

Newton County School System

Procedures for English Language Learners (ELL)

English to Speakers of Other Languages (ESOL)

Revised 05/2011

**POLICY FOR ENGLISH LANGUAGE LEARNERS (ELL)
ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL)
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ENGLISH LANGUAGE LEARNERS (ELL) ENGLISH TO SPEAKERS OF OTHER LANGUAGE (ESOL)/IMMIGRANT PROGRAM PLAN AND PROCEDURES

An ESOL program plan/policy is designed to provide consistent and non-discriminatory procedures throughout each local school district as recommended by the United States Department of Education Office of Civil Rights. Districts are mandated by Title VI of the Civil Rights Act of 1964 and Title III, *No Child Left Behind*, to provide an alternative program of service when there are students who are limited English proficient (LEP) and are unable to participate effectively in the district's regular instructional program.

Personnel in the Newton County School System will ensure that all ESOL and immigrant students will be allowed to participate in any program offered by the Newton County School System including, but not limited to, special education, Title I, Gifted program services, Early Intervention Program Services (EIP), Response to Intervention (RTI) and/or Student Support Team (SST), or any other special opportunities or specialized activities when relevant eligibility criteria have been met. No ELL/ESOL students will be isolated or stigmatize as result of any activities carried out by the Newton County Schools. In addition all students will be admitted to the Newton County school system regardless of their immigrant status or English-speaking status.

All funding received via Title III/ESOL will be used to support and/or develop existing programs. No funds will supplant previously available federal, state and local funds.

STATE ADMINISTERED FORMULA GRANT PROGRAM FOR ENGLISH LANGUAGE ACQUISITION AND LANGUAGE ENHANCEMENT

NO CHILD LEFT BEHIND ACT OF 2001 – TITLE III: *Language Instruction for Limited English Proficient and Immigrant Students*

Purpose:

- Improve the education of limited English proficient (LEP) children and youth by assisting them to learn English and meet challenging State academic content and student academic achievement standards
- Provide enhanced instructional opportunities for immigrant children and youth

Eligible Applicants: State educational agencies (SEAs)

Awards: Each SEA that has a plan approved by the Department is awarded annually a formula grant determined by the number of LEP and immigrant children and youth in the

State. The State uses its allotment to award sub-grants to local educational agencies (LEAS) that have plans approved by the State. The number of LEP and immigrant children and youth in the LEA determines the funding level of each sub-grant.

Authorized SEA Activities:

- Professional development to assist educational personnel in meeting State and local certification requirements for teaching LEP students
- Planning, evaluation, administration, and interagency coordination related to sub-grants
- Technical assistance to sub-grantees
- Recognition of exemplary sub-grantees

Authorized Sub-grantee Activities:

- Developing and implementing elementary school and secondary school language instruction educational programs for LEP and immigrant students that are coordinated with other relevant programs and services
- Upgrading program standards and effective instructional strategies
- Identifying, acquiring, and upgrading curricula, instructional materials, educational software and technology, and assessment procedures
- Participating in electronic networks for materials, training, and communication
- Supporting supplemental educational personnel who have been trained, or are being trained, to provide educational services to LEP and immigrant students
- Providing tutorials and academic and career counseling
- Providing family literacy services, parent outreach, and parent training activities

<http://www.ed.gov/offices/OBEMLA/formilafacts.html> - May 2, 2003

ESOL PROGRAM DESCRIPTION

The ESOL program is offered to all limited English proficient students who meet the testing eligibility criteria. This program aids in the success of a limited English proficient student in an English-speaking classroom. The goal is to have students succeed in all four language skills (speaking, listening, reading, and writing) both socially and academically and to be able to understand and function successfully in American culture. Immersion in an English-speaking environment with school personnel will produce the results necessary. The ESOL teacher shall have the ESOL endorsement issued by the Georgia Professional Standards Commission (GAPSC), and the ESOL class is limited to the maximum size specified in State Board of Education Rule 160-5-1-.08 Class Size.

Service may be provided through the following allowable delivery models: pullout, scheduled class period, push-in (collaborative teaching), sheltered courses, and resource center and/or ESOL laboratory and/or cluster center program.

WHO IS A LIMITED ENGLISH PROFICIENT (LEP) STUDENT?

A limited English proficient student is one whose native/first/dominant language is not English, and who is eligible for services in accordance with Rule 160-4-5-.02 Language Assistance: Programs for Limited English Proficient (LEP) Students.

IDENTIFICATION of LEP STUDENTS

A home language survey, included in the system registration packet, is completed by every student when initially registering in the district to determine if there is the influence of a language other than English. This survey will identify any languages other than English that are:

- First learned or acquired by the student.
- Used by the student most often.
- Spoken most often in the home.

If the student has a language other than English noted on the Home Language Survey, a designated school staff member trained in the administration of the state adopted placement test, the WIDA ACCESS Proficiency Test (W-APT), *must* test the student and notify parents **within ten (10) days** of enrollment regardless of whether the student *appears* to be proficient in English or not (Refer to: ELL File Placement Chart).

ELIGIBILITY ASSESSMENT of ELL / ESOL STATUS

Within ten (10) days of completion of the Home Language Survey, the W-APT is administered to the student by a designated trained staff member. Testing scores will be placed on the ELL/ESOL Program Eligibility Form (Appendix: Initial ESOL Referral and Program Eligibility Form).

Assessment of English Language Proficiency

Students who are of a non-English language background are administered the WIDA ACCESS Proficiency Test (W-APT) to determine their English language skills.

(Appendix: ELL Eligibility Flow Chart)

Students in grades 1 – 12 scoring an overall composite score of 5.0 are considered English proficient and are not eligible for ELL/ESOL services. These students will not be coded LEP for statewide assessments nor student records. The eligibility form and W-APT test will be placed in the student's permanent record marking that this student does not qualify for services.

When the attained score is a borderline score which is approaching a 5.0, this score, in conjunction with the professional judgment of the student's Language Assessment Committee (LAC), will determine eligibility of services (Appendix: Language

Assessment Conference Record). If the student is eligible for services, that student will be coded LEP for statewide assessments and student records. The ESOL teacher will place the green ELL/ESOL sticker on the student's permanent record, the yellow ELL/ESOL Status Card in the permanent record. The eligibility form and W-APT will be placed in the district-designed ELL/ESOL folder.

Students in grades 1 – 12 scoring below 5.0 on composite proficiency level are entitled to receive English language assistance without further assessment. These students will be coded LEP for statewide assessments and student records. The ELL/ESOL teacher will place the green ELL/ESOL sticker on the student's permanent record, the yellow ELL/ESOL Status Card in the permanent record. The eligibility form and W-APT will be placed in the district-designed ELL/ESOL folder.

Kindergarten uses raw scores to determine eligibility. If the combined **Listening and Speaking Raw Score is 29 or higher**, student meets **minimum criteria** for English Language Proficiency (ELP). If a combined **Listening and Speaking Raw Score is less than 19**, then the student will be deemed **eligible** for language assistance services. However, if combined **Listening and Speaking Raw Score falls between 19 and 28**, administer the Reading and Writing portions of the Kindergarten W-APT. **Unless Reading** score is **11** or higher **and Writing** score is **12** or higher, the student will be deemed **eligible** for language assistance services. Refer to the **Georgia** Kindergarten W-APT Flow chart when making decisions regarding language assistance services for this level (Appendix: **Georgia** Kindergarten W-APT Flow Chart). If the student is eligible for language assistance, the student will be coded LEP for statewide assessments and student records. The ELL/ESOL teacher will place the green ELL/ESOL sticker on the student's permanent record, the yellow ELL/ESOL Status Card in the permanent record. The eligibility form and W-APT will be placed in the district-designed ELL/ESOL folder.

If the student is eligible for language assistance but the parent has refused or opted out of ESOL services a Waiver of ESOL Program Form (Appendix: Waiver of Program) must be signed by the parent. The W-APT test and signed waiver will be placed in the student's permanent record marking that this student qualifies for services. The green ELL/ESOL sticker will be placed on the student's permanent record, and the yellow ELL/ESOL Status Card will be placed in the permanent record. A copy of the Waiver will be sent to the curriculum principal in order for the student to be provided an alternative language assistance service, approved in advance by Georgia DOE. This student will be coded LEP for statewide assessments and student records.

This refers to students who have refused or opted out of ESOL services. For these students, a Waiver of ESOL Program Form (Appendix: Waiver of Program) must be signed by the parent, and a copy placed in the student's permanent record.

Assessing Comprehension and Communication in English State to State (Access for ELL's), an English language proficiency test, is given annually to all active and waiver ELL/ESOL students.

Language Assessment Conference (refer to Georgia DOE ESOL Resource Guide)

If needed, a Language Assessment Conference (LAC) is convened after completion of the W-APT, ACCESS and/or upon receipt of previous school records. The team members will determine if the student needs ESOL services. **Kindergarten students may not be exited through the LAC option.**

The LAC may consist of:

- ESOL teacher
- Student's regular education teacher (s)
- Other concerned parties (*principal, other content area teachers, counselor, lead teacher, school psychologist, parent or guardian*)

Note: Parents must be notified of the meeting, but attendance is not mandatory.

