Exiting ESOL Services

Kindergarten Students

Recent information provided from WIDA indicates that the maximum Writing score on the Kindergarten ACCESS is now 4.5 (instead of 6.0). As a result, our Kindergarten exit criteria must be modified.

Beginning in Spring 2018, to exit a Kindergarten student, that student must now achieve a 4.5 in Writing and a 5.0 or greater in each of the remaining domains of Listening, Speaking and Reading. The student’s Overall score must also be 5.0 or greater.

Thus – the change to Kindergarten exit criteria is that the Writing domain required score has been reduced from a 5.0 to a 4.5. All other criteria remain the same as in prior years.

*All Kindergarten students who meet these minimum criteria must be exited from the ESOL program.*

*Students who take the Alternate ACCESS are not eligible to exit based on scores.*

See the Georgia DOE ESOL/Title III website for more information.

Students in Grades 1 – 12

The student must be administered all components of the ACCESS for ELLs assessment.

Exit

- If the student scores a Composite Proficiency Level (CPL) score of 5.0 or higher, the student will be deemed English proficient and will be exited from language assistance services. The student will be coded EL-3 and his/her academic progress will be monitored for 2 years.

- In accordance with Title III guidelines from the Georgia Department of Education, students who score 5.0 or above on CPL, MUST exit ESOL services.
As of 2017, the state of Georgia no longer requires literacy sub-scores or allows exits based on Language Assessment Committee (LAC) option.

All exits must be based on ACCESS scores.

- For Exit Forms, please see Intake & Exit (page requires log in). As of 2017, the state no longer allows LAC exit.

Re-entry to ESOL

Students who Struggle during the Monitoring Period

Sometimes ELs may struggle in some of their academic courses, even after they have been deemed proficient and have met the criteria for exiting ESOL services; therefore, during the two calendar year monitoring period required under civil rights law, ELs may still require instructional accommodations in some of their content courses. As the students' progress is monitored, if there is evidence the students are struggling in one or more content areas, the first step is to ensure the students are provided any instructional supports available to students within the school, and to ensure that the RTI team is aware of their lack of academic progress and success.

The RTI team should review the students' data and determine next step appropriate interventions and any potential increased Tier monitoring for RTI purposes. After instructional interventions have been put in place and progress is measured over time, as data, documentation and any additional evidence are reviewed, the RTI team and the progress monitors should determine whether the student is struggling because of a lack of content knowledge or whether the student is struggling because of a lack of language.

ESOL teachers are essential to this process, especially those who have taught the student in recent years, as they understand the process and time-frame of second language acquisition.

Possible considerations may include reviewing the students' academic history:

1. Were they educated formally in their home countries, did they have consistent schooling or did their education have prolonged periods of interrupted schooling or no schooling?
2. What were the students' ACCESS for ELLs 2.0 scores and sub-scores in each domain?

3. Were the student’s Georgia Milestones Language Arts / ELA End of Course scores borderline for meeting standards or where they significantly above the minimum requirement?

In the courses in which they are struggling, what are their areas of difficulty?

1. Are they having difficulty specifically in the domain of writing, or reading, for example, or are there factors outside of language involved?

2. If the students are struggling in a particular course, is it a course in which they have always had difficulty?

3. Are the teachers differentiating instruction specifically to reach and support second language learners?

4. Is it a lack of concentrated effort on the students' part, or do the students turn in all assignments, but perhaps the quality of the work does not meet the requirements for a passing grade?

5. If so, would appropriate differentiation allow them to adequately demonstrate their knowledge and comprehension of the content, or do they lack the background content information to be able to access the curriculum and fully comprehend the material?

6. Are they receiving academic support to compensate for any lack of background information, if that is the case?

Some of these factors that should be considered when making a determination as to appropriate interventions for the students and / or whether the problem is content related or language related.

The final analysis of those reviewing evidence and data should determine whether the problem truly is a lack of language proficiency, rather than a lack of content knowledge, cognitive issues, or a disability. If it is determined that the problem is truly a lack of language proficiency, the RTI team should then meet, review the evidence, and determine whether the students should be placed back into language assistance services. If so, the students' coding in the district SIS will be changed to EL-Y again; and in the future, when the student again meets the criteria for exit and is considered proficient, the monitoring period will begin again and last for two full calendar years as required.