

Introduction

The TCSS Handbook is a practical reference for district and school staff, consolidating key information, processes, examples, and resources to support effective state-funded ESOL programs. The TCSS Handbook clarifies the roles of schools and ESOL teachers in providing high-quality education to English Learners (ELs) and supporting their families. It is regularly updated to reflect changes in state legislation, policy, and guidance.

The Handbook is organized into four main sections:

1. Identification of EL students
2. ESOL language program components
3. EL students' exit, reclassification, and post-exit procedures
4. ESOL program evaluation

Section I: Identification of English Learners (ELs)

A. Procedures to Identify Potential ELs

1. Home Language Survey (HLS) questions

During initial enrollment in any Troup County School System school, each student's parent or guardian (enrolling adult) completes the state Home Language Survey (HLS) questionnaire so the school staff can identify the student's primary home language. When the family reports two or more home languages – one of which is English – they select an additional statement identifying in which home language their child is more proficient. The original HLS serves as a trigger to determine which students should be administered the ELP screener to identify whether they are or are not English learners entitled to English language instructional programs.

The state required three questions on the Home Language Survey are:

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?

If the parent responds with more than one language to any of the questions above, the parent will select one of the following clarifying statements.

1. My child understands and uses only the home language and no English.
2. My child understands and uses mostly the home language and a little English.
3. My child understands and uses the home language and English equally.

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4. My child understands and uses mostly English and only a little of the home language.
 5. My child understands and uses only English.
2. School actions based on HLS responses
 - When parents' responses to all three questions are English or American Sign Language (ASL), students are not considered potential ELs and must not be administered the ELP screener.
 - When parents' responses to all three questions are a language other than English or ASL, students are considered potential ELs and must be administered the appropriate grade level ELP screener. This is a school's legal requirement, so parent permission is not needed to administer the ELP screener.
 - When parents' responses to all three questions include multiple languages one of which is English, this indicates a multilingual home language environment. In this case, multilingual parents or guardians must provide additional information about their child's primary language use at home.
 3. EL Identification timeline

Federal law (ESEA/ESSA Sec. 3113(b)(2)) requires states to assess potential English learners within 30 days of enrollment using standardized statewide procedures. Schools must promptly identify ELs, including those transferring with prior EL status, and provide timely language support services.

B. English Learner Eligibility

1. Overview

Georgia's ESOL Rule 160-4-5-.02 requires all potential English learners to be assessed with the state-adopted English proficiency screener, and eligibility for language instruction is based on the screener results. The ELP screener is administered once—when a student first enrolls in a U.S. school or in kindergarten—and sets initial eligibility criteria. Transfer students are not rescreened if previously assessed in Georgia or another U.S. state.
2. Process for Identifying EL Status of Transfer Students
 - a. In-State Transfers

For in-state transfers, registrars will determine previous English learner status using GUIDE, SLDS, SLDS EL Screener Tab, transferring LEA records, original HLS, original screener, or latest ACCESS scores.
 - b. Out-of-State Transfers

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WIDA States - If students were screened in a WIDA state and did not qualify (DNQ) as an EL, they may not be rescreened in Georgia without prior approval from the state ESOL office.

Non-WIDA States –

- If students were screened in a non-WIDA state within the current school year and did not qualify (DNQ) by that state's criteria, the LEA may consider rescreening using the appropriate WIDA Screener.
- However, LEAs should not rescreen a non-WIDA DNQ transferring student if the following applies:
 - The student was screened more than two academic years before enrolling in Georgia;
 - The student was successfully enrolled in the general education program in the previous school; and
 - The student performed at the met or exceeded level on that state's grade-level content assessments, when applicable.
 - Academic needs can be addressed through the appropriate tiers of MTSS for students who have already demonstrated English proficiency on an ELP screener.

c. Local procedures for J-1 Visa Foreign exchange students

Federal regulations (CFR 22 § 62.10) require exchange program sponsors to screen students for sufficient English proficiency using test results, school documentation, or a sponsor-conducted interview. J-1 visa students must have the skills to succeed in high school and daily life. Local districts must state in written procedures whether they rely on sponsor proof of proficiency or apply Georgia's EL identification process to determine ESOL services.

d. Identification of students re-enrolling after time abroad

When students return to U.S. schools after time abroad, schools must review their EL status at the time of withdrawal to determine how to proceed. This ensures returning students receive the appropriate level of support based on prior EL status and current academic needs.

Active ELs are reinstated with the same status. Former ELs in years 1–2 post-exit continue monitoring, with possible MTSS and reverse reclassification if needed. Former ELs in years 3–4 post-exit may be rescreened if certain risk factors apply (e.g., early exit, extended schooling abroad, high English demands, or graduation needs).