The LAC determines the most appropriate placement for students with recommendations for additional services and monitoring. A copy of the ESOL Language Assessment Conference Records (Appendix: Language Assessment Conference Record) will be in the district-designed ELL/ESOL folders.

ELL/ESOL student records will include (as applicable) for the district-designed ELL/ESOL folder

- ELL File Label Sticker
- ESOL Program Eligibility (Appendix Form)
- Language Assessment Conference Report (LAC) (Appendix Form)
- ELL/ESOL Grading Alternative (Appendix Form – high school only)
- Waiver of ESOL Program (Appendix Form)
- Test Participation Committee Meeting Forms (Appendix Form)
- ESOL Parent Notification of Services (Appendix Form)
- ESOL Parent Notification of Services – Monitoring (Appendix Form)
- ESOL Parent Notification of Services No Longer Necessary (Appendix Form)
- ELL/ESOL Monitor Form (Appendix Form)
- Copy of annual ACCESS Teacher Report
- Copy of ELL/ESOL Progress Report for Elementary (Appendix Form)
- Special Education ELL Student Collaboration Log (Appendix)
- Special Education ELL File Label Sticker

Permanent Records of ELLs

Shall contain:

- Any ELL/ESOL documents that indicate permanent record on the distribution found at the bottom of the page.
- ESOL Status Card- filled in annually (Appendix page)
- Green “E” sticker affixed to the permanent record on the right front cover.

EXITING ELL / ESOL STUDENTS

Student may be exited from the ELL/ESOL program and monitored for two (2) years as mandated by *No Child Left Behind, Title III*.

All ELL/ESOL students are evaluated each spring using ACCESS.

Students should be ready to exit the ELL/ESOL program (Appendix: Exit Flow Chart):

- when overall composite score is at or above Level 5 on TIER C of ACCESS – a LAC **may be** held if student does not score Level 5 in all subtests.
- when student scores at the proficient level in Reading on other Georgia state assessments.

Students may possibly exit the ELL/ESOL program:

- **when overall composite scores are approaching** Level 5 on Tier C of ACCESS - a LAC **may be** held if student scores are not approaching Level 5 in all subtests.
- when student scores at the proficient level in Reading on other Georgia state assessments.

Kindergarten Scores

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.

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 considered 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.

Kindergarten students may not be exited through the Language Assessment Conference (LAC) option.

MONITORING SUCCESS OF FORMER ELL/ESOL STUDENTS

Exited ELL/ESOL students are monitored for two (2) calendar years after exiting the ESOL program (Appendix: Monitoring Form for Exited ESOL Students). The designated staff member (ESOL teacher) at their respective schools will monitor students. The following areas will be observed at the end of each semester: the student's grades, standardized testing scores, attendance record, and teacher evaluations. This information will be kept in the district-designed ELL/ESOL folder.

If monitoring shows that the student is falling behind in class 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 should be utilized before returning a child to ESOL services
- If these means of services and support are not successful, a child may be re-entered into ESOL classes during the two-year monitoring period

PLACEMENT PROCEDURES for LEP STUDENTS

ELL/ESOL Services

The state funding guidelines will fund one segment of ELL/ESOL instruction for grades K through 3, two segments for grades 4 through 8, and up to five segments for grades 9 through 12. Pre-K is not funded through this program.

Recommendations

- Grades K-3 – 45 minute segments = 225 minutes a week
- Grades 4-5 – 50 minute segments = 250 minutes a week
- Grades 6-12 – 55 minute segments = 275 minutes a week

A block class of 90 minutes will count as 2 segments.

**MAXIMUM CLASS SIZES
FOR ELL/ESOL CLASSES ARE AS FOLLOWS**

Grade Levels	Maximum Individual Class Size
K-3 No aide	11
with aide	13
4-8 No aide	14
with aide	15
9-12 No aide	18
with aide	20

All students enrolled in an ESOL segment will be enrolled in the appropriate ESOL course number for their initial segment of instruction. These course numbers are found in Georgia Board of Education **Rule 160-4-2-.03 LIST OF STATE-FUNDED K-8 SUBJECTS AND 9-12 COURSES.**

55.00 ESOL, ELEMENTARY (Grades K-5)

- 55.00100 ESOL / Grade K
- 55.00200 ESOL / Grade 1
- 55.00300 ESOL / Grade 2
- 55.00400 ESOL / Grade 3
- 55.00500 ESOL / Grade 4
- 55.00600 ESOL / Grade 5

55.01 ESOL, MIDDLE (Grades 6-8)

- 55.01100 ESOL / Grade 6
- 55.01200 ESOL / Grade 7
- 55.01300 ESOL / Grade 8

23.09 ESOL, SECONDARY (GRADES 9-12) **The following courses must be taught by a teacher who holds an English Language Arts certification as well as either the ESOL Endorsement or ESOL (P-12) certification.**

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

Subsequent segments could be sheltered as long as the teacher is content certified and ESOL endorsed. Adding sheltered content courses to the curriculum creates additional class offerings for learners of English. In high school, sheltered content courses allow students to generate more units of credit in content areas. These courses use content area material as the medium to teach the four English language skills plus American cultural concepts. Instructors are responsible for the Georgia Performance Standards (GPS)

requirements as applicable for both the content subject/course and ESOL standards. The instructor shall meet all requirements to teach both ESOL and the content area. The sheltered or content area ESOL class has only ESOL eligible students and utilizes the ESOL maximum class size. The ESOL student is enrolled in the content area course, but is reported as an ESOL segment for funding purposes. If successfully passed, the student receives a unit of credit for the content alternative if the maximum class size is determined by a teacher-pupil ratio (ESOL teacher to ESOL students) and the content area is taught using ESOL methods. This model uses both an ESOL teacher and a regular education teacher in the classroom. However, the aforementioned rule requires that the curriculum used to provide instruction to ESOL students shall be based on the ESOL standards. ESOL cannot count for language arts. An additional class in language arts must be included.

The following courses are Sheltered ESOL if designated by the system code of 8 preceded by 1 or 2, indicating the semester.

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

The following secondary elective ESOL courses 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. (See State Board of Education Rule 160-4-2-.03)

- 55.02100 Communication Skills I
- 55.02200 Communications Skills II
- 55.02300 Reading and Listening in the Content Areas
- 55.02400 Oral Communications in the Content Areas
- 55.02500 Writing in the Content Areas
- 55.02110 Communication Skills in Math
- 55.02120 Communication Skills in Science
- 55.02130 Communication Skills in Social Studies
- 55.02600 Reading and Writing in Science
- 55.02610 Reading and Writing in the Social Studies
- 55.02700 Academic Language of Science and Math

LEP PARTICIPATION IN REGULAR EDUCATION

Accommodations

LEP students will receive appropriate accommodations in general education courses while they are being served in ESOL and for 2 calendar years after exiting the program.

Accommodations for an ELL student must be determined by the ELL Test Participation Committee (TPC). Only state-approved accommodations may be considered and included in the ELL/TPC plan. Accommodations are allowed for all ELL students. Monitored ELL students can only receive standard accommodations and only for the two years which he/she is on monitor status.

Accommodations will be in methodology, not in expectations. Any accommodation offered must be consistent with current instructional and assessment accommodations made in the classroom.

Each ELL student must have an annual Test Participation Committee meeting. This meeting is designed to consider the ELL student's participation in the state-mandated assessments and any accommodations that may be appropriate for the student. The committee shall be comprised of a minimum of three people, one of whom is a teacher certified by the Professional Standards Commission, and must include the ELL teacher currently serving the student with English language assistance. The remaining member can be the parent/guardian, content teacher, administrator, etc.

Grading of LEP students

Grading modifications can be made for all ELL/ESOL students whose lack of English proficiency interferes with the student's ability to achieve. This is determined through W-APT scores, ACCESS, previous records or grades, and teacher observation.

Elementary School

Teachers may use reduced or simplified assignments and extra time with computer-assisted learning activities. Paraprofessionals may work with individual students as needed. Testing for ELL/ESOL students may also be modified. The work is modified for each student according to the level of English-proficiency on an individual basis. The report card will state that the grade reflects modified instruction. In addition, continuums that follow the WIDA standards for K-5 will be included in each student's report card. (Appendix: ESOL Progress Report).

Middle School

Students may be graded based on their performance using appropriate modifications. Modifications of all ELL/ESOL students will be determined through collaboration of the ESOL teacher and the content area teachers. Progress reports will indicate the student's progress toward mastery of the curriculum. The progress report may contain the explanation that Limited English Proficiency is hindering progress in this class.

High School

Modifications of all ELL/ESOL students will be determined through collaboration of the ESOL teacher and the content area teachers. Progress reports will indicate the student's progress toward mastery of the curriculum. The progress report may contain the explanation that Limited English Proficiency is hindering progress in this class.

At the end of the semester, students may take state and county mandated assessments that will determine if the student has mastered enough of the curriculum to receive credit for that course and to project success in the next sequential course.

