare ELs to access all available postsecondary options. This objective requires that instructional approaches be flexible to accommodate the needs of a very diverse student and parent population. The goal is to ensure that EL students succeed both socially and academically. It is essential that they understand the American culture and how to function successfully within it. To accomplish these goals, it may be necessary at times to provide some support in the native language. This means of support is entirely appropriate as it is a research-based accommodation.

Recognizing the universal importance of education, the federal government assumed a larger role in financing public schools with the passage of the Elementary and Secondary Education Act (ESEA) in 1965. Through subsequent reauthorizations, ESEA has continued to assist the states. In 2001, the reauthorization included No Child Left Behind, which required states to set standards for student performance and teacher quality.

The law established accountability for results and improved the inclusiveness and fairness of American education. The ESOL Program at the Georgia Department of Education (GaDOE) has been a committed partner throughout the implementation of the NCLB Act of

2001 as it applies to the education of ELs. Collaboration between GaDOE and every LEA in Georgia has been instrumental in successful implementation of the law. The ESOL Title III Resource Guide serves as a tool to facilitate such implementation.

Frequently Asked Questions Regarding ESOL

Section I: Laws and Funding

1. Why is it necessary to identify language minority students? Is the LEA required to have an English-language assistance program?

Yes, the U.S. Office for Civil Rights, Department of Education, through the Civil Rights Act of 1964, requires the identification of language minority students by level of English language proficiency and the provision of language assistance services to identified ELs.

2. What is the correct terminology to identify language minority students?

The language in the No Child Left Behind Act of 2001 identifies language minority students as Limited English Proficiency students or LEPs. However, the Georgia Department of Education, ESOL program follows the lead of national researchers with expertise in the field of second language acquisition with the identification of these students as English Learners or (ELs) since this term clearly delineates the English language acquisition process. The terms may be used interchangeably.

3. Must schools participate in the state-funded ESOL program?

No, however, Office of Civil Rights law requires the Local Educational Agency (LEA) to provide English language assistance services for any student identified as an English Learner (EL). The state-funded ESOL program is one of the primary avenues for the LEA to provide these services.

4. What if only a small number of students need services?

English language assistance services must be provided for all identified English learner students. If the LEA does not have a teacher with the appropriate certification it may offer an opportunity for one or more teachers to enroll in an approved ESOL endorsement program (therefore eligible for a non-renewable certificate with the ESOL Endorsement) and teach one or more segments a day according to the language needs of enrolled ELs.

ESOL teachers may provide itinerant services for more than one location as long as traveling is not a limiting factor in the quality of the instruction offered to ELs and the teacher holds teaching certification appropriate to the grade levels taught (see www.gapsc.com). The LEA may choose to assign all ELs in the district to one central location to provide for English language assistance.

5. *How do LEAs receive state funding for ESOL services?*

Report ESOL segments on the FTE counts. This determines the ESOL allocation for the next academic year. See the information regarding FTE segments in the **Georgia Rules** section.

6. *Is the ESOL program eligible for a midterm adjustment?*

Yes, per the A Plus Education Reform Act of 2000, the ESOL program is eligible for a midterm adjustment. ESOL funding follows the same formula as all Quality Basic Education (QBE) funding programs.

7. *What is the definition of a segment for FTE reporting? How many minutes per day are required?*

The FTE Users Guide describes a segment as one-sixth of the instructional day. SBOE Rule 160-5-1-.02 states that instructional time is “all portions of the day when instruction or instruction-related activities based on state approved courses are provided by or coordinated by a certified teacher or substitute teacher.” This minimum time varies by grade level, as do minimum segment lengths:

Grades K-3 = 45 minute daily segments or 225 minutes weekly

Grades 4-8 = 50 minute daily segments or 250 minutes weekly

Grades 9-12 = 55 minute daily segments or 275 minutes weekly

*In addition, a segment consists of at least the minimum number of minutes required to earn a unit of credit in Grades 9-12. See the requirements regarding minimum number of minutes services must be provided for FTE segments in the **Georgia Rules** section.*

8. *How many ESOL FTE segments are required to receive an ESOL teacher allotment?*

A teacher allotment is earned for every seven FTE or 42 segments (segment = a student in a class period) of instruction.

9. *Does an ESOL teacher need special certification?*

Yes. State Board of Education (SBOE) Rule 160-5-1-.22 PERSONNEL REQUIRED states that personnel employed with responsibilities in areas for which the Professional Standards Commission (www.gapsc.com) issues a certificate shall possess the appropriate valid certificate. See Georgia Professional Standards Certification sections 505-2-.63, English to Speakers of Other Languages (P-12) Certification and 505-2-.157, English to Speakers of Other Languages (ESOL) Endorsement.

10. *May local Migrant Education Agency funding be used to support an ESOL program?*

No. See section “Beyond ESOL: Additional Services for ELs” or visit the GaDOE Migrant webpage at http://public.doe.k12.ga.us/ci_iap_migrant.aspx for information regarding services provided by the Migrant Education Program.

Section II: General ESOL Academic Concerns

11. Must a teacher speak another language in order to teach ESOL?

No. Proficiency in the English language is the only language requirement for an ESOL teacher; however, understanding firsthand the experience of learning a second language is advantageous because it provides experiential understanding of the stages of language acquisition and proficiency. If the teacher is bilingual in any languages represented in the classroom, some individual assistance in the native language of a student may be provided to breach content learning barriers more expeditiously.

Instruction for ELs must be differentiated to correspond with each student’s English proficiency levels in order to ensure that instruction is comprehensible. There are a number of ESOL-focused best practices that will assist monolingual teachers of English in accomplishing this goal. It is essential to provide ELs with extensive opportunities to be exposed to and to apply academic language in context, which will result in increased English language acquisition.

12. What are the first steps to take when students who do not speak any English enroll in the LEA?

Determine eligibility for ESOL services (See ESOL Resource Guide section “Identification and Placement of ELs”). Schedule the student for ESOL classes with a certified or endorsed ESOL teacher who is knowledgeable about the WIDA English Language Development (ELD) Standards (www.wida.us). Provide second language acquisition training for all instructional personnel; teach them specific practices for differentiation, instruction and assessment of students with varying levels of language proficiency. Allow opportunities for collaborative efforts among teachers to develop lesson plans that support development of both English language proficiency and academic language in the various content areas.

All instructional staff should receive ongoing professional learning opportunities that focus on instructional practices and interventions for ELs to facilitate the provision of English language assistance services and any additional support considered essential to the content areas. ELs should be served by any and all programs for which they qualify.

13. Does this Resource Guide replace the need for local policies and procedures?

No. Each LEA must develop local policies and procedures that fully address all aspects of the district ESOL or language assistance program. The Georgia Department of Education ESOL Title III Resource Guide addresses local compliance with both State Board of Education rules and federal requirements for a language assistance program; however it is the responsibility of the LEA to develop policies to ensure district-specific compliance with state and federal regulations.

14. Do high school graduation requirements differ for ELs?

The high school graduation requirements for ELs are the same as those for the regular student population. See section “Placement of ELs.”

15. Are ELs eligible for special education services?

Yes. ELs who have been identified as eligible for special education services should be dually served by both programs. See section “Beyond ESOL: Additional Services for ELs.”

16. Should ELs be included in standardized tests?

Yes. With the implementation of the NCLB Act of 2001 testing of all students is required. There may be certain situations where newly arrived ELs may be eligible for deferrals from certain aspects of standardized testing; information regarding this topic can be found in the Student Assessment Handbook published annually by GaDOE Assessment & Accountability Division at http://public.doe.k12.ga.us/ci_testing.aspx. It is essential that any and all sections of testing administration manuals that make reference to LEP/EL students be read in order to ensure proper assessment practices are followed for ELs.

17. What is the age policy for school attendance for ELs? Is it the same as for any regular student?

SBOE Rule 20-2-150. Eligibility for enrollment.

(a) Except as otherwise provided by subsection (b) of this Code section, all children and youth who have attained the age of five years by September 1 shall be eligible for enrollment in the appropriate general education programs authorized in this part unless they attain the age of 20 by September 1 or they have received high school diplomas or the equivalent. This shall specifically include students who have re-enrolled after dropping out and who are married, parents, or pregnant.

Special education students shall also be eligible for enrollment in appropriate education programs through age 21 or until they receive high school or special education diplomas or the equivalent; provided, however, they were enrolled during the preceding school year and had an approved Individualized Education Program (IEP) which indicated that a successive year of enrollment was needed. Other students who have not yet attained age 21 by September 1 or received high school diplomas or the equivalent shall be eligible for enrollment in appropriate education programs, provided they have not dropped out of school for one quarter or more. Each local unit of administration shall have the authority to assign students who are married, parents, or pregnant or who have re-enrolled after dropping out one quarter or more to programs of instruction within its regular daytime educational program, provided that a local unit of administration may develop and implement special programs of instruction limited to such students within the regular daytime educational program or, at the option of the student, in an

alternative program beyond the regular daytime program; provided, further, that such programs of instruction are designed to enable such students to earn course credit toward receiving high school diplomas. These programs may include instruction in prenatal care and child care. Each local unit of administration shall have the authority to provide alternative programs beyond the regular daytime educational program. Unless otherwise provided by law, the State Board of Education shall have the authority to determine the eligibility of students for enrollment. It is declared to be the policy of this state that general and occupational education be integrated into a comprehensive educational program which will contribute to the total development of the individual.

Federal Law and English Learners (ELs)

Overview

Federal Law and ESOL Students

Stated below is an excerpt from the United States Code § 1703. **Denial of equal educational opportunity prohibited:**

No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by - (f) the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.

In other words, federal law requires schools to provide language assistance services.

The United States Department of Education Office for Civil Rights (OCR) has responsibility for enforcing Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color or national origin in programs and activities that receive federal financial assistance.

Title VI of the Civil Rights Act of 1964 regulatory requirements have been interpreted to prohibit denial of equal access to education because of a student's limited proficiency in English. Thus Title VI protects those students limited in their English language skills such that they are unable to participate in, or benefit from, regular or special education school instructional programs.

During the late 1960s, OCR became aware that many school districts made little or no provision for the education of students who were unable to understand English. In an effort to resolve this problem, on May 25, 1970, the former Department of Health, Education and Welfare issued a memorandum to clarify Title VI requirements concerning the responsibility of school districts to provide equal education opportunity to language minority students.

The May 25 Memorandum explained that Title VI is violated if:

- Programs for students whose English is less than proficient are not designed to teach them English as soon as possible or operate as a dead end track.
- Parents whose English is limited do not receive notices and other information from the school in a language they can understand.

In the 1974 *Lau v. Nichols* case, the U.S. Supreme Court upheld the May 25 Memorandum as a valid interpretation of the requirements of Title VI.

Listed below is a review of other key legislation, court rulings, and administrative regulations addressing these students and the legal responsibilities of educational agencies serving them.

Other Federal Laws

- Constitution of the United States, Fourteenth Amendment (1868)
"No State shall deny to any person within its jurisdiction the equal protection of the laws."
- Equal Educational Opportunities Act (EEOA) (1974)
"No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex or national origin, by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."

The Civil Rights Division, Educational Opportunities Section of the United States Department of Justice (<http://www.justice.gov/crt/about/edu/types.php>) is charged with enforcement of the EEOA, and as such, investigates allegations that State Educational Agencies (SEAs) or school districts are not providing adequate services to ELs. The Section's webpage outlines specific factors for assessing compliance and conditions that may violate the EEOA.

1. fails to provide a language acquisition program to its EL students or fails to provide adequate language services to its EL students;
2. fails to provide resources to implement its language acquisition program effectively (e.g., an ESOL program lacks ESOL teachers or ESOL materials);
3. fails to take steps to identify students who are not proficient in English;
4. does not exit EL students from a language acquisition program when the EL students have acquired English proficiency, or exits EL students without written parental or guardian permission before the students acquire English proficiency;
5. fails to communicate meaningfully with non-English-speaking or limited-English-speaking parents and guardians of EL students by not providing such parents and guardians with written or oral translations of important notices or documents;
6. fails to provide language acquisition assistance to EL students because they receive special education services, or fails to provide special education services to EL students when they qualify for special education services; and
7. excludes EL students from gifted and talented programs based on their limited English proficiency.

Court Rulings

Supreme Court

1982 -- Plyler v. Doe

The Supreme Court ruled that the Fourteenth Amendment prohibits states from denying a free public education to immigrant children regardless of their immigrant status.

Federal Courts

1981 -- Castañeda v. Pickard

The Fifth Circuit Court of Appeals formulated a method to determine school district compliance with the Equal Education Opportunities Act (1974). The three-part test includes the following criteria:

1. "the school is pursuing a program informed by an educational theory recognized as sound by some experts in the field or, at least, deemed legitimate experimental strategy;
2. the program and practices actually used by (the) school system are reasonably calculated to implement effectively the educational theory adopted by the school;
3. the school's program succeeds, after a legitimate trial, in producing results indicating that the language barriers confronting students are actually being overcome." *Id.* at 1009-10.

Castañeda states that the segregation of LEP students is permissible only when "the benefits which would accrue to LEP students by remedying language barriers which impede their ability to realize their academic potential in an English language educational institution may outweigh the adverse effects of such segregation." In other words, OCR will not examine whether ESOL is the least segregative program for providing language services. Instead OCR will examine whether the degree of segregation in the program is necessary to achieve the program's educational goals.

Georgia Rules

Requirements for State Funding

Georgia School Law § 20-2-156 Program for limited-English-proficient students

The State Board of Education shall create a program for limited-English-proficient students whose native language is not English, subject to appropriation by the General Assembly. The purpose of this program is to assist such students to develop proficiency in the English language, including listening, speaking, reading, and writing, sufficient to perform effectively at the currently assigned grade level. The state board shall prescribe rules and regulations regarding eligibility criteria and standards as may be needed to carry out the provisions of this Code section. This program may also be referred to as the English for Speakers of Other Languages (ESOL) program.

(Code 1981, §20-2-156., enacted by Ga. L. 1985, p. 1657, §1; Ga. L. 1987, p. 1169, §1; Ga. L. 2000, p. 618, §19.)

State Board of Education Rule IDDG 160-4-6-.02 Language Assistance: Program for English Learners (ELs)

State Board of Education Rule IDDG 160-4-6-.02 Language Assistance: Program for English Learners (ELs) has been revised. The revised version of the Rule was adopted by the State Board of Education on July 21, 2011 and is scheduled to be effective beginning August 10, 2011. The Rule in its entirety is provided below:

Code: IDDG

160-4-5-.02 LANGUAGE ASSISTANCE: PROGRAM FOR ENGLISH LEARNERS (ELs).

(1) DEFINITIONS.

(a) **English Learners (ELs)** – students whose primary or home language is other than English and who are eligible for services based on the results of an English language proficiency assessment

(b) **English language proficiency** – the level of language competence necessary to participate fully and learn successfully in classrooms where the primary language of instruction is English

(c) **English to Speakers of Other Languages (ESOL)** – an educational support program provided to help ELs overcome language barriers and participate meaningfully in schools' educational programs

(d) **Georgia Department of Education** – the state agency charged with the fiscal and administrative management of certain aspects of K-12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.

(e) **Home Language Survey** – a questionnaire administered upon enrollment to each student's parent or guardian for the purpose of determining whether a language other than English is used by the student or used in the student's home

(f) **Language Assessment Conference (LAC)** – a meeting held to determine appropriate placement of ELs with borderline proficiency scores

(g) **Language assistance services** – supplemental language support programs that promote academic language development for students with limited English proficiency

(h) **Local Educational Agency (LEA)** – local school system pursuant to local board of education control and management

(i) **School** – any school or special entity as defined in State Board Rule 160-5-1-.03 Identification and Reporting of Schools

(j) **State-adopted English proficiency measure** – an English language proficiency test administered annually to all English learners (ELs) in Georgia for the purposes of determining the English language proficiency level of students; providing districts with information that will help them evaluate the effectiveness of their ESOL programs; providing information that enhances instruction and learning in programs for English learners; assessing the annual English language proficiency gains using a standards-based assessment instrument; and providing data for meeting federal and state requirements with respect to student assessment

(k) **State-adopted English proficiency screening measure** – a formal measure of social and academic English language proficiency that assesses students' need for initial placement in supplemental language assistance services

(l) **Student Record** – the state's required end-of-year student data collection

(2) REQUIREMENTS.

