

**Principal** Dr. Stephanie Payne  
**Assist. Principal** Dr. Jamela Worrell  
**Dean of Students** Mr. Myron Jones  
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## Title III/ESOL Resource Policy

### DuBois Integrity Academy

Du Bois Integrity Academy uses a sound, purposeful educational approach for providing English language development and meaningful program participation for its students. Pursuant to State of Georgia Law O. C. G. A. § 20-2-156, Du Bois Integrity Academy has created a program for limited-English proficient students whose native language is not English. The purpose of this program is to assist such students to develop proficiency in the English language, including listening, speaking, reading, and writing, sufficient to perform effectively at the currently assigned grade level. Du Bois Integrity Academy ESOL Program provides language assistance service primarily through the use of the delivery model:

- Push-in model (within reading, language arts, mathematics, science or social studies) – students remain in their core academic class where they receive content instruction from their content area teacher along with targeted language instruction from the ESOL teacher.

The minimum time required for ESOL support varies by grade level

- Grades K - 3 = 45 minute daily segments or a minimum of 225 minutes weekly
- Grades 4 - 5 = 50 minute daily segments or a minimum of 250 minutes weekly

## IDENTIFICATION, SCREENING, & ELIGIBILITY

### Home Language Survey

Du Bois Integrity Academy uses the Home Language Survey as the primary source to determine if a student needs to be screened for language support. All incoming students and their families must complete the Home Language Survey (HLS) upon enrollment. The Home Language Survey is a series of questions intended to determine the student's primary or home language. If the answer to any of the questions indicates a language other than "English", the student is screened for eligibility for language assistance services. In order to ensure that the responses given on the HLS are accurate and legally binding, the LEA uses translated version of the HLS when necessary.

### Screening for Eligibility

Du Bois Integrity Academy uses the World-Class Instructional Design and Assessment (WIDA) screening tool, the WIDA – ACCESS Placement Test (W-APT). The W-APT is used to assess eligibility for language assistance services.

The WIDA screening instruments are used to measure the English language proficiency of students who have recently arrived in the United States or in our school system. This screening tool is used to determine whether or not a child is eligible for English language instructional services. The W-APT is only administered once; it is not used to assess status or progress of individual students.

The W-APT assesses students' abilities in all four language domains (Listening, Speaking, Writing, and Reading), and evaluates Social and Instructional English as well as academic language corresponding to the subject areas of Language Arts, Mathematics, Science, and Social Studies. The



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screening results provide scores for each language domain as well as combined composite scores, including a specified Composite Proficiency Level.

### **ESOL Eligibility Guidance**

Du Bois Integrity Academy adheres to the Georgia Department of Education's (GaDOE) eligibility guidance which is used to determine eligibility for language assistance services.

- **Kindergarten W-APT** - The Kindergarten W-APT is utilized for students entering Kindergarten through the first semester of first grade. Administration procedures are as follows:
  - Administer the Listening and Speaking portions of the Kindergarten W-APT and note the combined Listening and Speaking Raw Score. **Note:** A Score Calculator for the W-APT is available on the WIDA website at [http://www.wida.us/assessment/w-apt/WAPT\\_Test.aspx](http://www.wida.us/assessment/w-apt/WAPT_Test.aspx).
  - If the student's combined Listening and Speaking Raw Score is 29 or higher, the student meets the minimum criteria for English language proficiency. However, districts have the flexibility to consider additional factors when determining eligibility for language assistance services for kindergarten students.
  - If the combined Listening and Speaking Raw Score is less than 19, then the student automatically qualifies for language assistance services.
  - If the combined Listening and Speaking Raw Score is between 19 and 28, continue the screening process and administer the Reading and Writing portions of the Kindergarten W-APT, because a sufficient literacy score may support the decision to place the child in the regular education classroom. If the student's Reading score is 11 or higher and the Writing score is 12 or higher, then the student meets the minimum criteria for English language proficiency. However, districts have flexibility to consider additional factors when determining eligibility for language assistance services.
  - If a student has been screened and determined ineligible for language support services, the student may not be screened again at a future date for reconsideration of eligibility.
- **Administration of W-APT to Students in Grades 1-5** - The W-APT for students in grades 1-5 are divided into grade clusters; 1-2; 3-5. The instructions as to the appropriate grade cluster screener to be administered to students in grades 1-5 are outlined in the W-APT Test Administration Manual and should be followed as indicated in the manual.