If the student has mastered sufficient GPS, the student will receive the grade earned. If the student has not mastered sufficient portions of the GPS, and the teachers determine that lack of mastery is based on the student's level of English proficiency, the student may receive an 'NC' indicating no credit earned. The ELL/ESOL Grading Alternative form (Appendix: Grading Alternative Form) will be used. The 'NC' remains on the transcript until the course is repeated

If the student has not mastered sufficient portions of the GPS, and the cause is not the student's Limited English proficiency, the student will receive the grade he/she earns for

the course. This grading determination, once approved by the student's ESOL teacher, content area teacher, and a designated administrator will be sent home to the parents. Students will either receive a grade or a 'NC' for elective courses at the end of each semester. If the student receives a 'NC', the student will have to repeat the course. A grade or 'NC' decision will be based on the same procedures listed above.

Grade reports will indicate student progress towards mastery of the content rather than English proficiency level, in courses other than ESOL.

High school ELL/ESOL students are required to take and pass all end-of-course tests and graduation exams mandated by the state of Georgia.

Units of Credit

Units of credit are awarded for ELL/ESOL courses either as elective or core, based on the course number, under the main subject area of English/Language Arts and passage of end-of-course tests.

Promotion and Retention

Students may not be retained based on a lack of English proficiency.

NOTE (As stated in the Georgia Title III ESOL Resource Guide):
LEP students 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 same-aged English peers**.

Special Education ELL Students

ESOL teachers must be familiar with the Individual Educational Plan (IEP) for the ELL student. Collaboration between the ESOL teacher and the special education teacher should take place on a regular basis. ESOL teachers must participate in the IEP meetings.

ELL files of Special Education ELL students will be identified with a sticker, "Special Education", on the cover of the ELL file. A log of the collaboration between the ESOL and special education teacher will be maintained by the ESOL teacher and kept in the ELL file (see appendix).

EVALUATION FOR PLACEMENT IN CONTENT AREA CLASSES AND FOR OTHER SPECIAL PROGRAMS

Designated school staff, who have undergone appropriate training will determine placement. Student placement will be made based on completed formal years of schooling and age appropriateness. Age appropriateness for elementary students is defined as not more than one year below the same-aged native English-speaking peers. Age appropriateness for middle and high school students is defined as not more than two years below the same-aged native English-speaking peers. Regardless of successful completion of years of formal school, a child who is sixteen years or older will be placed at the high school level. High school students will not be placed in a grade lower than that which is determined by transcript evaluation (see high school manual).

Course Recommendations

Depending on English proficiency level of students determined by ELL/ESOL eligibility testing, the students are designated by the WIDA language acquisition levels 1-5.

Secondary and intermediate NEP and LEP beginner students may be placed in two to three segments of ESOL, plus physical education, art, chorus, and possibly an appropriate mathematics course.

Intermediate LEP students go to one to two segments of ESOL, appropriate electives, mathematics, science, and possibly social science.

Advanced LEP students take one segment of ESOL or sheltered language arts, and any content area courses offered.

STATEWIDE ASSESSMENTS

The following guidelines apply only to students who are eligible for ESOL services per State Board of Education (SBOE) **Rule 160-4-5-.02 Language Assistant: Programs for Limited English Proficient Students**. For assessment purpose, this ELL/ESOL - eligible students are LEP, even if they are not currently enrolled in the state-funded ESOL program. This refers to students who have refused or opted out of ELL/ESOL services. For these students, a Waiver of ESOL Program Form (Appendix: Waiver of Program) must be signed by the parent and placed in the student's permanent record.

Per SBOE Rule 160-3-1-.07 Testing Programs, students who have been defined as limited English Proficient (LEP) shall participate in all assessment programs. These students shall be coded LEP on each test answer document. Therefore, students not qualified as LEP shall not be coded as LEP on a test answer document. Testing deferments will be based on the most current information from the Georgia Department of Education.

High school graduation requirements dictate that students must accrue an identified number of credits that can be attained only through mastery of course content. Georgia state law requires passage of the Georgia High School Graduation Tests in five content areas before a student can graduate. Although accommodations can be made to assist student learning, exceptions cannot be made for the required 70% passing rate.

All active and waiver ELL/ESOL students are tested annually using ACCESS. ACCESS information is shared with all teachers working with the student. Directions for distribution of ACCESS reports and data will be given by the System Testing Director annually.

Testing Accommodations

(Refer to current: Procedures for ELL/Test Participation Committee ELL/TPC Meeting)

Information on LEP student accommodation guidelines is found in the test examiners handbook for each specific test. Accommodations will be determined by the documented ELL/Test Participation Committee ELL/TPC Meeting prior to the student's first administration of any statewide assessment (Appendix: Testing Accommodations for LEP Students).

The continued use of accommodations must be reviewed and documented annually.

The accommodations selected for use by the ELL/TPC will reflect the practices used in the student's respective mainstream education classes.

Administration of the assessments using test accommodations shall be according to established guidelines and procedures in the Examiner's Manual and the Georgia Student Assessment Handbook.

Documentation of each ELL/TPC Meeting shall be placed in the student's permanent record.

This document will include signatures of committee members who may be current ELL teacher, regular education teacher, school administrator and parent / legal guardian or student (if 18 years or older).

Responsibilities of System ELL/ESOL and Test Directors (acquired from Georgia ELL resource guide)

All efforts regarding testing issues involving LEP students will be coordinated and supervised by both the system Test Coordinator and system ELL/ESOL Coordinator

Responsibilities of the System ELL/ESOL Director

- Ensures that all assessments and, in certain cases, conferences relating to a student's ELL/ESOL eligibility (Rule 160-4-5-.02) are documented prior to assigning ELL or ELL-M status
- Acquires and maintains current information on the statewide testing program, including the section on accommodations for ELL or ELL-M students which is found in the Accommodations section.
- Acquires and maintains current information of state rules and the deferment/accommodation process for ELL or ELL-M students.
- Provides technical assistance to teachers in test administration.
- Ensures that appropriate documentation is maintained for all ELL or ELL-M students.

- Ensures that ELL or ELL-M students have appropriate test-taking experience or have been taught test-taking skills prior to taking the tests.
- Informs the System Test Director of the number of students who must receive each accommodation allowed by state regulations.
- Ensures that the following activities are completed by ELL/ESOL personnel in preparation for GHSGT and GHSWT:
 1. Discusses the GHSGT and the GHSWT with the students and parents/guardians.
 2. Informs ELL or ELL-M students and their parent(s)/guardian(s) of pertinent test information and the role of the ELL/TPC in identifying test accommodations, if any, which the student may require in order to participate.
 3. Discuss with the student and parents/guardians the consequences of the student not passing the GHSGT and the GHSWT. Such a discussion should include the state rule (i.e., students must pass all portions of the GHSGT and the GHSWT to receive a regular diploma) and relevant local policy, if any. Document the occurrence of this discussion.
 4. Inform System Test Director of the names of the ELL students receiving deferments. This list should specify which tests or subtests are subject to deferment.
- Ensures that the following activities are completed by ELL/ESOL personnel in preparation for CRCT:
 1. Discusses the CRCT with the students and parents/guardians.
 2. Informs ELL or ELL-M students and their parent(s)/guardian(s) of pertinent test information and the role of the ELL/TPC in identifying test accommodations, if any, which the student may require in order to participate.
 3. Discusses with the student and parents/guardians the consequences of the student not passing the CRCT. Such a discussion should include the state rule and relevant local policy, regarding promotion and retention; document the occurrence of this discussion.
 4. Informs System Test Director of the names of ELL students receiving deferments. This list should specify which tests or subtests are subject to deferment.
- Train Title III/ESOL teachers to administer ACCESS for ELLs.

Responsibilities of the System Test Director

In addition to the duties outlined in the Georgia Student Assessment Handbook for all students, the System Test Director will work with the LEP student's ESOL teacher to communicate to parent(s) or guardian(s) of students with LEP TPC plans, and pertinent information regarding the examinations necessary for high school graduation. The district Test Director will also administer the ACCESS test in coordination with the school-level testing coordinators.

PARENTAL INVOLVEMENT AND NOTIFICATION

Enrollment

When a student enrolls in the district, and it has been determined that this student has LEP status, an explanation of the ESOL program and available services will be explained to the student and parent(s) or guardian(s) in an understandable format either orally or in writing (Appendix: Parent Notification of Services or Parent Notification of Observation).

If the parent(s) or guardian(s) objects to ESOL services, the building administrator will provide appropriate Alternative Language Assistance. Waiver of ELL/ESOL Program (Appendix: Waiver of Program) shall be signed and placed in the student's permanent record.

Parent or Guardian Communications

(Per: US DOE / Title III / Subsection 3302 a8) Provision of translated materials and interpreters for all communications with parents will be coordinated by a designated district level staff member responsible for coordinating community resources and/or social services.

The designated person will provide contact information for interpreters, and translation services for use by system personnel. The designated person will also maintain a copy of each type of system-wide written communication sent to parent(s) or guardian(s) of LEP students that has been translated into the parent's first language. For example, this designated person will make every effort to include LEP families in all school level activities through the provision of interpreters and translated invitations, when possible, for such events. Translated school level communications will be on file in each school's designated file area. Every effort will be made to communicate with parents in a format understandable to them.

ESOL PROGRAM EVALUATION

Like their native English-speaking peers, English Language Learners vary in abilities, motivation, and readiness to learn. Research states that it takes two to three years to gain common communicative proficiency but five to seven years to gain full academic proficiency. The native language proficiency levels, and the age and time of arrival at school are also a significant factor. Moreover, access to effective teaching and educational services influence the length of time it takes to learn English and to learn subject matter in English. In short, time frames for learning language and subject matter cannot be pre-determined.

