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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.
 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. Additional statements from multilingual (ML) families

The Home Language Survey (HLS) is part of the online registration process in Infinite Campus. Families in multilingual homes (English and another language) must choose one of five fixed statements that best describe their child's primary language use at home. Based on that selection, the ESOL teacher receives an OLR ESOL Plan Notification and determines whether to administer the English Language Proficiency (ELP) Screener.

- Only home language, no English → Potential EL → Administer screener
- Mostly home language, little English → Potential EL → Administer screener
- Equal use of home language and English → Not potential EL → Do not administer (LEA may request parent acknowledgement)
- Mostly English, little home language → Not potential EL → Do not administer
- Only English → Not potential EL → Do not administer

[TCSS Home Language Survey](#)

3. 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.

4. HLS Incorrect addendum procedures

An erroneous EL identification occurs when a student is reported as EL ('Y') but should not be, often due to incorrect Home Language Survey (HLS) responses.

Correction process (within first year):

- Parent notifies TCSS that the HLS answers were incorrect.
- TCSS reviews request → if valid, parent completes a notarized HLS Addendum (form available in [GaDOE resources](#)).
- System administrator/ESOL Coordinator approves the addendum.
- Based on corrected HLS:
 - If a status change is needed → update SIS from EL = 'Y' (yes) to EL = 'I' (incorrect) for the current year, then to EL = 'N' (no) the following school year.

Note: This process is only required if an incorrect EL status was already reported in October FTE-1. Corrections must be made before March FTE-3 or the June Student Record submission.

5. Staff Training in HLS procedures

Enrollment Personnel Training & HLS Requirements

- Staff must be trained to use enrollment forms in a language parents understand and provide interpretation support so families fully grasp the enrollment process and purpose of the Home Language Survey (HLS).
- Proper training helps reduce incorrect EL identifications and unnecessary screenings.
- HLS is a one-time document:
 - Must be signed, dated, and kept in the student's permanent record.
 - If a student transfers, receiving schools must try to obtain the original HLS.
 - If unavailable, schools keep a copy that reflects the original responses.

6. 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.

7. Data collection elements

GaDOE Data Collections provides guidance on Student Record and data elements for LEAs. These details are available in the Student Record Data Element guidance documents on the password-protected GaConnects Staff Portal (GaDOE Focus ⇒ Technology Services ⇒ Data Collections, Analysis, and Reporting).

Student Primary Language: Must be entered for all students, especially those coded as English Learners (EL = 'Y'); it cannot be left blank.

Parent Communication Language: Specifies parents' preferred language for written communication with the school. Starting in 2019–2020, Georgia requires the inclusion of the

following question in registration and data collection. It appears at the top or bottom of the TCSS Home Language Survey (HLS). This question is not used to identify potential English Learners (ELs).

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. Criteria and process for Initial EL Eligibility

Georgia EL Identification Procedures (for first-time U.S. enrollees):

- Review Home Language Survey (HLS) to flag potential ELs.
- Screen students within 30 days, using procedures based on curriculum, assessments, or disability status.
- Apply grade-level/assessment-specific criteria to determine EL eligibility:
 - Below proficient → EL
 - At/above proficient → Not EL
- Record EL status in SIS and keep screener reports in permanent records.
- Notify parents of EL status and explain ESOL program placement and services.

[WIDA Screener](#)

3. 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

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 –

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- 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, TCSS 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. TCSS 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

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

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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.

Student Grade Levels	Grade Level Cluster Screener	Language Domain Tests to Administer
1 st Semester Kindergarten	Kindergarten	Listening and Speaking
2 nd Semester Kindergarten – 1 st Semester Grade 1	Kindergarten	Listening, Speaking, Reading, Writing
2 nd Semester Grade 1 – 1 st Semester Grade 2	Grade 1	
2 nd Semester Grade 2 – 1 st Semester Grade 4	Grades 2-3	
2 nd Semester Grade 4 – 1 st Semester Grade 6	Grades 4-5	
2 nd Semester Grade 6 – 1 st Semester Grade 9	Grades 6-8	
2 nd Semester Grade 9-12	Grades 9-12	

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 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. Choosing appropriate grade-levels screeners

4. Screener test security procedures

All WIDA Screeners are secure assessments; TCSS must ensure test security and integrity.

Only **GaPSC-certified educators** who complete WIDA training and pass certification quizzes may administer them.

Test administrators are responsible for:

- Security and accurate recordkeeping of all test materials.
- Continuous supervision of both students and test materials during testing.
- Storing materials in a locked, secure location when not in use.
- Ensuring no materials are left in unauthorized locations overnight.
- Collecting and accounting for all materials before dismissing students.
- Returning all materials immediately after each session to the System or School Test Coordinator.

5. Screener irregularities and invalidations

TCSS must take proactive steps to prevent testing irregularities during the ELP screening process. When irregularities occur, TCSS are responsible for documenting them locally and ensuring that corrective actions are taken. ESOL and Assessment staff work collaboratively throughout the ELP screening process, sharing responsibilities for screener security and administration in accordance with local policies and procedures.