C. English Language Proficiency (ELP) Screeners

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1. WIDA Screener for Kindergarten

The WIDA Screener for Kindergarten is administered individually to potential ELs in kindergarten and first-semester Grade 1. Educators enter raw scores into the online calculator, which produces official composite scores. Printed score reports from the calculator—not the response booklets—are filed and used to determine EL eligibility.

2. WIDA screener Online (1-12)

The WIDA Screener Online assesses the level of ELP of potential EL students in Grades 1-12, beginning in the second semester of Grade 1.

- Educators may administer the paper-based format to students with disabilities or to those who are unfamiliar with using computers.
- Educators administer the appropriate grade-level cluster screener: Grade 1; Grades 2-3; Grades 4-5; Grades 6-8; and Grades 9-12.

3. WIDA Alternate Screener (K-12)

The WIDA Alternate Screener is a paper-based, individually administered assessment for K–12 students with significant cognitive disabilities who have an active IEP and qualify for alternate curriculum and assessments (e.g., Georgia Alternate Assessment 2.0). It measures Alternate Proficiency Levels (APLs 3–5) across Listening, Speaking, Reading, and Writing, with domains administered in any order and across multiple days if needed. Test materials—including manuals, scripts, and reusable student booklets—can be downloaded from the WIDA Secure Portal and printed on paper larger than legal size.

Administration requires certification through the WIDA Alternate Screener Administration and Scoring training (available July 1, 2025). Educators enter raw scores into the online calculator to generate official score reports by grade cluster (K–2, 3–5, 6–12), which

		EL Eligibility Criteria	
Grade Level and Semester	Language Domains	WIDA Screener for Kindergarten	WIDA Alternate Screener, K-12
1 st semester kindergarten	Listening Speaking	Oral Language Proficiency = 1.0 – 4.9	Alternate Oral Language Proficiency < 3, = 3, or = 4
2 nd semester kindergarten – 1 st semester Grade 1	Listening Speaking Reading Writing	Overall CPL = 1.0 – 4.9	Alternate Overall CPL < 3, = 3, or = 4
		WIDA Screener, Grades 1-12	WIDA Alternate Screener, K-12
2 nd semester Grade 1 – Grade 12	Listening Speaking Reading Writing	Overall CPL = 1.0 – 4.9	Alternate Overall CPL < 3, = 3, or = 4

report whole-number APLs (<3, 3, 4, 5) for each domain and composite. Eligibility decisions must be based on these official score reports, not raw scores from student response booklets.

D. ELP Screening in the Context of Special Education

EL eligibility is determined using ELP screener scores, with accommodations guided by students' IEPs or documented disabilities. IEP teams decide which screener and accommodations are appropriate, amending the IEP if needed, and aim to complete screening within the 30-day EL identification window. If more time is needed, a Section 504 Plan can document the screener format and accommodations. The WIDA Alternate Screener is reserved for students with significant cognitive disabilities who qualify for alternate curriculum and assessments per their IEP.

1. Process for students with documented disabilities in general curriculum

In Georgia, schools administer one of the following standard WIDA Screeners to potential EL students in Grades K–12 who have an active IEP indicating participation in the general curriculum and general content assessments, with appropriate accommodations.

- WIDA Screener for Kindergarten (paper format only)
- WIDA Screener Online, Grades 1–12
- WIDA Screener, Grades 1–12 (paper version when required by IEP or Section 504 Plan)

These students are not eligible to participate in the Georgia Alternate Assessment 2.0 (GAA 2.0) and should not be administered the WIDA Alternate Screener.

2. Process for students with documented significant cognitive disabilities in alternate curriculum

Starting July 1, 2025, schools administer the WIDA Alternate Screener to K–12 students with significant cognitive disabilities who are eligible for the alternate curriculum and GAA 2.0, as documented in their IEP. IEP teams record this decision in the Participation Guidelines for the GAA 2.0.

3. Process for students with suspected disabilities when Special Education evaluation is completed within 30 days

When the special education evaluation, eligibility determination, and initial IEP are completed within the 30-day EL identification timeline—and the IEP team includes decisions about ELP screening format and accommodations—school teams proceed with ELP Screener Decision.