Our system goal for language minority students is that they become proficient in English

and make consistent measurable progress in curriculum content areas, based on individual needs and abilities.

The following data will be gathered to determine whether the system has met the above goal:

- Achievement of LEP students both in English language proficiency and academics W-APT, ACCESS, Standardized Tests
- Graduation rate after exit from the ELL/ESOL program
- Drop out and retention rates of LEP students
- Description of the ELL/ESOL service delivery models and methods employed by each school
- Density of LEP population in each school
- Numbers of LEP students eligible for free/reduced lunch
Web site for U.S. Department of Agriculture free and reduced application materials with translations in nineteen languages
<http://www.fns.usda.gov/cnd/Lunch/F&RP/frp.process.htm>
- Number of ELL/ESOL segments each student receives
- Daily attendance of LEP students
- Length of time in U.S. schools for LEP students
- Length of time in district schools for LEP students

The status report will include the following:

- Identification
 1. The number of students currently enrolled in the system by school and by ethnicity
 2. The number of language minority students by school
 3. The number of language minority students by language
- Assessment
 1. The number of students assessed using ELL/ESOL eligibility criteria by school
 2. The number of identified LEP students by school
 3. W-APT/ACCESS test data on students coded as LEP by school
 4. All standardized test data on students coded as LEP by school
 5. All standardized test data on students who have exited ELL/ESOL within the last two academic years
 6. The number of identified LEP and language minority students by language
- Program
 1. The number of LEP students served by ELL/ESOL by school

2. The number of LEP students exited from the ESOL program
 3. The number of LEP students enrolled in Gifted and Talented program
 4. The number of LEP students enrolled in special education
 5. The number of LEP students served by Title I
 6. The number of LEP students served by EIP and Supplemental Services
 7. The class size of each ESOL segment sampled bimonthly
- Staff
 1. The names, qualifications, and certification of staff serving LEP student
 2. A copy of the class roster for each ESOL instructional period, by school and teacher
 3. A description of the training activities for ELL /ESOL personnel for the last school year
 4. Number of teachers who have the ESOL endorsement
 5. Number of ESOL - endorsed teachers instructing in state-funded ESOL programs
 6. Number of teachers with a provisional, probationary or permit for ESOL endorsement currently teaching in the state-funded ELL/ESOL program
 7. Number of certified teachers (ESOL - endorsed or not) who received pre-service or in-service training in specific needs of LEP students
 - Program Evaluation
 1. The standardized test scores of students currently enrolled in and within the last two years exited from ESOL
 2. Pass/fail rate of the High School Graduation Test (by sub-test) of students who are currently in ESOL, or who have exited since entering high school

GLOSSARY

Please follow the link to the Glossary found on the National Clearing House for English Language Acquisition (NCELA) website:

<http://www.ncela.gwu.edu/expert/glossary.html>

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Newton County School System
Student Registration Packet

Home Language Survey

Home Language Survey -

Student's Legal Name: _____

Last Name First Name Middle Name Suffix (Jr, Sr, II, III, etc)

Student's Address: _____

|

Number Street Name Apt#

City State Zip code

Telephone: () _____

Parent/Guardian: _____

Last Name First Name Middle Name

1. Where was this student born (in what country)? _____

Date this student entered the USA: _____
mm dd yyyy

Date this student first started school in the USA: _____
mm dd yyyy

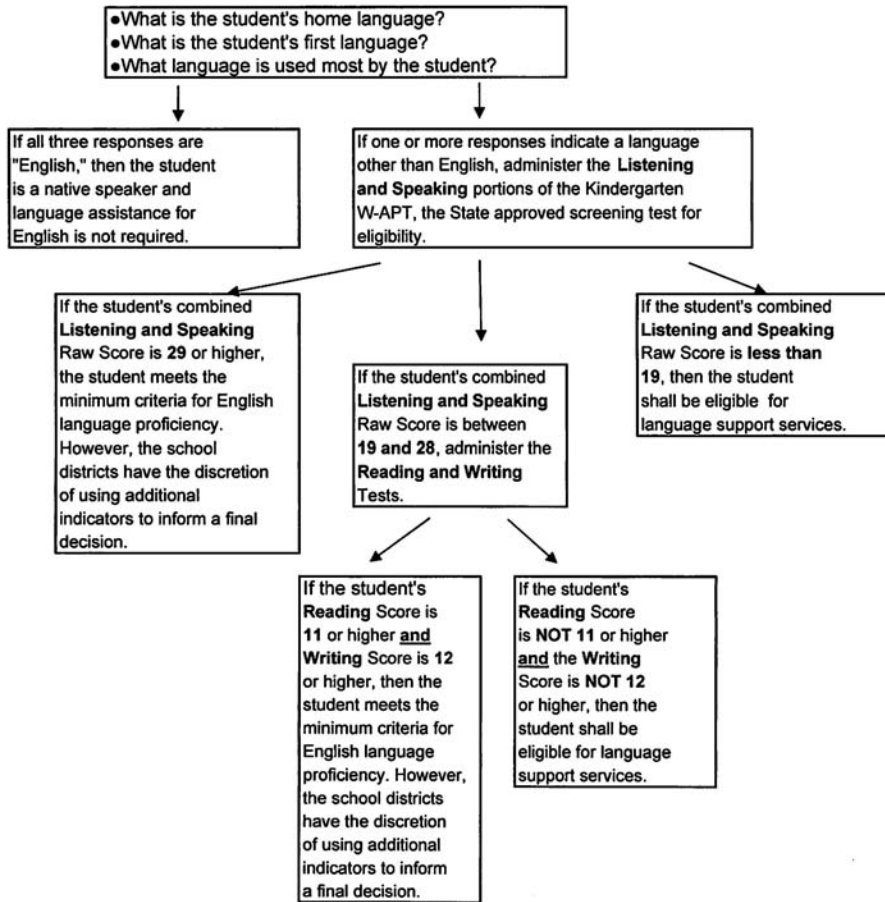
2. What was the first language this student learned to speak? _____

3. What language does this student speak most often? _____

4. What language is used most often in this student's home? _____

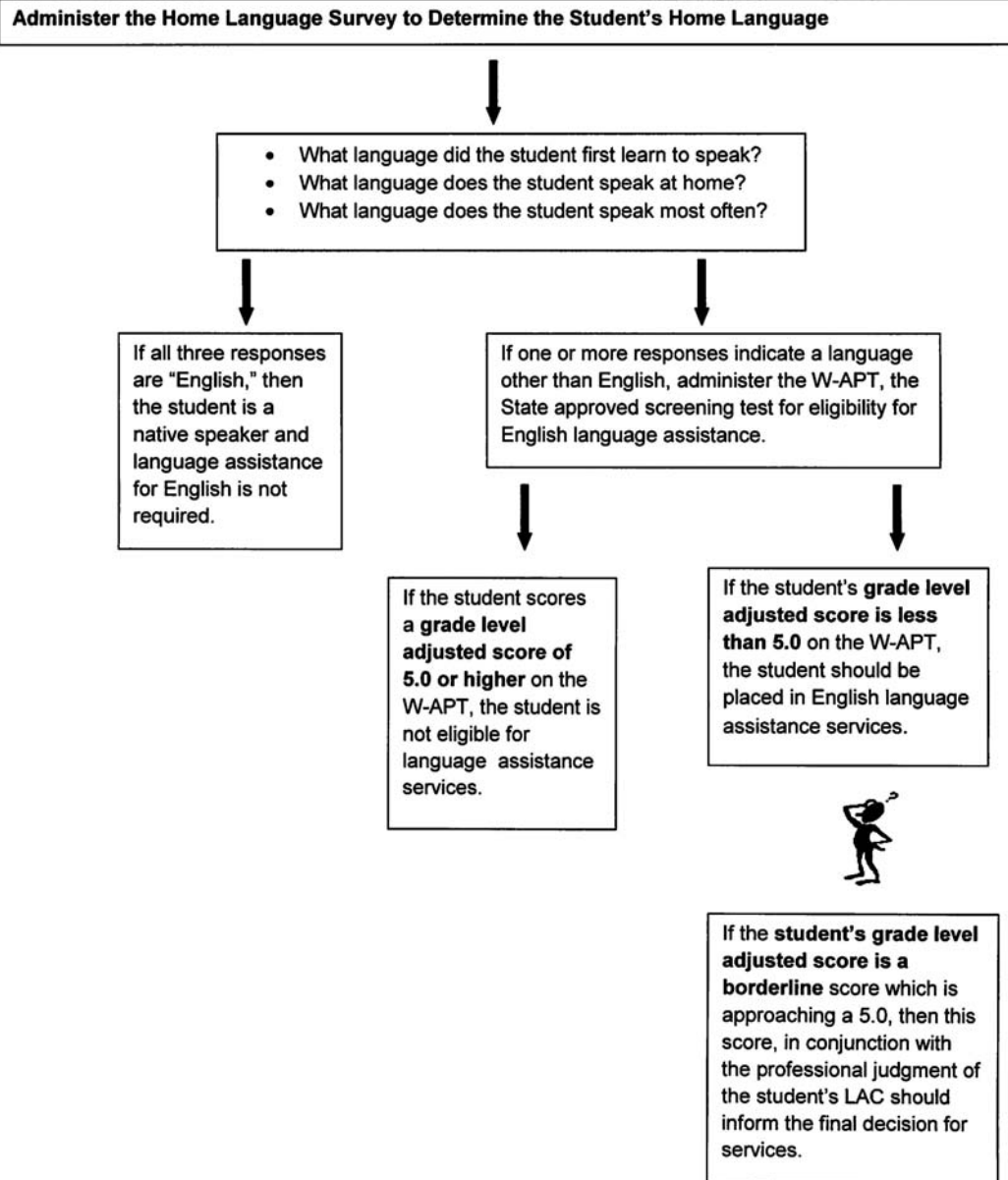
Eligibility Criteria for Language Assistance Services for English Language Learners
Kindergarten