(a) Eligibility for entry into and exit from language assistance.

1. Prior to entry into a school in Georgia, each student's parent or guardian shall complete a Home Language Survey or an equivalent to determine if a language other than English is used in the home or is the student's native language or first language. All students whose native language, first language or language of the home includes a language other than English shall be assessed for English language proficiency using the state-adopted English proficiency screening measure.

2. Initial eligibility for language assistance services shall be determined by the student's score on the state-adopted English proficiency screening measure.

i. Students who have an English language proficiency score below proficient on the state-adopted English proficiency screening measure shall be determined to be English learners (ELs) and shall be eligible for language assistance services. Coding guidance for ELs can be found in the ESOL/Title III Resource Guide.

ii. Students who have an English language proficiency score at or above proficient on the state-adopted English proficiency screening measure shall be considered English proficient and shall not be eligible for language assistance. Coding guidance for non-ELs is located in the ESOL/Title III Resource Guide.

3. All ELs shall be assessed annually on the state-adopted English proficiency measure to determine English language proficiency. Students who score at the developing level or below on the state-adopted English proficiency measure shall continue to be eligible for language assistance services.

4. Exiting from ESOL services.

i. Students who score at the proficient level on both the state-adopted English proficiency measure and on the state reading assessment shall be considered English proficient.

ii. If the LEA does not administer a state reading assessment for the student, the student shall be considered English proficient if the student scores at the proficient level on both the state-adopted English proficiency measure and on the literacy (reading and writing) sub-score of the state-adopted English proficiency measure.

iii. Students who score at the proficient level on either the state-adopted English proficiency measure or the state reading assessment but not both shall have their continued eligibility for language assistance determined through a Language Assessment Conference (LAC). The LAC shall be attended by the student's classroom teacher(s), the teacher providing language assistance services, and other relevant parties selected from the following: parent, principal or designee, counselor, school psychologist, or lead teacher. The LAC shall be conducted in accordance with the ESOL/Title III Resource Guide.

iv. Students who are considered English proficient shall not be eligible for continued language assistance services and shall be exited from language assistance services.

v. Each LEA shall monitor students that are considered English proficient for two years after exit from language assistance services. These students shall be considered EL Monitored. Coding guidance for Monitored ELs is located in the ESOL/Title III Resource Guide. The monitoring process shall consist of a documented review of report card grades, state assessment results, classroom performance and teacher observations for the purpose of ensuring the successful transition to the general classroom. Additional guidance can be found in the ESOL/Title III Resource Guide.

(b) Language assistance service delivery models.

1. LEAs and schools shall provide English language assistance to all ELs. Such assistance shall be provided through the state-funded ESOL program or placement in a locally-developed language assistance program approved in advance by the Georgia Department of Education. Approved instructional delivery models include:

- i. Pull-out model – students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher,
- ii. Push-in model (within reading, language arts, mathematics, science or social studies) – students remain in their core academic class where they receive content instruction from their content area teacher along with targeted language instruction from the ESOL teacher,
- iii. A cluster center to which students are transported for instruction – students from two or more schools are grouped in a center designed to provide intensive language assistance,
- iv. A resource center/laboratory – students receive language assistance in a group setting supplemented by multimedia materials,
- v. A scheduled class period – students at the middle and high school levels receive language assistance and/or content instruction in a class composed only of ELs,
- vi. An innovative delivery model approved in advance by the Georgia Department of Education through a process described in the ESOL/Title III Resource Guide.

(c) Language assistance curricula and assessment.

1. Language assistance curricula in the state-funded ESOL program shall consist of plans of instruction which are adapted to the English language proficiency of students and are designed to develop: 1) listening, speaking, reading, writing and American cultural concepts and 2) the language of academic instruction used in language arts, mathematics, science and social studies.

2. All ELs receiving language assistance shall be assessed annually for language proficiency. ELs shall also participate in state assessments pursuant to Georgia State Board of Education rule 160-3-1-.07 Testing Programs--Student Assessment.

(d) Funding.

1. Students identified as eligible for language assistance services who are served by the state-funded ESOL program shall receive at least five segments per week (or yearly equivalent) of English language instruction using ESOL curricula in allowable service delivery models. For purposes of funding, ESOL-served students in grades K-3 shall be counted for a maximum of one segment at the ESOL weight; grades 4-8 students for a maximum of two segments at the ESOL weight; and grades 9-12 students for a maximum of five segments at the ESOL weight.

i. The class is limited to the maximum size specified in State Board of Education Rule 160-5-1-.08 Class Size.

ii. The state-funded ESOL program teacher shall hold necessary and appropriate ESOL endorsement or ESOL certification issued by the Georgia Professional Standards Commission.

Authority O.C.G.A. § 20-2-156. ***Adopted: July 21, 2011*** ***Effective: August 10, 2011***

Testing Programs and ELs (PDF)

http://www.gadoe.org/_documents/doe/legalservices/160-3-1-.07.pdf

Maximum Class Sizes for ESOL Classes

Note: On February 10, 2011, the State Board of Education passed a Resolution to extend an exemption from all statutory and regulatory class size maximums for all local education agencies whose local board submits a resolution to the Georgia Department of Education establishing class size for the 2011-2012 school year. Guidance accompanying the Resolution includes information pertinent to the ESOL /Title III program and is provided below for reference:

For the 2011-2012 school year, the State Board of Education has allowed flexibility for school districts to adjust class size to meet the financial and staff constraints that school districts are experiencing. As school districts make adjustments in class size, it is also necessary to consider the needs of students and other program requirements that may impact class size. Among the consideration for all students are

- (1) The delivery of instruction in an effective manner so that the needs of the learner can be met in the classroom;*
- (2) The safety of the students in larger classrooms;*
- (3) The possibility for increased discipline issues if classroom re too large; and*
- (4) Adequate equipment or materials for the entire class. Moreover, there are many subgroups or special populations with learning challenges that require additional considerations.*

Additional considerations and guidance regarding how to utilize the flexibility authorized by the State Board are addressed below.

Class Size Considerations

Federal requirements: *The State Board did not waive any federal requirements. School districts must adhere to all federal requirements that impact any school setting or group. This will*

include accountability requirements to meet AYP performance targets for all students and subgroups, including students eligible under the IDEA and Title III (ESOL and Immigrant programs). In addition to the accountability requirements for meeting AYP performance targets, school districts are expected to meet the performance requirements of Title III for ESOL students and the IDEA performance requirements for special education students. Any penalties for not meeting federal accountability and performance targets will still apply. As always, school districts are expected to improve the performance of all populations. Further, school districts must meet all federal requirements for the delivery of services. In short, that means that programs must be designed to meet the needs of the students for whom they are intended, that instruction must be delivered in an appropriate and timely manner, and no program discriminates on the basis of race/ethnicity, religion, disability or economic status. Additionally, school districts must continue to provide a free appropriate public education to all students eligible for special education services under IDEA.

Models of delivery: *Although the State Board granted flexibility for class size requirements, other program requirements were not waived. Districts should review all program requirements very carefully as they adjust class sizes.*

1. Special populations or programs such as English language learners (ELs), special education, gifted education, alternative education programs, remedial education program (REP), or early intervention program (EIP) have models of delivery for the services or programs. Even though the specific class sizes may be increased, the school system must adhere to all model delivery requirements. For example, the Augmented model for REP will still require additional teaching staff although the class size may be larger than the class size permitted under the current State Board rule. A model that calls for a reduced class size must be smaller than the district's regular class size although the class size may be larger than the class size permitted under the current State Board rule.

2. If certain models of delivery contain requirements for paraprofessionals as part of the class, the school district must adhere to those requirements. For example, a special education class for students with profound intellectual disabilities must have a paraprofessional and a teacher. Although the number of students can increase beyond the class size permitted under the current State Board rule, the requirement to have paraprofessional in the classroom was not waived.

Eligibility limits: *Some programs limit enrollment in the special program to a percentage of the school or district population. These enrollment limits were not waived. For example, EIP limits enrollment for services to 3% of the population in grades 2 - 5, this limit is still in place although more students may be served in a class.*

Facility requirements: *Facilities and some special programs require minimum space or other safety criteria. These space and safety requirements were not waived. For example, a special education classroom must contain 38 square feet per student. Classrooms for students with hearing impairments must have appropriate sound treatment or acoustical accommodations. Further, in career technical courses, national standards for industry certification and/or*

Occupational Safety and Health Administration (OSHA) standards will apply with their specific ratios of equipment/square footage to students.

Caseload requirements for special education: *State Board Rule 160-4-7-.14 Personnel, Facilities, and Caseloads, limits the caseload for personnel providing services to students with disabilities. These caseload requirements were not waived, and school districts are expected to adhere to the caseload requirements of rule 160-4-7-.14.*

Class size reporting during FTE: *GaDOE's Data Collections Division is working to suppress over class size errors during the 2011-2012 school year Class Size data collection. Further information will be communicated to your FTE Coordinators during the Data Collections Conference at the beginning of September.*

Procedures for Utilizing the Class Size Flexibility Authorized by the State Board are included in the Resolution.

ESOL Allowable Class Sizes Prior to Flexibility Resolutions

The chart below indicates the approved class size limits for ESOL classes prior to the State Board of Education Resolutions dated May 24, 2010 and February 10, 2011.

Grade(s) Subject(s)	Funding Class Size	Maximum System Average Class Size	
		No Paraprofessional	With Paraprofessional
K-3	7	11	13
4-8	7	14	15
9-12	7	18	20

(Excerpted from Rule 160-5-1-.08 Class Size)

Minimum Time Requirements for ESOL FTE Segments

The FTE Users Guide describes a segment as one-sixth of the instructional day. SBOE Rule 160-5-1-.02 states that instructional time is "all portions of the day when instruction or instruction-related activities based on the state-approved courses are provided by or coordinated by a certified teacher or substitute teacher." This minimum time varies by grade level as do minimum segment lengths:

Grades K-3 = 45 minute daily segments or a minimum of 225 minutes weekly

Grades 4-8 = 50 minute daily segments or a minimum of 250 minutes weekly

Grades 9-12 = 55 minute daily segments or a minimum of 275 minutes weekly

A 4X4 daily block schedule class consisting of a minimum of 90 minutes will count as 2 segments. Hybrid or block schedules that do not meet a minimum of 90 minutes on a daily basis will be counted as a single segment.

In addition, a segment consists of at least the minimum number of minutes required to earn a unit of credit in Grades 9-12.

For FTE funding purposes students in **grades K-3** may be served **one segment** per day.

Students in **grades 4-8** may be served **up to 2 segments** per day.

Students in **grades 9-12** may be served **up to 5 segments** daily.

ESOL Approved Delivery Models of Instruction

Per Georgia State Education rule 160-4-5-.02 Language Assistance: Program for English Learners, there are six approved delivery models for providing language assistance services to ELs:

1. Pull-out model – students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher.
2. Push-in model (within reading, language arts, mathematics, science or social studies) – students remain in their core academic class where they receive content instruction from their content area teacher along with targeted language instruction from the ESOL teacher.
3. A cluster center to which students are transported for instruction – students from two or more schools are grouped in a center designed to provide intensive language assistance.
4. A resource center / laboratory – students receive language assistance in a group setting supplemented by multi-media materials.
5. A scheduled class period – students at the middle and high school levels receive language assistance and /or content instruction in a class composed only of ELs.
6. An innovative delivery model approved in advance by the Georgia Department of Education through a process described in the ESOL/Title III Resource Guide.

Note: The Push-in model is clearly defined by the Language Assistance rule (160-4-5-.02) and should not be interpreted to be defined in the same manner as the co-teaching model of instruction implemented by Special Education. In the ESOL Push-in model, the ESOL teacher and the content teacher are co-equals in the classroom, but each has a distinct role. The ESOL teacher is responsible for language support, while the content teacher is responsible for delivery of academic content.

Research indicates that strong teaching partnerships occur when teachers know each other's curriculum, share responsibilities, plan together, share strategies, and share teaching equally. When students break into groups, the ESOL teacher should work with ELs, while the content teacher focuses on mainstream students.

The ESOL Push-in delivery model allows the teachers to collaborate in order to facilitate meaningful language instruction within the content classroom and to appropriately plan differentiated instruction and tasks to meet the various proficiency levels of the ELs.

Innovative Delivery Model Proposals:

Any district that wishes GaDOE to consider approving an innovative delivery model must do so in writing. The proposal should include the following:

- A detailed description of the proposed delivery model, including reference to whether it is proposed for district-wide implementation or limited to specific schools and/or grades.
- Should the proposed model be implemented only at specific schools or in specific grade levels, information regarding schools and/or grade levels affected by the delivery model should be included in the proposal
- A rationale to support the purpose for implementing the proposed model
- Research that supports implementation of the proposed model
- Description of any EL-related professional learning plans to support use of the proposed model
- Goals and objectives based on the expected results of the proposed model
- The nature of both the curriculum and assessment to be implemented using the proposed model
- An outline delineating the individual responsibilities of the classroom or content teachers, ESOL teachers or ESOL staff, and supervisory staff involved with the proposed model
- How the effectiveness of the proposed model will be evaluated
- If the proposed plan includes a request to count FTE segments as part of the plan, how FTE will be generated and reported, and the fiscal impact of the proposed model
- Any other pertinent information regarding the proposed model.

It is important to note that in order to consider generating ESOL FTE segments, proposed models must provide language assistance and support during the scheduled school day for the minimum daily or weekly number of minutes required for FTE purposes. Segment maximum limits for grade cluster levels have been established as part of the QBE allotment formula and additional segment requests will not be honored.

Proposed models must be submitted annually for use during a single school year. If a district wishes to continue the use of an approved innovative delivery model, a new proposal with data to support continued implementation of the approved model must be submitted.

In order to allow the Department sufficient time to review a proposal, and if approved, time for the LEA to implement the model, submissions should be received no less than four

weeks prior to the anticipated implementation at the LEA or school level. Proposals for the current school year will not be accepted after November 1 of the current school year. Please submit proposals electronically to the attention of cjohnson@doe.k12.ga.us.

Identification and Placement of English Learners

Identification

Home Language Survey

The purpose of this section is to describe the process for identifying and educating national origin minority students in **grades K-12** who have a primary or home language other than English (PHLOTE) and are ELs.

Under federal law, schools must identify all PHLOTE students and screen eligible students for language assistance. When any student enrolls in a Georgia school, public or private, the Home Language Survey (HLS) should be administered as part of the enrollment process. The Home Language Survey is a series of, at a minimum, three questions intended to determine the student's primary or home language. If the answer to any of the three questions indicates a language other than "English", the student is a PHLOTE student and must then be screened for eligibility for language assistance services.

Many LEAs have chosen to incorporate the questions from the Home Language Survey into their district (**K-12**) enrollment paperwork to ensure that this step is completed in a timely manner. Sample copies of the HLS for LEA use are available in several languages in the NCLB folder of documents available on the TransACT website or in English in the Form Bank on the Georgia Department of Education Title III / ESOL website at http://www.gadoe.org/ci_iap_esol.aspx. In order to ensure that responses given on the HLS are accurate and legally binding, districts should make every attempt to administer this document in the home language of the caregiver.

Additional data required for reporting purposes and that should be considered for inclusion in the enrollment package include:

- Date of Student's Entry into the United States
- Date of Entry into United States' Schools
- Has student received ESOL instruction before?
- If yes: School System_____ School_____

Note: If students have been identified as eligible for ESOL services prior to the beginning of the school year, Title III law requires parental **notification within 30 days after the beginning of the school year**. Once the school year is underway, the window for identification, screening and parental notification of eligibility is within **two weeks of enrollment** (No Child Left Behind Act of 2001 Title III Language Instruction for Limited English Proficient and Immigrant Students, Public law 107-110, January 8, 2002, Section 3302 Parental Notification). It is the expectation of GaDOE ESOL Title III that students will be assessed as soon as logistically possible within the appropriate time frames.