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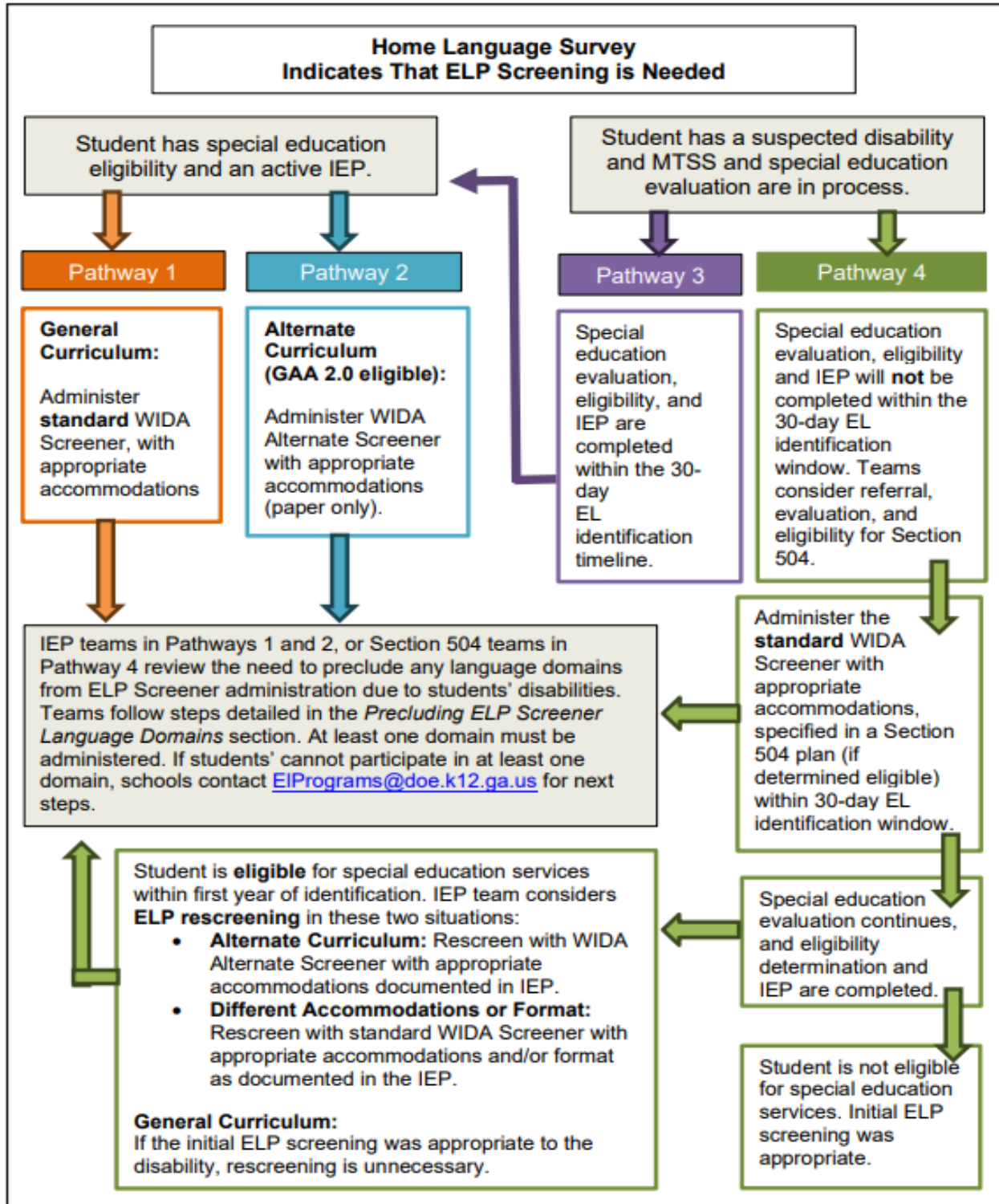
4. Process for students with suspected disabilities when Special Education evaluation is ongoing after 30 days

If a special education evaluation extends beyond the 30-day EL identification window, schools must still administer the standard WIDA Screener within that period. Screening is scheduled near the end of the window when possible, and a Section 504 team may pre-determine accommodations and test format if the evaluation is not yet complete.

5. Process for precluding one or more language domains on the ELP Screener

For students with suspected or documented disabilities that limit participation in WIDA Screeners, IEP or Section 504 teams review allowable accommodations for each language domain. Teams may preclude a domain if accommodations are insufficient, but students must complete at least one domain on the paper version to determine EL eligibility. If no domains can be administered, ESOL and Special Education leaders contact GaDOE for guidance.

Figure 1: ELP Screening Decision Pathways for Students with Suspected or Documented Disabilities



E. EL Eligibility Criteria by Grade Level, Semester, and Screener

When a language domain is precluded on the WIDA Screener or Alternate Screener, the Overall and Oral Language Composite Scores cannot be calculated. EL eligibility is then determined by individual domain scores:

- Eligible for EL: Any domain score between 1.0–4.9 (WIDA Screener) or <3, 3, or 4 (WIDA Alternate Screener).
- Not eligible for EL (DNQ): All domain scores ≥ 5.0 (WIDA Screener) or $=5$ (WIDA Alternate Screener).

