

Treutlen County Board of Education
ESOL / Title III
Policies and Procedures



2015-2016

Please refer to the 2015-2016 GaDOE ESOL/Title III Resource Guide for the following information.

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Collaboration with Private Schools (monitoring 27.1)

Each year, Title I is required to send the “Private School Invitation to Consult Letter” to any private school that enrolls a student who would attend a Title I school within the Treutlen County District (see monitoring 27.2). The Title I director also serves as the Title III Director. The only private schools within the Treutlen County boundaries are New Life Christian Academy and Faith Tabernacle Christian Academy. At this time, no EL student attends New Life Christian Academy or Faith Tabernacle Christian Academy.

Identification of EL students (monitoring 27.3)

Treutlen County follows federal guidelines and procedures for identification of English Learners (ELs). Included in the registration packet given to parents prior to entry into a school in Georgia, each student’s parent or guardian is given and required to complete a Home Language Survey to determine if a language other than English is used in the home or is the student’s native language or first language. All students whose native language, first language or language of the home includes a language other than English shall be assessed for English language proficiency using the state-adopted English proficiency screening measure (W-APT).

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

- i. Students who have an English language proficiency score below proficient on the state-adopted English proficiency screening measure shall be determined to be English learners (ELs) and shall be eligible for

language assistance services. Coding guidance for ELs can be found in the ESOL/Title III Resource Guide.

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

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

Scientifically researched based programs and activities provided to meet EL needs (monitoring 27.8)

Professional development specifically for the EL Director is provided through GADOE Title III Directors' Conference. Beginning FY15, Professional development specifically for EL teachers will be provided once a quarter during the Technical Assistance to ELs meeting. Our EL teacher also attends ESOL conferences such as Georgia TESOL and Kennesaw State University's ESOL Conference. Next fall selected teachers will participate in the CaseNex or Heart of Georgia RESA ESOL Endorsement classes.

The following are examples of scientifically research-based activities used with EL learners: graphic organizers, Essential questions to frame student learning, student summaries, Standards deconstructed, EIP classes, focused vocabulary, target CRCT content domains, standards-based classrooms, differentiated instruction, questioning strategies that focus on DOK 2 and 3, spiral review, distributed guided practice concepts and skills, direct instruction, comprehension strategies that increase understanding, higher expectations in reading and math with flexible grouping for success, computer-assisted software to reinforce reading and math skills, small group instruction for targeted students, and a Title I FLP program.

Instructional Decisions (monitoring 27.10)

The data instruments used to assess the needs of EL students are benchmark tests, Georgia Criterion Reference Competency Tests (CRCT) grades 3-8, SLO Assessments, Georgia High School Graduation Test (GHSGT), Georgia Kindergarten Inventory of Developing Skills (GKIDS), End of Course Tests, ITBS, W-APT Scores, ACCESS Scores, pre-and post-tests, GAAs, IEP goals and objectives.

Treutlen County EL teachers disaggregate EL Assessment data by school. The ESOL Director compiles the disaggregated data by grade for the Treutlen County School System. During a Technical Assistance meeting with the administrators, the data is shared by school and system. Administrators are given a copy so that they have information on each EL student in their building. Administrators are advised that the data can be used to make instructional decisions such as after-school attendance, etc. EL teachers are required to make modifications on lesson plans based on the assessment data received.

Procedures for transitioning and/or exiting students from the EL educational program and for monitoring their progress for a period of at least two years (monitoring 27.16)

Exiting from ESOL services.

Kindergarten Students

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

Students in Grades 1-12

If the student is administered the **Tier A** version of the ACCESS, regardless of the students' Overall or Composite Proficiency Level (CPL), the student is not eligible to be exited from ESOL services and will continue to be coded as EL-Y, receive language assistance services and assessed annually with ACCESS for ELLs.

If the student is administered the **Tier B** or **Tier C** version of the ACCESS and scores an Overall or Composite Proficiency Level (CPL) score of 5.0 or higher **and** the student's Literacy subscore is 4.8 or higher, the student will be deemed English proficient and will be exited from language assistance services. The student will be coded EL-M and his/her academic progress will be monitored for 2 years.

