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# ESOL in GCPS

## English to Speakers of Other Languages

Arcado Elementary  
September 18, 2025  
5:30PM  
Cafeteria

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# Su equipo en nuestra escuela



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Subdirectora



# Philosophy of the ML Program Office

We believe that each *English Learner* comes to school uniquely equipped with *valuable skills and experiences rooted in other places and cultures*. GCPS provides *effective instruction that recognizes and leverages these skills* and allows EL students to *expediently attain proficiency in English and perform at or above grade level in academics*.



# Multilingual Learner Program Acronyms

1. ACCESS= Assessing Comprehension and Communication in English State to State (Yearly assessment of English Proficiency)
2. EL= English Learner (Student)
3. ML= Multilingual Learner (Student)
4. MLOCC= Multilingual Learner Online Communication Center
5. ELPP= English Learner Proficiency Plan (includes testing accommodations)
6. ESOL= English to Speakers of Other Languages (Program)
7. INC= International Newcomer Center
8. ISA= International Student Advisor
9. LEA= Local Educational Agency
10. PHLOTE= Primary Home Language Other Than English
11. POL= Parent Outreach Liaison
12. WIDA= World-Class Instructional Design and Assessment; WIDA Consortium - a U.S. based collaborative group of 41 member states, territories and federal agencies

# ESOL Purpose & Goals

- **Increase students' academic English language proficiency**
- **Increase students' academic content area achievement**
  - Teach grade-level appropriate academic English language knowledge and skills necessary to narrate, inform, explain, argue in discipline-specific English:
    - Academic vocabulary, sentence structures, discipline-specific discourse Listen, read, view, speak, write, represent
    - Teach students the English necessary to understand and become proficient in content standards
  - Ensure ELs participate meaningfully and equally in core standards-based educational programs
  - Remove language and non-academic barriers to learning in school



## ACCESS: Assessing Comprehension and Communication in English State to State

- Under federal law, states are required to measure the English language development skills of their English Learners (ELs) on a yearly basis within the areas of listening, speaking, reading, and writing.
- The purpose of the ACCESS is to measure the English proficiency growth of the English learner.
- It provides an opportunity to demonstrate the English learners' level of language proficiency in content areas.
- The students' score on this test will determine in which instructional level they will be placed for the following year.

# ACCESS for ELLs Assessments

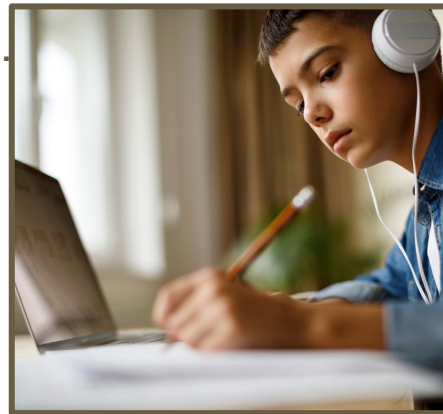
Your child does not need to study for ACCESS for ELLs.

The test is an opportunity for students to demonstrate all the ways that they understand and can communicate in English.

Prepare for test day by making sure your child gets plenty of sleep and eats breakfast.

Talk with your child's teachers about:

- when you will receive test scores,
- how your child's school uses those scores, and
- how language support changes as your child builds English language skills.



# ACCESS for ELLs Assessments

ACCESS for ELLs is given to all EL students during the annual testing window, which typically takes place from January through February.

**1/7/26 - 2/27/26**

**Test Window**

4/27/26      Districts Receive ACCESS and Alternate ACCESS Reports and Data - Posted in WIDA AMS  
5/8/26 - 5/12/26      Districts Receive Printed ACCESS and Alternate ACCESS Reports  
5/12/26 - 5/26/26      Post-Reporting Data Validation – LEAs in WIDA AMS  
6/10/26      Updated ACCESS and Alternate ACCESS Data - Posted in WIDA AMS for SEA and Districts

## Kindergarten ACCESS Exit Criteria

The criteria for exiting Kindergarten students are completely different from the criteria for ML students in grades 1-12. It is as follows...

- Kindergarten students who attain a **5.0+** Composite/Overall Score, a **5.0** or higher in **Listening, Speaking** and **Reading**, and a score of **4.5+** in **Writing** **MUST EXIT**
- All other kindergarten ML students **MUST Continue to be SERVED**

Reclassification as FEP is NOT available for Kindergarten ML students.