Key responsibilities include:

- Training staff on screener administration
- Ensuring screener security
- Administering the correct grade-level screener
- Applying the appropriate EL eligibility criteria to identify ELs

Examples of ELP Screening Irregularities

- Administering the incorrect grade-level screener
- Administering incorrect language domain subtests
- Administering the screener by uncertified or untrained personnel
- Failing to provide required accommodations for students with disabilities
- Administering the screener to a student whose primary language is English
- Administering the screener to a transfer student with an existing EL status (e.g., EL = “Y,” “1,” “2,” “3,” “4,” or “F”)

Documenting Screener Irregularities

TCSS must develop and implement local procedures to document any ELP screening irregularities.

[TCSS ELP Screener Irregularity Form](#)

Recordkeeping and Training

- All relevant staff must be trained in local procedures to prevent future irregularities and ensure consistent, accurate implementation of ELP screening.
- TCSS must retain all screening irregularity documentation in students' records. These are **not** submitted to the GaDOE Assessment Office, unlike state testing irregularities.

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.

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, TCSS 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.

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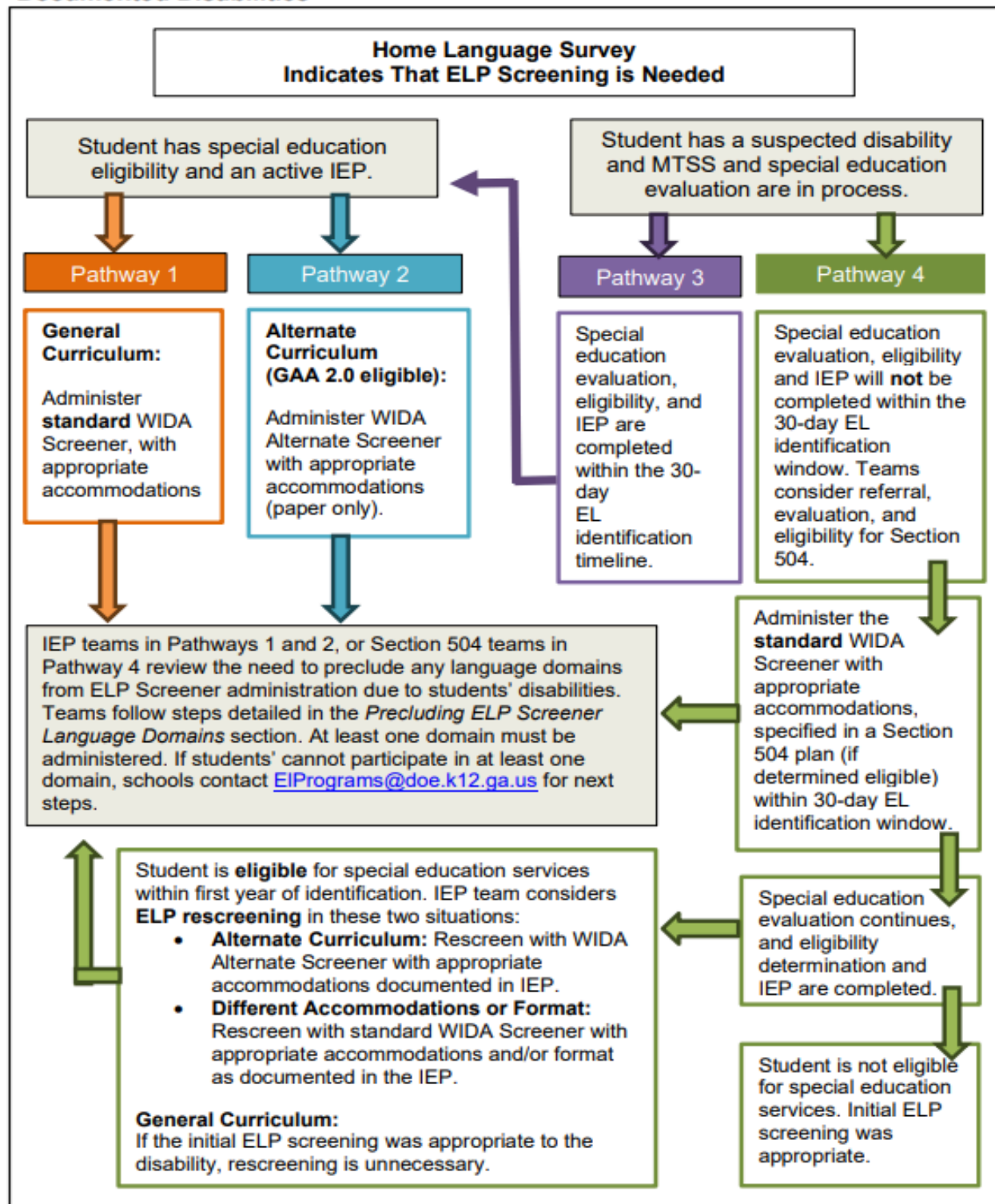
		EL Eligibility Criteria	
Grade Level and Semester	Language Domains	WIDA Screener for Kindergarten	WIDA Alternate Screener, K-12
1 st semester kindergarten	Listening Speaking	Oral Language Proficiency = 1.0 – 4.9	Alternate Oral Language Proficiency < 3, = 3, or = 4
2 nd semester kindergarten – 1 st semester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