If the student is administered the **Tier B** or **Tier C** version of the ACCESS and

- Scores an Overall or Composite Proficiency Level (CPL) of 5.0 or higher, but with a Literacy subscore of less than 4.8 **or**
- Scores an Overall or Composite Proficiency Level (CPL) of 4.0-4.9 and a Literacy subscore of 4.8 or higher

Then the student may be referred for a Language Assessment Conference (LAC); if so, the committee will review

- Language proficiency
- Classroom performance
- Teacher recommendations
- Criterion-referenced test scores
- Writing samples

To make a determination whether when mainstreamed, the student is likely to be successful with only limited English support. If so, the students will be deemed English proficient, exited from language assistance services, coded EI-M and his/her academic progress will be monitored and reviewed for 2 years.

ii. The student shall be considered English proficient if the student is administered the **Tier B** or **Tier C** version of the assessment and scores an Overall or Composite Proficiency Level (CPL) score of 5.0 or higher and the student's Literacy subscore is 4.8 or higher. As soon as ACCESS test results are received, an EL meeting is held and the EL Director and the EL teacher from the school make this determination. The student will be coded EL-M and his/her academic progress will be monitored for 2 years.

All students testing out of language assistance services will receive the ELL-M status and will be monitored for two years after exiting the program. (Refer to the 2015-2016 GaDOE Title III Resource Guide page 37 for additional information.) The EL teacher in the school will be responsible for filing and maintaining the Cumulative Profile and Report Cards (one per semester) as well as ACCESS Teacher Report if the student has ACCESS Test Scores.

Biennial Program Evaluation (monitoring 27.17)

As part of the Treutlen District Improvement Plan, Treutlen County will begin using the WIDA MODEL for progress monitoring. The WIDA MODEL will be administered twice per year: a fall and spring session and the ACCESS test results will complete the student profile. Until WIDA MODEL scores are available next year, W-APT assessments, ACCESS assessments, report cards for academic performance, High School Graduation Tests, and CRCT assessments measure EL progress in acquiring English and achieving academic standards. Assessment data is collected and analyzed from assessments to determine strengths and weaknesses in the curriculum for the goal of making AMAOs in English proficiency. The Treutlen County School System will be accountable for making AMAOs according to state standards.

Also, comments and feedback received from local professional development opportunities and comments received from parents will comprise part of the biennial program evaluation.

Parental Waiver of EL Services (monitoring 27.18)

Parents of students identified as ELs may choose to waive language assistance services for their child; however, they may not waive the student's civil rights to equal access to education; therefore, Treutlen County Schools are still responsible for providing language support. Parents who waive services must do so in writing on an annual basis and the district must maintain evidence of the written documentation.

If parents choose to waive services, the content-area teacher serves the student. The EL teacher should be in regular contact with the regular education teacher. The process of indirect support should be documented on paper and kept in the ESOL folder. ELs whose parents have waived services are still eligible for accommodations on standardized tests and their language skills must be assessed on an annual basis until they meet eligibility criteria.

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

Promoting parental and community participation in programs for ELs (monitoring 27.21)

To encourage parent participation, EL parents are surveyed to determine which night and times are better for EL parents to attend meetings/classes. All EL parents are invited to participate in all parental involvement activities. EL parents are notified through flyers in their native language to the extent possible, phone calls, and/or home visits as needed. Parent involvement strategies, parental education opportunities, and opportunities for parents to learn what goals the school is working toward as well as ways to help their children are reviewed at individual school parent meetings such as "Math and Science Night", School Council meetings, and PTO meetings.

In addition to the surveys and activities provided by EL, the Treutlen County Board and Title I conduct an annual evaluation of the effectiveness of parental involvement activities and what needs each individual school has for the following year.

Parents or guardians can obtain Spanish language materials for parental use in the home from the Title I Parent Resource Center. .

After-the-fact certifications (monitoring 27.24)

Currently, we have no staff positions funded by Title III.