# ACCESS Clear Exit Criteria

The criteria for exiting ML students in grades 1-12 is as follows...

- Any ML student attaining a Composite Proficiency Level of **5.0** or greater - **MUST Exit**
- Schools are **not** required to use or complete the **English Learner Reclassification Review Form (ELRRF)**

## NOTE:

ESOL Program lines in Synergy for all students meeting must exit criteria will be automatically closed out by Data Governance.

## ACCESS Reclassification Criteria

MLs in Grades 1-12  
may be Reclassified as  
Fluent English  
Proficient (FEP) if they  
meet the following  
criteria...

- Composite PL of **4.4 - 4.9**, AND a Reading PL of **3.5+**, AND Writing PL of **3.0+**
- MLs with a CPL of **4.3** or lower MUST CONTINUE TO BE SERVED

**NOTE:** All ML students meeting this requirement must be considered for reclassification.

# Alternate ACCESS Clear Exit Criteria

Alternate ACCESS  
threshold for  
considering ML Exit is  
as follows...

## NOTE:

ESOL Program lines in Synergy  
for all students meeting must  
exit criteria will be  
automatically closed out by  
Data Governance.

Grades K-12 EL students who meet the “Clear Exit” criteria per grade level and assessment must exit. Students in grades 1-12 that have scored a WIDA Alternate ACCESS Overall CPL or DCPL = 5 or higher are eligible for Clear Exit from EL status. Students in kindergarten may not be eligible for Clear Exit as indicated below:

### **Kindergarten WIDA Alternate ACCESS**

- Overall CPL or DCPL = 5 and Listening PL = 5 and Speaking PL = 5 and Reading PL = 5 and Writing PL = 4 or 5

Kindergarten students' scores must meet all language domain criteria, no exceptions.

### **Grades 1-12 WIDA Alternate ACCESS**

- Overall CPL or DCPL = 5

# Alternate ACCESS Reclassification

Alternate ACCESS  
criteria for considering  
reclassification is as  
follows...

## NOTE:

ESOL Program lines in Synergy  
for all students being  
reclassified must be closed out  
manually.

English Learner reclassification is only an option  
for EL students in Grades 1–12. The  
reclassification process is not an option for  
students in kindergarten.

## **Grades 1-12 WIDA Alternate ACCESS**

- Overall CPL or DCPL = 4

Through a collaborative Partnership, ESOL and Special Education  
follow joint guidance for IEP teams to consider additional  
individualized English language proficiency related data applied  
per students' disabilities. Decision is recorded on the state IEP/EL  
Reclassification form completed by an ESOL and Special Education  
collaborative team, signed, dated, and maintained in student  
records and IEP per local procedures.

# GCPS Parent Portal

GWINNETT COUNTY PUBLIC SCHOOLS

International Families español 한국어 Tiếng Việt 中文 français > Account Maintenance Log Out

Welcome, [parent name]

**AKS at Home**

K-5 Families: Register for AKS at Home

The next round of live virtual K-5 sessions is planned for **November 15** the 1st semester of the year.

Register for the grade-specific Zoom sessions on the [AKS at Home](#) page.

**ParentVUE (Student Information)**

**MyPaymentsPlus**

**Transportation**

**Documents**

## DOCUMENTS

| Documents   |                                |                        |
|-------------|--------------------------------|------------------------|
| Upload Date | Document                       | Document Category      |
|             | <input type="text" value="Q"/> | (All)                  |
| 10/11/2022  | Literacy Fall 2022             | Literacy Communication |
| 10/03/2022  | EL-Parent Notification EN_SP   | EL-Parent Notification |
| 09/20/2022  | WIDA                           | EL-WIDA Score Report   |

# GCPS Parent Portal

| Doc Date   |                                                                                   | Doc Category                |   | Doc Comment                   |
|------------|-----------------------------------------------------------------------------------|-----------------------------|---|-------------------------------|
| 08/26/2021 |  | EL-WIDA Score Report        | ▼ | Abarca.I.pdf                  |
| 10/08/2022 |  | Literacy Communication      | ▼ | Literacy Fall 2022            |
| 05/20/2022 |  | KK DLI Communication Report | ▼ | Student DLI Kindergarten comr |
| 05/18/2022 |  | A-ACCESS                    | ▼ | ACCESS 2021_2022 (Spanish)    |
| 10/04/2022 |  | Math Communication          | ▼ | Math Fall 2022                |
| 06/01/2022 |  | A-GKIDS                     | ▼ | GKIDS 2021_2022 630140637     |
| 09/19/2022 |  | EL-Parent Notification      | ▼ | EL-Parent Notification EN_SP  |
| 05/28/2022 |  | Report Card - KK            | ▼ | 202112126_GRKK_SY2021         |
| 09/02/2021 |  | EL-Parent Notification      | ▼ | EL-Parent Notification EN_SP  |
| 05/18/2022 |  | A-ACCESS                    | ▼ | ACCESS 2021_2022 6301406:     |