F. Monitoring screening procedures, results, accuracy of EL identification, consistency, date element reporting, etc

To ensure consistent EL identification statewide, TCSS must implement written procedures for monitoring the process, including:

- What is reviewed: ELP screener results and related EL data.
- How reviews are conducted: Verify accuracy of EL identification and alignment with state guidelines.
- When reviews occur: At specified times (e.g., after each screener, quarterly, or before reporting deadlines).
- Who is responsible: Designated staff or teams accountable for accurate EL identification and reporting.

G. Parent Notification of EL Status and ESOL Program Placement

Schools must notify parents about their child's EL status and ESOL placement **promptly**:

- Timing: Within 30 days of the school year start, or within 10 days for students enrolling later.
- Process: Complete EL identification within 30 days of enrollment and notify parents within 2 weeks of identification.

Section II: ESOL Language Program Components

A. Teachers

ESOL teachers in Georgia must have a clear teaching certificate **and** an ESOL endorsement or certification. To be considered in-field for ESSA reporting, they must meet one of the following:

- ESOL endorsement
- P-12 ESOL certification
- Degree in ESOL

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- Completion of 21 semester hours of ESOL coursework

B. Additional staff including leaders

Trained paraprofessionals can provide additional language instruction under a certified ESOL teacher's direct supervision, but cannot replace daily ESOL instruction. TCSS has a lead ESOL teacher who supports teachers and improves program quality. All ESOL teachers must meet professional qualifications to ensure civil rights compliance and proper support for EL students.

C. Professional Learning

TCSS ESOL department offers professional development for administrators and staff supporting EL students, including general and special education teachers. Training helps administrators monitor EL programs, ensures legal compliance, promotes collaboration, and improves teaching and learning quality for all students.

D. Delivery Models

In accordance with State Board of Education (SBOE) Rule 160-4-5-.02, TCSS will provide English language assistance to all ELs through the state funded ESOL program using a combination of the following instructional delivery models:

1. Pull-out model – students are removed from a general education class for the purpose of receiving small group language instruction from the ESOL teacher.
2. 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 the content teacher and targeted language instruction from the ESOL teacher.
3. Scheduled ESOL period – students receive instruction in foundational social and instructional English and the academic English of mathematics, science, social studies, or English language arts in a class composed only of ELs taught by an ESOL teacher.
4. Innovative Delivery Model - a flexible, blended approach that supports ESOL students by integrating English language development with academic content, typically through collaboration between ESOL teachers and content teachers.

E. Reporting FTE segments

Grade Levels	Daily Minutes Per Segment	Daily ESOL Segments Maximum	Weekly Minutes Minimum
K-3	45 minutes	1	225
4-8	50 minutes	2	250
9-12	55 minutes	5	275
Block Schedule	90 minutes	2	225
Hybrid Block Schedules	If less than 90 minutes	1	Determined by LEAs

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F. Class sizes

Grade Levels	Funding Class Size	Maximum Average Class Size	
		No Paraprofessional	With Paraprofessional
K-3	7	11	13
4-8	7	14	15
9-12	7	18	20

G. Parent Waivers

Parents have the right to decline all or part of the ESOL program for their child. This decision must be “knowing and voluntary,” as required by OCR. If parents opt their child out of ESOL, the student retains EL status, and schools must continue to support their language development and monitor progress in both English proficiency and academic achievement.

School Responsibilities When ESOL Services Are Declined

- Document parents’ refusal of ESOL services each year.
- Do not recommend or suggest opting out; the decision must come from parents.
- Record and evaluate parents’ reasons for declining services and use this information in annual program evaluations. Common concerns may include course scheduling conflicts, limited classroom space or qualified staff, services offered only at select schools, or transportation issues.
- Provide an alternate language support plan for students whose parents decline ESOL services and document it in permanent records.
- Ensure all EL students participate in the annual WIDA ACCESS or Alternate ACCESS assessments until they meet EL exit or reclassification criteria.
- Provide required testing accommodations as documented by the ELTPC.

H. English language development (ELD) standards & ELD Plans

Georgia ESOL teachers, as WIDA Consortium members, use the WIDA English Language Development Standards (ELDS) Framework, 2020 Edition to guide instruction. The framework helps teachers:

- Develop language goals and scaffolding strategies
- Align instruction with students’ English language proficiency levels
- Teach academic language across listening, speaking, reading, and writing
- Integrate language development with Georgia’s content standards in subjects like ELA, math, science, and social studies

I. Instructional curricula and resources

OCR requires LEAs to provide ESOL teachers with adequate instructional resources, including materials at the appropriate proficiency and grade levels, bilingual resources when needed, and resources for students with disabilities. Materials must also support rigorous academic content aligned with state standards.