If a student transfers from another district within the United States or from a Department of Defense school and there are official records to support the student's pre-determined eligibility and services within the past year, the school may accept the record and place the child accordingly in language assistance programs. If there is no record available or records cannot be obtained within the time frames described above, it will be necessary for the school to ensure that it meets these deadlines for identification and screening of transfer students.

Screening for eligibility

Georgia is a member of the World-Class Instructional Design and Assessment (WIDA) Consortium (please visit the WIDA website at www.wida.us and / or refer to the WIDA Consortium section of this Resource Guide). All members of the WIDA Consortium utilize the same screeners to assess eligibility for language assistance services. WIDA offers LEAs the choice of two screeners: the WIDA-ACCESS Placement Test (W-APT) and the Measure of Developing English Language (MODEL). The Kindergarten MODEL and the MODEL screeners for grade clusters 1-2 and 3-5 are currently operational. Versions of the MODEL for the 6-8 and 9-12 grade clusters are in the final developmental stages, with availability anticipated during the 11-12 school year.

Note: The ESOL Coordinator in each district has been assigned one user name and password for accessing and downloading the W-APT screening materials. LEAs should note that the W-APT may be downloaded from the WIDA website (www.wida.us) and printed with no additional costs to the LEA; however, **if the LEA chooses to utilize the MODEL, there will be ongoing costs to the LEA associated with this screener. These costs may not be paid with Title III funds, as use of Title III funding for this purpose violates the Title III Supplement Not Supplant Guidance issued in October 2008.**

The WIDA screening instruments are used by educators to measure the English language proficiency of students who have recently arrived in the U.S. or in a particular district. This screening tool is used to determine whether or not a child is eligible for English language instructional services and is not intended for multiple administrations to screen or to assess status or progress of individual students.

Both screening instruments assess students' abilities in all four language domains (Listening, Speaking, Writing, and Reading), and evaluate Social and Instructional English as well as academic language corresponding to the subject areas of Language Arts, Mathematics, Science, and Social Studies.

The screening results provide scores for each language domain as well as combined composite scores, including a specified Composite Proficiency Level. When utilized in conjunction with the GaDOE Eligibility Guidance, these scores will be used to determine eligibility for language assistance services.

GaDOE ESOL Eligibility Guidance

Kindergarten W-APT

The Kindergarten **W-APT** is utilized for students entering Kindergarten through the first semester of first grade. Administration procedures are as follows:

- Administer the Listening and Speaking portions of the Kindergarten W-APT and note the combined Listening and Speaking Raw Score.
Note: A Score Calculator for the W-APT is available on the WIDA website at http://www.wida.us/assessment/w-apt/WAPT_Test.aspx.
- If the student's combined **Listening and Speaking Raw Score** is **29** or higher, the student meets the minimum criteria for English language proficiency. However, districts have the flexibility to consider additional factors to support eligibility for language assistance services.
- If the combined **Listening and Speaking Raw Score** is **less than 19**, then the student qualifies for language assistance services.
- If the combined **Listening and Speaking Raw Score** is **between 19 and 28**, continue the screening process and administer the Reading and Writing portions of the Kindergarten W-APT. The Reading and Writing scores provide supporting data that may be used to inform the final decision.
- If the student's **Reading** score is **11** or higher **and** the **Writing** score is **12** or higher, then the student meets the minimum criteria for English language proficiency. However, districts have the flexibility to consider additional factors to support eligibility for language assistance services.
- It is important to note that no matter how literate K students may be in the domains of listening and speaking and although they may have reading and/or writing skills equal to those of their peers, no kindergarten student has had an opportunity to become truly literate in either the domains of reading or writing, and will benefit greatly from the support of language assistance services. Therefore, the LEA has the flexibility to consider additional factors to support eligibility of K students for language assistance services.

MODEL

If the **MODEL** is administered to students entering Kindergarten through the first semester of first grade, the criteria for eligibility will follow these guidelines:

- **Any student who scores a Composite Proficiency Level (CPL) below 5.0 qualifies for language assistance services.**

- **If a student is entering Kindergarten and the decision is made to administer only the Listening and Speaking sections of the MODEL, follow the steps below:**
 1. Transfer the Speaking and Listening PL scores to the Overall Composite Proficiency Level Chart on page 1 of the Summary Score Sheet and determine the Lowest Oral Proficiency PL as outlined in the instructions above the chart and record the information.
 2. Multiply the Oral Proficiency PL by 3.
 3. If Reading and Writing were **not** administered, consult the PL chart in the R & W sections on page 3 of the Summary Score Sheet.
 4. A score of 0-14 for Reading is a PL 1. Transfer the PL 1 to the Reading section of the Overall Composite Proficiency Level Chart on page 1.
 5. A score of 0-4 for Writing is PL 1. Transfer this score to the Overall CPL Chart
 6. Determine the lowest Literacy Score (1) and record.
 7. Multiply the Lowest Literacy Score by 7 and record.
 8. Total the 2 scores and divide by 10.
 9. This will provide the appropriate CPL for students who were not administered the Reading and Writing sections of the Model.
- Any Kindergarten student screened with the MODEL whose CPL score is 5.0 meets the minimum criteria for proficiency; however, districts have the flexibility to consider additional factors to support eligibility of K students for language assistance services.
- It is important to note that no matter how literate K students may be in the domains of listening and speaking and although they may have reading and/or writing skills equal to those of their peers, no kindergarten student has had an opportunity to become truly literate in either the domains of reading or writing, and will benefit greatly from the support of language assistance services. Therefore, the LEA has the flexibility to consider additional factors to support eligibility of K students for language assistance services.
- **If a student is entering grades 1-5, administer all four domains of the MODEL.**

W-APT for grades 1-12

When the **W-APT** is administered to students from second semester of grade 1 through grade 12, the criteria for eligibility will follow these guidelines:

- **Note:** A Score Calculator for the W-APT is available on the WIDA website at http://www.wida.us/assessment/w-apt/WAPT_Test.aspx.
- A student who scores a **grade level adjusted score** of **5.0 or higher** on the W-APT does not qualify for language assistance services.
- If the student scores a **grade level adjusted score** of less **than 5.0** on the W-APT, the student qualifies for language assistance services.

- If the student's score is a borderline **grade level adjusted score** approaching a 5.0, then this score in conjunction with the professional judgment of the student's Language Assessment Conference (LAC) committee should inform the final decision for the type of placement and intensity of services provided.
- The LAC committee may wish to consider a child's grade level as part of this decision. In the primary grades or the transitional grades from one level to another, there may be valid concerns regarding the limited degree of proficiency attainable in the primary grades or the increased difficulty of academic content requirements at higher grade levels.

Eligibility flowcharts for Language Assistance Services for students in Kindergarten and Grades 1-12 are provided on pages 29-31 of this document and in the "Eligibility and Exit Criteria" portlet on the GaDOE ESOL webpage at http://www.gadoe.org/ci_iap_esol.aspx

**Georgia Department of Education
Eligibility Criteria for English Language Assistance using the
Kindergarten W-APT Screener**

Administer the Home Language Survey to Determine the Student's Home Language

- What is the student's home language?
- What is the student's first language?
- What language is used most by the student?

If all three responses are "English," then screening is not required.

If one or more responses indicate a language other than English, administer the **Listening and Speaking** portions of the Kindergarten W-APT.

If the combined **Listening and Speaking** Raw Score is **29** or higher, the student meets minimum criteria for English language proficiency. However, districts have the flexibility to consider additional factors to support eligibility for language assistance services.

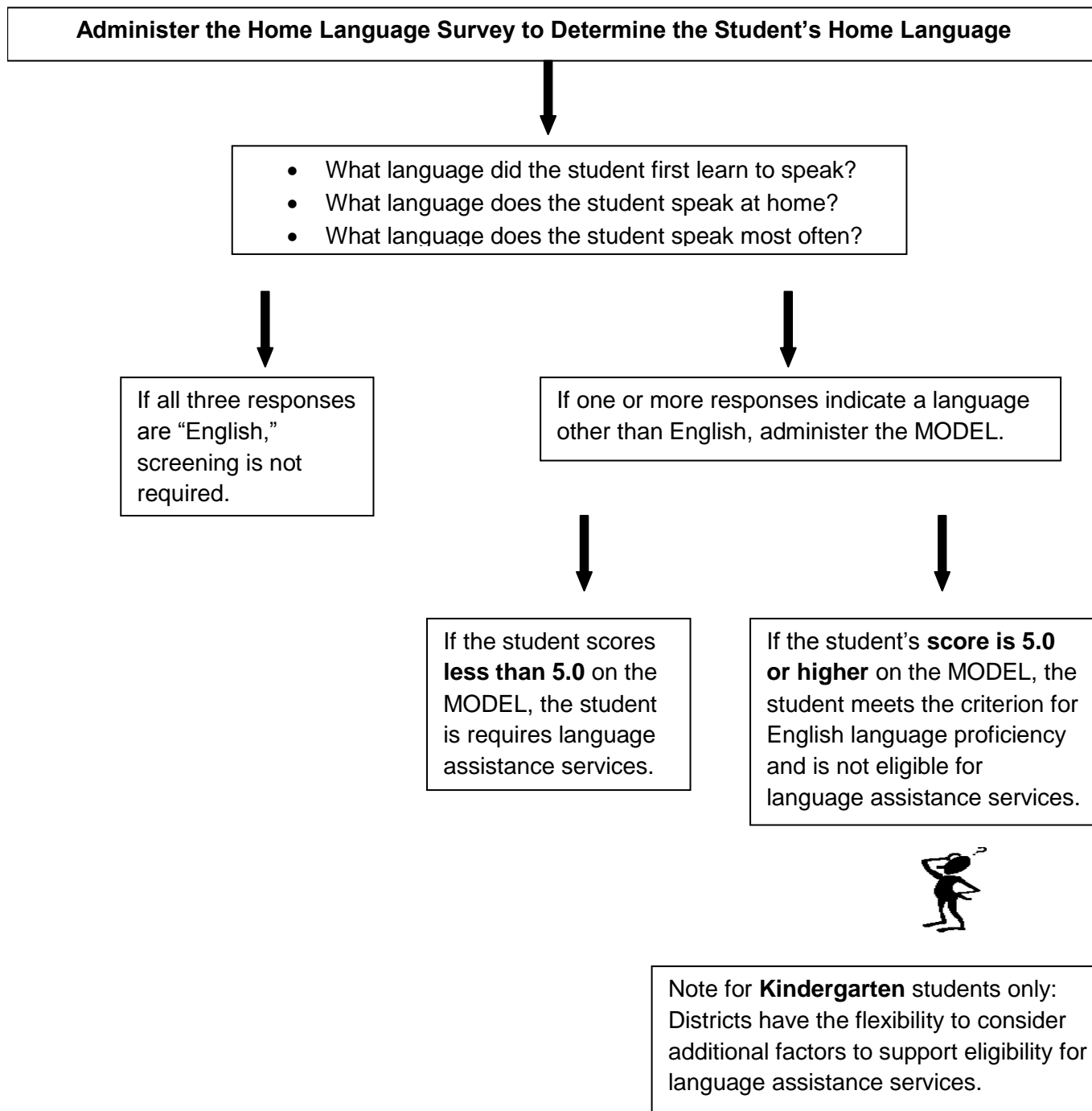
If the student's combined **Listening and Speaking** Raw Score is between **19 and 28**, continue with administration of the **Reading and Writing** Tests.

If the student's combined **Listening and Speaking** Raw Score is less than **19**, then the student shall be eligible for language support services.

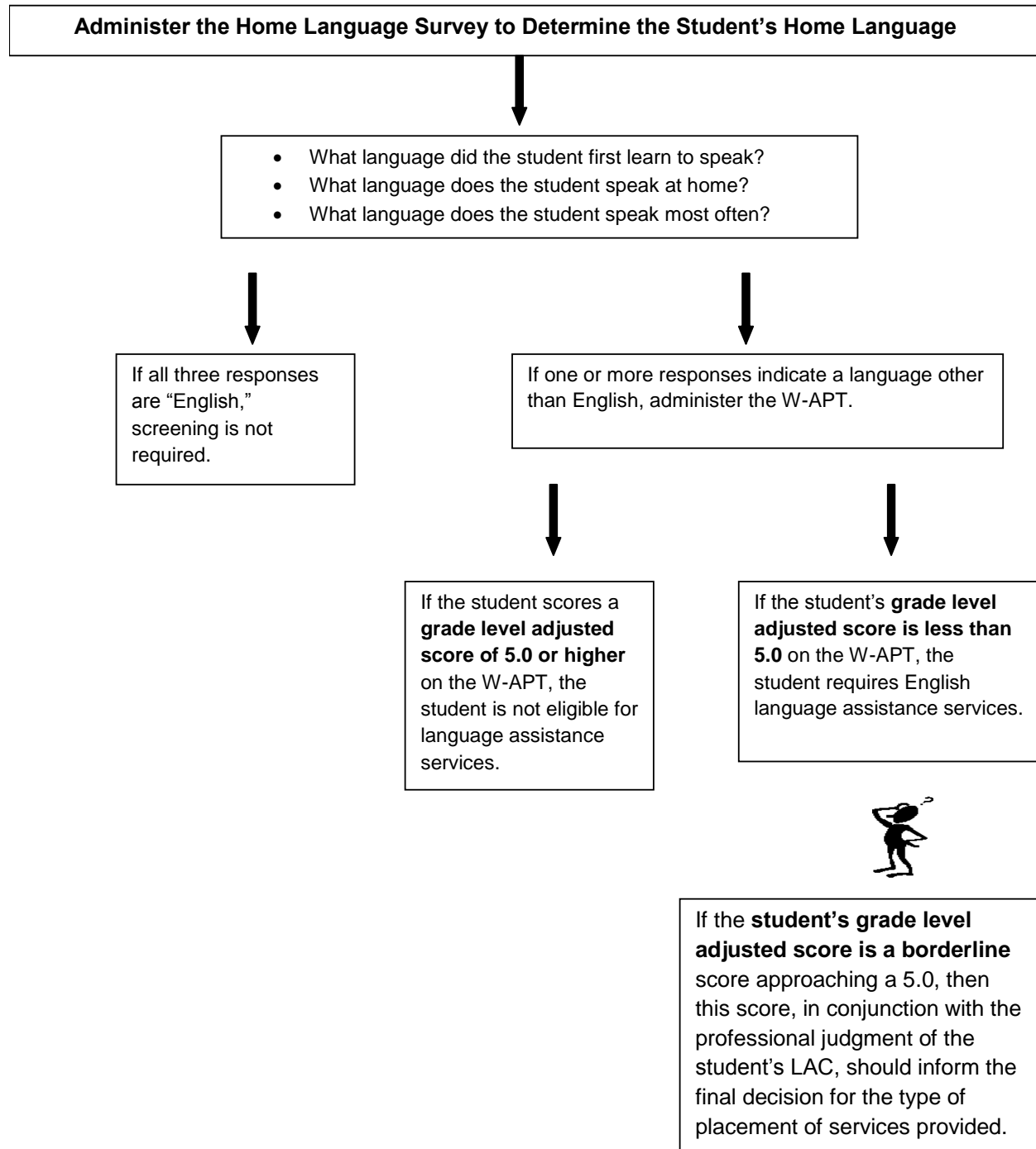
If the student's **Reading** Score is **11** or higher and the **Writing** score is **12** or higher, then the student meets the minimum criteria for English language proficiency. However, districts have the flexibility to consider additional factors to support eligibility for language assistance services.

If the student's **Reading** Score is **less than 11** or the **Writing** Score is **less than 12**, then the student shall be eligible for language support services.

