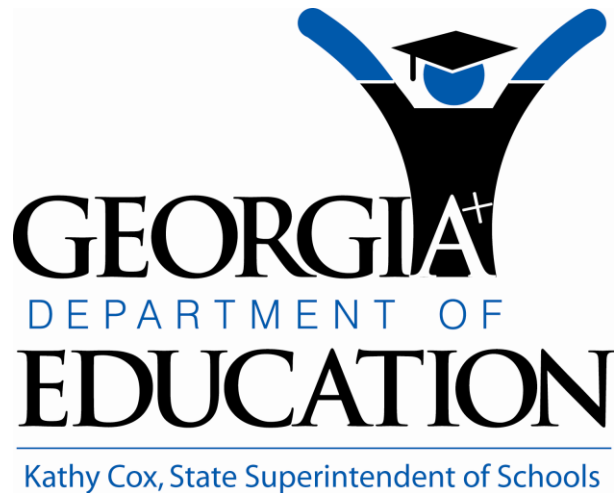


Georgia High School

Graduation Requirements:

Preparing Students for Success



Chapter 17 excerpt from original document located at:

<http://public.doe.k12.ga.us/DMGetDocument.aspx/Grad%20Guidance%20Doc%20FINAL%20-%20April%2014,%202008.pdf?p=6CC6799F8C1371F6A4632E39044EDEE2D9CA261635BE9A29042C2718ACA098CC&Type=D>

Georgia High School Graduation Requirements:
Preparing Students for Success

Part 17: English Language Learners (ELLs)

Introduction: Under Title III: Language Instruction for Limited English Proficient and Immigrant Students of the No Child Left Behind Act and under Georgia State Education rule 160-4-5-.02 Language Assistance: Program for English Language Learners, school districts are required to do the following:

- A. Identify English language learners
- B. Serve ELLs, using appropriate delivery models of language instruction
- C. Assess ELLs annually for English language proficiency using the *ACCESS for ELLS*

Section 17.1 Identifying English Language Learners

Upon entry into a Georgia school, all students must be administered a Home Language Survey to determine if a language other than English is their native language, primary home language, or first language. All students whose native, home, or primary first language is other than English must be assessed for language proficiency using the state-adopted English proficiency screening instrument, the *WIDA-ACCESS Placement Test (W-APT)*. The *W-APT*, a screening instrument aligned with *ACCESS for ELLs*, the state annual proficiency measure, is administered to students by WIDA-trained school personnel and scored as the students respond. (Training information and materials regarding the *W-APT* are available on the GaDOE Title III ESOL website at http://www.gadoe.org/ci_iap_esol.aspx.)

A proficiency level score is available immediately at the end of the *W-APT* administration and indicates the student's English proficiency level on a scale of 1 to 6. (See section 17.3 for a description of each proficiency level.) **If a student score indicates a proficiency level of less than 5.0, the student is determined to be Limited English Proficient (LEP), is eligible for language assistance services, and may be served through the English for Speakers of Other Languages (ESOL) program.**

A proficiency score under 5.0 indicates that everyday instruction in all subjects must be differentiated to accommodate the level of English proficiency of the student. Regular classroom teachers of the students, usually referred to as English Language Learners (ELLs), will need to have immediate access to the *W-APT* score, and will need to be familiar with how to use the WIDA standards to differentiate instruction effectively for ELLs. The WIDA Standards may be accessed at <http://www.wida.us/standards/elp.aspx> and are found on page RG 10 of the document titled *Understanding the WIDA English Language Proficiency Standards: A Resource Guide*. Further information regarding differentiation for the student's proficiency levels may be found in the **CAN DO Descriptors for WIDA's Level of English Language Proficiency** document at the same website.

Section 17.2 Assessing English Language Learners

Title III requires students to be assessed annually to determine their growth in English language proficiency. Understanding and using this assessment data to provide appropriate instruction for ELLs is of critical importance to counselors and to every teacher of ELL students.

Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs) is the English language proficiency test administered annually to all English language learners (ELLs) in Georgia. *ACCESS* provides districts with data to assist their evaluation of the effectiveness of their ESOL programs; provides information that enhances instruction and learning in programs for English language learners; assesses the annual English language proficiency gains using a standards-based assessment instrument; and provides data for meeting federal **Title III Annual Measurable Achievement Objectives (AMAO)** requirements with respect to student assessment.

The *ACCESS for ELLs* assessment assigns ELLs an English Composite Proficiency Level (CPL) based on the assessment results. The Composite Proficiency Level scale ranges from 1 to 5.

Level 1: Entering

A student at this level is able to use words, phrases, or chunks of language in response to one step directions or commands. Content language usage is primarily limited to graphic representations of the language.

Level 2: Beginning

A student at this level is able to speak in phrases or short sentences, although errors will often impede meaning and may be able to use general language related to the content areas.

