



**International Charter Academy of Georgia**  
English Speakers of a Second Language Manual: A Guide  
for Complying with Federal, State, and District  
Procedures

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## What is ESOL?

ESOL stands for English for Speakers of Other Languages. It is the term used for the program that provides services based on the linguistic and academic needs of students who are identified with Limited English Proficiency (LEP). These students are identified as Limited English Proficient, or LEP. The Civil Rights Act of 1964 protects ESOL students from being discriminated against in their education. Students may not be denied equal educational opportunities regardless of their national origin, native language, or immigrant status.

## How Do We Identify ESOL Students?

International Charter Academy of Georgia will not use surface identifiers to qualify students for ESOL services. Initially, we will use a Home Language Survey (HLS) (see appendix A) followed by a screener to identify potential LEP students. The HLS must be completed during registration for ALL new students who join ICAG.

## Home Language Survey Administration

The Home Language Survey is a document completed by each student's parent/guardian. This survey asks families to provide the language that the child speaks in the home; the native language of the child; and the language the child speaks most often. If any of these inquiries indicate a language other than English, the child will be screened for a Language Proficiency Level and may be placed in ICAG's ESOL program.

All students MUST complete the HLS upon initial registration. The HLS should not be included in any re-registration processes: Only the original HLS will be used to make decisions for the child, for this document is crucial for federal, state, and Office of Civil Rights compliance. At times, parent responses on the HLS may be confusing or unclear. In this case, the school will follow-up to clarify and ensure accurate documentation.

The HLS document must be placed in every student's permanent folder. The registrar will habitually use the HLS to identify the home language of every student. If there is another language indicated on any of the student specific survey questions, a copy must be given to the ESOL teacher. The ESOL teacher will use the appropriate data to determine the English Language Proficiency of a child. If the student's parents indicate that English is the primary language, the process is complete after the survey data is verified and placed in the student's folder. The school will not make decisions about a student's English Language Proficiency based on a student's or parent's oral proficiency, last name, or appearance. If, in the future, a question arises about the English Language Proficiency of a student that was marked fully proficient on the HLS, the ESOL teacher may meet with parents to discuss the impact of these concerns on the academic progress of the child.

## English Proficiency Screener

The testing instruments used to place ESOL students in the state of Georgia are the WIDA and KWAPT language screeners. These tests are administered to students whose HLS indicate a language other than English. WIDA/KWAPT Screener test items are written from the model performance indicators based on WIDA's five English Language Proficiency (ELP) standards:

- 1) Social & Instructional Language
- 2) Language of Language Arts
- 3) Language of Mathematics
- 4) Language of Science
- 5) Language of Social Studies

Please visit the WIDA website for further information. [www.wida.wisc.edu](http://www.wida.wisc.edu)

Test forms are divided into six grade-level clusters:

- KWAPT (for students in second semester kindergarten to first semester first grade) tested in all four domains.
- Grades 1 (for students in the second semester of first grade through first semester of second)
- Grades 2-3 (for students in the second semester of second grade to the first semester of fourth)
- Grades 4-5 (for students in the second semester of fourth grade through the first semester of sixth)

KWAPT listening and speaking *only* is for students in Pre-K and the first semester of Kindergarten. The Kindergarten W-APT cannot be scored using the online calculator. Instead, descriptors are used based on the score including low, mid, high, and exceptional proficiencies. Details to assist in scoring can be found in the W-APT Test Administration Manual and on the scoring sheets themselves.

All new ESOL students must be tested within the first **30 days of school** at the beginning of the school year and within **ten days** should a student enter any other time throughout the school year. When English proficiency testing is complete, the ESOL teacher will work with the Data Specialist to notify parents of their child's results. A copy of the results will be kept in the child's records. In the event the school needs to conduct virtual screeners for any grade level, the school must decide to re-screen once the school is physically back in session. This method will ensure that students are placed properly and receive the ESOL services.

## Testing Plan Committee Forms

Each grade will have a testing plan committee which will consist of the ESOL teacher, general education teacher, and an administrator. The testing committee members will discuss accommodations that can be used for the child in the classroom and during testing. A copy of the TPC form will be sent home for a signature from the parents and then returned. The form will be kept in the student's permanent folder.

## Helping A Student Acquire English (BICS And CALP)

Each ESOL student increases his or her language proficiency in two ways: BICS and CALP. “BICS” stands for “Basic Interpersonal Communication Proficiency.” It is the language of play and social interactions. “CALP” stands for “Cognitive Academic Language Proficiency.” It is the language of the classroom and written assignments.

## ICAG ESOL Delivery Method

ESOL teachers at ICAG may help LEP students acquire both BICS and CALP skills using specially designed activities and providing additional support both within and outside of the classroom. The ESOL teacher may include the general education teacher who will use ESOL strategies to help students during flexible groupings. During either push-in or pull-out delivery method, students will have the opportunity to build listening, speaking, reading, and writing skills in English. These skills may be found in the WIDA Standards.