When the W-APT is administered to students from second semester of grade 1 through grade 5, the criteria for eligibility will follow these guidelines:

- **Note:** A Score Calculator for the W-APT is available on the WIDA website at [http://www.wida.us/assessment/w-apt/WAPT\\_Test.aspx](http://www.wida.us/assessment/w-apt/WAPT_Test.aspx).
- Grade level adjusted score of 5.0 or higher on the W-APT: student does not qualify for language assistance services.
- Grade level adjusted score of less than 5.0 on the W-APT: student requires language assistance services.
- The intensity of ESOL services provided will be determined by the student's W-APT score, grade level, and the professional judgment of the ESOL and classroom teachers.

Eligibility flowcharts for Language Assistance Services for students in Kindergarten and Grades 1-5 are provided on pages 26 and 27 of the Georgia Department of Education's ESOL Guidance Document.



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### **Steps Following Identification**

Under Title III law, once a child has been identified as eligible for language assistance, the parent is notified annually of the following in an understandable and uniform format and to the extent practicable in a language that the parent can understand:

- eligibility for language assistance services,
- student's level of proficiency and how it was assessed,
- method of delivery of instruction for language assistance,
- how program will help the child learn English and meet age appropriate academic achievement standards for grade promotion and graduation,
- specific requirements for exiting the program,
- information pertaining to parental rights that includes written guidance detailing
- the right that parents have to have the child immediately removed from such program upon their request,
- the options that parents have to decline to enroll their child in such a program or to choose another program or method of instruction, if available, and
- assisting parents in selecting among various programs or methods of instruction, if more than one program or method is offered,
- notification of services must be sent to parents on an annual basis, and
- all notifications sent to parents must be in an understandable and uniform format and to the extent practicable, in a language that the parent can understand

### **Parent Waiver of Direct Language Assistance Services**

Some parents of students identified as ELs may choose to waive language assistance services for their child; however, DIA is still held responsible for providing language support under Office for Civil Rights law. Student schedule placement is optimized to ensure that an alternate means of providing the student with support for language development and proficiency is provided outside of structured ESOL classes. Parents who waive services must do so in writing on an annual basis and written documentation is required.

Although the parents may have chosen to waive a formal language assistance program, the student has been identified and coded as an 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 must participate in the ACCESS for ELs test on an annual basis until they meet eligibility criteria to exit the ESOL program.

### **Developing the English Learner's Schedule**

When making decisions regarding student placement, the DIA considers the services and support in place to ensure that ELs are developing social and academic language proficiency and are able to effectively participate in all academic and special programs within the LEA.

ELs are considered the same as any other students eligible for any program that will help them reach the same standards of performance asked of all students. Once an EL student enters a mainstream education class, he or she may need language development and other types of support that must be included in everyday classroom instruction. This support may include accommodations to the instructional activities, tasks, and assessments. As the EL attains fluency in English, fewer accommodations will be necessary.



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Du Bois Integrity Academy notifies parents in writing or meets individually with new EL parents to notify them of the availability and type of program of services for ELs in a language which they can understand. Translation services are provided, upon request, for parents who are limited English proficient.

### **Monitoring Academic Progress ELs**

Monitoring of classroom performance includes measures of English-language proficiency and curricular achievement. Academic Leaders compare ELs' achievement to that of academically successful English-speaking background students as well as mainstreamed language-minority students. Educators should use classroom performance and/or available achievement test scores to revise a student's academic program or change the types of language assistance services he or she is receiving. Language-minority students must be compared with native English-speaking peers in knowledge of subject matter. It is important to assess a student's foundation for the acquisition of new information, as well as the ability to effectively participate in mainstream classes.

## **STUDENT ASSESSMENTS**

Federal and state laws require that all students participate in the state-mandated assessment program. English Learners (ELs) participate in the Georgia Milestones Assessment System (GMAS), the ACCESS for ELLs, and numerous locally developed formative and summative assessments.

### **Georgia Milestones Assessment System**

The Georgia Milestones Assessment System (GMAS) is a comprehensive summative assessment program spanning grades 3 through high school. Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in language arts, mathematics, science, and social studies. Students in grades 3 through 5 take an end-of-grade assessment in each content area.

In certain situations, individual needs of EL students may warrant accommodations. The ESOL teachers work with the testing team to determine whether or not testing accommodations are needed. Accommodations offered must be consistent with current instructional and assessment accommodations made in the classroom. Accommodations will be determined by the English Learner Testing Participation Committee (EL/TPC) and will be made only when appropriate documentation is filed for each eligible student. Only state-approved accommodations may be considered and included in the EL/TPC form. The determination of accommodations for assessment shall be reviewed at least once a year.

### **ACCESS for ELLs**

ACCESS for ELLs is administered annually to all English learners in Du Bois Integrity Academy. It is a standards-based, criterion referenced English language proficiency test designed to measure English language learners' social and academic proficiency and progress in English. 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.