Georgia Department of Education
Eligibility Criteria for Language Assistance Services using the
WIDA MODEL Screener



**Georgia Department of Education
Grades 1-12
Eligibility Criteria for Language Assistance Services**



Frequently Asked Questions Regarding Screening of PHLOTE Students

1. *The student is transferring from a non-WIDA state and was currently was being served by an ESOL program in that state. Is a W-APT score necessary to place this student in our ESOL program?*

No; as long as a student is/was enrolled at the time of transfer (or at the end of the school year and enrolls in your LEA at the beginning of the year) there is no need for screening. The student is deemed eligible by virtue of his screening in the other state and should begin receiving services immediately.

2. *The student's records do not indicate any ESOL services or screening in the past, and the student's grades are excellent. Must this student still be screened with the W-APT?*

If the Home Language Survey indicates the influence of a language other than English, the student must be screened.

3. *The student was screened in another state using that state's screening instrument and was found to be ineligible. Should the student be rescreened with the W-APT since the assessment is different here in GA?*

If the Home Language Survey indicates an answer other than English, students must be screened.

4. *The student was in an ESOL program in another state and exited last May. Do we rescreen with the W-APT? Should the student be classified as EL-M here for 2 years?*

Do not re-screen the student. The student should be considered an EL-M for the two calendar year requirement. Remember that during the monitoring period if the student is struggling, then other appropriate instructional supports, including RTI, should be implemented. If those additional instructional supports do not resolve the issue, the RTI committee should review the documentation and if appropriate, implement more intensive, Tier 2 and 3 interventions. Following a documented period of Tier 3 RTI support, if the issues continue and data support the belief that language proficiency is the root of the problem, the RTI committee may determine that the student should be re-entered into the ESOL program. No re-screening is necessary to do so during the monitoring period.

5. *The student was in an ESOL program in another state and exited more than two years ago. Must this student still be screened with the W-APT?*

The student should not be screened if there is documentation to support the fact the student was previously served in ESOL, exited and the two year monitoring period has ended.

Next Steps Following Identification

Under Title III law, once a child has been identified as eligible for language assistance, the parent must be notified annually of the following in an understandable and uniform format and to the extent practicable in a language that the parent can understand:

- eligibility for language assistance services
- student's level of proficiency and how it was assessed
- method of delivery of instruction for language assistance
- how program will help the child learn English and meet age appropriate academic achievement standards for grade promotion and graduation
- specific requirements for exiting the program
- information pertaining to parental rights that includes written guidance detailing
 - i. the right that parents have to have the child immediately removed from such program upon their request
 - ii. the options that parents have to decline to enroll their child in such a program or **to choose another program or method of instruction, if available**
 - iii. assisting parents in selecting among various programs or methods of instruction, if more than one program or method is offered
- notification of services must be sent to parents on an annual basis
- all notifications sent to parents must be in an understandable and uniform format and to the extent practicable, in a language that the parent can understand

A Title III-compliant form, available in 7 languages is provided at no charge to Georgia school districts at www.transact.com under NCLB, NCLB Parent Notification – TransACT Masters. The child must be scheduled for appropriate language assistance services and services must begin immediately.

District Responsibilities when Parents Waive Language Assistance Services

Some parents of students identified as ELs may choose to waive language assistance services for their child; however, school districts are still held responsible for providing language support under Office for Civil Rights law. The district must find alternate means of providing the student with support for language development and proficiency outside of structured ESOL classes. Parents who waive services must do so in writing on an annual basis and the district must maintain evidence of the written documentation. A form for waiving services is available on the TransACT website, form NCLB-B4.

Although the parents may have chosen to waive a formal language assistance program, the student has been identified and coded as an EL and will continue to be coded as such until the student reaches an English proficiency level that meets the state requirements for exiting language assistance services. ELs whose parents have waived services are still eligible for accommodations on standardized tests and their English language proficiency skills must be assessed on an annual basis until they meet eligibility criteria.

Compliance with Parent Notification Requirement for English Learners

The Elementary and Secondary Education Act, Subpart 5 Administration, part C Section 3302 states that local education agencies (LEAs) must provide information to a parent in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand. In order to assist LEAs with compliance with this requirement, GaDOE maintains a state-wide subscription with TransACT (www.transact.com), a company that provides a comprehensive set of legally-reviewed forms and notices in multiple languages for both native English and limited-English speaking parents. TransACT services meet the notification requirements for federal grants, including Title I-A, Title III, Title V, Title IX and Title X.

Any public school employee with a district email address is eligible to create an account with TransACT and access professionally translated and legally vetted documents appropriate to NCLB notification requirements. There is also a link to TransACT on the main ESOL webpage at http://www.gadoe.org/ci_iap_esol.aspx.



The TransACT Library of legally-reviewed and translated forms and letters includes both NCLB Parent Notifications and Gen Ed Parent Notifications in multiple languages, in categories such as

- Accountability and Compliance
- Health and Medical
- School Administration
- Free and Reduced Lunch
- Special Services (selected Gifted and Special Education forms)

Administrators will also find the Road Map option to be an invaluable asset determining district and school level needs.

TransACT does **not** provide interpretation services; nor does it provide translation services at the request of school or district personnel. A school or district may choose to contract separately with TransACT for assistance with translation of documents, but should be aware that as such, the district will bear any costs for such work and that the quality assurance utilized by TransACT does not lend itself to immediately available translations.

Registration Suggestions

1. Welcome the family to the school and conduct an interview with the aid of an interpreter, if necessary. Allow time for interpretation and questions. During the interview, give the family a card with the following **printed** information:

- The name, address and telephone number of the school
 - The student's schedule, including teacher(s) name(s) and classroom number(s)
 - The ESOL teacher's name and room number
 - Pertinent bus information
2. Give parents a "welcome packet" written in their native language if neither parent nor guardian has a strong command of English. This packet should include information regarding:
 - Important registration and school information
 - Transportation
 - School calendar and bell schedules, including daily start and end times
 - Normal school procedures and expectations
 - Attendance information
 - Basic supply needs for classes and for Physical Education classes
 - Immunization requirements
 - School contact information
 - A list of community resources, adult English language classes, and tutors
 - Parent Teacher organization information
 3. Take the family on a tour of the school, if possible, and introduce them to the classroom teacher(s) and/or ESOL teacher.
 4. Assign the English learner a student buddy either from homeroom or school activities (such as the international club or student council) to the English language learner to help in the transition during the first few weeks.

Program of Service and Considerations for Placement for ELs

A consistent registration procedure for learners of English facilitates their entry into the new school environment. It is vital to the orientation process to have school personnel who are trained and dedicated to meeting the needs of students from different cultures with different levels of English proficiency.

The district's program of services to ELs must address the following two requirements: (1) the provision of research-based English language acquisition services and (2) the provision of effective participation of ELs in all district academic and special programs.

Note: ELs should be placed in **age appropriate grade levels or courses**. If a lower placement is necessary due to lack of formal schooling, it **should not be more than one year below the native English-speaking peers of the same age**.

Scheduling of ELs at all grade levels

When making decisions regarding student placement, it is important to consider the services and support in place to ensure that ELs are developing social and academic language proficiency and are able to effectively participate in all academic and special programs within the district. As part of this process it is imperative that district personnel familiarize themselves with the WIDA Performance Definitions which serve as the basis for the W-APT, MODEL, and *ACCESS for ELLs* Composite Proficiency Levels (CPL). A link to the WIDA Performance Definitions is available on the main page of the GaDOE Title III / ESOL website (http://www.gadoe.org/ci_iap_esol.aspx).

ELs should be considered the same as any other students eligible to any program that will help them reach the same standards of performance asked of all students. Once a child enters a mainstream education class, he or she may need language development and other types of support that must be included in everyday classroom instruction. For ELs these may include accommodations to the instructional activities, tasks and assessments. As the EL attains fluency in English however, fewer accommodations will be necessary.

Students at lower levels of proficiency and / or with an educational background of limited or interrupted instruction (see GaDOE Title III / ESOL main webpage for *Limited Formal Schooling and Students with Interrupted Education* link) may require additional support and / or multiple classes of support at the beginning, while those nearing proficiency may benefit from sheltered content instruction classes or with ESOL courses targeted to those academic areas in which they are most likely to need additional support (Please see ESOL Resource Guide section *ESOL Courses* for further information).

It is essential to remember that while the provision of services to ELs within certain programs may have the effect of separating national origin minority students from other students during at least part of the school day, the district's program should not separate ELs unnecessarily for purposes other than to achieve the support program's goals. Additionally, ELs must be provided services in comparable facilities to those in which non-ELs receive services. If participation in the district's program of services includes parent consent, the district's procedures for providing parents sufficient information about the program of services should be sufficient so that the parents' decision is an informed determination.

The district should have specific procedures in place for notifying parents of the availability and type of program of services for ELs in a language which they can understand, furthermore, procedures should be in place indicating how parents, who are LEP themselves, will be notified of school activities that are called to the attention of other parents (e.g., student progress reports, school schedules, extracurricular activities, special meetings, ceremonies, events, etc.).

Special Notes for Scheduling of Secondary Level ELs:

- Because some ELs are already older than grade level peers, they may have a limited period of time to meet all requirements needed for graduation. Therefore, appropriate placement in classes for these students requires careful attention to school records from

other countries. In addition to official records, it may be beneficial to use interviews and informal tests to determine the student's previous level of schooling.

- Assess mathematical skill with caution. Instructions written in English and variations in mathematical symbols internationally may interfere with assessment of actual math skills. Math teachers may be helpful in determining appropriate math placement.
- For further information regarding scheduling of secondary level ELs please refer to the Graduation Rule Guidance document found on the GaDOE Curriculum and Instruction webpage at http://www.gadoe.org/ci_services.aspx. Links to the EL section of this document are also accessible from the GaDOE ESOL Title III main webpage.

Additional Suggestions to Ease the Transition of Secondary Level ELs

1. Provide the family with a chart explaining the requirements for graduation and the system's policies regarding required and elective subjects.
2. Explain the requirements of the Georgia High School Graduation Test and/ or End of Course Tests.
3. Explain how credits, progress reports, semester grading periods and are awarded.
4. Review all foreign transcripts. When evaluating foreign transcripts helpful guides may include *The New Country Index: Making Sense of International Credentials*; *The Country Index*; and *The Glossary of Foreign Educational Terms*.

The first title may be available through Amazon, Ten Speed Press (www.tenspeed.com), and other sources.

The second and third titles may be available through:
Frank Severy Publishing
3951 Kutcher Drive
Anchorage, Alaska 99516
(907) 345-5217

Monitoring Academic Progress of ELs

Monitoring of classroom performance includes measures of English-language proficiency and curricular achievement. Schools should compare ELs' achievement to that of academically successful English-speaking background students as well as mainstreamed language-minority students. Educators should use classroom performance and/or available achievement test scores to revise a student's academic program or change the types of language assistance services he or she is receiving.

Language-minority students must be compared with native English-speaking peers in knowledge of subject matter. It is important to assess a student's foundation for the acquisition of new information, as well as the ability to effectively participate in mainstream classes.

Collection of Data for Monitoring Student Success

Monitoring is necessary while students are in the ESOL program as well as after they exit the program. Comprehensive and comparable data on all students are needed to evaluate the success of students in obtaining an effective and appropriate education. Ideally, maintaining these data in a computerized database will facilitate monitoring. Data on current and exited ELs should be maintained as part of a system that includes all students. This allows comparisons to be made between EL, language- minority and native English-speaking peers in mainstream programs.

School districts should maintain the following types of information about any students identified as limited-English proficient for their individual student profiles:

- Assessment information (e.g. standardized tests taken, scores and dates)
- Academic information (e.g. courses taken, grades attendance and promotion/retention)
- Entry date into U.S. schools
- Entry date into local district
- Years of schooling in home language
- Interrupted education? yes/no - educational history
- Testing for vision and hearing
- Physical conditions that may affect learning
- Classroom observations by teachers
- Enrollment history and criteria used for placement in special services (e.g. ESOL, EIP, speech therapy, special education, gifted services, REP, etc.)

Assessment and Accommodations

Testing Accommodations

Excerpted from the GaDOE Student Assessment Handbook:

“Federal and state laws require that all students participate in the state-mandated assessment program, including... English language learners (ELL)...

In certain situations, individual needs of ELL students may warrant accommodations. Each local system shall determine whether or not testing accommodations are needed for each student. **Any accommodations offered must be consistent with current instructional and assessment accommodations made in the classroom.** Accommodations will be determined by the English Language Learner Testing Participation Committee (ELL/TPC) and will be made only when appropriate documentation is filed for each eligible student. Only state-approved accommodations may be considered and included in the ELL/TPC form... The determination of accommodations for assessment shall be reviewed at least once a year.”

Information regarding the approved list of accommodations available for ELs and a one-time deferment available for ELs enrolling for the first time in a U.S. school may be found on the GaDOE Testing website at http://www.gadoe.org/ci_testing.aspx. The Student Assessment Handbook (SAH) is updated annually.

Annual Assessment

ACCESS for ELLs is administered annually to all English learners in Georgia. It is a standards-based, criterion referenced English language proficiency test designed to measure English language learners’ social and academic proficiency and progress in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context and across the four language domains of speaking, listening, reading, and writing. *ACCESS for ELLs* meets the Title I mandate in the No Child Left Behind Act of 2001 that requires states to evaluate ELs in grades K through 12 on their progress in learning to speak English.

Only certified personnel who have completed the required WIDA training for the *ACCESS for ELLs* are permitted to administer the annual proficiency assessment. GaDOE Assessment and Accountability division requires annual WIDA *ACCESS for ELLs* training for all certified personnel who will administer the assessment and provides the LEA System Testing Coordinators with information regarding access to the WIDA training website.

Exiting ESOL Services

Exit criteria

As ELs reach proficiency and are ready to exit language assistance services, it is imperative that these students have attained a degree of proficiency that will enable them to achieve academic success at levels equal to those of their native English-speaking peers. When Georgia first joined the WIDA Consortium, the GaDOE ESOL / Title III Program manager initiated extensive discussions with LEA ESOL / Title III representatives across the state in order to determine the level of proficiency necessary to ensure ELs' success upon exiting ESOL services.

The consensus among the group was to set the **criteria for grades 1-12 at 5.0 on the Tier C version of the *ACCESS for ELLs* and a “Meets Standards” score on the grade level state-mandated reading assessment.** The group also agreed to accept an English / Language Arts End of Course Test score or High School Graduation Test score in lieu of a grade level reading assessment which is not offered at certain high school grade levels. In the absence of an English/Language Arts EOCT score in high school, a district may choose to utilize an alternate assessment approved by the district.

Graduating seniors who are eligible to exit language assistance services should be exited according to normal procedures. Documentation of exiting services must be completed for compliance with state and federal regulations. Proper coding, documentation and records ensure accuracy for computing district graduation rates, EL graduation rates, and exiting ELs, which can impact Title III Annual Measurable Achievement Objectives (AMAOs).

The Kindergarten *ACCESS for ELLs* Teacher Reports provide 2 sets of scores, Instructional and Accountability. **For considerations of accountability or for determining if a Kindergarten student has met the requirements to exit language assistance services, the ACCESS for ELLs Accountability scores must be utilized.**

In order to exit language assistance services, a Kindergarten student must score an Accountability Composite Proficiency Level (CPL) of 5.0 or higher with no individual domain score less than 5.0. Kindergarten students who do not score an Accountability CPL of 5.0 or higher and who have any individual domain scores less than 5.0 are not eligible to exit language assistance services. Using the Language Assessment Conference (LAC) process to exit Kindergarten students who do not meet the specified exit criteria is not an option.

Kindergarten English Learners Exit Criteria from Language Assistance Services

Administer Kindergarten ACCESS for ELLs



The Kindergarten ACCESS Score Reports reflect 2 separate Composite Proficiency Levels (CPL): one for Accountability purposes and one for Instructional purposes.