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



Grades 1-12 Eligibility Criteria

Language Assistance Services for English Language Learners



Newton County School System Initial ESOL Referral & Program Eligibility

_____ School Year: _____
 ESOL School Home School

Name: _____			M	F
(last)	(first)	(middle)		
Birth date: _____ / _____ / _____	SIS #: _____	FTE#: _____		
(month)	(day)	(year)		
Native Language: _____	Date entered U.S. _____			
Birth Country: _____	Date of U.S. School Entry: _____ / _____ / _____			
Home telephone # _____	Date of District Entry: _____ / _____ / _____			
Work telephone # _____	Current Grade Placement: _____			
Parent/Guardian's Name _____		Address: _____		
Parents speak and or read English <input type="checkbox"/> Yes <input type="checkbox"/> Some <input type="checkbox"/> No				

Educational Background

Did the student attend U.S. Schools previously? Yes No # of years _____

If yes, did the student receive ESOL or bilingual instruction? Yes No # of years _____

Does student have evidence of Interrupted / Low Schooling? Yes No Last grade completed _____

Placement Testing

Date	Test	Grade Cluster	Raw Score / Oral Proficiency Score or Skills Description K	Composite Proficiency Level
	W-APT	K	L & S ____/____ = ____ (complete R & W only if administered) R ____ W ____	N/A
Date	Test	Grade Cluster	Total Score / Proficiency Level (from conversion table) 1-12	Composite Proficiency Level (Out of a possible 6.0)
	W-APT	1-2 3-5 6-8 9-12	L ____/____ S ____/____ R ____/____ W ____/____	

Recommendations:

The student is **eligible** for ESOL instruction without further testing.

The student is **not eligible** for ESOL instruction.

Evaluated by: _____ Date: _____

Distribution: ELL folder if qualify, Permanent Record if do not qualify

Name of Student _____

Assessment of English Language Proficiency

WAPT or ACCESS **Tier administered on ACCESS: A B C (except kindergarten)**
_____ Listening _____ Speaking _____ Reading _____ Writing _____ Total

GCRCT _____ Reading _____ English/Language Arts _____ Math _____ Science

What accommodations did student receive on GCRCT? _____

Other test _____ **Score(s)** _____

Check the appropriate category for recommended placement:

- _____ Student took Tier A or B on ACCESS: Place in ELL/ESOL
- _____ Below Level 4 on ACCESS on Tier A, B, or C or W-APT: Place in ELL/ESOL
- _____ Between Level 4 and Level 5 on ACCESS Tier C or W-APT: Attach Language Assessment Committee Form (LAC for placement)
- _____ Level 5 or above on ACCESS Tier C or W-APT AND passing score on GCRCT – Student is English proficient and not eligible for ESOL.

Signature of Teacher _____ Date: _____

Distribution: ELL file

Name of Student _____

Assessment of English Language Proficiency

WAPT or ACCESS **Tier administered on ACCESS: A B C (except kindergarten)**
_____ Listening _____ Speaking _____ Reading _____ Writing _____ Total

GCRCT _____ Reading _____ English/Language Arts _____ Math _____ Science

What accommodations did student receive on GCRCT? _____

Other test _____ **Score(s)** _____

Check the appropriate category for recommended placement:

- _____ Student took Tier A or B on ACCESS: Place in ELL/ESOL
- _____ Below Level 4 on ACCESS on Tier A, B, or C or W-APT: Place in ELL/ESOL
- _____ Between Level 4 and Level 5 on ACCESS Tier C or W-APT: Attach Language Assessment Committee Form (LAC for placement)
- _____ Level 5 or above on ACCESS Tier C or W-APT AND passing score on GCRCT – Student is English proficient and not eligible for ESOL.

Signature of Teacher _____ Date: _____

Distribution: ELL file

**Newton County School System
Monitoring Form for Exited ESOL Students**

Student Name: _____ School: _____

Grade Level: _____ Date: _____ Circle one: M1 - 1st sem M1 - 2nd sem
M2 - 1st sem M2 - 2nd sem

Monitoring is required for two calendar years from the date the student was officially exited from ESOL language assistance services. If monitoring shows that the student is falling behind in classroom work and/or English language skills, the student must be referred for assistance through the Pyramid of Interventions or to SST.

Classroom or grade level teacher completing this form: _____

Please circle the appropriate response for each statement below.

1. The student completes assignments on time. Always Often Sometimes Seldom Never N/A
2. The student communicates effectively with teacher in English. Always Often Sometimes Seldom
Never N/A
3. The student communicates effectively with peers in English. Always Often Sometimes Seldom
Never N/A
4. The student writes clearly in English. Always Often Sometimes Seldom Never N/A
5. The student reads aloud in class in English. Always Often Sometimes Seldom Never N/A
6. The student attends class regularly. Always Often Sometimes Seldom Never N/A
7. The student participates in group work. Always Often Sometimes Seldom Never N/A
8. The student socializes with native English speakers. Always Often Sometimes Seldom Never N/A
9. The student asks for assistance when needed. Always Often Sometimes Seldom Never N/A

How do you modify assignments for the student? _____

Is the student receiving any special services? If yes, list: _____

Concerns and comments: _____

GHST Scores /CRCT: LA ___ Math ___ Science ___ SS ___ Writing ___

Teacher Signature _____ **Date** _____

Return to (ELL teacher) _____ **by** _____

Distribution: ESOL file / Attach current Student Report Card (or Permanent Record)

Newton County Schools
Notice of English Language Learner (ELL)
Language Assessment Conference (LAC) Meeting

Date Fecha

Dear Parent/Legal Guardian of: _____

Estimado Padre/Guardián de:

There will be a meeting concerning your child held on the date, time and location noted below. The purpose of this meeting is to discuss your child's ELL placement.

Habrà una junta sobre su niño en la fecha, tiempo y lugar anotado abajo. El propósito de esta junta es para hablar sobre el colocaci3n de su hijo en el programa de ELL.

Meeting Date/Fecha de junta: _____

Meeting Time/Tiempo de junta: _____

Meeting Location/Lugar de junta: _____

The following people have been invited to this meeting:

Las personas siguientes han estado invitadas a esta junta:

Name Nombre

Title Titulo

Sincerely Sinceramente,

Signature Firma

Title Titulo

PLEASE RETURN THIS SECTION TO YOUR CHILD'S TEACHER *Por favor devuelva este secci3n al maestro de su ni1o.*

Student Estudiante _____

_____ **I will attend the meeting.** *Si, voy a asistir la junta.*

_____ **I would like to attend the meeting but I can't at this time/date.** *Me gustarí a asistir la junta pero no puedo en este tiempo/fecha.*

The following date and time is convenient for me *La fecha y tiempo siguiente es mejor:* **Date Fecha:**

_____ **Time Tiempo:** _____

_____ **I will not attend the meeting. I understand that I will receive a copy of the LAC minutes.** *No voy a asistir la junta. Entiendo que recibirá una copia del acta del LAC.*

Parent/Guardian Padre/Guardián

Date Fecha

Distribution: Parent, Student's Permanent Record, ELL Teacher's File

**ENGLISH LANGUAGE LEARNERS (ELL)
LANGUAGE ASSESSMENT CONFERENCE RECORD (LAC)
NEWTON COUNTY SCHOOL SYSTEM**

Student: _____ Date: _____

School: _____ Grade/Homeroom: _____

How long has student participated in other ELL / ESOL / language assistance programs? _____

Attach copy of assessments and test reports.

These may include:

1. W-APT scores
2. ACCESS scores
3. GCRCT
4. End-of-Course Tests
5. Graduation Exam

Should student receive additional help in Reading/Language Arts to assure success in the content areas?