## **TRANSITION FROM EL SERVICES**



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Du Bois Integrity Academy uses criteria established by the Georgia Department of Education to determine when a student has sufficient English language proficiency to meaningfully transition from the ESOL program. As ELs reach proficiency and are ready to exit language assistance services, it is imperative to ensure these students have attained a degree of proficiency that will enable them to achieve academic success at levels equal to those of their native English-speaking peers.

### **Kindergarten Students**

In order to exit language assistance services, a kindergarten student must score an Accountability Overall or Composite Proficiency Level (CPL) of 5.0 or higher with no individual language 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 language 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 1-5**

The student must be administered all components of the *ACCESS for ELLs* assessment. Placement decisions are based on the level (Tier) of the *ACCESS for ELLs* assessment and the student's overall performance:

- If the student is administered the **Tier A** version of the assessment, regardless of the student's 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 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***, 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 C** version of the assessment 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, at the teachers' discretion, the student may be referred for a Language Assessment Conference (LAC). If the referral is made for a conference, the committee will review language proficiency, classroom performance, teacher recommendations, standardized test scores, and writing samples to make a determination as to whether, when mainstreamed, the student is likely to be successful with only limited English support.

If so, the student will be deemed English proficient, exited from language assistance services, coded EL-M, and his/her academic progress will be monitored and reviewed for 2 years.

**or**



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If it is determined that the student's learning is inhibited primarily by a lack of English language skills, the student will **not** be exited and will continue to receive language assistance services, coded as EL-Y and assessed annually on ACCESS for ELLs.

Exit flowcharts for students in Kindergarten and Grades 1-5 are provided on pages 39 and 40 of the Georgia Department of Education's ESOL Guidance Document.

### **Language Assessment Conference**

The LAC is not a required exit process for all non-English language background students. It must be convened only for those ELs who are not making reasonable progress after two or more years of ESOL services, for ESOL re-entry candidates, and for ELs in grades 1-5 who appear ready to exit but who did not meet the requirements to exit ESOL services without a LAC meeting.

Existing records should be thoroughly reviewed. Additional assessment is not required as a part of the LAC but may be recommended. The LAC may also consider if standardized or state-approved test scores are consistent with the student's classroom abilities.

Data for examination include:

- Entry and current language proficiency scores
- Achievement test data in language and content areas
- Classroom performance, i.e. grades, participation, application (work-study habits, motivation), assignments
- Criterion-referenced test scores
- Testing accommodations
- Types of instructional materials and strategies which are successful with the student
- Academic achievement in the native language, if data are available
- Other supporting documentation as appropriate

Language Assessment Conference records should include:

- The names and signatures of the participants
- The date(s) of the meetings
- Information reviewed
- Alternatives considered
- Final action

The student's ESOL teacher and the classroom teacher(s) will participate in the LAC. Other participants may be selected from the following:

- The principal
- Other content area teachers
- Counselor
- Lead teacher
- School psychologist
- Parent(s) of the student

### **Post-Exit Monitoring**



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ELs who meet the criteria for proficiency are no longer eligible for language assistance services and must be exited. Title III law requires that districts monitor ELs for 2 calendar years following exit from language assistance services. Du Bois Integrity Academy maintains documented evidence that the student was monitored throughout the two-year monitoring phase. Content teachers continue to work with ESOL teachers to make needed adaptations to content material and present it to all second language learners in a less demanding language format. Content teachers will provide students with increasing opportunities to demonstrate what they know by using a variety of formative and summative assessments.

The teacher teams review grades, standardized test scores, talk with student, and talk with parents, if necessary, ensure a smooth transition from the ESOL program. If there is evidence the student is struggling in one or more content areas, the first step is to ensure the student is 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.

### **Professional Learning**

Every teacher of EL students, counselors, and administrators must participate annually in ongoing professional learning relevant to ELs. Topics will include but are not limited to the understanding of the WIDA standards and Can Do Descriptors. ESOL teachers will also provide W-APT, ACCESS for ELLs, and/or Alternate ACCESS scores for every student and assist teachers with understanding appropriate expectations based on these scores and the student's level of language acquisition. The results of the annual needs assessment will also be used to determine agenda items for ongoing training.

## **PARENTAL INVOLVEMENT & NOTIFICATION**

### **Parent Notification for English Learners**

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The LEA assures that parental notification is provided as required for:

- notification of eligibility of services
- notification of initial or continuing program placement
- description of delivery model
- notification of annual assessment for English language proficiency
- annual assessment score reports to show growth in language proficiency (Listening, Speaking, Reading, Writing)
- exit from ESOL Program