Level 3: Developing

A student at this level is able to use expanded sentences in oral interaction and write paragraphs. The student has a grasp of general content area language and begins to develop some specific content area language proficiency.

Level 4: Expanding

A student at this level is able to communicate in a variety of sentence lengths with varying linguistic complexity, orally and in a multiple paragraph format. The student has specific content area language and some degree of related technical language.

Level 5: Bridging

A student at this level is deemed to be approaching proficiency comparable with English proficient peers in grade level content area classes. The student is able to use extended oral and written discourse with variations of linguistic complexity and sentence lengths. **Generally, a student who scores Level 5 on Tier C of the ACCESS for ELLs assessment is deemed ready to exit language assistance services.**

Level 6: Reaching

Like a student at Level 5, a student at this level is deemed to be approaching oral and written proficiency comparable with English proficient peers. Additionally, the student is able to use specialized or technical language reflective of content areas at grade level. Generally, a student who scores Level 6 on ACCESS for ELLs is deemed proficient with his or her peers. Students who score at level 6 are ineligible for language assistance services.

The following performance bands outline the rate of progress toward English Proficiency for ELLs defined in Georgia's Title III Annual Measurable Achievement Objective for Progress in English Language Acquisition. Schools and school districts should strive for ELLs to move in a positive direction from one cohort performance band to another annually as measured by ACCESS for ELLs.

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	5.0+	NA

Section 17.3 Serving English Language Learners

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

1. Pull-out model outside the academic block – students are taken out of a non-academic class for the purpose of receiving small group language instruction.
2. Push-in model within the academic block – students remain in their general education class where they receive content instruction from their content area teacher and language assistance 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 ELLs only.
6. An alternative approved in advance by the Department of Education through a process described in Guidance accompanying this rule.

The Push-in model is clearly defined by the Language Assistance rule (160-4-5-.02) and should not be interpreted to be the same as the co-teaching model of instruction implemented by special education. In the 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 ELLs, 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 ELLs. The GaDOE encourages school districts to explore this model.

English language learners face unique challenges in the classroom as they strive to learn academic content while their English language skills are still developing. When provided with language support and accommodations, most ELLs will be able to meet all high school graduation requirements and earn the diploma just as students whose native language is English.

However, it is important that local school systems fully understand and evaluate all of the factors that may influence the academic performance of the ELLs in their schools.

Many ELLs have a history of interrupted or limited formal schooling; therefore they may not have had the opportunity to develop literacy skills and content knowledge in their primary or home language. This factor, in addition to the lack of English language proficiency, requires local schools to give special consideration to instructional design and delivery, developing an individual graduation plan for each student, so that under-schooled ELLs pursue a realistic plan for earning their high school diploma. ELLs will need support in the content areas. Support can be offered by means of interventions, accommodations, elective courses, or differentiated instruction in required courses by a classroom teacher who has been trained in sheltered instruction, holds the ESOL endorsement, and has been trained to understand English proficiency levels and utilize the WIDA standards to differentiate instruction for ELLs.

Support may be individualized or may be classes or resources available to all students. The ESOL teacher, in collaboration with the content teachers, guidance counselor and appropriate administrators, can and should assist in determining and designing supports for ELLs. Working in collaboration, these professionals serve the educational interests of the ELLs and can function as the student's Language Assessment Conference (LAC) team to ensure that ELLs are provided appropriate services and supports and exits ESOL when he or she is fully prepared to be successful in the mainstream classroom.

While some support will be in the form of actual classes, other students will be well-served through less structured situations, such as before or after school tutoring or preview sessions. However, in designing before and after school programs, care must be given to ensure that ELLs are not prevented from taking part due to lack of transportation.

Most ELLs will need instruction in study skills, time management, and organization to enhance their academic performance. The LAC team should meet regularly, review progress monitoring data, and make timely decisions so that interventions needed for each ELLs to make rapid progress in acquiring English language proficiency and developing the required academic knowledge and skills are implemented. As with all students, it is of critical importance that interventions are timely and appropriate.

Like all students, ELLs have wide-ranging preferences and interests and must be provided with all options. The guidance counselor should carefully review the student's planned high school course of study and collaborate with the student, the parents/guardians, and with the ESOL teacher to be sure that the planned course of study provides a cohesive path for the student to develop the necessary skills for the desired post-secondary outcome.

The need for support classes may extend the time it takes an ELL to obtain the credits needed for the high school diploma. Although many students would like to complete all the requirements within the traditional four year period, specific transition planning should address the requirements for the high school diploma and the possibility that additional time (or summer coursework) will be necessary to prepare students to meet the graduation requirements to be

college and work ready. Even if students do not plan to seek post-secondary education, it is important that high school provide them with the skills and credentials to meet the increased demands of the workplace and the community.