Yes ___ No ___ Recommendation _____

Recommendation for Math placement _____

LAC Team _____

COMMENTS

ELL / ESOL Teacher _____

Signature _____

Classroom Teacher _____

Signature _____

Recommend that ELL / ESOL / language assistance services be discontinued: Yes _____ No _____

Recommend other services: Yes _____ No _____

Other services recommended _____

Signature of Administrator

Distribution: Parent, Student's Permanent Record, ELL Teacher's File



CAN DO Descriptors for the Levels of English Language Proficiency

For the given level of English language proficiency level, English language learners can:

Levels of English Proficiency from WIDA

		Level 6 - Reaching			
Language Domain	Level 1 - Entering	Level 2 - Beginning	Level 3 - Developing	Level 4 - Expanding	Level 5 - Bridging
Listening	<ul style="list-style-type: none"> Point to stated pictures, words, phrases Follow one-step oral directions Match oral statements to objects, figures, or illustrations 	<ul style="list-style-type: none"> Sort pictures, objects according to oral instructions Follow two-step oral directions Match information from oral descriptions to objects, illustrations 	<ul style="list-style-type: none"> Locate, select, order information from oral descriptions Follow multi-step oral directions Categorize or sequence oral information using pictures, objects 	<ul style="list-style-type: none"> Compare and contrast functions, relationships from oral information Analyze and apply oral information Identify cause and effect from oral discourse 	<ul style="list-style-type: none"> Draw conclusions from oral information Construct models based on oral discourse Make connections from oral discourse
Speaking	<ul style="list-style-type: none"> Name objects, people, pictures Answer wh- questions 	<ul style="list-style-type: none"> Ask wh- questions Describe pictures, events, objects, people Restate facts 	<ul style="list-style-type: none"> Formulate hypotheses, make predictions Describe processes, procedures Tell stories or events 	<ul style="list-style-type: none"> Discuss stories, issues, concepts Give speeches, oral reports Offer creative solutions to issues, problems 	<ul style="list-style-type: none"> Engage in debates Explain phenomena, give examples, and justify responses Express and defend points of view
Reading	<ul style="list-style-type: none"> Match icons and symbols to words, phrases, or environmental print Identify concepts about print and text features 	<ul style="list-style-type: none"> Locate and classify information Identify facts and explicit messages Select language patterns associated with facts 	<ul style="list-style-type: none"> Sequence pictures, events, processes Identify main ideas Use context clues to determine meaning of words 	<ul style="list-style-type: none"> Interpret information or data Find details that support main ideas Identify word families, figures of speech 	<ul style="list-style-type: none"> Conduct research to glean information from multiple sources Draw conclusions from explicit and implicit text
Writing	<ul style="list-style-type: none"> Label objects, pictures, diagrams Draw in response to oral directions Produce icons, symbols, words, phrases to convey messages 	<ul style="list-style-type: none"> Make lists Produce drawings, phrases, short sentences, notes Give information requested from oral or written directions 	<ul style="list-style-type: none"> Produce bare-bones expository or narrative texts Compare/contrast information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Summarize information from graphics or notes Edit and revise writing Create original ideas or detailed responses 	<ul style="list-style-type: none"> Apply information to new contexts React to multiple genres and discourses Author multiple forms of writing
Additional Language Functions	<ul style="list-style-type: none"> listen, locate, select, sort, respond, illustrate, circle, repeat, copy, trace 	<ul style="list-style-type: none"> predict, group, respond, list, tell or say, request, create, connect, rephrase, give examples 	<ul style="list-style-type: none"> recall, define, explain, summarize, role-play, discuss, express 	<ul style="list-style-type: none"> defend, elaborate, critique, narrate, conclude, convince, reflect, resolve, infer, compare, synthesize, hypothesize 	

**ELL/ESOL STUDENT GRADING ALTERNATIVE (High School)
NEWTON COUNTY SCHOOL SYSTEM**

Date _____ 1st 9 weeks _____ 2nd 9 weeks _____ 3rd 9 weeks _____ 4th 9 weeks _____

Student Name _____ Date of Birth _____

First Language _____ Grade _____

Class _____ Teacher _____

1. Has the student been in the U.S. for less than one year? _____ Yes _____ No
If no, where has the student been educated and in what language?

2. How many years of previous education? _____

3. What is the student's background knowledge of this class?

4. Did the student:

a. Attend the class regularly? _____ Yes _____ No

b. Attempt assignments? _____ Yes _____ No

c. Demonstrate effort? _____ Yes _____ No

d. Demonstrate improvement? _____ Yes _____ No

5. Has the student mastered enough of the curriculum to project success in the next sequence course? _____ Yes _____ No

It is determined the student should receive a _____ NC or a _____ grade of _____.
(Check one)

Our determination is based on:

Content Area Teacher

ELL / ESOL Teacher

School Administrator

Distribution: Parent, Student's Permanent Record, ELL Teacher's File

**Newton County 2010-2011 Notification of English Language Learner
Test Participation Committee Meeting
*Notificación de Reunión del Comité de Participación de los Exámenes***

Date sent *Fecha mandado*

Notification Attempt (Written) 1st 2nd 3rd
Notificaciones escritas

Dear Parent/Legal Guardian of: _____

Estimado Padre/Guardián de:

There will be a meeting of the English Language Learner (ELL) Test Participation Committee (TPC) concerning your child held on the date, time and location noted below. The purpose of this meeting is to discuss your child's participation in formal and informal assessments, at the local and State levels, that will be administered by Newton County Schools.

Habrà una reunión del Comité de Participación de los Exámenes para estudiante aprendiendo ingles. La fecha, tiempo y lugar de la reunión esta notado abajo. El propósito de esta reunión es para hablar sobre la participación de su niño en los exámenes formal y regular, al nivel local y del estado, que sería administrado en las escuelas del Condado de Newton.

Meeting Date: _____

Fecha de reunión:

Meeting Time: _____

Tiempo de reunión:

Meeting Location: _____

Lugar de reunión:

The following people have been invited to this meeting:

Las personas siguientes han estados invitados a esta reunión:

Name <i>Nombre</i>	Title <i>Titulo</i>
_____	ESOL Teacher <i>Maestra de ESOL</i>
_____	Certified Teacher (Content area and/or grade level) <i>Maestra regular</i>
_____	Certified Teacher (Content area and/or grade level) <i>Maestra regular</i>
_____	Administrator / Other Representative <i>Administrador/Otro representante</i>
_____	Parent <i>Padre</i>
_____	Student <i>Estudiante</i>

Sincerely,
Atentamente,

ESOL Teacher *Maestra de ESOL*

Signature *Firma*

**PLEASE RETURN THIS SECTION TO YOUR CHILD'S TEACHER
POR FAVOR, DEVOLVER ESTA SECCION A LA MAESTRA DE SU NINO**
Student *Estudiante* _____

- _____ **I will attend the meeting.** *Si, voy a asistir la reunión.*
- _____ **I would like to attend the meeting but I can't at this time/date. Please contact me for an alternate date and time.** *Me gustaría asistir la reunión pero no puedo en este tiempo/fecha. Por favor contácteme con fecha y tiempo alternativo.*
- _____ **I will not attend the meeting. I understand that I will receive a copy of the TPC minutes.** *No voy a asistir la reunión. Entiendo que recibirá una copia del acto de TPC.*

Parent/Guardian *Padre/Guardian*

Date *Fecha*

**English Language Learner (ELL) / Testing Participation Committee (TPC)
Class & State Testing Accommodations for Students
Newton County 2010- 2011**

School _____ Date of Implementation _____ to _____
This plan should be reviewed within one calendar year.

Grade _____ DOB _____ Race / Ethnicity _____

Date of Entry in U.S. school: mo ____ yr ____ Eligible for Deferral*** Y or N
(Circle one)

Date Enrolled in ELL Program: mo ____ yr ____ ELL Status: Active Monitored Waivered
(Circle one)

Student must be eligible for ESOL services or be within the two year post-eligibility monitoring period in order to receive testing accommodations. Indicate the student's qualifying W-APT/ MODEL/ACCESS scores in accordance with SBOE Rule 160-4-5-.02, out of state eligibility information, or the student's exit date from ESOL services.

Current ESOL **ELIGIBILITY** Information:

W-APT/MODEL K Raw Scores for L ____ /**S** ____ /**R** ____ **AV** ____

W-APT 1-12 CPL Score _____ **ACCESS for ELLs CPL Score** _____

Or

Out of State Eligibility: State _____ Entry Date in GA _____

Program exit date (must be within past two years) _____

*** Assessment administration must occur during the first twelve months of the student's initial entry into a U.S. school. Student must participate in the state adopted English proficiency assessment. Student's limited proficiency in English indicates assessment in content areas other than mathematics and science is NOT in the best educational interest of the student. **Note: Students must participate in all mathematics and science assessments and all EOCTs.**

ELL/ TPC Committee met and determined student does not need testing accommodations. Minutes must reflect this decision AND Committee must sign/date this form (even though no accommodations will be provided).

Use the chart below to circle the testing accommodation(s) that will fit the student's needs in each area and in each test. The gray-striped boxes indicate that the accommodation is not available for that particular test. **Any testing accommodations must be consistent with accommodations used in daily instruction. Be advised that translating of any kind is not an acceptable accommodation.**

Standard administration refers to testing conditions in which the procedures and directions included in the administration manual are followed exactly. This type of administration is indicated below in the student testing accommodations check-off chart by an "S" symbol. Conditional administration refers to testing conditions in which more expansive accommodations are used to provide access for students with very limited English language proficiency and who would not be able to access the assessment without such assistance. The appropriate team must determine that the conditional administration is absolutely necessary for the student to participate in state assessments. Conditional accommodations should be used sparingly. The use of any accommodation must be considered in light of the student's language proficiency and *must be required by the student to access the test because of his/her language proficiency*. Conditional accommodations **may not** be provided solely as a way to ensure proficiency. **ELL-M students are not eligible for conditional accommodations.** This type of administration is indicated below in the student testing accommodations check-off chart by a "C" symbol.