The Accountability CPL will be used for calculation of Title III AMAOs.

The “Accountability” CPL will be used to determine future eligibility for ESOL services. The maximum overall (composite) score *for Accountability purposes* for the Kindergarten form of the ACCESS for ELLs is 6.0.

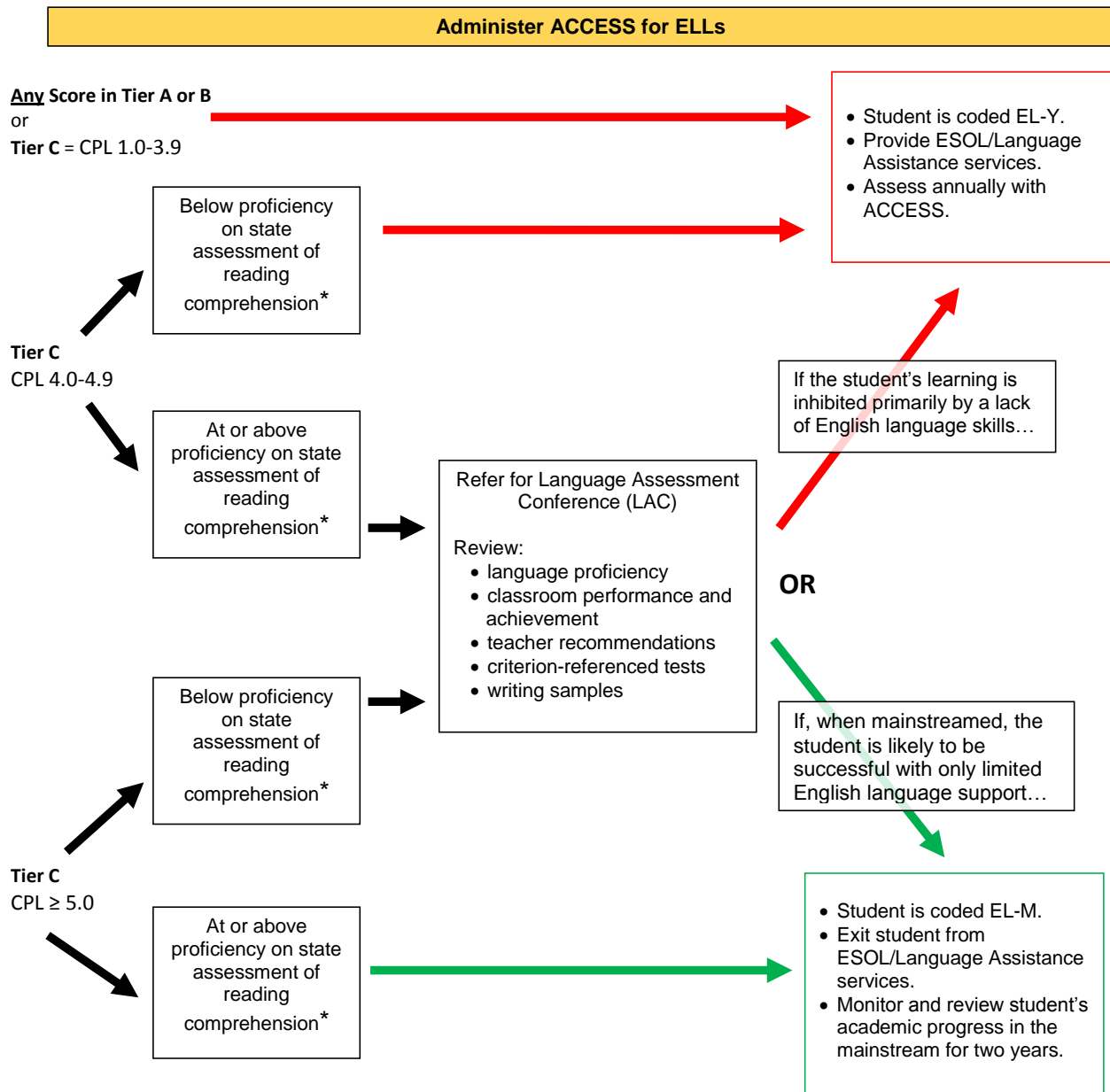
For purposes of exiting ESOL services, a Kindergarten student must score an “Accountability” Composite Proficiency Level (CPL) of 5.0 with no individual domain score less than 5.0. Using the Language Assessment Conference (LAC) process to exit Kindergarten students who do not meet the specified exit criteria is not an option.

Other criteria such as student’s age and grade level; meeting or exceeding standards in appropriate skills assessed by GKIDS; on or above level performance on local inventory checklists; and other local assessments should be considerations for determining readiness to exit.

GaDOE recommends a very conservative approach to the exit of Kindergarten students as no kindergarten student at this age or grade level can be deemed truly proficient in the domains of Reading or Writing. Experience has demonstrated that many students who were exited at this grade level struggle academically within one to three years following exit.



Grades 1-12 Exit Criteria
Language Assistance Services for English Learners



* Grades 1-8: "Proficiency" is a score of 2 (Meets Standards) or higher on the CRCT- Reading Total
(Grades 1 and 2 students who do not take a CRCT Reading assessment, "Proficiency" is an ACCESS Tier C Literacy score of ≥ 4.7. No LAC is permitted when using this exit method.)

* High School:
"Proficiency" is a score of "Pass" or higher on the GHSGT Language Arts Total or
"Proficiency" is a score of "70" or higher on an English Language Arts EOCT

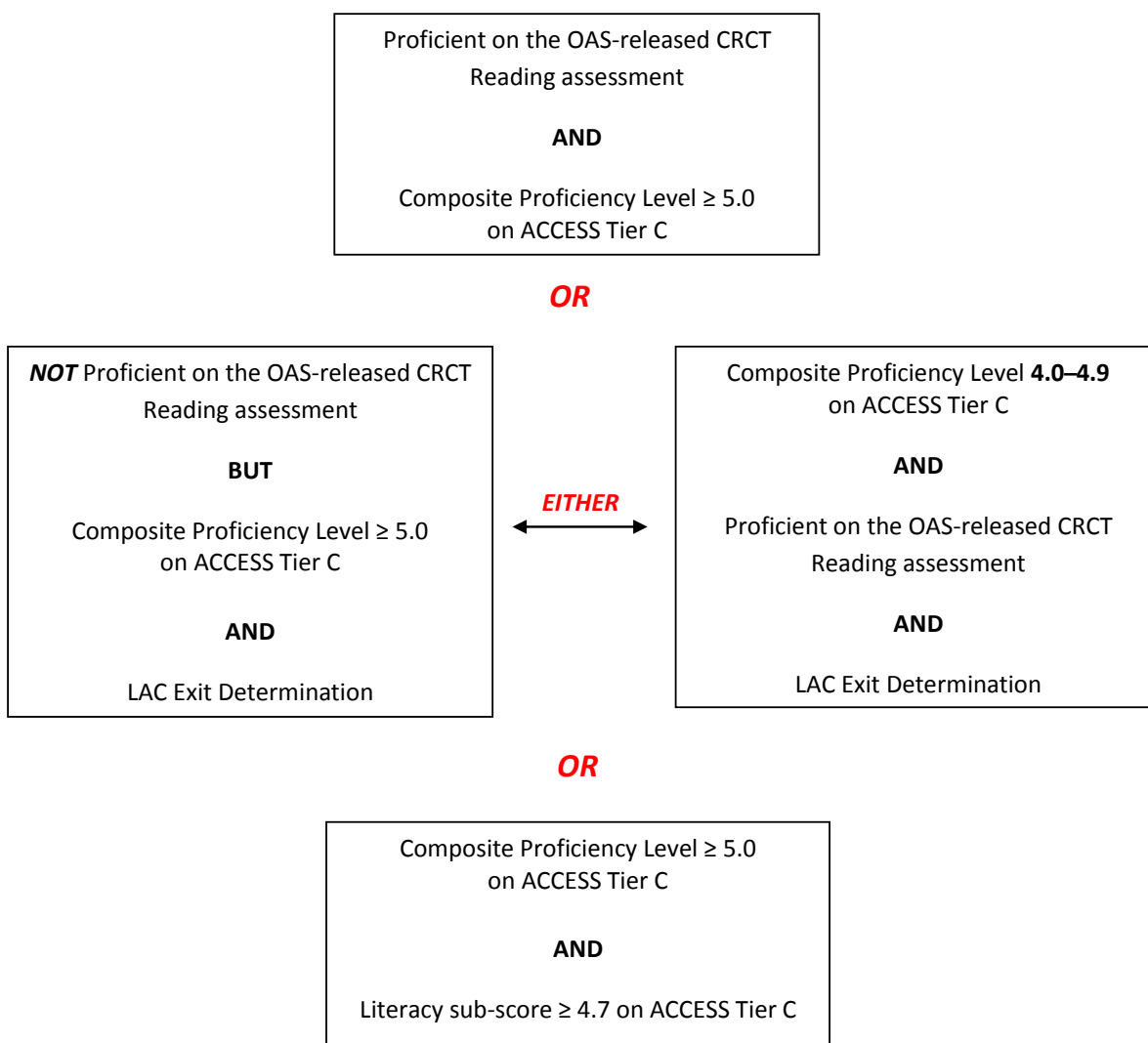
Guidance for English to Speakers of Other Languages (ESOL) Program
Exit Criteria for 1st and 2nd Grade Students from the ESOL Program
Effective beginning the 2010-2011 School Year

State Board Rule 160-4-5-.02 (2)(a)(4)(i) states that exit from ESOL be based on a student's proficient score on ACCESS [Tier C] *and* on the "state reading assessment" [CRCT/GHSGT/EOCT].

The Criterion-Referenced Competency Tests (CRCT) will not be administered for grades 1 and 2.

Therefore, the intent of this guidance document is to provide local school districts with options to replace the Reading CRCT data that has previously been used to exit students from the ESOL Program.

Exit from ESOL if a 1st or 2nd grade student scores:



Language Assessment Conference

The purpose of the Language Assessment Conference (LAC) is to determine whether certain ELs are ready to exit from English to Speakers of Other Languages (ESOL) programs or if they are still in need of language assistance services.

The LAC process is required when a student being considered for exit has scored either:

- **a Composite Proficiency Level (CPL) between 4.0 and 4.9 on Tier C of the *ACCESS for ELLs* and has met standards for Reading on a state assessment**
- **a CPL of 5.0 or higher on Tier C, but did not meet standards for Reading on a state assessment.**

In grades 1-8 and grade 11, the CRCT and the GHSGT will serve as approved Reading assessments. In the event that the state does not provide for a CRCT administration in early grades, GaDOE ESOL / Title III department will provide guidance regarding procedures for exiting students in those grades. For grades 9, 10 and 12, an ELA EOCT may be used to determine proficiency. In the absence of an EOCT score, a locally approved assessment may be substituted.

GaDOE Title III / ESOL recommends a conservative approach, recognizing that a student with a CPL in the range of 4.7 to 4.9 is much more proficient than a student with a CPL in the range of 4.0 to 4.4. The LAC committee will make a determination as to whether the student has the necessary language skills to function in the regular classroom at the appropriate ability level.

For students who score below 5.0 on Tier C, the LAC committee must determine if the low-level of functioning is primarily the result of the student's lack of cognitive academic language proficiency (CALP) in English (which could best be addressed within the ESOL program) or if it reflects the student's actual ability level and could best be addressed within the regular classroom or by other special programs.

The LAC may also consider if standardized or state-approved test scores are consistent with the student's classroom functioning.

Data for examination include:

- Entry and current language proficiency scores
- Achievement test data in language and content areas
- Classroom performance, i.e. grades, participation, application (work-study habits, motivation), assignments
- Criterion-referenced test scores
- The accommodations the student received during testing
- Types of instructional materials and strategies which are successful with the student
- Academic achievement in the native language, if data are available
- Other supporting documentation as appropriate

Language Assessment Conference records should contain:

- The names and signatures of the participants
- The date(s) of the meetings
- Information reviewed
- Alternatives considered
- Final action

The student's ESOL teacher and the classroom teacher(s) will participate in the LAC. Other participants may be selected from the following:

- The principal
- Other content area teachers
- Counselor
- Lead teacher
- School psychologist
- Parent(s) of the student

Additional assessment is not required as a part of the LAC. Existing records should be thoroughly reviewed. A suggested LAC record and evaluation of classroom performance forms are provided in the ESOL Form Bank on the GaDOE ESOL / Title III webpage. Additional assessment may be recommended. The LAC is not a required exit process for all non-English language background students. It must be convened only for those ELs who are on the borderline for exit, for those who are not making reasonable progress after two or more years of ESOL services, and for ESOL re-entry candidates.

Evaluation of Classroom Performance checklists should be completed for all students for whom services are discontinued. A sample checklist and a sample Language Assessment Conference Record are provided on the ESOL / Title III webpage in the ESOL Form Bank.

Post-exit Monitoring

ELs who meet the criteria for proficiency are no longer eligible for language assistance services and must be exited. Title III law requires that Title III districts **monitor ELs for 2 calendar years following exit** from language assistance services. The district must maintain documented evidence that the student was monitored throughout the two-year monitoring phase. Sample monitoring forms may be found in the ESOL Form Bank on the GaDOE ESOL / Title III website.

It is important for regular education teachers to recognize that exited ELs will need ongoing support as they continue to work toward grade-level academic language performance. ELs may still need help in making connections between new information and their background knowledge. They may also need to be guided in organizing information and in assessing their own learning.

Teachers may need to make adaptations to content material and present it to all second language learners in a less demanding language format. It is also important for a teacher to note the progression of an exited student's academic skills in order to increase the complexity with

which information is provided as the student becomes more cognitively proficient. Teachers should also provide students with increasing opportunities to demonstrate what they know by using a variety of formative and summative assessments.

The goal of most second language students is to function as proficient learners in the classrooms. ELs take responsibility for their learning at their individual language-proficiency level. If ELs are given tasks beyond their current functional level of language proficiency, they may not be able to complete them successfully and they may lose their motivation to succeed and/or regress into their first language.

English learners who are in the two year monitoring phase following their exit from language assistance services should be coded as ELL-M on state assessments and continue to be eligible for appropriate standard accommodations as outlined on their ELL/TPC forms. After the two year monitoring period ends, EL-M students are no longer eligible for any testing accommodations.

Recommended Procedures Following Exit from Language Assistance Services

An initial follow-up should be made within two weeks of exiting ESOL services:

- To verify the student can compete academically
- To check on the student's social and psychological adjustment

Monitoring should continue for two years:

- At the end of each progress reporting period, an ESOL professional should contact each of the student's teachers to find out if the student is adjusting and succeeding academically and to identify any academic or adjustment needs.
- Periodic review of grades
- Periodic review of standardized test scores
- Periodic review portfolio assessments
- Periodic student interviews
- Parental interview

If monitoring shows that the student is falling behind in classroom work and/or English language skills:

- The student must immediately receive support services appropriate to his or her needs:
- Provide special services for language support and / or content area tutoring as needed
- Appropriate supports available to students within the school, including RTI Tier 2 and Tier 3 targeted interventions, should be utilized before considering a child's return to ESOL services
- If the RTI team reviews evidence and documentation following Tier 3 interventions and determines that the root of the problem is the child's lack of English language proficiency, rather than a lack of academic content knowledge, cognitive issues, or a disability, and that targeted services, supports and interventions have not been successful, the child may be re-entered into the ESOL program within the two-year monitoring period

- The ESOL teacher must be included in the RTI team's decisions regarding reinstating ESOL services for monitored ELs.

Data Reporting of Students who Meet the Criteria for Exiting Language Assistance Services

For the purposes of Student Record reporting, the coding status for ELs entering the two calendar year monitoring period changes from EL-Y to EL-M. In order to document first or second year monitoring status, ELs are coded in Student Record as EL-M 1 for the first year and EL-M 2 for the second year.