## Grading

A regular classroom teacher may:

- Set objectives and assign work that is within the student's ability level.
- Expect LEP students to complete projects, assignments, homework, and take tests that have been modified to his or her proficiency level.
- Expect LEP students to come to class prepared to work and to behave appropriately.
- Hold an LEP student accountable for appropriate assignments to be completed in a reasonable amount of time.
- Assign an LEP student a failing grade if the reason for that failure is unrelated to his or her English proficiency (and is documented with concurrence from the ESOL teacher).
- Keep evidence of modified objectives, assignments and assessments.

## Assessing ESOL Students

ESOL students are assessed several times a year. Upon entry, they are assessed with an English Language Proficiency Screener—throughout the school year, students may be required to participate in internal benchmarks such as The MAP, a variety of classroom assessments, and the Milestones beginning in the third grade.

## Retention

A school is not allowed to retain an LEP student solely on the basis of his or her limited English proficiency. A school may retain an LEP student for other reasons if these reasons are well-documented. However, it is generally not recommended that LEP students be retained. Research shows that retention increases dropout rates for LEP students. If there is a student under consideration for retention, the student must be referred to the SST and RTI process before being presented to a retention committee. The committee will initially meet in January, then throughout the remainder of the school year as needed. By

the end of the school year, the committee will assist the principal and teaching team in the final decision about the retention of an ESOL student.

## ACCESS Assessment

*ACCESS for ELLs 2.0* is administered annually to all English learners in Georgia. It is a standards-based, criterion referenced English language proficiency test designed to measure English learners' social and academic proficiency and progress towards English proficiency. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context and across the four language domains of speaking, listening, reading, and writing. *ACCESS for ELLs 2.0* meets the **Title I** mandate in the Every Student Succeeds Act of 2015 that requires states to evaluate all ELLs in grades K through 12 on their progress towards English proficiency.

Only certified personnel who have completed the required WIDA training for the *ACCESS for ELLs 2.0* are permitted to administer the annual proficiency assessment. The GaDOE Assessment and Accountability division requires annual WIDA and *ACCESS for ELLs 2.0* certification for all personnel who will administer the assessment.

## ESOL Classification Criteria

According to the exit flowchart created by Georgia Department of Education, if a student scores between 4.3-4.9, the testing plan committee will discuss the possibility to exit ESOL. Students who score within this range will be assessed using a variety of assessments including but not limited to district benchmarks, ACCESS literacy score, report card grades, and teacher recommendation. If a child meets the exit requirements, they will be coded as exit, and the parents will be notified. If the overall composite proficiency score is less than 4.3, then the student is still an English learner. If the overall composite proficiency score is greater than 5.0, the student is no longer considered to be an English learner and they will be exited.

## Identification of English Learners Flowchart

1. **The State Adopted Home Language Survey:** All new parents will complete a home language survey. If parents/guardians list a language other than English on the survey, the school must assess the child to comply with the federal laws.



2. **Screening for ESOL Eligibility and WIDA Scoring** occurs during the fall semester or as new students arrive.
  - a. If a kindergarten student's combined listening and speaking raw score is > greater than 29, the student meets the minimum criteria for English language proficiency and is not eligible for language support services. If the combined listening and speaking raw score is < less than 28, then the student qualifies for language assistance services.

b. If a student in grades first to fifth overall composite score is > greater than 5.0, the student does not qualify for language support services. If it is < less than 5.0, the student qualifies for language support services.

c. Parents will receive a letter indicating the results and their child's ESOL eligibility.



3. **Testing Plan Committee:** A TPC letter will go home during the fall semester. This letter will list the classroom and state mandated testing accommodations that are best for the child. TPC letters will be signed by parents and returned to the school.



4. **Parent ESOL Waiver Forms:** Parents have the right to refuse ESOL services, however, the school must comply with federal and state laws to provide accommodations for state assessments. ESOL waiver forms must be signed annually. A parent may reverse a waiver if they decide to accept ESOL services. According to the law, a child who scores below an overall proficiency of 5.0 is considered eligible for ESOL services. Therefore, they will continue to be assessed using the ACCESS assessments.



5. **ACCESS:** This is the ESOL assessment which takes place during the Spring of every year.

- a. A notice about the test will be sent home, and testing will begin in February.
- b. ACCESS scores will be sent home by the end of May
- c. After ACCESS testing in the spring is the only time that students are allowed to exit ESOL if and only if they meet the criteria.
- d. To exit, students must reach an overall composite proficiency score of 5.0



6. **Reclassification Criteria:** A system designed to determine if students meet the proper criteria to exit the ESOL program.