GaDOE EL Eligibility Flowcharts

- [Kindergarten EL Entrance Flowchart](#)
- [Grades 1-12 EL Entrance Flowchart](#)
- [Kindergarten Alternate EL Entrance Flowchart](#)
- [Grade 1-12 Alternate Entrance Flowchart](#)

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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, data element reporting, etc

Eligibility Procedures

For students who are eligible for ESOL services, the ESOL teacher and the ESOL office will:

1. The ESOL teacher completes a *Parent Notification of Initial Eligibility for ESOL Language Program*.
2. The ESOL teacher sends a copy of the *Parent Notification of Initial Eligibility for ESOL Language Program* and a copy of the screener scores to the student's parents or guardians in a language they understand.
3. The ESOL teacher sends the Initial Referral Form to the ESOL office.
4. Using the information submitted in the Initial Referral Form, the ESOL office will code the student as **EL = Yes**, which will appear in the Ellevation platform.
5. The ESOL teacher will upload the HLS, Parent Notification (in English and the home language), and the Initial Referral Form, and complete the checklist for newly identified ELs in Ellevation.
6. Add the screener results to the EL Screener Tab in SLDS.

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

[TCSS New Student Screening checklist](#)

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
- 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.

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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.

Students served under the Innovative Delivery Model will be monitored quarterly through the completion of the monitoring form in Ellevation. The ELA teacher will complete the monitoring form for elementary students, while both the ELA and Social Studies teachers will complete the form for middle and high school students. Additionally, ESOL teachers will collaborate with grade-level and/or content-area teachers to ensure that students are successfully thriving in the mainstream classroom without direct ESOL instruction.

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

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.

[Parent Waivers](#)

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

[WIDA ELD Standards](#)

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.

For the 2025–2026 school year, TCSS will continue to implement Hands-On English for kindergarten through 2nd grade students and Carousel of IDEAS for students in grades 2–5. Champion of IDEAS will serve as the primary curriculum for middle and high school students.

In addition, TCSS will continue to use federal funds to support Imagine Language and Literacy for elementary English Learner (EL) students and Rosetta Stone for middle and high school students who scored 0.2 or below on the ACCESS or Screener assessments, as part of supplemental Language Instruction Educational Program (LIEPs).

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.

Accommodations for each student are determined by the ELTPC and documented in Ellevation using the ELTPC form. Accommodations must align with those used in classroom instruction and assessment and should be reviewed annually.

[TCSS ELTPC 25-26](#)

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 is a research-based framework that guides educators in creating fair and meaningful grading practices for English Learners. It ensures that grades reflect both content mastery and language development, rather than language proficiency alone.

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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.

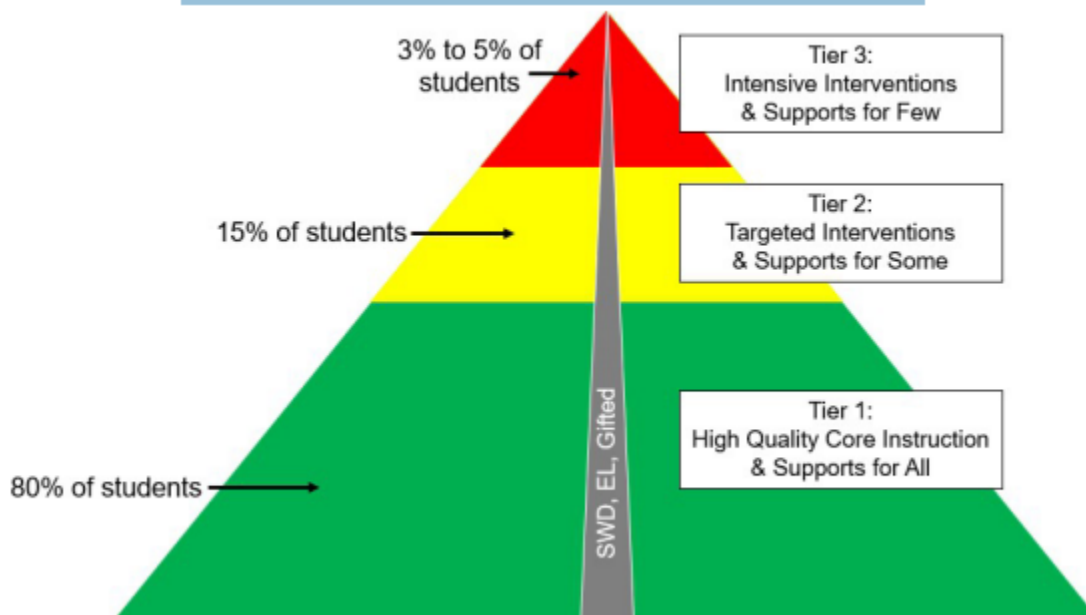
Adapted from *The Five Pillars of Equitably Grading ELLs* by Staehr Fenner, D., Kester, J., and Snyder, S. (2008) Northwest AEA [The Five Pillars of Equitably Grading ELLs - Northwest AEA \(nwaea.org\)](https://www.nwaea.org) and original information found on Colorín Colorado: [The Five Pillars of Equitably 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 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 grade-level gaps compared to peers, the last grade completed, and deficiencies in foundational literacy or numeracy skills.
- Long-term ELs (LTEs) - 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 LTEs, LEAs can provide supplemental language instruction, regularly monitor

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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.