Frequently, districts become aware before the end of the school year that an EL has successfully met criteria for exit from the ESOL program. In order to ensure that district data is recorded correctly for accountability and funding purposes, coding must not be changed for students before July 1. The student's EL-Y coding should remain as such until all state data collection has been completed and finalized.

Beyond ESOL: Additional Services for ELs

Services for LEP students should represent a continuum of available programs. All teachers are language teachers and everyone is a language learner throughout his or her life. We all shape the education of a child, and as such, we must work collaboratively to fulfill that mission.

Students served in ESOL should also be served through any other appropriate special programs offered within the school system. From the time of enrollment, ELs must be ensured an equal opportunity to participate in all special programs for which they qualify.

As background, districts may not assign national origin minority ELs to special education programs on the basis of criteria that essentially measure and evaluate English language skills. When tested in English, national origin minority students, who cannot use the English language well, are often unable to demonstrate their true level of academic skill. Conversely, districts must ensure that ELs are not improperly excluded from participation in a special education program simply because of the student's limited English proficiency. Districts must take steps to ensure that each EL student receives an appropriate education, special services included, with consideration taken for both the student's language and cultural background.

With regard to any student who is in need of special education or gifted and talented services, schools must follow the referral procedures as outlined in the specific program criteria. Once a referral is made, the required testing is performed and if the student qualifies, an appropriate placement is made and services begin. The schools' designated testing personnel for special programs will determine an EL's eligibility for services. Schools may find, however, that due to an EL's lack of proficiency in English, bilingual assessments must be performed. For validity and reliability purposes, such assessments must be administered by personnel trained and qualified in their administration.

ESOL students should be considered, the same as any other student, for eligibility to all available programs that will help them reach the same standards of performance we ask of all students. Once a child enters a mainstream education class, he or she may need language development and other types of support that must be included in classroom instruction. For ELs these may be accommodations to the instructional activities, tasks and assessments. As the ELs develop greater fluency in English, fewer accommodations will be necessary.

Response to Intervention (RTI) and GA's Student Achievement Pyramid of Interventions

As stated in Title III under the No Child Left Behind Act, parents of students who have been identified as EL prior to the beginning of a school year must be notified of their child's placement within 30 days of the start of school. If a student has not been identified for services prior to the start of the school year, screening and notification of placement must be completed within the first two weeks of the beginning of school. It is the expectation of GaDOE Title III ESOL that students will be assessed as soon as logistically possible within the appropriate time frames.

Eligibility for ESOL services and placement in an ESOL class automatically is considered a Tier 4 Intervention. The ESOL class and support within that class meet the definition of the specially designed learning focus of Tier 4 with its emphasis on specialized programs, specialized instructional delivery and methodology.

For the purposes of serving the student effectively and efficiently, the language minority student is served at Tier 4 during any ESOL classes; however, in mainstream classes, the student's needs may not be such that Tier 4 level services are recommended. As is appropriate for all students, the EL student in a general education class should receive Tier 1 interventions, and often the student will require Tier 2 interventions as well in order for him or her to successfully access and comprehend instruction. As the student progresses in language and academic proficiency, the level of interventions needed to support him or her should decrease accordingly. For the purposes of ESOL services and support for the majority of ELs, the Pyramid functions as a regressive model rather than as a model of progressive interventions. As students near proficiency, often Tier 1 interventions, appropriate for all students, will be the only additional support needed.

For more information about RTI and ELs, see the GaDOE Response to Intervention links at http://www.gadoe.org/ci_services.aspx. There is a section specifically directed to RTI and ELs.

ELs with Disabilities

As with other populations, one expects a range of abilities among students whose English proficiency is limited. The difficulty often comes in determining whether a learning problem is related only to the English language issue or whether there is an actual disability present.

Students learning English, because of their unique cultural and linguistic background, have special instructional needs. When an EL is having difficulty mastering specific skills, it is important for the teacher to accommodate the instructional strategies and/or instructional pace for the student. Just because the student requires accommodations to his/her program, does not necessarily mean that he/she has a disability or that he/she should be referred to special education.

If, however, the student continues to have difficulty after consistent language accommodations and instructional interventions have been attempted for a reasonable amount of time, and the interventions from Tiers 1 and 2 have not resolved the issues, the RTI team should review data and determine next steps. The ESOL professional's input is essential to determining appropriate interventions as he or she knows the natural order of English language acquisition regardless of the student's first language. The ESOL teacher is also familiar with the usual rate and stages of acquisition, as well as the "typical" errors to be expected.

This knowledge of second language acquisition, along with the following information, is critical in determining whether there exists a need for different interventions or future referrals for additional services:

- Place of birth
- Entry date into the U.S.

- Years in U.S. schools
- Educational history; Years of schooling in home language; Interrupted education?
- Prior evaluations (W-APT, standardized and local, first language assessment)
- Entry date in ESOL and number of years in ESOL
- Physical condition that could account for difficulties - need for glasses, hearing aid, etc.
- Participation in any special service
- Frequent absence or tardiness
- Review of Home Language Survey
- School record reviewed for relevant information and anecdotal evidence
- Contacts with Parents (district must provide an interpreter if required for communication)

At this point, one of two things may happen: (1) the RTI team may determine that it is appropriate to refer the student for special education testing in order to determine whether a specific disability exists, or (2) the RTI team may recommend additional interventions and accommodations for the classroom. Should these supports prove successful, the student may continue to be served with them in the general education classroom. If the additional interventions and accommodations are not successful, the RTI team may reconvene to discuss whether a referral for special education testing is appropriate.

Once a referral is made to special education, the student is tested in order to determine whether he or she qualifies as a student with a disability under the Individuals with Disabilities Education Act (IDEA). If so, he/she may be served through the special education program.

Depending on the extent of the student's disability, it is appropriate for the general education teacher, ESOL teacher, and the special education teacher to work collaboratively in order to meet the needs of the student. **The fact that an EL has a disability does not replace the need for language assistance. The plan for continuing to provide language assistance and support should be delineated in the student's Individual Education Plan (IEP). In most instances ELs should be dually served through both programs.** In the event another means of support will be more beneficial to the student, the Special Education team and the ESOL specialist should work together to determine the most effective plan and to provide needed support for implementation.

- If an EL is determined eligible for special education services, the IEP team will determine the type and degree of services (Special Education and ESOL) the student will receive.
- Students generally should be served in both ESOL and Special Education if they qualify for both programs, regardless of the disability.
- The ESOL teacher must be included as an active member of the IEP team for ELs with disabilities.
- If it has been demonstrated through testing that the student qualifies for special education services under the learning disability label or speech services label, the EL should be served in both programs.
- Scheduled time for ESOL services should not be reduced.
- If the severity of the student's disability indicates a greater intensity of special services are required and it is determined that the student's needs would best be met by being

served in multiple segments of special education, the ESOL specialist should work with school and district personnel to set up a consultative plan for that student's language development.

- The ESOL specialist should consult regularly with the special education teacher and records of consultations should be maintained.
- Any EL student with an IEP must have a plan for ESOL services documented on the IEP.

Specific procedures for special education assessment are provided in the rules of the State Board of Education, Division for Exceptional Students, Special Education Rules and Procedures (2007). As noted earlier, proficiency assessments in both English and the child's first language can identify the dominant language for the purpose of further evaluation and assessment if needed. The provision of non-verbal tests is another alternative.

When administering a foreign language assessment, the district must ensure that the test administrator is both fluent in the foreign language and qualified to properly administer the test. When interpreting the test results, an awareness of the population used to norm the test and how it compares to the EL's cultural/linguistic background must also be taken into consideration. For example, tests normed on fifth graders in Mexico City may show artificially poor results for an El Salvadorian fifth-grader who attended one year of school in his home country, missed two years of school altogether, and then attended U.S. schools for two years. Under no circumstances should any academic decisions be made using an English-language test that was administered via translation or interpretation.

All students who qualify for services under IDEA, regardless of the type or degree of disability, share certain rights and needs, including:

- the right to a free and appropriate public education,
- the right to an Individualized Education Program (IEP) specifying the student's unique needs along with the special education and related services the student is to receive,
- the need to have cognitive, linguistic, academic, and social/emotional characteristics considered and appropriate environmental modifications or accommodations made

How do ESOL and Students with Disabilities Differ? A Comparison of Characteristics

The chart on the following page is provided as guidance when attempting to determine whether a student's challenges are based upon a language difference or a language disorder. It is important to build a file of documentation to support a recommendation for testing and to seek the professional assistance of qualified personnel such as Speech Language Pathologists and School/Bilingual School Psychologists.

Characteristics	English Language Learner/ESOL	Student with a disability
Communicative Skills	Normal language learning potential. Communicative use of English is reduced and easily noted by native speakers. May be misdiagnosed as <i>speech and language disorder</i> . Usually there may be home language impact, interlanguage variables in voice and/or articulation. Can be communicatively proficient to function in society.	May exhibit speech language disorders in the areas of articulation, voice, fluency, or receptive and expressive language; may not always achieve communicative competence in either first or secondary language.
Language Skills	Home language is appropriate for age level while English skills are still in the acquisition stage. The non-verbal communication skills are appropriate for age level, i.e., eye contact, response to speaker, clarification of response, turn taking, etc. Student may not know specific vocabulary, but he or she may be familiar with item or concept. Sentence structure and grammar is in highly transitional stage that follows similar patterns of normal language development. Student may pass through predictable periods, i.e., silent period, speech emergence, etc.	May exhibit needs in understanding and expression including vocabulary and word finding, following directions, sentence formulation, and pragmatics in either first and/or second language. Degree of disorder varies, depending on processing skills and cognitive level. Difficulties in first language cannot be attributed to first language loss due to length of time in English-speaking schools. Difficulties in English do not correspond to those expected based on student's length of time in English-speaking schools.
Sensory Functioning	Usually normal.	May have auditory and/or visual processing difficulties. May have vision and/or hearing loss of varying degrees, even with glasses or hearing aids.
Health	No significant health characteristics for this group but consider developmental factors in cultural context.	May have a history of risk infancy, ear infections or hearing problems, sleep or eating disturbances, incontinence, and family incidence of learning problems. May have seizures or other health-related conditions that impact learning.
Cognitive Abilities	Although there may be apparent problems, cognitive abilities are usually normal. Students usually score better on nonverbal sections of cognitive tests.	Depending on the disability, cognition may be significantly affected (mild to profound intellectual disability) or may be average to above.
Academic Functioning	Normal language learning potential. Apparent problems due to culturally determined learning style, different perceptual strategies, or lack of schooling in home country.	Below grade-level performance may not be calculable for ESOL student. Factors in addition to numerical discrepancy must be considered and may include inability to make progress in second language acquisition; difficulty retaining academic information in spite of a variety of interventions; history of and reasons for difficulty in schools in home country, etc. Depending on the disability or disabilities, academic deficiencies may vary from difficulties in specific skills to pervasive academic difficulties across all skill levels. Students may have psychological processing deficits related to the disability(ies) that significantly impact the acquisition, retrieval, and application of information taught.

Adapted from: The Larry P. Task Force, (1989). The Larry P. Task Force Report. Policy and Alternative Assessment Guidelines Recommendations, Georgia Department of Education, California Department of Education, Special Education Division, by the George Washington University Evaluation Assistance Center (EAC) and the Fairfax County, Virginia CLiDES Handbook Team.

For further information about Special Education please visit the GaDOE Exceptional Students website at http://www.gadoe.org/ci_exceptional.aspx.

ELs and Gifted Education

In passing the Jacob K. Javits Gifted and Talented Students Education Act of 1988 (PL 100-297), Congress reasserted the belief that youngsters with talent potential are found in all cultural groups, across all economic strata, and in all areas of human endeavor. However, it is consistently observed that gifted and talented children who have limited proficiency in the English language, English learners, are underrepresented in programs for the gifted (Maker and Schiever, 1989; Frasier, 1997). Frasier (1997) suggests four categories of problems affecting the identification and education of gifted students from underrepresented groups. Each of these potential barriers must be addressed to assure equitable practices in the recognition and development of giftedness among ELs:

1. Attitudes -- Generally low-academic expectations for culturally and linguistically diverse students have encouraged a deficit approach to their education; i.e., an emphasis on curricula to assist ELs in "catching up" with their peers. While remedial needs in English language development must be addressed, teachers must not forget to take a proficiency approach as well; i.e., giving all able learners many opportunities to move ahead in their areas of strength.
2. Access -- When teachers have adopted a deficiency view of LEP students, they are less likely to advocate for them in the gifted program referral process. Staff development in the behaviors that characterize giftedness cross-culturally, as well as the specific behaviors that manifest themselves in particular cultural contexts, should be provided for all classroom and ESOL teachers. To ensure equal access to the referral process, it is also necessary to reach out to families of ESOL students. State Board of Education Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS requires districts to inform all parents about their gifted programs, how children are referred, and how they qualify.
3. Assessment -- The most frequently cited factors in the limited participation of LEP students in gifted programs are related to assessment measures and their use in identification. Over-reliance on standardized test scores (particularly composite scores) and the use of uni-dimensional instruments to assess aptitude may contribute to the exclusion of students whose test scores may be uneven or depressed due to cultural and/or linguistic background.

Teacher rating scales, classroom grades, and product/performance evaluation may also be used to help establish eligibility, but this underscores the importance of teacher training to help sensitize all staff members to the various expressions of potential they may see among LEP students. Fortunately, Georgia has made great strides in this area. State Board of Education Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS requires multi-dimensional assessment, including the use of component scores and nonverbal measures when appropriate.

4. Accommodation -- Traditional one-size-fits-all gifted programs are inadequate to address the great variety of strengths and interests found among the gifted population. This problem is even more pronounced for children with different cultural and linguistic experiences. Successful gifted program participation by LEP students depends in part on

the program's ability to help them develop talents which are valued by more than one culture, acquire skills that allow them to move between and within at least two cultures, and to develop their sense of identity (Frasier, 1997, p. 501).

By working to overcome these barriers to the identification of gifted LEP students, we are honoring diversity in all students' backgrounds as well as in their abilities and interest.

References and Resources on ELs in Gifted Education

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Leung, E. K. (1981). *The Identification and Social Problems of the Gifted Bilingual-Bicultural Children*. Paper presented at The Council for Exceptional Children Conference on the Exceptional Bilingual Child, New Orleans, LA. (ERIC Document Reproduction Service No. ED 203 653)

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Tonemah, S. A., & Brittan, M. A. (1985). *American Indian Gifted and Talented Assessment Model* (Grant from the U. S. Education Department, Indian Education Programs No. G008420046). Norman, OK: American Indian Research and Development.

Torrance, E. P. (1974). Differences Are Not Deficits. *Teachers College Record*, 75, 472-487.

For further information visit the Gifted Education webpage at http://www.gadoe.org/ci_iap_gifted.aspx.

Education of Homeless Children and Youth Program

In accordance with the Title VII-B of the Stewart B. McKinney Homeless Assistance Act, the Program for the Education of Homeless Children and Youth (EHCY) was established in 1989 to ensure that the children of homeless parents and homeless youth are provided access to Georgia's public schools. The EHCY program was established to identify the number, location, educational needs and barriers to the access of homeless children to a free, appropriate public education. Barriers to access and success may include residency requirements, guardianship, school records, immunizations and transportation among others. The Georgia Department of Education provides grants to local school systems to facilitate the enrollment, attendance and success of homeless children and youth in our public schools.

The EHCY program also provides guidance, technical assistance, information and materials on the identification, assessment of needs and provision of services to students defined as homeless. The definition of a homeless student may include children and youth to whom English is the second language.

Even Start Family Literacy Program

The Even Start Family Literacy Program is provided for under Part B of Title I of the Elementary and Secondary Education Act. The purpose of Even Start is to help break the cycle of poverty and illiteracy by improving the educational opportunities of low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program. Eligible participants include families most in need of services as indicated by a low level of income, a low level of adult literacy or English language proficiency of the eligible parents and other need related indicators. Even Start grants are awarded for a four-year period to partnerships which must include a local school system and other nonprofit community-based organizations, public agencies, colleges or universities of demonstrated quality.