- a. If a child scores a 4.3-4.9, the TPC team will meet to determine if they are eligible to exit. The TPC team will discuss Milestones scores, Map Growth, and report card grades. They will also use the WIDA descriptors to assess the child in grades K-2.



7. **ESOL Push-In and Pull-Out Method:** At ICAG, we use a "Push in" and "Pull out" method to support English Language Learners. Students may receive high quality instruction from their main teacher with additional support from a second adult a few days a week.

## General Communication Notification for English Learners

Notices of ESOL eligibility will be sent home within the first 30 days of school followed by a TPC form that lists the accommodations that will be provided. Parents will be notified before the ACCESS tests are administered. The school will also provide a brief outline of the testing

schedule. The results of the ACCESS will be sent home. Additionally, parents may schedule a conference with the ESOL teacher any time throughout the school year. The Elementary and Secondary Education Act, Title I, Sec. 1112(e)(4) states that local education agencies (LEAs) must provide information to a parent in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.

## ESOL Waiver to Refuse Services

Parents may refuse ESOL services by signing and submitting a waiver to the school. Further, the student will continue to be identified and coded as an EL until the student reaches an English proficiency level that meets the state requirements for exiting language assistance services. ELs whose parents have waived services are still eligible for accommodations on standardized tests, and their English language proficiency skills must be assessed on an annual basis until they meet exit eligibility criteria.

## Appendix A

**Georgia Department of Education**

**ESOL & Title III Unit**

**Sample Required Home Language Survey**

Dear Parent or Guardian:

In order to provide your child with the best possible education, we need to determine how well he or she speaks and understands English. This survey assists school personnel in deciding whether your child may be a candidate for additional English language support. Final qualification for language support is based on the results of an English language assessment.

Thank You

Student Name (required information):

\_\_\_\_\_

Language Background (required information):

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

Language for School Communication:

4. In which language would you prefer to receive school information?

\_\_\_\_\_

\_\_\_\_\_

Signature of Parent/Guardian/Other

\_\_\_\_\_

Date

*Sample*

Parent Waiver of Direct ESOL Services

In signing this document, I understand that my child, \_\_\_\_\_, grade \_\_\_\_\_ has qualified for language support through the school district's English to Speakers of Other Languages (ESOL) program. This determination was based on an assessment of his/her English language skills in the areas of reading, writing, listening and speaking on the W-APT or ACCESS for ELLs® test. My child's score indicates that he/she would benefit from additional language support in order to better access the curriculum and perform his/her school work. I understand that by signing this form I am choosing to deny the direct ESOL support services that the school has recommended for my child and that without ESOL instruction my child's performance in school may be affected.

I understand that the ESOL program is offered at no charge to parents and that it does not isolate a child from the regular classroom environment. ESOL teachers and classroom teachers work collaboratively to augment the grade level curriculum and provide extra support so that students develop strong English skills and achieve greater success in learning grade level content.

I also understand that Federal law requires my child to be annually assessed in order to determine whether he/she continues to qualify for ESOL. This assessment is required for all eligible students, even if parents have waived services, to ensure students are making progress in English. I understand that I will receive annual notice of my child's ACCESS for ELLs® test scores and eligibility status for ESOL until my child reaches English proficiency, as determined by this assessment.

I understand that at any time I may choose to rescind this waiver and request that my child be provided with the language support for which he/she qualifies. I further understand that this waiver is valid for one school year, and should I decide to continue to waive these services in subsequent school years I must complete a new Parent Waiver of Direct ESOL Services form.

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Parent/Guardian Signature Date

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ESOL Teacher Signature Date

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Administrator Signature Date

*Sample TPC Form*

Participation Documentation for Eligible EL Students

EL Test Participation Committee (EL/TPC) Meeting Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Date of Entry in US School: mo \_\_\_\_\_ yr \_\_\_\_\_ DOB: \_\_\_\_\_ GTID: \_\_\_\_\_

Is the student eligible for ESOL services? (Indicate the student's proficiency level on the state-approved eligibility screener in accordance with SBOE Rule 160-4-5-.02)

Student's proficiency level \_\_\_\_\_

\_\_\_ Yes \_\_\_ No \_\_\_ Exit Year (EL-1, EL-2 may be considered for assessment accommodations.)

Will the student participate in all required assessments without accommodations?