Key Requirements for Language Assistance Services: Schools must provide free and effective language assistance to LEP parents, including translated materials and qualified interpreters.

- Interpreters and translators must:
 - Be fluent in both English and the target language.
 - Understand specialized educational terminology (e.g., IEP meetings, discipline hearings, assessment results).
 - Be trained in interpretation and translation roles and responsibilities.
 - Follow ethical standards, including strict confidentiality.

-
- Bilingual ability alone is not sufficient; interpreters and translators must be professionally qualified.
 - Schools may not rely on students, siblings, friends, or untrained staff to interpret or translate for parents.

[TCSS Translation and Interpretation Request Form](#)

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

A. Name of ELP standard and assessments

1. Assessments and Compliance

The following annually administered assessments meet the Title I, Part A statute (ESEA/ESSA §1111(b)(2)(B)(ix) and §1111(b)(2)(G)) requiring LEAs to administer an annual English Language Proficiency (ELP) assessment to all identified English Learners (ELs), including students whose parents have opted out of ESOL instructional services:

- WIDA ACCESS for Kindergarten
- WIDA ACCESS Online (Grades 1–12)
- WIDA Alternate ACCESS (Grades K–12)

Each assessment measures proficiency across the four language domains—Listening, Speaking, Reading, and Writing—aligned to the WIDA English Language Development (ELD) Standards Framework, 2020 Edition.

2. Assessment Descriptions

WIDA ACCESS for Kindergarten – Paper-based, individually administered, interactive test providing a developmentally appropriate, engaging experience for kindergarten students.

WIDA ACCESS Online (Grades 1–12) – Computer-based, adaptive annual assessment administered individually or in small groups to English learners in grades 1–12.

WIDA Alternate ACCESS (Grades K–12) – Large-print, paper-based, semi-adaptive test for English learners with the most significant cognitive disabilities who meet Georgia’s alternate curriculum and participation criteria as documented in an active IEP.

3. Roles, Responsibilities, and Training

- Test Administrators (TAs) must complete both district-led and WIDA Secure Portal training and submit training-completion certificates to the District Testing Coordinator (DTC) before testing.

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- Only certified personnel who have completed WIDA-specific administration training may administer ELP assessments.
- The System Testing Coordinator (STC) provides TAs with secure-portal logins and maintains training-record documentation for audit purposes.

4. Monitoring and Verification Procedures

System leaders ensure that all identified ELs, including parent-waived students, participate in the required annual ELP assessment:

1. Pre-Testing Verification – The STC and ESOL Coordinator cross-check EL rosters in Infinite Campus and Ellevation against WIDA ACCESS testing rosters to confirm inclusion of every active and waived EL student.
2. Ongoing Monitoring – During the state testing window, the STC reviews participation reports and communicates with schools to address any missing or incomplete assessments.
3. Post-Testing Review – Following test submission, the DTC verifies completion data and participation rates prior to state reporting to ensure 100 percent compliance.

Annual Timeline

Timeframe	Activity	Responsible Party
October-December	WIDA training completed; schools verify EL rosters and confirm Alternate ACCESS eligibility.	STC, ESOL Coordinator, School Test Coordinators
January - March	WIDA ACCESS and Alternate ACCESS test administration window.	ESOL teachers, STC
April - May	Review participation reports; complete make-ups; verify test completion.	STC, Principals, ESOL Coordinator
June - July	STC submits final files; District reviews results and coding accuracy.	DTC, STC, ESOL Coordinator

5. Collaboration with Special Education

The ESOL Coordinator collaborates with the Special Education Director and IEP teams to determine eligibility for the WIDA Alternate ACCESS and to document any domain-specific exemptions or accommodations in the student's IEP or 504 Plan.

- Exemption rationales must be included in team meeting notes.

-
- Accommodations for remaining domains are documented and implemented according to WIDA and GaDOE guidelines.
 - For unusual or low-incidence cases, the Assessment Director consults GaDOE for additional guidance.

Documentation

All training records, participation verification forms, and exemption documentation are retained at both the district and school levels for monitoring and audit purposes in compliance with Title I and Title III requirements.

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.

1. Teacher Responsibilities for Students Who Clear Exit

1. Create and save the Kindergarten Exit Letter or the 1-12 Clear Exit Letter in the Ellevation platform.
2. Send home a copy of the exit letter home to the parent.