Title I

School systems are required by federal law to provide special language services for students who are limited English proficient. Title I funds may not be used to provide services that are required to be made available to LEP students by other laws (e.g., through interpretations of the Title VI of the Civil Rights Act, the Equal Educational Opportunities Act, and State laws). However, Title I funds may be used to coordinate and supplement those services, as well as provide other direct services to LEP students. Title I funds may be used to pay the salaries of instructional staff to work with those students having academic difficulties, including LEP students. These staff would work closely with the ESOL and regular classroom teachers.

Title I Part A - Basic

Title I, Part A, provides that ELs are eligible for Title I services on the same basis as other children selected to receive services. In schools operating school-wide programs, where the goal is to upgrade the instructional program in the entire school, all children, including ELs, are intended to benefit from the program and the needs of all students are to be taken into account in the program design. In targeted-assistance schools (schools not operating school-wide programs),

ELs are to be selected for services on the same basis as other children: on the basis of multiple, education objective criteria for determining which children are failing or most at risk of failing to meet the State's student performance standards. No longer does a local educational agency need to demonstrate that the needs of ELs stem from educational deprivation and not solely from their limited-English proficiency.

Title I Part C - Migrant Education Program

A student may be eligible for services under the Title I Migrant Education (MEP) Program if he/she has traveled with his/her parent or guardian across school district boundaries in order to obtain temporary or seasonal work in agriculture, fishing or food processing. Migrant education services do not replace the need for an ESOL program. The general purpose of the MEP is to ensure that children of migrant workers have access to the same free, appropriate public education, including public preschool, provided to other children.

To achieve this purpose, the MEP helps state and local education agencies remove barriers to the school enrollment, attendance, and achievement of migrant children. All migrant students are not language minority, nor are all language minority students migrant.

If you have questions whether your students might be eligible, contact the appropriate Migrant Education Agency (MEA) listed on the GaDOE Migrant Education webpage at http://www.gadoe.org/ci_iap_migrant.aspx.

WIDA Consortium

About the Consortium

The World-Class Instructional Design Assessment Consortium (WIDA) is a consortium of 27 states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners. The membership includes Alabama, Alaska, Delaware, District of Columbia, Georgia, Hawaii, Illinois, Kentucky, Maine, Maryland, Minnesota, Mississippi, Missouri, Montana, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Vermont, Virginia, Wisconsin, and Wyoming. Georgia joined the Consortium in 2005.

The WIDA Consortium developed English language proficiency standards and an English language proficiency test aligned with those standards, *ACCESS for ELLs*. More information about the WIDA Consortium may be found at www.wida.us.

Assessments and Screening Instruments

ACCESS for ELLs

ACCESS for ELLs is administered, annually, to all English learners in Georgia. It is a standards-based, criterion referenced English language proficiency test designed to measure English learners' social and academic proficiency and progress in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains of speaking, listening, reading, and writing. *ACCESS for ELLs* meets the Title I law in the No Child Left Behind Act of 2001 which requires states to evaluate ELs in grades K through 12 on their progress in learning to speak English.

All students identified as ELs must take the *ACCESS for ELLs*, **including students whose parents have waived ESOL services**; however, students who have formally exited language assistance services and are in monitored status (EL-M) are not administered the assessment.

W-APT

The WIDA-ACCESS Placement Test (W-APT) is a screening instrument used by educators to measure the English language proficiency of students who have recently arrived in the U.S. or in a particular district. This screening tool is used to determine whether or not a child is eligible for English language instructional services.

MODEL

The Measure of Developing English Language (MODEL) is an alternative screening instrument used by educators to measure the English language proficiency of students who have recently arrived in the U.S. or enrolled in a particular district. This screening tool is used to

determine whether or not a child is eligible for English language instructional services. At this time, only the Kindergarten and grade level clusters 1-2 and 3-5 are available. The MODEL screeners for grade clusters 6-8 and 9-12 are scheduled to be available in 2011.

WIDA English Language Proficiency Level Performance Definitions

The *ACCESS for ELLs*, W-APT and MODEL all provide an English language proficiency performance level score based on a scale of 1 to 6. The expectations for students at each of these performance levels are defined in the chart on the next page.

WIDA ELP Performance Definitions

At the given level of English language proficiency, English learners will process, understand, produce or use:

6- Reaching	<ul style="list-style-type: none"> • specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to proficient English peers
5- Bridging	<ul style="list-style-type: none"> • specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports • oral or written language approaching comparability to that of proficient English peers when presented with grade level material
4- Expanding	<ul style="list-style-type: none"> • specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> • general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none"> • general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none"> • pictorial or graphic representation of the language of the content areas • words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support

WIDA Standards

The WIDA English Language Development (ELD) Standards are designed as a curriculum and instruction planning tool. They help educators determine children's ELC levels and how to appropriately challenge them to reach higher levels. The five standards encompass the areas of Social and Instructional language; the language of Language Arts, Math, Science and Social Studies. The WIDA ELD Standards are:

- English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.
- English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**
- English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**
- English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**
- English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**.

Model Performance Indicators

A Model Performance Indicator is the smallest unit of a topical strand that describes a specific level of English language proficiency. A strand of MPIs consists of five levels of English language proficiency for a given topic and language domain and is thematically connected through common example topics or genres that have been identified from state and national academic standards. Detailed information regarding the Model Performance Indicators may be found in the document titled “Understanding the WIDA English Language Proficiency Standards: A Resource Guide” at http://www.wida.us/standards/Resource_Guide_web.pdf, beginning on page RG14.

CAN DO Descriptors

Information regarding the CAN DO Descriptors may be found in the WIDA English Language Development Standards Resource Guide beginning on page RG57 at http://www.wida.us/standards/Resource_Guide_web.pdf, or at http://www.wida.us/standards/RG_CAN%20DO%20Descriptors.pdf. These descriptors provide teachers with excellent examples of what a student at each proficiency level can be expected to be able to do and allow teachers to differentiate instructional tasks to fit the needs of individual students.

ESOL Teacher Certification and Preparation

Overview

The state of Georgia offers a clear renewable certificate in the field of ESOL (P-12) as well as the ESOL Endorsement. Details regarding the requirements for each of these are available through the Georgia Professional Standards Commission (PSC). The Georgia PSC is responsible for all matters relating to teacher certification and educational preparation.

Contact Information

For more information, please contact:

Georgia Professional Standards Commission
Two Peachtree Street
Suite 6000
Atlanta, GA 30303

Web Site: www.gapsc.com

Phone: (404) 232-2500

E-mail: mail@gapsc.com

ESOL Standards and Course Offerings

Standards

As a member of the WIDA Consortium, Georgia uses the WIDA English Language Development (ELD) Standards for English language acquisition courses. The five broad, overarching standards specifically address academic language development and proficiency and should be integrated with the Georgia Performance Standards (GPS) in the core content areas to facilitate academic achievement. Links to the WIDA ELD Standards are available at www.georgiastandards.org at the bottom of the webpage for each of the core content standards pages as well as under the Resources and Videos tab. They are also found at www.wida.us.

Elementary Courses

The course names and numbers for the elementary grade ESOL classes are listed in State Board of Education Rule 160-4-2-.20 List of State-Funded K-8 Subjects and 9-12 Courses. This Rule may be accessed at http://www.gadoe.org/pea_board.aspx?PageReq=PEABoardRules.

Secondary Level Courses

Middle School

Middle School course names and numbers are listed in State Board of Education Rule 160-4-2-.20 List of State-Funded K-8 Subjects and 9-12 Courses. This Rule may be accessed at http://www.gadoe.org/pea_board.aspx?PageReq=PEABoardRules. Additionally, with LEA ESOL Coordinator and Curriculum Director approval, middle schools may elect to incorporate courses from the high school language acquisition list as needed to address the specific needs of certain ELs, especially those at the lowest levels of proficiency and / or with limited or interrupted formal schooling.

High School

I. Sheltered Content Courses

Local school districts may choose to offer sheltered sections of any core content course for ELs. **Sheltered classes are composed solely of ELs and are taught by a teacher with appropriate content area certification and the ESOL Endorsement or ESOL Certification (P-12). Class size should be limited to the maximum class size for EL classes, 18 for high school.**

Note: The State Board of Education Class Size Flexibility Resolution (February 10, 2011) negates the limit of 18 ELs in the class for the 2011-12 school year; however, the requirements regarding the teacher's certification and a class roster composed solely of ELs remain in place for the sheltered delivery model of instruction.

The curriculum in a sheltered course follows the GPS of the general education content course but integrates the WIDA Standards and differentiates instruction and tasks to

accommodate second language learners. **The course numbers and course names utilized in sheltered content courses are those of the actual content course.** Examples of possible sheltered courses and course numbers include American Government/Civics 45.05700; Economics 45.06100; Physical Science 40.01100; Biology I 26.01200; Physics I 40.08100; Mathematics I 27.08100; Mathematics III 27.08300; Discrete Mathematics 27.06900; American Literature and Composition 23.05100; and Multicultural Literature and Composition 23.06700.

The local school district may choose to designate a particular section number to reflect the sheltered status of the course. Sheltered courses may be offered to fulfill core curriculum requirements; however, the GPS must be followed and any accompanying EOCT must be administered to fulfill course requirements.

II. ESOL I-IV Courses

The ESOL I-IV courses are listed as part of the English Language Arts (ELA) curriculum offerings for grades 9-12 in State Education Rules 160-4-2-.03, List of State funded K-8 Subjects and 9-12 Courses, <http://www.gadoe.org/documents/doe/legalservices/160-4-2-.03.pdf> and 160-4-2-.20, List of State funded K-8 Subjects and 9-12 Courses, <http://www.gadoe.org/documents/doe/legalservices/160-4-2-.20.pdf>. The latter rule indicates the approved course listings for students who enter ninth grade for the first time in 2008.

These courses are **coded with the 23 ELA course prefix and must be taught by a teacher who holds English Language Arts certification as well as either the ESOL Endorsement or ESOL (P-12) certification.** These courses will incorporate both the WIDA English Language Proficiency Standards and the Georgia Performance Standards (GPS) for English Language Arts (ELA).

These courses are:

23.09100 English ESOL I
23.09200 English ESOL II
23.09300 English ESOL III
23.09400 English ESOL IV

These course offerings will allow districts some flexible options when scheduling ELA courses for their ELs. As mentioned above, the district may choose to implement the use of sheltered ELs' courses, may determine to use the ESOL I-IV courses, or a combination of both. The district will make the final determination as to the best scheduling methods for providing ELA instruction to ELs.

Note: Districts have the option of using these courses as either elective or core English Language Arts courses. Regardless, each course offered must be aligned with the Georgia Performance Standards. **In order to fulfill the graduation requirements as a core ELA course, the ESOL course must be aligned with the specific ELA course and must follow the same GPS as the designated ELA course. If the ELA course has a required End of Course**

Test, students who wish to replace the core ELA course with an ESOL course must take the EOCT as a requirement of the ESOL course.

ESOL I-IV courses may not be substituted as core credit for the American Literature and Composition, course number 23.05100, which is a required course. Students entering ninth grade for the first time in 2008-09 and thereafter may not substitute one of the ESOL courses for core credit for Ninth Grade Literature and Composition, course number 23.06100, which is a required course for these students.

The local district has the flexibility to determine the assignment of the ESOL courses matched to specific ELA courses for core credit or to determine that the ESOL courses will be designated only as elective courses for support of language arts curriculum. **In order to maintain an accurate record of the core ELA courses tied to the specific ESOL I-IV courses, it is recommended that the name of the ELA course be incorporated as part of the course title represented on the transcript.** An example of this might be 23.09200 English ESOL II (World Literature and Composition). In the case of transfer students, this will enable LEAs to determine exactly which ELA courses students have completed.

The ESOL I-IV courses may be utilized as elective support courses, taught in conjunction with ELA core courses and aligned with the same GPS as the ELA course in which ELs are concurrently enrolled. If a student is concurrently enrolled in an ELA core course and an ESOL 23 coded support course, the required EOCT would be administered as part of the regular ELA course only.

III. Language Acquisition

State Board of Education Rules 160-4-2-.03 and 160-4-2-.20 List of State-Funded K-8 Subjects and 9-12 Courses includes eleven secondary level ESOL courses with a focus on language acquisition and academic language development. These elective credit courses may be taught by a teacher with the ESOL (P-12) certificate or by a teacher who holds both certification in any approved field for the appropriate grade level and the ESOL Endorsement.

The courses and their course descriptions are listed below:

55.02100 Communication Skills I This course will focus on the acquisition of social and instructional language across the four language domains as prescribed in WIDA Standard 1. The suggested proficiency level of the student is CPL 1-2.

55.02200 Communication Skills II This course is an expansion of Communication Skills I with the inclusion of some content language, particularly the discipline of English language arts. The five WIDA standards serve as its basis with emphasis upon proficiency in Standard 2 regarding the communication of information, ideas and concepts necessary for academic success in the content area of language arts. The suggested proficiency level of the student is CPL 1-2.

55.02300 Reading and Listening in the Content Areas This course supports and enhances literacy and listening skills necessary for success in the content areas. Guiding the course are the

five basic WIDA Standards with particular emphasis on reading and listening skills in language arts, science, social studies and mathematics. The suggested proficiency level is CPL 1-3.

55.02400 Oral Communications in the Content Areas This course supports and enhances listening and speaking skills in the content areas and references the five basic WIDA standards with emphasis on the listening and speaking skills in the content areas. The suggested proficiency level of the student is CPL 1-3.

55.02500 Writing in the Content Areas This course focuses on writing across the standards of English language arts, science, mathematics, and social studies. The domains of reading, listening and speaking are integral to the writing process, both actively and critically. The content addresses all five WIDA Standards. The suggested proficiency level is CPL 2-4.

55.02110 Communication Skills in Math This course supports and enhances literacy and listening skills necessary for success in the mathematics content areas. Guiding the course are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening and reading skills in mathematics. The content addresses all five WIDA Standards.

55.02120 Communication Skills in Science This course supports and enhances literacy and listening skills necessary for success in the content area of science. Guiding the course are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening and reading skills in science. The content addresses all five WIDA Standards.

55.02130 Communication Skills in Social Studies This course supports and enhances literacy and listening skills necessary for success in the content areas. Guiding the course are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening and reading skills in social studies. The content addresses all five WIDA Standards.

55.02600 Reading and Writing in Science This course supports and enhances reading and writing skills in Science and provides students with strategies for reading and comprehending scientific texts. Although the primary purpose of this course enables students to develop a means of comprehension and communication in a written format, listening and speaking skills should also be developed within the context of the course syllabus.

55.02610 Reading and Writing in the Social Studies This course focuses on reading and writing in social studies and provides students with interrupted or limited formal schooling the basic skills and background preparation to enable them to successfully complete required social studies content courses. The domains of reading and writing are integral to academic success in the social studies content courses and students must learn to develop both active and critical inferential skills to ensure academic success in the social studies content courses. Although the primary purpose of this course enables students to develop a means of comprehension and communication in a written format, listening and speaking skills should also be developed within the context of the course syllabus.

55.02700 Academic Language of Science and Math This course focuses on teaching students with interrupted or limited formal schooling to decode the specialized vocabulary, symbols and

text in science and mathematics. Reading comprehension of texts, listening and comprehending lectures, and using correct scientific and mathematical terminology when speaking and writing are integral to academic success in the mathematics and science content areas. The content addresses all five WIDA Standards.

IV. ESOL English Language Arts Courses

A special report, “Predicting English Language Learner Success in High School English Literature Courses” produced by the Georgia Department of Education Assessment and Accountability Division shows that English Learners (ELs) are likely to experience success on the End-of-Course-Tests (EOCT) for Ninth Grade Literature and Composition and American Literature and Composition if they have an *ACCESS for ELLs* Composite Proficiency Level (CPL) of 4.3 – 4.8 combined with a strong Reading proficiency score. Some ELs may be successful in these courses before reaching the CPL of 4.3 – 4.8, but they may have difficulty passing the EOCT for these ELA courses.