J. Providing meaningful access to core content

EL students have the right to access the full core curriculum, including specialized and advanced courses. Schools support this by providing grade-appropriate instruction from the start of ESOL participation, using language scaffolding and evidence-based strategies to promote both language development and content mastery.

Placing EL students in age-appropriate grades ensures access to grade-level academic programs, supports timely graduation, and—when paired with high expectations and appropriate supports—helps students thrive academically and prepare for college, career, and life.

According to OCR guidelines, schools must ensure EL students have access to grade-level core content. Best practices include limiting lower-grade placement to no more than one year below peers when needed, providing age-appropriate and equally rigorous instruction, and using scaffolding without diluting the curriculum to protect long-term academic success.

K. Literacy for ELs

Under the Georgia Early Literacy and Dyslexia Act and SBOE testing rules, all K-3 students—including ELs and those newly enrolled in U.S. schools—must participate in state and district assessments. Educators should interpret assessment results through a “language lens,” considering students’ English proficiency in listening, speaking, reading, and writing, and provide language-rich Tier I instruction and targeted interventions that address ELs’ specific literacy and language development needs.

Educators should understand that signs of dyslexia do not automatically trigger a special education referral. Many students improve with well-designed interventions in Tiered Reading Intervention or Dyslexia Support Plans. If low performance persists despite intensive support, the LEA’s local procedures guide the next steps.

L. Accommodation on state assessments (ELTPC)

All EL students must participate in the Georgia Kindergarten Inventory of Developing Skills, Milestones End-of-Grade and End-of-Course assessments, and Georgia Alternate Assessments as applicable. They are eligible for state test accommodations as documented in their ELTPC.

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M. Local grading practices (especially for newcomers)

Grading EL students requires considering English proficiency, prior knowledge, educational experiences, and family language assets. Educators should use a tiered, personalized approach with language and content goals aligned to each student's ELP level. Using the WIDA ELD Standards Framework, teachers set clear, differentiated language goals and assess progress, ensuring grades reflect both language development and content mastery.

The Five Pillars of Grading ELs				
Pillar 1	Pillar 2	Pillar 3	Pillar 4	Pillar 5
Identify the content and language objectives.	Incorporate scaffolding to support ELs in achieving the standards.	Support ELs' progress toward mastery.	Assess ELs progress equitably	Involve ELs, families, and colleagues.
Grade ELs fairly. Teachers establish clear content and language standards and learning objectives. Teachers define success criteria and provide models of strong work samples, including those from ELs at different proficiency levels, to help students understand expectations and see themselves reflected in exemplary work.	Help ELs access grade-level content standards. Provide scaffolding in three key areas: instructional resources, instruction, and student grouping. ESOL and content teachers collaborate to design and implement appropriate instructional scaffolds.	Support ELs and ensure fair grading practices. Teachers do not use grades punitively. They focus on ELs' progress toward mastery, recognizing that not all grade-level standards may be fully achievable at this time.	Assess ELs fairly. Teachers design assessments and supports that enable ELs to access and demonstrate mastery of content and language objectives.	Ensure ELs and their families understand grade-level expectations, grading processes, and report cards. Teachers explain these concepts in a language and format parents have indicated they understand.

Adapted from *The Five Pillars of Equitably Grading ELLs* by Staehr Fenner, D., Kester, J., and Snyder, S. (2008) Northwest AEA [The Five Pillars of Equitably Grading ELLs - Northwest AEA \(nwaea.org\)](https://www.nwaea.org/) and original information found on Colorín Colorado: [The Five Pillars of Equitably Grading ELLs | Colorín Colorado \(colorincolorado.org\)](https://colorincolorado.org/)