2. Monitoring EL Clear Exit Procedures

System leaders ensure that all exited ELs have met GaDOE exit criteria and that exit procedures are applied consistently across the district:

Roles & Responsibilities:

- ESOL Coordinator: Oversees EL exit verification, reviews student data, and ensures adherence to procedures.

-
- School Reclassification Team: Includes ESOL teacher, general education teacher, administrator, and data clerk; reviews exit eligibility and documents decisions.
 - STC/DTC: Ensures data in SIS (Infinite Campus) and Ellevation reflects accurate EL exit status.

Timelines:

- Ongoing: Schools maintain up-to-date EL rosters and track exit eligibility.
- End of School Year: Reclassification Teams meet to finalize exit decisions before state reporting deadlines.
- Post-Exit Review: DTC and ESOL Coordinator verify that all exits are coded correctly in SIS and data platforms.

Retraining Procedures:

- If exit procedures are not followed, staff are required to complete targeted retraining led by the ESOL Coordinator.
- Documentation of retraining, corrective steps, and verification of proper procedure adherence is maintained at both school and district levels.

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

1. WIDA ACCESS Reclassification Procedures

Steps for Reclassification:

1. Identify students eligible for reclassification
 - Responsible: ESOL Teacher, General Education Teacher
 - Timeline: Spring (after WIDA ACCESS results)
2. Hold EL Reclassification Review Committee Meeting
 - Committee: ESOL Teacher, General Education Teacher, Administrator
 - Timeline: Spring, before end-of-year
3. Review student data: ACCESS scores, Lexile, Georgia Milestones ELA
 - Timeline: During meeting
4. Determine student's reclassification status (Continue or Exit)
 - Timeline: During meeting
5. Complete TCSS EL Reclassification Form & upload to Ellevation
 - Responsible: ESOL Teacher
 - Timeline: Immediately after meeting
6. Send parent exit letter
 - Responsible: ESOL Teacher
 - Timeline: Within 5 school days of meeting

WIDA ACCESS Reclassification Criteria by Grade

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Grade	CPL Requirement	Literacy/ Additional Criteria	Lexile Minimum
1-2	CPL 4.3-4.9	Literacy $\geq$ 4.3	N/A
3-8	CPL 4.3-4.9	1. Literacy $\geq$ 4.3 2. GMAS ELA $\geq$ 3 3. GMAS ELA $\geq$ 2 with grade-level Lexile	1. N/A 2. N/A 3. 3rd – 520L, 4th – 740L, 5th – 830L, 6th – 925L, 7th – 970L, 8th – 1010L
9-12	CPL 4.3-4.9	Literacy $\geq$ 4.3	N/A

Note: Students meeting at least two criteria may be recommended for exit.

[2025-2026 TCSS EL Reclassification Form](#)

2. WIDA Alternate ACCESS Reclassification Procedures

Steps for Reclassification:

- Identify students eligible for Alternate ACCESS reclassification
 - Responsible: ESOL Teacher, IEP Team
 - Timeline: Spring (after Alternate ACCESS results)
- Review student data: Overall CPL/DCPL, individualized IEP criteria
 - Responsible: IEP Team
 - Timeline: During meeting
- Complete IEP/EL Reclassification Form (signed & dated)
 - Timeline: During meeting
- Upload form to student IEP record
 - Responsible: ESOL Teacher
 - Timeline: Immediately after meeting
- Send parent exit letter
 - Responsible: ESOL Teacher
 - Timeline: Within 5 school days of meeting

Alternate ACCESS Reclassification Criteria

Grade	Overall CPL/DCPL requirement	Notes
1-12	$\geq$ 4.0	IEP team may consider additional individualized ELP criteria based on student's disability

3. Continuing Eligibility & Parent Notification

Procedures:

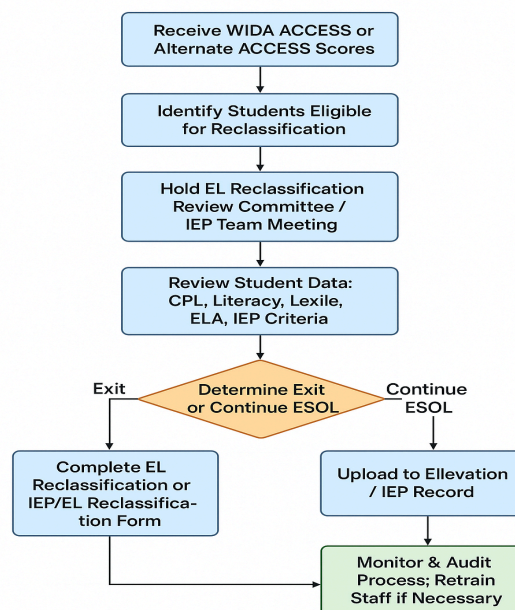
- Students who do not meet exit criteria remain in the ESOL program.
- Complete the Parent Notification of Continuing Eligibility form by August 30.
- Upload one copy to the ESOL digital record and send another copy home within 30 days of the school year start.