# ACCESS Parent Report

Each year, students in English learner programs take the ACCESS for ELLs language proficiency test. The test measures academic English language proficiency for students learning English in our school and throughout our state.

This is an Individual Student Report which provides information about test results for your child.

Teachers use this information to help them make decisions about instruction for your child. Teachers also use these test scores to monitor the progress your child makes toward English proficiency.



**ACCESS for ELLs 2.0\***  
English Language Proficiency Test

## Sample Student

Birth Date: mm/dd/yyyy | Grade: sample grade  
Tier: sample tier  
District ID: XXXXXXXXXX | State ID: XXXXXXXXXX  
School: sample school  
District: sample district  
State: sample state

## Individual Student Report 2016

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

| Language Domain                                                                               | Proficiency Level<br>(WIDA L1-L5) |   |   |   |   |   | Scale Score (WIDA 100-600) and Confidence Band<br><small>See Interpretive Guide for Score Reports for definitions.</small> |     |     |     |     |     |
|-----------------------------------------------------------------------------------------------|-----------------------------------|---|---|---|---|---|----------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-----|-----|
|                                                                                               | 1                                 | 2 | 3 | 4 | 5 | 6 | 100                                                                                                                        | 200 | 300 | 400 | 500 | 600 |
| Listening  | 4.0                               |   |   |   |   |   | 368                                                                                                                        |     |     |     |     |     |
| Speaking   | 2.2                               |   |   |   |   |   | 320                                                                                                                        |     |     |     |     |     |
| Reading    | 3.4                               |   |   |   |   |   | 356                                                                                                                        |     |     |     |     |     |
| Writing    | 3.5                               |   |   |   |   |   | 355                                                                                                                        |     |     |     |     |     |
| Oral Language<br>50% Listening + 50% Speaking                                                 | 3.2                               |   |   |   |   |   | 344                                                                                                                        |     |     |     |     |     |
| Literacy<br>50% Reading + 50% Writing                                                         | 3.5                               |   |   |   |   |   | 356                                                                                                                        |     |     |     |     |     |
| Comprehension<br>70% Reading + 30% Listening                                                  | 3.7                               |   |   |   |   |   | 360                                                                                                                        |     |     |     |     |     |
| Overall*<br>35% Reading + 35% Writing +<br>15% Listening + 15% Speaking                       | 3.4                               |   |   |   |   |   | 352                                                                                                                        |     |     |     |     |     |

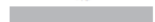
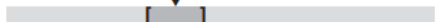
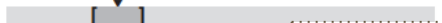
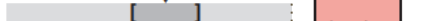
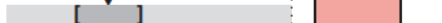
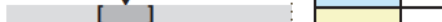
\*Overall score is calculated only when all four domains have been assessed. NA: Not available

| Domain    | Proficiency Level | Students at this level generally can...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Listening | 4                 | <ul style="list-style-type: none"> <li>understand oral language in English related to specific topics in school and can participate in class discussions, for example:                             <ul style="list-style-type: none"> <li>Exchange information and ideas with others</li> <li>Connect people and events based on oral information</li> </ul> </li> <li>Apply key information about processes or concepts presented orally</li> <li>Identify positions or points of view on issues in oral discussions</li> </ul>           |
| Speaking  | 2                 | <ul style="list-style-type: none"> <li>communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example:                             <ul style="list-style-type: none"> <li>Share about what, when, or where something happened</li> <li>Compare objects, people, pictures, events</li> </ul> </li> <li>Describe steps in cycles or processes</li> <li>Express opinions</li> </ul>                                                                             |
| Reading   | 3                 | <ul style="list-style-type: none"> <li>understand written language related to common topics in school and can participate in class discussions, for example:                             <ul style="list-style-type: none"> <li>Classify main ideas and examples in written information</li> <li>Identify main information that tells who, what, when or where something happened</li> </ul> </li> <li>Identify steps in written processes and procedures</li> <li>Recognize language related to claims and supporting evidence</li> </ul> |
| Writing   | 3                 | <ul style="list-style-type: none"> <li>communicate in writing in English using language related to common topics in school, for example:                             <ul style="list-style-type: none"> <li>Describe familiar issues and events</li> <li>Create stories or short narratives</li> </ul> </li> <li>Describe processes and procedures with some details</li> <li>Give opinions with reasons in a few short sentences</li> </ul>                                                                                               |