N. Students' access to support services

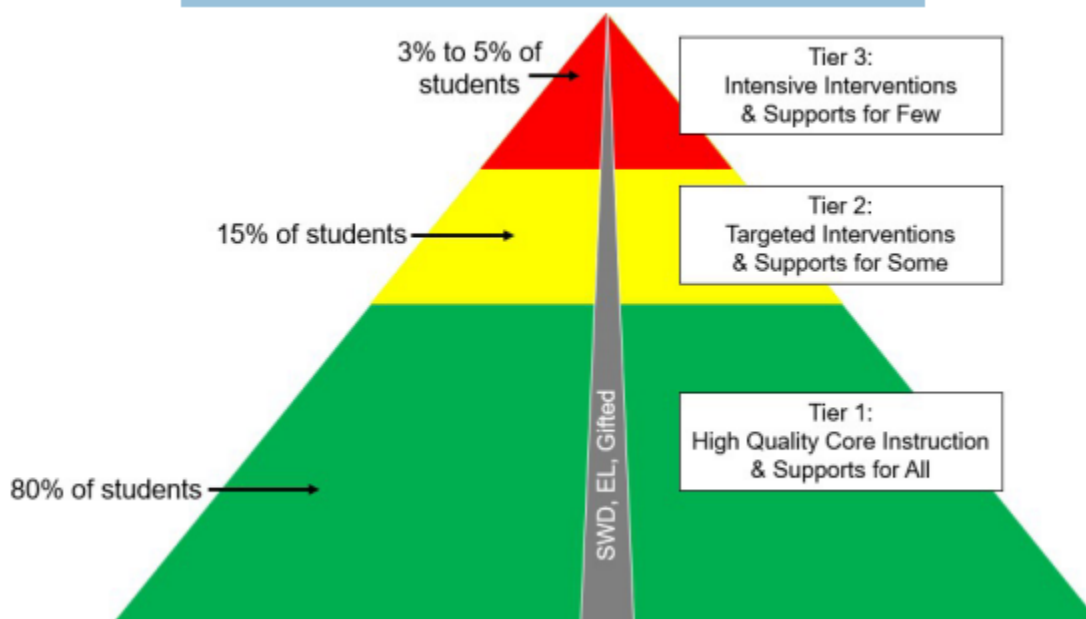
- EIP - The Early Intervention Program (EIP) supports K-5 students at risk of not meeting grade-level standards in ELA/Reading and Math, while the Remedial Education Program (REP) serves grades 6-12 with identified deficiencies in reading, writing, or math. EL students receiving ESOL instruction may participate

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in EIP or REP if services are in a different content area or not provided concurrently in the same content.

- GaMTSS - Georgia's Multi-Tiered System of Supports (GaMTSS) is a data-driven framework that provides tiered supports to address the whole child, integrating academics, behavior, and wellbeing. By linking these interconnected domains, GaMTSS promotes student success and overall school and district improvement. GaMTSS uses data-driven decision-making to provide a continuum of academic, behavior, and wellbeing support across three tiers. Tier 1 offers high-quality, schoolwide instruction and support for all students. Tier 2 provides small-group, evidence-based interventions for students at risk in one or more domains. Tier 3 delivers increasingly intensive, individualized instruction and support to meet specific student needs.

Figure 2: ELs in a School-Wide, Multi-level Prevention System



O. EL student subgroups

- Newcomers: RAEL – Recently Arrived English Learner. An EL enrolled in US schools for the first time - also called a Newcomer
- Students with limited or interrupted formal education (SLIFE) - EL students who have had interruptions in schooling due to factors like war or migration, limited prior education before enrolling in U.S. schools, or inadequate instruction in their home countries due to untrained teachers, under-resourced schools, or other systemic barriers. TCSS may identify these students based on factors such as

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grade-level gaps compared to peers, the last grade completed, and deficiencies in foundational literacy or numeracy skills.

- c. Long-term ELs (LTELs) - EL students enrolled in U.S. schools for over five years who have not reached English proficiency, continue to face academic challenges, and have not met the criteria to exit EL status or the ESOL program. To support LTELs, LEAs can provide supplemental language instruction, regularly monitor academic progress, implement targeted interventions for language and content mastery, and foster positive, welcoming school environments that build academic confidence.
- d. Gifted - TCSS must ensure EL students have access to the core curriculum and equitable opportunities to participate in Gifted Programs. Eligibility decisions are determined by each LEA under Georgia SBOE Rule 160-4-2-.38, allowing schools to address students' unique needs.
- e. Dually identified and served (EL/SWD) - Under IDEA, schools must identify and evaluate all children with suspected disabilities. A student's English proficiency alone cannot determine eligibility for special education; they must meet IDEA criteria.

Some EL students may have disabilities affecting academic progress, and distinguishing this from normal language acquisition can be challenging. Indicators for a special education referral include difficulties in both first and second languages, performance below peers, minimal progress despite interventions, and confirmed challenges at home and school. If a disability is suspected, the GaMTSS process should be initiated to provide targeted interventions, support language and academic growth, and reduce disproportionate special education referrals.

P. Parent communication and engagement activities

Per 2015 OCR and DOJ guidance, LEAs must ensure LEP parents receive meaningful communication in a language they understand and timely notice about school programs, services, or activities. This includes information on language programs, special education, grievances, discipline, enrollment, report cards, permissions, parent handbooks, conferences, gifted programs, and school choice options.