4. Monitoring, Collaboration & Compliance

Procedures:

- Collaboration for EL/SWD students: IEP and ESOL teams meet to review data and determine individualized criteria.
 - Responsible: ESOL Teacher, Special Education Teacher, Administrator, Data Clerk
 - Timeline: Spring (before end-of-year)
- Documentation Monitoring: District ESOL coordinator audits uploaded forms for accuracy.
 - Timeline: Monthly during testing season
- Staff Retraining: If procedures are not followed, mandatory retraining is conducted within 30 days.
 - Responsible: ESOL Coordinator & School Administration

EL Reclassification Decision Flowchart



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[2025-2026 TCSS IEP-EL Reclassification form WIDA Alternate ACCESS](#)

5. Transfer Students' Reclassification

Timeline Table: Transfer Student EL Reclassification

step	Action	Responsible Role	Timeline	Notes
1	Retrieve previous EL records (HLS, ACCESS, screener)	Registrar	Within 5 days of enrollment	Includes GUIDE, SLDS, and transferring LEA documentation
2	Review student EL status	ESOL teacher	Within 10 days of record receipt	Check original HLS, screener, ACCESS scores
3	Convene Reclassification Committee	ESOL teacher/ Administrator	Within 15 school days of record receipt	Team: ESOL teacher, gen ed teacher, administrator, data clerk
4	Decision on EL status	Reclassification Committee	Immediately if before October FTE; after June 30 sign-off if after FTE	Determines Exit, Continue EL, or Reverse Reclassification
5	Parent Notification	ESOL teacher/ Administrator	Within 2 days of decision	Letter detailing status change and next steps
6	SIS Update	Data Clerk/ Registrar	Immediately after parent notification	Record EL = Y/N, exit date, and first post-exit year assignment

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:

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, and Consistency

Timeline:

- WIDA ACCESS and Alternate ACCESS results are received each spring.
- Schools conduct EL Exit Review meetings within 30 days of receiving results (or at the start of the new year if needed).
- All SIS exit entries must be completed and verified before the June Student Record Sign-Off.

Collaborative Procedure:

Each school's EL Reclassification Team—including the ESOL teacher, general education teacher, administrator, and data clerk—reviews scores to determine which students meet GaDOE exit criteria.

1. ESOL teacher prepares student data, completes the *EL Exit Data Checklist*, and submits documentation.
2. Data clerk or registrar enters exit information in the SIS using these fields:
 - EL Exit Date: June 30 of the current school year
 - EL Exit Reason: "Clear Exit – ACCESS" or "Alternate ACCESS – DCPL"
 - Monitoring Code: EL = "1" for first-year monitoring
3. Administrator reviews and verifies SIS entries for accuracy prior to sign-off.
4. District ESOL coordinator runs data verification reports to confirm consistency across schools.

Verification Checklist

- ☐ Exit meeting completed and documented
- ☐ Parent notification letter sent (in preferred language)
- ☐ SIS updated: Exit Date, Exit Reason, Monitoring Code
- ☐ Administrator verified data accuracy
- ☐ District ESOL coordinator confirmed data prior to Student Record submission

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F. Parent Notification of EL Exit

- ESOL teachers must send the exit notification letter to parents of students who have met GaDOE exit criteria.
- A continuing eligibility letter must be sent to parents of students who do not meet exit criteria.
- Copies of all parent letters must be kept in the student's ESOL folder and available for audit.

G. Post-Exit Monitoring Codes and Reporting Timelines

EL code	Description	Monitoring Requirements	Responsible Staff	Start Date/ Reporting Timeline
EL-1	<i>1st Year Post-Exit</i> – Student has exited ESOL and is in the first monitoring year.	Academic progress must be reviewed at least once per term. Document in EL Monitoring Log.	ESOL Teacher / School Coordinator	Begins July 1 after exit year; coded before June 30 in SIS; report in annual Student Record.
EL-2	<i>2nd Year Post-Exit</i> - Continued monitoring for progress and language support needs	Review grades, attendance, and test data each semester.	ESOL teacher	Begins July 1 of the following year; maintain monitoring documentation.
EL-3	<i>3rd Year Post-Exit</i> - informational reporting only (no formal monitoring required)	Review data as needed - keep in local file	District ESOL coordinator	Begins after completion of EL=2 year; confirm date in SIS
EL-4	<i>4th Year Post-Exit</i> - State reporting only	No direct monitoring; maintain data accuracy	District Data Manager	Begins after completion of EL=3 year
EL-F	<i>Former EL</i> - Fifth year and beyond post-exit	No monitoring required; maintain record for audit	Data Manager/ Registrar	Permanent status after EL=4 year.

Reporting Notes

- Both EL Exit Date and EL Exit Reason must be entered in SIS for all students coded EL = 1.
- Codes must be verified by the school administrator or district data manager prior to Student Record submission.

- Post-exit monitoring begins July 1 immediately following the exit decision (or June 30 exit date) and continues sequentially each year.

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.

TCSS schools monitor exited ELs on a regular schedule throughout the school year. Monitoring forms and detailed guidance for completing and documenting the monitoring process are provided by ESOL teachers through Ellevation by the end of each semester. ESOL teachers also confer with grade-level and/or content area teachers to ensure students are successfully adapting to learning in the mainstream classroom without ESOL support.