For details regarding the scores on this report, refer to the Interpretive Guide for Score Reports at [www.widausa.com/report](http://www.widausa.com/report)

## Individual Student Report 2022

This report provides information about the student's scores on the ACCESS for ELLs English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

| Language Domain                                                                             | Proficiency Level<br>(Possible 1.0-6.0)                                                  | Scale Score (Possible 100-600) and Confidence Band<br>See Interpretive Guide for Score Reports for definitions |
|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
|                                                                                             | 1 2 3 4 5 6                                                                              | 100 200 300 400 500 600                                                                                        |
| Listening  | 4.5<br> | 298<br>                      |
| Speaking   | 3.2<br> | 274<br>                      |
| Reading    | 1.7<br> | 230<br>                      |
| Writing    | 1.7<br> | 208<br>                      |
| Oral Language<br>50% Listening + 50% Speaking                                               | 3.6<br> | 286<br>                      |
| Literacy<br>50% Reading + 50% Writing                                                       | 1.7<br> | 219<br>                      |
| Comprehension<br>70% Reading + 30% Listening                                                | 1.9<br> | 250<br>                      |
| Overall*<br>35% Reading + 35% Writing +<br>15% Listening + 15% Speaking                     | 1.9<br> | 239<br>                      |

\*Overall score is calculated only when all four domains have been assessed. NA: Not available

How are test scores used to help my child make progress in learning academic English?

| Domain    | Proficiency Level | Students at this level generally can...                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Listening | 4                 | understand oral language in English related to specific topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> <li>Exchange information and ideas with others</li> <li>Connect people and events based on oral information</li> <li>Apply key information about processes or concepts presented orally</li> <li>Identify positions or points of view on issues in oral discussions</li> </ul>                                          |
| Speaking  | 3                 | communicate ideas and details orally in English using several connected sentences and can participate in short conversations and discussions in school, for example: <ul style="list-style-type: none"> <li>Relate stories or events</li> <li>Share ideas and provide details</li> <li>Describe processes or procedures</li> <li>Give opinions with reasons</li> </ul>                                                                                                                     |
| Reading   | 1                 | understand written texts that include visuals and may contain a few words or phrases in English, for example: <ul style="list-style-type: none"> <li>Interpret information from graphs, charts, and other visual information</li> <li>Comprehend short text with illustrations and simple and familiar language</li> <li>Identify steps in processes presented in graphs or short texts with illustrations</li> <li>Identify words and phrases that express opinions and claims</li> </ul> |
| Writing   | 1                 | communicate in writing using visuals and symbols that may contain few words in English, for example: <ul style="list-style-type: none"> <li>Express ideas or concepts using text and illustrations</li> <li>Share personal experiences through drawings and words</li> <li>Label steps in processes presented in graphs or short texts</li> <li>State opinions or preferences through text and illustrations</li> </ul>                                                                    |

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SUM-ISR

How do you decide when my child stops receiving language support?

# Questions to Consider

You might want to know:

- How do teachers use test results?
- What are the English goals for my child?
- In addition to English, what else does my child learn in school?



## Grow Your Knowledge and Understanding

Explore resources to support your professional learning on topics related to language-focused family engagement. Read these resources independently or collaboratively with your peers.

- [ABCs of Family Engagement](#)
- [Focus Bulletins](#)
- [Young Multilingual Children in...](#) (parent research summaries for educators)



## Explain EL Status and Language Testing

Find resources to help explain to families of multilingual learners key concepts, terms, and processes related to EL identification and language testing. Resources include parent-friendly guides, flyers, and videos.

- [Explaining ELL Status](#) (flyer in several languages)
- [Language Testing?](#) (flyer in several languages)
- [ACCESS for ELLs?](#) (flyer in several languages)
- [ELLs:](#)
- [Understanding Your Child's](#)
- [de in several](#)
- [ACCESS for ELLs:](#)



## Promote and Support Family Engagement

Find useful information and activities for families of multilingual learners that promote family engagement at home by highlighting various ways to support children's language development.