Table 5. 2010-2011 Approved Accommodations for English Language Learners							
S = Standard		C = Conditional			NS = Non- Standard		
<i>Setting Accommodation</i>	<i>GKIDS</i>	<i>CRCT</i>	<i>NRT</i>	<i>Writing</i>	<i>GHSGT</i>	<i>EOCT</i>	<i>NAEP</i>
1. ESOL Classroom	S	S	S	S	S	S	S
2. Small Group	S	S	S	S	S	S	S ⁴
3. Preferential seating	S	S	S	S	S	S	S ⁵
4. Individual or study carrel	S	S	S	S	S	S	S ⁵
5. Individual administration	S	S	S	S	S	S	S ⁴
<i>Presentation Accommodations</i>	<i>GKIDS</i>	<i>CRCT</i>	<i>NRT</i>	<i>Writing</i>	<i>GHSGT</i>	<i>EOCT</i>	<i>NAEP</i> ⁶
6. Explain or paraphrase the directions for clarity (<u>in English only</u>) ⁷	S	S	NS	S	S	S	Standard NAEP Practice
7. Color overlays or templates	S	S	S	S	S	S	S
8. Oral reading of test questions in English only ⁷		S	NS ¹	S	S	S	S ⁴
9. Oral reading of reading passages <u>in English only</u>		C ²	NS ¹	S	S	S	
10. Repetition of directions (<u>in English only</u>)	S	S	S	S	S	S	Standard NAEP Practice
<i>Response Accommodations</i>	<i>GKIDS</i>	<i>CRCT</i>	<i>NRT</i>	<i>Writing</i>	<i>GHSGT</i>	<i>EOCT</i>	<i>NAEP</i>
11. Student marks answers in test booklet		S	S		S	S	Standard NAEP Practice
12. Student points to answers	S	S	NS		S	S	S ⁵
13. Verbal response in English only	S	S	NS		S	S	S ⁵
14. Word-to-word dictionary ³	S	S	S	S	S	S	S ⁸
<i>Scheduling Accommodations</i>	<i>GKIDS</i>	<i>CRCT</i>	<i>NRT</i>	<i>Writing</i>	<i>GHSGT</i>	<i>EOCT</i>	<i>NAEP</i>
15. Frequent monitored breaks	S	S	NS	S	S	S	S
16. Extended time	S	S	NS	S	S	S	S

- # Cueing by school staff to stay on task is a standard accommodation on all NAEP assessments.
- 1 Non-Standard for reading comprehension and vocabulary subtests only; all other subtests are standard.
 - 2 Restricted to eligible ELL students only: see guidance for eligibility. May not be used with ELL-M students.
 - 3 Only words may be translated: definitions are not permitted. This accommodation may not be used on the QCC-based GHSWT.
 - 4 Universal design element for the computer based assessments.
 - 5 Accommodation must be provided by school staff.
 - 6 Spanish/English version of NAEP assessment may be used for all subjects except Writing
 - 7 Directions for all grades (except Science Hands-on and Interactive Computer Tasks) and Math and Science test questions (grades 4 and 8) may be read aloud in Spanish for NAEP.
 - 8 Accommodation not allowed on NAEP Writing assessment.

Guidance for Use of Conditional Accommodation #9: Oral reading of reading passages in English only. The use of this conditional accommodation for the Reading CRCT **must be restricted to grades 3-8** and may be considered when **BOTH** of the following conditions apply:

1. The student's English proficiency scores and experiences in the classroom indicate the student cannot access, retain, or comprehend written text without the assistance of a reader: **and**
2. The *student is **not poised to exit** language assistance services within the current school year.*

Text must be read word-for-word exactly as written. The test administrator may not provide assistance to the student regarding the meaning of words, intent of test items, or responses to test items. The test administrator **may not rearrange the order of text** (e.g., read the questions before reading the passage). The test administrator may read test text to a small group provided all students have the same test form number. When a small group setting is used, the passage may be read once and each test item may be read twice. Each student must have a test book and must be instructed to follow along in their test booklet as the test administrator reads the text.

ELL/TPC Signatures: (Committee shall be comprised of a *minimum of three members*, one of whom is a teacher certified by the Professional Standards Commission and must include the ELL/ESOL teacher/aide currently serving the student with English language assistance. The remaining members shall be chosen from the following: regular language arts, reading or English teacher; student's parent or legal guardian or the student, if 18 years or older; school administrator; other content area teachers; counselor; school psychologist; and lead teacher.)

ESOL Teacher	Date
Certified Teacher (content area and/or grade level)	Date
Content area and/or grade level Teacher	Date
Administrator/ Other Representative (please list title)	Date
Parent or Guardian/ Student 18 years or older (<u>if present</u>)	Date

For detailed information regarding standardized assessment of ELLs and determining appropriate testing accommodations, please refer to the 2010-2011 Student Assessment Handbook available on the GaDOE Assessment website at http://www.gadoe.org/ci_testing.aspx

Instructional and Testing Accommodation Plan Teacher Receipt Verification

School _____

ELL Teacher _____ Date _____

I have received a copy of the ELL – Test Participation Committee (TPC) Meeting decisions for instructional and standardized testing accommodations for the student(s) listed below. I understand that it is my responsibility to implement these accommodations and to work with the ELL student to effectively meet his/her individual needs.

Student's Name _____

Student's Name _____

Student's Name _____

Student's Name _____

Student's Name _____

Student's Name _____

Student's Name _____

Student's Name _____

Student's Name _____

Questions and concerns are to be directed to the ELL teacher listed above. All documentation regarding students with ELL services is CONFIDENTIAL.

Teacher's Name _____ Date _____
Print

Teacher's Signature _____

Teacher's signature verifies receipt of the TPC plan(s) for the student(s) listed above.

Newton County School System
NOTIFICATION of
ENGLISH to SPEAKERS of OTHER LANGUAGES (ESOL) SERVICES

(check one) _____ Initial Placement _____ Continuing Placement

Date: _____

Dear Parent or Guardian,

_____ is eligible for enrollment in the ELL/ ESOL program. This program is offered to all limited English proficient students who meet the testing eligibility criteria. This program aids in the success of a limited English proficient student in an English-speaking classroom where all instruction is in English.

ELL / ESOL School _____

Delivery Model: _____

Eligibility

Initial placement students, who are of a non-English language background are administered the WIDA ACCESS Proficiency Test (W-APT) to determine their English language skills. Kindergarten students whose combined raw score for listening and speaking is less than 29 are eligible for ESOL services. The only exception to this is students who score between 19 and 28 on the combined raw score for listening and speaking and also score higher than 11 on Reading and above 12 on Writing.

Students in grades 1-12 who score a Composite Proficiency Level below 5.0 are eligible for ESOL services without further assessment.

Date	Test	Grade Cluster	Raw Score/Oral Proficiency Score Or Skills Description (Kindergarten)	Composite Proficiency Level
	W-APT	K	L & S ____/____ = ____ (complete R & W only if administered) R ____ W ____	N/A

W-APT Scores: Composite Proficiency Levels (CPLs)

Literacy CPL	Oral CPL	Overall CPL

Adjusted CPLs (adjusted for grade level)

Adjusted Literacy CPL	Adjusted Oral CPL	Adjusted Overall CPL

OR

Continued Placement

Students receiving language assistance services through the ESOL program or placement in an alternative program shall be administered the ACCESS for ELLs annually to determine progress and/or readiness to exit. Students must score an overall 5.0 or above on Tier C to exit ESOL. At that time they will be placed on Monitor status for a period of two years.

ACCESS Year: Grade Level: Tier:

Listening	Speaking	Reading	Writing	Overall Score

I have read and understand the Notification for ESOL services.

Signature of Parent or Guardian

Date

If you have questions or concerns, please contact:

Name

Title

Telephone

Newton County School System

NOTIFICACION de INGLES PARA PERSONAS de OTRO IDIOMA (ESOL)

(Marque uno) _____ Elegibilidad inicial _____ Continuación de servicios

Fecha: _____

Estimado Padre o Guardián,

_____ esta elegible para servicios del programa de INGLES PARA PERSONAS DE OTRO IDIOMA (ESOL, sus siglas en ingles). Este programa esta ofrecido a todas las personas que están limitados en el idioma de inglés, calificados por criterios de unos exámenes. Este programa ayuda con el progreso del estudiante en el salón donde hablan inglés y la instrucción esta presentado en ingles.

Escuela de ESOL _____

Modelo de instrucción: _____

Elegibilidad

Estudiantes que vienen de hogares donde hablan un idioma, que no es inglés, están evaluados por el examen de WIDA ACCESS Proficiency Test (W-APT) a determinar sus destrezas de inglés. Un niño/a de Kinder esta elegible si tiene menos de 29 puntos en las áreas de Escuchar y Hablar. La única excepción es si los puntos de Escuchar y Hablar están entre 19 y 28, y también tiene calificaciones más que 11 en Lectura y más que 12 en Escritura.

Estudiantes en grados 1-12 con calificación de Composite Proficiency Level menos de 5 están elegibles para servicios de ingles sin más evaluación.