Many ELLs will be in a position to exercise the “credit in lieu of enrollment” option for earning two units of credit in a Modern Language or Latin (see Part 12 of this document for more information). The Spanish for Native Speakers I and II and Native Language Reading and Literacy I and II courses, which may be used for languages other than Spanish, are provided to support local school districts in making language instruction available to ELLs {SBOE Rule 160-4-2-.03, List of State-Funded K-8 Subjects and 9-12 Courses (IDA 2) (IDA 3)}.

ELLs may be provided with instruction in their native or home language in a regular language class. However, placement in a level I or II level course is only rarely appropriate. If placement is in a level I course, this will require the teacher to treat it as a multi-level class. In most cases, placement in a level III or IV course is a much better match for the speaking and listening skills of the vast majority of ELLs. Factors such as the student’s literacy level in the first language (L1), including reading and writing skills, and how the method of instruction for the course will support the linguistic and literacy needs of the student should be major considerations when determining proper placement of the student in any L1 course, as well as the designated target proficiency for the Modern Language course (see course description in GPS document for Modern Languages).

All ELLs must meet the testing requirements of the state testing rule. Those who are working toward the high school diploma must participate in and pass all sections of the high school graduation tests, as well as any required End of Course Tests (EOCT).

Section 17.4 English Language Acquisition Courses and English Language Arts Courses for ELLs

ELLs should be enrolled in English Language Acquisition and/or English Language Arts courses that best meet their language acquisition needs. *Course placement should be based on the proficiency level of the individual ELLs, not on the title of the course.* For example, a newly-arrived ELLs placed in the ninth grade with a Composite Proficiency Level of 1.5 on the ACCESS should not be placed in Ninth Grade Literature and Composition, as a much higher proficiency level is required in order for a student to have a strong probability of success in this course.

English Language Acquisition Courses

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, both list eleven ESOL Language Acquisition courses for grades 9-12. These are elective-only courses, coded with the 55 course numbering prefix, designed to allow ELLs to develop proficiency in using academic language needed for success in all academic disciplines. They may be taught by teachers with appropriate grade level certification in any subject or content area and the ESOL Endorsement, or teachers who hold certification in ESOL. The focus of these courses is on the development of sound, academic language and terminology necessary to ensure academic success in content courses. The courses need not be taken as an entire sequence or in any prescribed order, although basic courses should certainly precede more advanced ones. Again, the proficiency level of the individual ELLs is of paramount importance in determining appropriate course placement.

The course descriptions for these courses provide basic overview as well as the Composite Proficiency Level (CPL) suggested as appropriate for placement in each course. Local school districts should certainly consider the proficiency level of each individual ELLs in reading, writing, speaking, and listening in addition to the composite proficiency level when determining course placement. For example, the suggested CPL for Reading and Listening in the Content Areas is 1-2. However, an ELLs with a CPL of 3.0 but a weaker reading proficiency level might be well-served in this course.

Number and Name	Course Description
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 Composite Proficiency Level (CPL) 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 Composite 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 Composite Proficiency Level is CPL 1-2.
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 Composite Proficiency Level of the student is CPL 2-3.
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 Composite Proficiency Level is CPL 2-3.
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. This course is appropriate for students at CPL levels 2-3.
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. This course is appropriate for students at CPL levels 2-3.

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. This course is appropriate for students at CPL levels 2-3.
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. This course is appropriate for students at CPL levels 3-4.
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. This course is appropriate for students at CPL levels 2-3.
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 speaking with correct scientific and mathematical terminology are integral to academic success in the mathematics and science content areas. The content addresses all five WIDA Standards. This course is appropriate for students at CPL levels 2-3.

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 Language Learners (ELLs) are likely to experience success on the End-of-Course-Tests 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 ELLs could possibly be successful in these courses before reaching the CPL of 4.3 – 4.8, but it is probable that they will have difficulty passing the EOCT for these ELA courses.

Any of the core ELA courses may be taught in a sheltered class model. The class must be composed solely of ELLs 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. Class size should be limited to the maximum class size for ELL classes, which is 18 students for high school (see part 17.5 of this document for further information).

A Composite Proficiency Level of 4.3 – 4.8, linked to a strong proficiency score in Reading, is suggested for each of the following ELA courses:

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

The following 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 only for elective credit for students entering ninth grade for the first time in 2008-09.

23.06400 Literary Types
 23.06600 Contemporary Literature

ESOL I-IV Courses

Four 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.

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

Districts have the option of using these courses as either elective or core English Language Arts (ELA) 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 ELLs 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.

Section 17.5 Sheltered Courses for ELLs in Other Content Areas

Local school districts may choose to offer sheltered sections of any core content course for ELLs. Sheltered classes are composed solely of ELLs 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 ELL classes, 18 for high school. The teacher must hold certification in the content area and either the ESOL Endorsement or ESOL P-12 certification.

The curriculum 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 utilized in sheltered courses are those of the actual content course. Examples of possible sheltered courses and course numbers include Economics 45.06100; American Government/Civics 45.05700; 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.