- [Learning Language Every Day: Activities for Families](#) (parent research summaries for educators)
- [Family Connections Through Home Languages](#) (flyer in several languages)
- [Introducing WIDA](#) (video in English)
- [Introducing WIDA](#) (video in Spanish)

## Learning Language Every Day: Activities for Families



Children learn language every day by talking with others.

Use the activities in this packet to start conversations with children about their family, what they like to play, how they feel, what sounds they hear in their home or community, and the weather.

There is no right or wrong way to use these activities. You can share them with your friends and family members.



## ABCs of Family Engagement: Key Considerations for Building Relationships with Families and Strengthening Family Engagement Practices



### Introduction

Family engagement in their children's development and education is a widely held goal. Recognizing and respecting the many ways that families support the learning and development of children and youth, both at home and in formal learning environments, is critical to the success of school-based family engagement practices. In fact, some would argue that this is an essential step for schools looking to establish strong relationships with racially, linguistically, and culturally diverse families (Boggs et al., 2019; Lopez, 2019; Hernandez, 2019).

In general, family engagement can be defined as a relationship between families and educators that:

• **Ongoing** because it should span a child's educational journey from early childhood through 12th grade

• **Relevant** because the relationship should meet the needs of both families and educators, and provide meaningful two-way communication

• **Build on trust** and respect because these are essential components to any relationship, including relationships between families and educators

• **Focused on student learning and achievement** so that students are better prepared to face the challenges and opportunities of the 21st century

To support educators working with families of language learners, we present the ABCs of Family Engagement, six key considerations that are essential for strengthening family engagement practices and building relationships with families. This document is grounded in research and can be used by educators to initiate reflection and dialogue on local efforts to engage with families. The ABCs of Family Engagement does not provide a step-by-step approach to family engagement, nor are the considerations easily implemented. As with any relationship, home-school relationships take time and effort to develop and sustain. We encourage educators to consider ways to include families in the process of establishing a vision for family engagement, as well as planning school-based events or activities for families. While there is no one-size-fits-all approach to family engagement, ensuring families have a voice in the process is critical (Carpis, Lopez, Chis, & Weiss, 2019). The actions that follow present the ABCs and provide guiding questions to further reflection and dialogue.

The term families is used within this document to refer to parents, siblings, extended family members, close family friends, guardians, and adults who contribute a significant role to children's development and education (definition based on Hernandez & Noguera, 2010).

# Resources

## Family Engagement | WIDA

# What Did You Learn Today?



DIVISION OF SCHOOL IMPROVEMENT & OPERATIONS  
FEDERAL PROGRAMS – OFFICE OF FAMILY ENGAGEMENT

## BUILDING THE CAPACITY OF MULTILINGUAL FAMILIES EVALUATION



|                                                     |                            |
|-----------------------------------------------------|----------------------------|
| Session Title: Building the Capacity of ML families | Date: September 18, 2025   |
| Presenter: Torres, Ruegsegger, Garcia Tellez        | School/Location: Arcado ES |

We would like to hear from our staff about this session. Please circle the number that matches your level of proficiency after attending this training and answer the questions at the bottom. Thank you!

|                                                                                                                      | Strongly Agree | Agree | Disagree | Strongly Disagree |
|----------------------------------------------------------------------------------------------------------------------|----------------|-------|----------|-------------------|
| I understand the Multilingual Learners Program (ESOL) and how it supports my child's academic achievement.           | 4              | 3     | 2        | 1                 |
| I have a better understanding about how my child qualifies for ML (ESOL) services.                                   | 4              | 3     | 2        | 1                 |
| I can explain the different levels of language acquisition and how I can support my child.                           | 4              | 3     | 2        | 1                 |
| I can describe how my child is served by the ML (ESOL) teacher and the level of support my child receives at school. | 4              | 3     | 2        | 1                 |
| I understand ACCESS testing.                                                                                         | 4              | 3     | 2        | 1                 |
| Based on the presentation, write two examples of how you can support your child at home.<br>1.<br><br>2.             |                |       |          |                   |
| Tell us how we can help you to support your child's learning.<br><br><br>Name: _____ School: _____                   |                |       |          |                   |

# Thank you!



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