

EXITING ESOL SERVICES

As ELs reach proficiency in order to exit English language instruction services, it is imperative to ensure that ELs have attained a degree of English language skill that will enable them to achieve academic success at levels similar to those of their native English-speaking peers. The GaDOE ESOL Unit, the Office of Assessment and Accountability, and LEA ESOL representatives from across the state collaborated to determine the appropriate level of proficiency necessary to ensure ELs' success upon exiting ESOL services.

Kindergarten

The Kindergarten ACCESS for ELLs student report contains one proficiency level for each of the four domains and four composite scores. The composite proficiency level reported is the accountability score. For determining whether a Kindergarten student has met the requirements to exit English language instruction services, the ACCESS for ELLs Overall Composite Proficiency Level scores and the individual language domain scores must be utilized. In order to exit English language instruction services, Kindergarten ELs must score a Composite Proficiency Level (CPL)/Overall score of ≥ 5.0 with at least a 4.5 in the Writing domain and at least a 5.0 in each of the remaining domains (Listening, Speaking and Writing). Kindergarten ELs who score less than 5.0 Overall or whose Writing domain is < 4.5 or Listening, Speaking or Reading domain is < 5.0 are not eligible to exit language instruction services.

Grades 1-12

Students must be administered all components of the ACCESS for ELLs 2.0/Alternate ACCESS assessment. In Twiggs County, students must achieve an Overall score of 5.0 or greater to exit the ESOL program. The Georgia Department of Education allows districts flexibility for students achieving CPL scores between 4.3 – 4.9, to be deemed English proficient and exited from English language instruction services based on the English Learner Reclassification Review Committee (ELRRC) decision as documented on the English Learner Reclassification Review Form. As shared by the GaDOE, a score of 4.3 is approximately the developing learner level on GMAS. As such, Twiggs County has determined all students in grades 1-12 will be required to score a clear 5.0 exit on the ACCESS 2.0 test.

****For the 2020-21 school year Twiggs County will use a clear 5.0 exit requirement and will also allow a Reclassification Team meeting for students scoring 4.8-4.9 to determine if the student should exit based on classroom performance, additional testing scores (benchmark, EOC/EOG), student performance in ESOL classes, and input from team members.**

Please Note: Under the ESSA, as determined by the student’s IEP team or 504 Plan, if a student’s disability is directly related to a domain for which there are no appropriate accommodations, the student may be exempt from taking that language domain assessment.

Alternate ACCESS

The Twiggs County School System will adhere to the guidelines set forth by the Georgia Department of Education for exiting and monitoring students with significant cognitive disabilities.

According to the Georgia Department of Education recommendations, a student’s Individual Education Program (IEP) Team may recommend exiting from EL status an English learner with significant cognitive disabilities who has been assessed yearly on WIDA’s Alternate ACCESS for ELLs® English Language Proficiency (ELP) assessment when the student has reached the standardized statewide threshold as stated below. In order to make this recommendation, the IEP team will have documented evidence that the EL student’s English proficiency is no longer a barrier to full participation in the student’s individualized program of instruction with supports as established in the IEP.

The threshold for considering exiting a student with significant cognitive disabilities is an Alternate ACCESS overall CPL of P2 for two consecutive years with IEP Team recommendation or any other CPL (the same score) for three consecutive years with IEP recommendation.

Exit Procedure for Alternate ACCESS

Once a student is exited, designated ESOL and special education personnel will monitor the student’s progress toward IEP goals for two school years to ensure the student’s English proficiency is not a barrier to full participation in classroom instruction and assessment in English. Monitoring documentation will be maintained in the exited student’s permanent/cumulative records. The IEP team with a 2nd language specialist could revisit the EL Reclassification decision during the two-year post-exit period of monitoring student’s progress, if the team determines the student would benefit from language instruction services as provided by the ESOL language program.