The following procedures will take place:

1. Monitoring documents will be automatically sent to ELA teachers of monitored students via the Ellevation platform.
2. IDM/Waived monitoring documents will be sent out at the end of each quarter. Post-Exit Monitoring documents for the first semester will be distributed in December, and second-semester documents will be sent in May. Teachers will receive an automated notification from the Ellevation platform informing them that they have form(s) to complete.
3. The ESOL teachers will send an additional email to remind teachers to complete the monitoring documents. If teachers do not complete the documentation within two weeks of the original notification date, the ESOL Lead Teacher will send a second reminder, with an administrator carbon copied. If teachers still do not complete the documentation within the following week, the ESOL Lead Teacher will send a third reminder to administrators, with the teacher carbon copied.
4. If a monitoring form is flagged by the Ellevation program, the ESOL teacher will contact the school administrator to schedule an RTI meeting.
5. Monitoring documents will be accessible to all teachers by clicking on the student's name under the "Forms" section in Ellevation.

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2025-2026 IDM/ Waived and Post-Exit Monitoring Calendar in the Ellevation Platform

	IDM/ Waived Monitoring	Post-Exit Monitoring
Elementary Schools	End of 1st Quarter (10/2) End of 2nd Quarter (12/18) End of 3rd Quarter (3/12) End of 4th Quarter (5/15)	End of 2nd Quarter (12/2 for Fall semester) End of 4th Quarter (5/15 for Spring semester)
Middle/ High Schools	End of 1st Quarter (10/2) End of 2nd Quarter (12/18) End of 3rd Quarter (3/12) End of 4th Quarter (5/15)	End of 2nd Quarter (12/2 for Fall semester) End of 4th Quarter (5/15 for Spring semester)

I. Reverse-Reclassification Process

If a monitoring form is flagged in Ellevation or concerns are raised by a teacher/administrator, the MTSS process will begin for that student.

The MTSS team includes at least:

- An administrator
- One or more general education teachers
- An ESOL teacher

Process steps:

1. The MTSS team will review the student's data, including the latest ACCESS scores, to identify areas of strengths and weaknesses.
2. The MTSS team will identify appropriate interventions and progress monitoring to implement.
3. After the interventions and progress monitoring have taken place for a minimum of 6 weeks, the team reconvene to review the progress monitoring data.
4. The RTI team will review the data to determine whether the student is struggling because of a lack of content knowledge, or a lack of English language proficiency. The team will take the following questions into consideration when making a decision:
 - Was the exited student educated formally in his/her home country?
 - Was schooling consistent or did the student's education have prolonged periods of interrupted schooling or no schooling?
 - What were the student's most recent WIDA ACCESS / Alternate ACCESS scores and subscores in each domain?

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- Was the student exited from EL status based on the EL Reclassification Review Committee decision? If so, was the student's most recent WIDA ACCESS / Alternate ACCESS overall CPL score at the high end of the 4.3 - 4.9 range or at the low end?
 - Were the exited student's Georgia Milestones ELA End-of-Course scores borderline for meeting standards or were they significantly above the minimum requirement?
 - In the courses in which the exited student is struggling, what is the main area of difficulty? Questions for consideration:
 - The specific area of difficulty (e.g., writing, reading, or non-language factors).
 - Whether the student has always struggled in that subject.
 - If teachers differentiate instruction for multilingual learners. Whether the issue is lack of effort or quality of work not meeting standards.
 - If differentiation could help the student demonstrate understanding, or if the student lacks background content knowledge.
 - Whether the student is receiving academic support to make up for gaps in background knowledge.
 - If the issue is due to English language proficiency, the RTI team will:
 - Conduct an EL Reverse Reclassification Team Meeting and document the decision.
 - If the student remains Exited (EL=1 or EL=2) → no change in status; keep documentation in the cumulative record.
 - If the student's status is reversed to EL, obtain parental consent and update records according to the timeline:
 - Before October FTE count → change to EL immediately and serve in ESOL program.
 - Between October and March FTE → change to EL immediately and serve.
 - After March FTE → serve in ESOL program immediately but change status to EL=Y after June 30.
 - Maintain all documentation in the student's permanent record.
 - Once reclassified as EL again, the student will take the WIDA ACCESS during the state testing window.
 - After meeting exit criteria a second time, the two-year monitoring period restarts.

Section IV: ESOL Program Evaluation

A. Data to Gather/ Analyze

1. 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.

2. 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.

3. ELP assessment proficiency level results

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.

4. 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

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WIDA ELD Standards and Georgia's Content Standards. Note: WIDA ACCESS SGPs are not used for state accountability.

5. 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: TCSS Forms and Resources and any other local information needed

A. Required ESOL Forms

All forms must be maintained in the permanent record and uploaded to Ellevation where applicable.