\_\_\_ Yes (Stop here) \_\_\_ No (Continue with number 2)

Determine the accommodations the student needs to meaningfully participate in each assessment this school year and document them using the appropriate form. These accommodations will be taken from the table of allowable test accommodations located in the Student Assessment Handbook and/or test administration manuals. Any accommodation considered that is not found in the Student Assessment Handbook must be approved by the Assessment Administration Division of the GaDOE prior to use. All accommodations must be consistent with classroom instruction and assessment and support any plans that have been designed to aid the student instructionally. Signatures (Committee shall be comprised of a minimum of three members, one of whom is an educator certified by the Professional Standards Commission, and must include the ESOL teacher currently serving the student with English language assistance):

Content area and/or grade level \_\_\_\_\_

ESOL Teacher \_\_\_\_\_

Date \_\_\_\_\_ Certified Educator \_\_\_\_\_

Date \_\_\_\_\_ Parent/Guardian \_\_\_\_\_

Date \_\_\_\_\_ Student (if 18 yrs or older) \_\_\_\_\_

Date \_\_\_\_\_ Administrator \_\_\_\_\_

Date \_\_\_\_\_

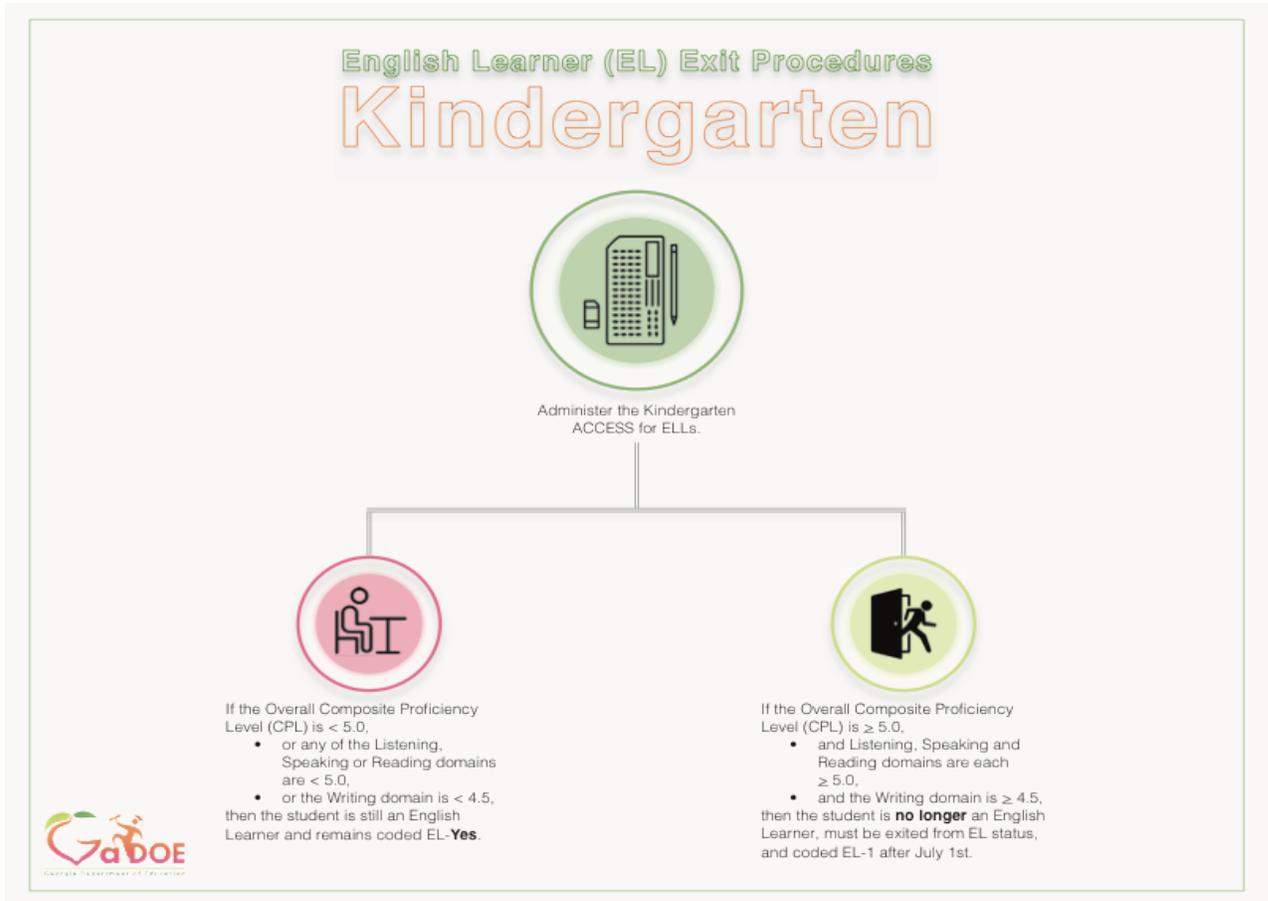
**Chart: Recommended Assessment Accommodations  
(Attach to EL/TPC Documentation form)**

**Student Name** \_\_\_\_\_

**Student GTID #** \_ \_ \_ \_ \_

<b>Name of Assessment Setting</b>				
<b>Presentation</b>				
<b>Response</b>				
<b>Scheduling</b>				

## ESOL Exit Criteria for Kindergarten



## ESOL Exit Criteria for Grades 1-5