Date	Test	Grade Cluster	Raw Score/Oral Proficiency Score Or Skills Description (Kindergarten)	Composite Proficiency Level
	W-APT	K	L & S ____/____ = ____ (complete R & W only if administered) R____ W____	N/A

W-APT Scores: Composite Proficiency Levels (CPLs)

Literacy CPL	Oral CPL	Overall CPL

Adjusted CPLs (adjusted for grade level)

Adjusted Literacy CPL	Adjusted Oral CPL	Adjusted Overall CPL

O

Continuación de Servicios

Estudiantes recibiendo servicios de inglés por el programa de ESOL o un programa alternativa estarán administrado el examen de ACCESS para ELLs anualmente para determinar su habilidad de inglés y continuación de servicios.

Estudiantes con una calificación de 5.0 o más en el Tier C pueden salir del programa de ESOL. Estarán en la condición de admonitor por los dos años requeridos.

ACCESS	Año:	Nivel de Grado:	Tier:	
Escuchar	Hablar	Leer	Escribir	Calificación promedio

Yo he leído y entiendo esta notificación para servicios de ESOL.

Firma de padre o guardián

Fecha

Si tiene preguntas sobre el programa de ESOL, favor de comunicar con:

Nombre

Título

Teléfono

Distribution: ELL file

Revised 8/2010

Kindergarten English Language Learners Exit Criteria from Language Assistance Services

Administer Kindergarten ACCESS for ELLs



The 2010 Kindergarten ACCESS Score Reports will 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 2010 Kindergarten form of the ACCESS for ELLs is 5.0.

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.

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.



Per GA DOE, Kindergarten students may **NOT** be exited through the Language Assessment Conference (LAC) option.

Grades 1-12 Exit Criteria

Language Assistance Services for English Language Learners

Administer ACCESS for ELLs

Any Score in Tier A or B
or
Tier C = CPL 1.0-3.9

- Student is coded ELL-Y.
- Provide ESOL/Language Assistance services.
- Assess annually with ACCESS.

Below proficiency on state assessment of reading comprehension*

**Tier C
CPL 4.0-4.9**

At or above proficiency on state assessment of reading comprehension*

Refer for Language Assessment Conference (LAC)

Review:

- language proficiency
- classroom performance and achievement
- teacher recommendations
- criterion-referenced tests
- writing samples

If the student's learning is inhibited primarily by a lack of English language skills...

OR

If, when mainstreamed, the student is likely to be successful with only limited English language support...

**Tier C
CPL ≥ 5.0**

Below proficiency on state assessment of reading comprehension*

At or above proficiency on state assessment of reading comprehension*

- Student is coded ELL-M.
- Exit student from ESOL/Language Assistance services.
- Monitor and review student's academic progress in the mainstream for two years.

* 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

Parent Notification Students on Monitor Status Newton County School System

Date _____

(check one) _____ Initial Placement _____ Continuing Placement

Dear Parent or Guardian,

_____ is eligible for enrollment in the ELL / ESOL program on monitor status. This program is offered to all limited English proficient students who meet the testing eligibility criteria. This program aids in the success of a limited English proficient student in an English-speaking classroom where all instruction is in English. Our goal is to have students succeed in all four language skills (speaking, listening, reading, and writing), both socially and academically, using the Georgia Performance Standards (GPS) as a base for instruction. We also wish for them to understand and function successfully in our American culture.

Our testing and evaluation show that he/she needs monitoring only (two-year period mandated by Title III).

ELL / ESOL Teacher _____ ELL / ESOL School _____

Our testing and evaluation show that your child is eligible for ELL / ESOL program on monitoring status only. He / She scored at or above the minimum level on the ACCESS test.

ACCESS Scores

Test Date	Language Domain	Proficiency Level (Possible 1.0 – 6.0)
	Listening	
	Speaking	
	Reading	
	Writing	
	Overall Score (Composite)	

I have read and understood the Notification for Monitored ELL / ESOL Services.

Signature of Parent or Guardian

Date

If you have questions or concerns, please contact:

Name

Title

Telephone Number

Distribution: Student's permanent record, ELL file

Newton County Schools
NOTIFICACION DE INGLES PARA
PERSONAS DE OTRO IDIOMA (ESOL)
OBSERVACION

(Marque uno) _____ Elegibilidad inicial _____ Continuación de servicios

Estimado Padre o Guardián,

_____ esta elegible para servicios del programa de INGLES PARA PERSONAS DE OTRO IDIOMA (ESOL) para observación solamente. Este programa esta ofrecido a todas las personas que están limitados en el idioma de inglés, calificados por criterios de unos exámenes. Este programa ayuda con el progreso del estudiante en el salón donde hablan inglés y la instrucción esta presentado en ingles. Nuestra meta es que los estudiantes de ESOL pueden tener éxito en las cuatro destrezas del idioma (hablando, escuchando, leyendo, y escribiendo), ambos socialmente y académicamente, usando el currículo de Georgia (Georgia Quality Core Currículo) o GPS (Georgia Performance Standards) como la base de instrucción. También, deseamos que los estudiantes puedan entender y funcionar con éxito en la cultura Americana. Inmersión en el ambiente donde hablan inglés con guía de la maestra de ESOL y acomodamientos proveído por los otros empleados de la escuela producirá los resultados necesarios para mejorar las destrezas del idioma de inglés. Nuestra evaluación demuestra que él/ella necesitan observación para dos anos.

Maestra/o de ESOL _____ Escuela de ESOL _____

Fecha _____

He / She scored at or above the minimum level on the ACCESS test.

Nuestro examen y evaluación demuestra que su niño/a es elegible para el programa de ELL/ESOL Solamente en el estado de observación. Él/ella

ACCESS Scores

Test Date	Language Domain	Proficiency Level (Possible 1.0 – 6.0)
	Listening <i>Escuchando</i>	
	Speaking <i>Hablando</i>	
	Reading <i>Leyendo</i>	
	Writing <i>Escribiendo</i>	
	Overall Score (Composite)	

Yo he leído y entiendo esta notificación para servicios de ESOL.

 Firma de padre o guardián

 Fecha

Si tiene preguntas sobre el programa de ESOL, favor de comunicar con:

 Nombre

 Tituló

 Teléfono

**Newton County School System
English Language Learners (ELL)
Progress Report K-5**

Name:

ELL Teacher:

Date:

Homeroom Teacher/Grade:

This report shows student's progress on their current English language level.

	<i>Beginning:</i> Basic needs; classroom routines	<i>Intermediate:</i> Familiar topics; simplified academic language	<i>Advanced:</i> Expands topics; developing academic language	<i>Transitional:</i> Various topics; near grade level academic language
<i>Listening</i>				
<i>Speaking</i>				
<i>Reading</i>				
<i>Writing</i>				

Teacher Comments:

Parent Signature: _____ Date: _____

**Newton County School System
Aprendices del Idioma Inglés - English Language Learners
(ELL)
Reporte de Progreso K-5**

Nombre:

Maestro(a) de ELL:

Fecha:

Maestro(a)

Principal/Grado:

Este reporte muestra el progreso del estudiante en su nivel actual del idioma inglés.

	<i>Principiante:</i> Necesidades básicas; rutinas del salón de clase	<i>Intermedio:</i> Temas familiares; lenguaje académico simplificado	<i>Avanzado:</i> Ampliación de temas; desarrollando lenguaje académico	<i>Transicional:</i> Temas variados; lenguaje nuevo del grado académico
<i>Escuchar</i>				
<i>Hablar</i>				
<i>Leer</i>				
<i>Escribir</i>				

Comentario del maestro(a):

Firma de padre: _____ Fecha: _____

NEWTON COUNTY SCHOOL SYSTEM

**ESOL NOTIFICATION
SERVICES NO LONGER NECESSARY**

Notificación que servicios adicionales no son necesarios

Date/Fecha: _____

Dear Parent or Guardian/*Estimado Padre o Guardián,*

_____ has been enrolled in the ESOL program on monitor status. He/she has completed the two year monitoring period. Our testing and evaluation show that your child no longer requires additional ESOL services. He/she can perform satisfactorily in the regular classroom. It has been a pleasure working with your child.

_____ *ha estado en el programa de ESOL en el estado de observación. Él/ella ha completado los dos años de vigilancia. Nuestras evaluaciones demuestran que su niño/a no requiere servicios adicionales de ESOL. Él/ella puede trabajar satisfactoriamente en una clase regular. Ha sido un placer trabajando con su niño/a.*

Sincerely/*Atentamente,*

ESOL teacher/*Maestro de ESOL*

Distribution: Student's Permanent Record

Special Education

Avery Label # 5160

Eligibility Form (inside front left side of file folder)
Update with half sheet (end of school year)
Copy of Home Language Survey or Questionnaire
Signed copy of Parent Notification of ESOL Letter
Test Participation Committee(TPC) documents(each year)
Copy of ACCESS Teacher Report (each year)
Language Assessment Conference (LAC) documents (if applicable)
HS: Alternative Grading form (if applicable)
Monitor Students: Copy of Parent Notification Letter of Monitor Status, Monitoring Form & required attached documents (each semester for 2 year period)
Special Education: Sticker placed on outside cover & SpEd ELL Collaboration Log (if applicable)

Avery Label # 8464