Section III: EL Exit, Reclassification & Post-Exit Procedures

A. Name of ELP standard and alternate assessments

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Georgia ELP assessments, as a WIDA Consortium member, include WIDA ACCESS for Kindergarten, WIDA ACCESS for Grades 1–12, and WIDA Alternate ACCESS for Grades K–12. These assessments measure EL students' English proficiency across listening, speaking, reading, and writing, in both social/instructional English and content areas (ELA, math, science, social studies), aligned with the WIDA ELD Standards Framework, 2020 Edition.

The WIDA Alternate ACCESS assessment measures English language proficiency growth for EL students with significant cognitive disabilities who meet IEP criteria for alternate standards and Georgia's alternate assessment (GAA 2.0). EL/SWD may use state-approved accommodations on WIDA ACCESS or Alternate ACCESS as determined by their IEP team. Speaking Braille (Grades 1–12) and low vision accommodations are available for WIDA ACCESS, but not for WIDA Screeners.

B. EL exit criteria by grade level and assessment

TCSS must exit K-12 EL and EL/SWD students who meet the state's clear exit criteria and report "Clear Exit" as the reason. The EL Reclassification process is not applicable for these students. All students must meet both overall and individual domain criteria; no exceptions.

Clear Exit Criteria:

- Kindergarten WIDA ACCESS: Overall CPL/DCPL ≥ 5.0 ; Listening, Speaking, Reading ≥ 5.0 ; Writing ≥ 4.5 .
- Kindergarten WIDA Alternate ACCESS: Overall CPL/DCPL = 5; Listening, Speaking, Reading = 5; Writing = 4 or 5.
- Grades 1–12 WIDA ACCESS: Overall CPL/DCPL ≥ 5.0 .
- Grades 1–12 WIDA Alternate ACCESS: Overall CPL/DCPL = 5.

C. EL Reclassification & IEP/EL Reclassification procedure and forms

[2024-2025 TCSS EL Reclassification Form](#)

D. DCPL (Designated Composite Proficiency Level) procedures

Fall 2025 Update: ESOL and Special Education staff will collaboratively submit the WIDA ACCESS/Alternate ACCESS Language Domain Preclusion Request form before the 2026 test window.

DCPL Process:

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1. Administer WIDA ACCESS or Alternate ACCESS language domain tests per students' IEP/IAP (504 Plan).
2. For untested domains, mark Do Not Score with code SPD in test booklets or WIDA AMS; notify GaDOE if preclusion is due to a 504 Plan.
3. GaDOE uses WIDA scale score tables to assign minimum exit scores for untested domains and calculate the Designated Composite Proficiency Level (DCPL).
4. GaDOE provides DCPL data to LEAs' System Testing Coordinators (not in SLDS) and sends individual student reports to ESOL Coordinators and Special Education Directors via secure email.
5. TCSS uses DCPLs to determine EL exit or reclassification eligibility.
6. TCSS communicates results to parents in a language they understand.

E. Monitoring exit procedures, results, accuracy, consistency, etc

- Schools receive WIDA ACCESS and Alternate ACCESS results.
- Teachers and leaders review scores to determine which students meet the state's clear exit criteria.
- TCSS with written local procedures schedule EL reclassification team meetings to review data and make decisions.
- IEP teams handle reclassification for ELs with significant cognitive disabilities meeting Alternate ACCESS criteria.
- Most meetings and decisions occur near the end of the school year; EL status changes are recorded in SIS after the June Student Record Sign-Off.
- Decisions made at the start of a new school year are retroactive to the prior year's exit scores.
- If end-of-year meetings are not possible, they must occur within 30 days of the new school year to ensure proper ESOL scheduling.
- Exited or reclassified EL students are recorded in SIS with end-of-year exit date (or June 30) and assigned EL = '1' for the first post-exit year.
- For EL/SWD students assessed with WIDA Alternate ACCESS, the EL exit date aligns with the IEP team's reclassification meeting.
- Reclassification team meetings are not allowed at any other time during the school year.

F. Parent Notification of EL exit

ESOL teachers must send the exit notification letter to the parents of students who have met the criteria for exiting the ESOL program. The continuing eligibility letter must be sent to parents of ELs who do not meet the criteria for exiting the program.

G. Post-exit date elements and reporting timelines

EL = '1' – 1st year post exit; academic progress monitoring required Begins July 1st after students have met a qualifying exit score and/or Reclassification decision at the end of a school year or June 30. DATE OF EL EXIT AND EL EXIT REASON must be reported for all students who are reported to the state as EL = '1'.

- EL = '2' – 2nd year post exit; academic progress monitoring required
- EL = '3' – 3rd year post exit
- EL = '4' – 4th year post exit
- EL = 'F' – 5th year and beyond post exit

H. Post-exit two year student progress monitoring procedures

English Learners (ELs) who meet statewide English proficiency criteria must be exited from EL status and are no longer eligible for ESOL programs or assessments. Failing to do so is considered a compliance issue by OCR.