These results suggest that a Composite Proficiency Level of 4.3 – 4.8 and a strong proficiency score in Reading would be recommended for ELs wishing to enroll in any of the following ELA courses:

23.05100 American Literature and Composition (required course)
23.05200 English Literature and Composition
23.06100 Ninth Grade Literature and Composition (required course)
23.06200 Tenth Grade Literature and Composition
23.06300 World Literature and Composition
23.06700 Multicultural Literature and Composition

The two courses listed below also have a suggested Composite Proficiency Level of 4.3 – 4.8, linked to a strong proficiency score in Reading, but will only meet core credit requirements for students who entered ninth grade for the first time *prior* to the 2008-09 school year. These two courses are available **for elective credit only for those students entering ninth grade for the first time beginning in 2008-09.**

23.06400 Literary Types
23.06600 Contemporary Literature

ESOL Professional and Resource Organizations

Resource Organizations

National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs

2121 K Street NW, Suite 260

Washington, DC 20037

Tel. (800) 321-6223

Fax (800) 531-9347

Email - askncela@ncela.gwu.edu

Website - <http://www.ncela.gwu.edu>

Services:

Collects, analyzes, synthesizes and disseminates information related to linguistically and culturally diverse students in the United States. The web site includes an on-line library with full-text NCBE publications and other articles, access to NCBE databases and information.

TESOL: Teachers of English to Speakers of Other Languages, Inc.

700 S Washington Street, Suite 200

Alexandria, VA 22314

Tel. 703-836-0774, Fax 703-836-7864 or 703-836-6447

E-mail - tesol@tesol.org

Website - <http://www.tesol.org/index.html>

Services:

TESOL's mission is to strengthen the effective teaching and learning of English around the world while respecting individuals' language rights. TESOL promotes scholarship and disseminates information about instruction and research.

GATESOL: Georgia Teachers of English to Speakers of Other Languages

Website - <http://www.gatesol.org>

Services:

A state affiliate of TESOL, GATESOL provides networking, conferences, professional development seminars, and two publications.

CAL: Center for Applied Linguistics

Website - <http://www.cal.org/>

Services:

CAL is a private, nonprofit organization, established in 1959, focused on improving communication through better understanding of language and culture. CAL has earned a national and international reputation for its contributions to fields including bilingual, English as a second language, and literacy education; dialect studies; language policy; and education of linguistically and culturally diverse individuals.

CREDE: Center for Research on Education, Diversity and Excellence

Website - <http://crede.berkeley.edu/standards/standards.html>

Services:

A federally funded research and development program, CREDE is focused on improving the education of students whose ability to reach their potential is challenged by language or cultural barriers, race, geographic location, or poverty.

ERIC Clearinghouse on Reading, English and Communication

Indiana University

P.O. Box 5953

Bloomington, Indiana 47407

Tel: 1-800-925-7853

Fax: 812-331-2776

Services:

This clearinghouse develops a number of "hot topic" guides related to reading, parent involvement, parental training, and cultural diversity.

Program Evaluation and Monitoring

Title III Annual Measurable Achievement Objectives (AMAOs)

Under NCLB law, districts receiving Title III funds are required to annually report ELs' progress and proficiency in the English language, while the state is required to monitor LEAs' implementation of Title III program requirements and expenditures of Title III funds. Title III Annual Measurable Academic Objectives (AMAOs) are reported to the U. S. Department of Education (US ED) at the district and state levels.

To comply with Family Educational Rights and Privacy Act (FERPA) requirements and protect the privacy of our students, the minimum reporting size for the English Learner (EL) subgroup is set at ten (10). Ten has been the established minimum reporting size based on FERPA for all public data, from AYP to state report card. LEAs with fewer than ten EL enrolled are members of the Georgia statewide Title III Consortium. The Consortium, along with non-Consortium LEAs, is held accountable for achieving the AMAOs. Therefore, Georgia will be accountable for the achievement of every English Learner enrolled in any LEA.

1) AMAO-1: PROGRESS

Progress refers to the percentage of students that demonstrate Annual Progress in English Language Acquisition (APLA). APLA will be defined as EL students who move in a positive direction from one cohort performance band to another annually as measured by *ACCESS for ELLs*, Georgia's test of English Language Proficiency.

Georgia has established performance bands as follows:

Table 1: Performance Bands for PROGRESS

Performance Band	ACCESS-Composite Score	Performance Point Range
I	1.0-2.2	1.3
II	2.3-3.3	1.1
III	3.4-3.9	0.6
IV	4.0-4.3	0.4
V	4.4-4.6	0.3
VI	4.7-4.9	0.3
VII	Pending USED Approval	Pending USED Approval
VIII	Pending USED Approval	Pending USED Approval
IX	Pending USED Approval	Pending USED Approval

Table 2: PROGRESS Baseline for All EL Students and Annual Targets

School Year	Annual Target
Baseline 2006-07	47.0%
2007-08	47.0%
2008-09	48.0%
2009-10	49.0%
2010-11	50.0%
2011-12	51%

2) AMAO-2: ATTAINMENT of PROFICIENCY**First Attainment Indicator**

Attainment of Proficiency refers to the percent of ELs that attain proficiency in English. Georgia has defined Proficiency as obtaining an ACCESS composite score of 5.0 or higher, on the Tier C version of the test, which is the most comprehensive. As with AMAO-1, the LEA minimum reporting size was set at 10. LEAs with EL populations of fewer than ten will be held accountable for achieving the AMAO through their membership in the statewide Title III Consortium. The Consortium, along with non-Consortium LEAs, is held accountable for achieving the AMAOs.

Table 3: ATTAINMENT of PROFICIENCY Baseline for All EL Students and Annual Targets

School Year	Annual Targets
Baseline 2006-07	5.0%
2007-08	5.0%
2008-09	5.5%
2009-10	6.0%
2010-11	6.25%
2011-12	6.75%

Second Attainment Indicator

State Board Rule 160-4-5-.02, LANGUAGE ASSISTANCE: PROGRAM FOR ENGLISH LEARNERS (EL)

provides that ELs who score between 4.0 and 4.9 on the ACCESS, Tier C, may be exited via a Language Assessment Committee (LAC).

Therefore, a second attainment indicator will be reported to describe the percent of all students who exited EL services. For this indicator, exiting ELs includes both 1) students who achieve Proficiency Level (PL) 5 on ACCESS Tier C and 2) students who exit based on LAC determination.

If an LEA does not meet the first attainment of proficiency indicator, but is above the state average on the second indicator, it will be classified as having met the attainment of proficiency AMAO. If an LEA meets the standard on the first Attainment of Proficiency indicator, it is not penalized by failure to meet the second indicator.

3. AMAO-3: LEA SUBGROUP MADE AYP

The indicator for AMAO-3 is determined by the performance of the LEA's EL subgroup for Title I AMO Accountability for AYP. If the LEA's EL subgroup makes AYP, the LEA meets the requirements of AMAO-3. As with AMAO-1 and AMAO-2, the LEA minimum reporting size was set at 10. Approximately 80 LEAs have EL populations of 10 or more. All other LEAs with EL populations of fewer than ten will be held accountable through their membership in the statewide Title III Consortium. The Consortium, along with non-Consortium LEAs, is held accountable for achieving this AMAO.

Title III Monitoring

NCLB law requires that all LEAs receiving Title III funds, including members of the Title III Consortium, be monitored for compliance with Title III regulations. LEAs are required to annually complete the Title III Self Assessment Report and to report their status in regard to each of five elements. The elements are:

1. Instructional Programs
2. Professional Development
3. Parental Notification and Outreach
4. Fiduciary Responsibility
5. Records and Maintenance

On-site monitoring will be scheduled for each LEA, generally, on a three year cycle. LEAs scheduled for monitoring by the Title III Monitoring team will be notified of the monitoring schedule in advance and training will be provided by GaDOE Title III personnel prior to the monitoring visit. The on-site monitoring process will ensure compliance with federal Title III regulations.

For additional information, refer to the Monitoring information posted on the GaDOE ESOL webpage.

Second Language Acquisition

Variations/Similarities in First language vs. Second language

First Stage: Silent period

First language - 6-7 months when baby is observing all of the language, its intonations, sounds and body movements.

Second language - Although this stage is just as necessary as in first language, second language is usually more closely observed by a language teacher and is often disturbed before the student is ready. Of course age is a factor since society expects children and adults to produce speech vs. a baby is allowed to develop language at his/her own rate. Notice that intonation and paralanguage (body language) are usually the last things acquired by a second language learner.

Second Stage:

First language - 7-12 months - baby babbles in correct intonations and makes gross attempts at words that have concrete referents.

Second Language - learner usually progresses to stage 3, but the lack of concrete referents in the second language classroom is a hindrance.

Third Stage:

First language - 12-18 months baby repeats and makes finer attempts at concrete objects and people; baby also practices instrumental (utilitarian) speech.

Second language - similar to first language and learner also tries to learn target culture concepts along with language.

Fourth Stage:

First language - 18-24 months - baby strings together 2-3 word telegrams. These consist of 1st) naming nouns, 2nd) noun + attribute, 3rd) noun + attribute + copula (to be)

Second Language - this stage appears in first utterances.

Fifth Stage:

First language - 3-4 years - child has total mastery of understanding first language sounds and produces most of them; basic sentence patterns are emerging.

Second Language - similar to first language.

Sixth and Beyond:

First language - further refinement and addition of vocabulary Overgeneralization of rules and transitional phases occur. Negation proceeds as 1st) No example "No cat", 2nd) No alternates

with not, 3rd) introduction of auxiliary do. “Wh-“ questions proceed as 1st) "What this?" or "What's this?", 2nd) "Who that?", "why" comes very soon after.

Second Language - very similar to first language but the rate of speed between each stage and the length of time at a stage may be different. In second language "why" tends to come later probably due to the fact that a child has a mother readily available for questions.

The acquisition of grammatical morphemes

In both first language and second language, they appear to be learned in groups and much overlapping occurs.

<u>First Language</u>	<u>Second Language</u>
1. Progressive	1. Progressive
2. Plural	2. Copula (to be)
3. Past Irregular	3. Auxiliary
4. Possessive	4. Articles
5. Articles	5. Plural
6. Past Regular	6. Past Irregular

Frequently asked questions regarding second language acquisition

1. Do younger children learn a second language faster than older ones?

No. Although younger students appear to have faster gains in fluency, learning a second language is equally difficult at any age. This does not contradict the research pointing to a critical period for initial (any) language exposure in very young children. The apparent gains in younger students reflect less fossilization in muscle movement affecting pronunciation, new information is normally more concrete than abstract and the vocabulary and structural requirements are not as extensive for younger children in any language. Older students tend to show more gains in language comprehension before they evidence fluency.

2. Do all children learn a second language the same way?

Yes. Although patterns of language use may vary amongst cultures, the stages of how English is acquired do not vary. There is a natural order of English language acquisition with more salient features such as the progressive "-ing" suffix learned prior to the subtle "-ed" suffix for simple past. There are, of course, as many variables to learning language as there are to learning anything. These variables are individualistic not cultural. Therefore, English-only instructional methods through structured immersion and specialized ESOL instruction will serve all students equally. When viewing an ESOL student's learning strategies keep in mind the factor of the child's history. The amount and quality of formal schooling a child has received both in the United States and in their home country has a great impact. Literacy skills are transferable no matter what alphabet is used in the first language. The student's first language or home culture should not be viewed as bearing

neither hindrance nor asset to learning any subject including ESOL; however literacy in the native language transfers into literacy in the new language.

3. *What are some common expectations associated to the stages of second language Acquisition in comparison with first language acquisition?*

There are three basic areas of distinction between first language and second language acquisition. These are environmental conditions, motivational factors by the learner and the cognitive development of the learner.

First language acquisition is a unique process in human development. It takes place under conditions that cannot be duplicated later in life. The child is motivated for it by a cognitive drive of extreme intensity, and brings inborn dispositions with him for unraveling and mastering of the language that is spoken to him. For the child communication, cognition and using his language are one indivisible whole.

Second language acquisition is predominantly determined by environmental conditions and by the objectives of the learner. It is often marked by the absence of an environment in which the language is constantly used. The pupil usually doesn't live in the world of the language he is trying to master; he is not surrounded by it. The second language learning environment is most often restricted to the classroom.

Since the student already has a language with which to communicate and think, the motivation has to be external for second language acquisition. Adult second language learners also have prior knowledge, skills and tactics that may aid in more rapid acquisition than first language learners, but they may find problems with interference from their first language, a situation that is never experienced by a first language learner. Second language learners do have their inborn Language Acquisition Device to utilize just as the first language learners have.

Quick Reference ESOL Information and Resources

Resources

GaDOE ESOL webpage: http://www.gadoe.org/ci_iap_esol.aspx

WIDA Consortium webpage: <http://www.wida.us/> for information about the Consortium, the WIDA English Language Proficiency Standards, Performance Definitions, Model Performance Indicators, Can Do Descriptors, screening instruments and annual assessment of proficiency

GaDOE Assessment webpage: http://www.gadoe.org/ci_testing.aspx for information about testing accommodations and *ACCESS for ELLs*

GaDOE Curriculum webpage: http://www.gadoe.org/ci_services.aspx for information about Graduation Requirements and Response to Intervention

Georgia Professional Standards Commission: <http://www.gapsc.com/> for information about teacher certification

TransACT webpage: <http://www.transact.com/>

Screening and Eligibility Criteria: refer to pages 24-31 of this document

Language Assistance Services Exit Criteria: refer to pages 40-45 of this document

ELs with Disabilities: Refer to pages 48-52 of this document

ELs and Gifted Education: Refer to pages 53-54 of this document

ESOL Course information: Refer to pages 62-66 of this document

ESOL Approved Delivery Models of Instruction

Per Georgia State Education rule 160-4-5-.02 Language Assistance: Program for English Learners, there are six approved delivery models for providing language assistance services to ELs:

1. Pull-out model – students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher.
2. Push-in model (within reading, language arts, mathematics, science or social studies) – students remain in their core academic class where they receive content instruction from their content area teacher along with targeted language instruction from the ESOL teacher.
3. A cluster center to which students are transported for instruction – students from two or more schools are grouped in a center designed to provide intensive language assistance.

4. A resource center / laboratory – students receive language assistance in a group setting supplemented by multi-media materials.
5. A scheduled class period – students at the middle and high school levels receive language assistance and /or content instruction in a class composed of ELs only.
6. An innovative delivery model approved in advance by the Georgia Department of Education through a process described in the ESOL/Title III Resource Guide.

For additional guidance regarding the Push-In and Innovative delivery models, please reference pages 21-23 of this Resource Guide.

ESOL FTE Requirements:

Grades K-3 = language assistance services required for a minimum of 225 minutes per week equal to 45 minute daily segments

- Students in **grades K-3** may be served a maximum of **one segment** per day.

Grades 4-8 = language assistance services required for a minimum of 250 minutes per week equal to 50 minute daily segments

- Students in **grades 4-8** may be served **up to 2 segments** per day

Grades 9-12 = language assistance services required for a minimum of 275 minutes per week equal to 55 minute daily segments

- Students in **grades 9-12** may be served **up to 5 segments** per day.

Class Size Flexibility Resolution

Please refer to pages 18-20 of this Resource Guide for information regarding the State Board of Education Class Size Flexibility Resolution for School Year 2011-12

The following chart indicates the approved class size limits for ESOL classes **prior** to the State Board of Education Resolutions dated May 24, 2010 and February 10, 2011.

Grade Levels	Number of Allowable Segments ESOL	Required Minutes Daily/Weekly	Maximum Class Size No Parapro	Maximum Class Size w/ Parapro
K-3	1	45/225	11	13
4-8	Up to 2	50/250	14	15
9-12	Up to 5	55/275	18	20

* 90 minute daily block schedule counts for 2 segments at MS and HS levels