Form	Purpose	Notes
Home Language Survey (HLS)	Identify primary language; initial EL screening	Must be in English and parent's home language; signed and dated; filed in permanent record: Student Summary in Infinite Campus
Kindergarten WIDA Screener / WIDA Screener Scores	Determine EL eligibility	Include documentation of assessment and eligibility decision
Parent Notification Letter	Notify parents of EL identification and services	Provide in English and parent's home language; retain proof of parent receipt

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EL Test Participation Committee (EL TPC) Form	Required if committee determines assessment participation modifications	File in student's permanent record
ACCESS for ELLs / Alternate ACCESS Scores	Monitor English proficiency growth	Scores automatically entered in Infinite Campus; verify upload and permanent record entry
Notification of Exit Form	Document student exit from ESOL services	Provide in English and parent's home language; follow state-approved exit criteria
Post-Exit Monitoring Form	Track exited students' academic performance	Complete each semester per GA DOE guidelines; include teacher evaluation and monitoring notes
Evaluation of Classroom Performance Forms	For IDM/Waived students	Complete quarterly; document student performance and instructional support
EL Reclassification Review Form	For students being reclassified	Follow GA DOE criteria; document decisions in permanent record
Parental Waiver of Services	Document parent refusal of ESOL services	Must be in English and parent's home language; retain signed copy in permanent record

B. TCSS Local Forms & Logs

Form	Purpose
ESOL Service Plan / Schedule Form	Document instructional minutes, delivery model, and teacher assignments per student in the ESOL Drive
TCSS Parent Contact Log	Record parent communication: phone calls, emails, meetings, interpretation provided
Teacher Observation / Collaboration Log	Document collaboration between ESOL and classroom teachers

Student Progress Monitoring
Form

Track ongoing student performance in language
proficiency and academic content

C. Resources for Staff

State Resources

- [GaDOE ESOL Program State Resource Guide 2025–2026](#)
- [WIDA ACCESS for ELLs Manuals – administration and scoring guides](#)
- [WIDA Screener / Kindergarten Screener Manuals](#)
- [GA DOE EL Reclassification & Exit Guidelines – charts and tables](#)

TCSS Local Resources

- TCSS ESOL Handbook – full procedures and expectations
- [Ellevation](#) – upload guide and user manual
- Infinite Campus (IC) – EL coding and reporting guide
- Translation & Interpretation Resources – district-approved protocols
- Professional Development Schedule – WIDA, coding, instructional strategies

D. TCSS Local Procedures / Notes

- Assessment Timing: WIDA Screener administered within first 30 days of enrollment; ACCESS per GA DOE schedule.
- Instructional Minutes & Models: Follow GA DOE-funded ESOL instructional minutes and TCSS delivery models.
- Class Size Compliance: Ensure ESOL class sizes meet state-funded guidelines.
- Post-Exit Monitoring: Conduct monitoring each semester for two years (or per state requirement) and document in permanent record.
- Parent Communication: Staff responsible for sending communications in parent's preferred language; provide interpretation as needed.
- Audit Readiness: Designated staff maintain all forms and documentation for district and state audits.

TCSS ESOL Handbook (2025-2026)

Responsibilities for ESOL Personnel

	Identification & Placement	Assessment	Documentation & Permanent records	Exit/ Reclassification/ Post-Exit monitoring	Parent Communication	Compliance & Training
ESOL Teacher	Assess ELs using WIDA Screener / Kindergarten WIDA Screener; determine eligibility; maintain placement records	Administer state-approved assessments (ACCESS, Alternate ACCESS); prepare students; document results	Maintain permanent records in Ellevation or student files: HLS, screener scores, parent notifications, ACCESS scores, exit forms, post-exit monitoring, EL Reclassification, waiver forms	Complete exit/reclassification forms; track post-exit monitoring per GA guidelines	Communicate student progress; provide notifications in parent's preferred language	Maintain ESOL certification/endorsement; follow WIDA/ACCESS administration protocols
School Administrator	Ensure parents complete HLS; ensure proper placement decisions	Confirm teachers complete assessment training and follow test-security procedures; ensure only current ELs are assessed	Ensure staff maintain accurate records; oversee documentation compliance	Ensure exit criteria followed and parents notified in preferred language	Ensure all communications to EL families are in parent's preferred language or provide interpretation	Ensure registrars and teachers receive training; monitor program compliance
Registrar	Enter EL status and placement into student information system; maintain HLS documentation	Enter assessment scores accurately in IC and other systems; track completion	Maintain accurate records of all EL-related forms, scores, exits, waivers; generate reports for compliance	Record exit/reclassification status and monitor post-exit documentation	Track parent communications and waiver forms	Attend training on EL coding/reporting; support audits
ESOL Coordinator	Develop/update local procedures for identification and placement; ensure fidelity to GA guidelines	Analyze assessment data; monitor program effectiveness; ensure exit/reclassification criteria applied correctly	Ensure documentation procedures align with state guide; audit and verify record completeness across schools	Oversee exit/reclassification process; ensure post-exit monitoring compliance; analyze post-exit outcomes	Facilitate district-wide parent engagement; ensure translation/interpretation support is provided and documented	Provide PD for staff; ensure local procedures align with GA DOE; monitor program compliance; liaise with district office