Per the Office for Civil Rights, schools must monitor the academic progress of students for two years after they exit EL status and the ESOL program. This monitoring involves documenting report card grades, state assessment results, classroom performance, and teacher observations to ensure a successful transition to the general classroom. School systems have flexibility in determining the timeline, method, and format of the post-exit monitoring process.

Section IV: ESOL Program Evaluation

Data to Gather/ Analyze

- EL exit rates by school system
The Governor's Office of Student Achievement publishes downloadable data on the percentage of EL students who exit EL status each year, typically updated after all LEAs report October FTE data to the state.
- ELP assessment participation rates
Each year, Title I Part A monitors LEAs' English Language Proficiency (ELP) Assessment Participation Rate, with a minimum threshold of 95%. LEAs must document reasons for nonparticipation, especially for students without an overall CPL, and report them in the summer nonparticipation application. GaDOE posts each LEA's participation rate and related resources in the myGaDOE Portal's ELP Assessment Participation (ELPAP) application.
- ELP assessment proficiency level results

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For students exiting the ESOL program, ESOL teachers must download the reclassification documentation from Ellevation, create and send the exit letter to parents, and submit verification to the ESOL office.

For students not exiting, ESOL teachers must download the continuing eligibility letter, send it to parents, and submit verification to the ESOL office.

- **WIDA ACCESS Student Growth Percentiles (SGPs)**
The Georgia Student Growth Model for English Language Proficiency (GSGM for ELP) measures EL students' language development by comparing their growth to peers statewide with similar starting levels. Student Growth Percentiles (SGPs), ranging from 1 to 99, show relative growth, with higher percentiles reflecting greater progress. All EL students can demonstrate varying levels of growth, regardless of proficiency level.

Schools share individual student growth reports, obtained from the STC or SLDS, with students, parents, and educators. These reports show each student's language development from year to year and include a one-year projection. They help families and teachers understand WIDA ACCESS growth percentiles and identify supports or enrichment opportunities to advance academic English, which is essential for meeting WIDA ELD Standards and Georgia's Content Standards. Note: WIDA ACCESS SGPs are not used for state accountability.

- **CCRPI components (Closing Gaps, Progress Toward English Language Proficiency, Content Mastery)**
The CCRPI Resources page publishes ELP targets showing how well schools and districts help EL students progress to higher state-defined performance bands, based on WIDA ACCESS Overall CPL scores. In the CCRPI Progress Component, schools earn 10 points for ELP progress and 90 points for progress in ELA and mathematics.

The Closing the Gap CCRPI component includes targets for the EL subgroup and measures whether all students and subgroups are improving in achievement. Flag colors show progress: Red = no improvement, Yellow = progress made but target not met, and Green = target met. Schools earn points when subgroups such as EL, economically disadvantaged (ED), and students with disabilities (SWD) meet improvement targets.

Section V: Local Forms and Resources and any other local information needed

[25-26 ESOL shared drive](#)

A. ESOL Teacher Responsibilities: ESOL Documentation & Permanent Records

All ESOL teachers are required to maintain accurate ESOL permanent records. The ESOL teacher will upload permanent record documents to **Ellevation**, a data management program that houses all English Learner (EL) data, including:

- Home Language Survey (HLS) in English or the student's home language
- Kindergarten WIDA Screener / WIDA Screener Scores
- Parent Notification Letter in English and the student's home language
- EL Test Participation Committee Form (EL TPC)
- ACCESS Scores (automatically entered from Infinite Campus)
- Notification of Exit Form in English and the student's home language
- Post-Exit Monitoring Forms (by semester)
- Evaluation of Classroom Performance forms for IDM and Waived students (quarterly)
- EL Reclassification Review Form
- Parental Waiver of Services in English and the student's home language

B. School Administrator Responsibilities

School administrators are responsible for ensuring that procedures related to English Learners (ELs) are properly followed.

- Ensure parents of newly enrolled students receive the Home Language Survey in a language they understand.
- Provide ESOL teachers with Home Language Surveys for students whose parents identify a language other than English.
- Confirm ESOL teachers complete required training to administer all WIDA assessments (Kindergarten WIDA Screener, WIDA Screener 1–12, Kindergarten ACCESS for ELLs, ACCESS for ELLs, and Alternate ACCESS).
- Administer ACCESS for ELLs only to current EL students as identified by the ESOL Program Specialist.
- Follow all EL exit criteria using the student list provided by the ESOL Program Specialist.
- Ensure parents of ELs receive school information in a language they understand or provide interpretation services when needed.
- Make sure registrars attend training and correctly code students.

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