



English to Speakers of Other Languages (ESOL)

PROGRAM OVERVIEW

2008-2009

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Dear Educator,

Just as the APS logo has changed, so have we! The Department for Learning Excellence is now under the direction of Ms. Crystal Lottig, who comes to us from Charleston (SC) Public Schools. The ESOL department, formerly a part of the Department of Fine Arts, is now a part within the Department of Literacy and World Languages, headed by Mrs. Monishae Mosley O'Neill. Together with Foreign Language, ESOL has become part of the World Languages Unit, of which I am the coordinator.

The following document contains pertinent information for all stakeholders involved with English Language Learners in the Atlanta Public Schools. Many positive changes are occurring in the field of ESOL throughout the nation which are sure to impact our district, the students we serve and us as individuals. In this Program Overview, you will become familiar with the process for qualifying students to receive ESOL services, a description of English proficiency levels, and an explanation of terms associated with our program.

We plan to continue to take our profession to new heights in the 2008-2009 school year. We will continue offering programs for teachers, students, and parents. We strive to continue building interdepartmental communication as well as cross-curricular support. You can expect to hear from us periodically as we seek feedback from school administrators, teachers, staff members, parents, and everyone who contributes to making the ESOL program a success.

Let's continue working together to make this the best school year ever, for our students and ourselves!

Sincerely,

Anita Lawrence
World Languages Coordinator

Atlanta Public Schools English to Speakers of Other Languages (ESOL) Program Overview 2008 – 2009

What is ESOL?

English to Speakers of Other Languages is the instructional program that assists students in learning English that follows the requirements outlined in State Board of Education Rule 160-4-5-.02 LANGUAGE ASSISTANCE: PROGRAM FOR LIMITED ENGLISH PROFICIENT (LEP) STUDENTS.

Who qualifies for ESOL services?

Eligible limited English proficient students - those students, whose native language/home language/first language is one other than English, having such difficulty speaking, reading, writing, or understanding the English language that they cannot successfully participate in classrooms where the language of instruction is English.

Under State Board of Education Rule 160-4-5.02, all students whose parents have indicated on a Home Language Survey that a language other than English is spoken in the home or by the student, must take an English language proficiency test to determine eligibility for the English to Speakers of Other Languages Program (ESOL) or alternative placement for language assistance. So defined, students who are non-English language background shall be administered a screening test, known as the WIDAACCESS Placement Test (W-APT), to determine their English language skills. Students scoring below a 5 are entitled to receive English language assistance without further assessment. When the attained score is a borderline score approaching a 5, this score, in conjunction with the professional judgment of the student's Language Assessment Committee (LAC), should inform the final decision. The W-APT for Kindergarten differs from the Grades 1-12 W-APT in that it uses raw scores in determining eligibility. The Kindergarten W-APT flowchart can be provided for making decisions regarding language assistance services for this level.

All students receiving language assistance services through the ESOL program or placement in an alternative program shall be administered the ACCESS for ELLs annually to determine progress and/or readiness to exit. Scores must be kept on file to document learning gains and to provide data for program accountability.

All data related to student eligibility, progress, and readiness to exit must be maintained in the student's permanent file.

What is ACCESS?

ACCESS for ELLs™ stands for *Assessing Comprehension and Communication in English State-to-State for English Language Learners*. It is a large-scale test that first and foremost addresses the English language development **standards** that form the core of the WIDA Consortium's approach to instructing and testing English language learners. These standards incorporate a set of model **performance indicators** (PIs) that describe the expectations educators have of ELL students at four different grade level clusters and in five different content areas.

The **grade level clusters** include K-2, 3-5, 6-8, and 9-12. There are **five content areas** of the standards. The first is called social and instructional language (SI), which incorporates proficiencies needed to deal with the general language of the classroom and the school. The others are English language arts (LA), math (MA), science (SC), and social studies (SS).

For each grade level, then, the standards specify one or more performance indicators for each content area within each of the **four language domains**: Listening, Speaking, Reading, and Writing.

The WIDA framework recognizes the continuum of language development within the four domains with five **proficiency levels**.

Level 1	Level 2	Level 3	Level 4	Level 5
Entering	Beginning	Developing	Expanding	Bridging

These levels describe the spectrum of a learner's progression from knowing little to no English to acquiring the English skills necessary to be successful in an English-only mainstream classroom without extra support. This final, exit stage for ELL status is designated Level 6 (formerly ELL). Level 7 is used for students who are native English speakers or who have never been designated as ELL. Within each combination of grade level, content area, and language domain, there is a PI at each of the five points on the proficiency ladder, and the sequence of these five PIs together describe a logical progression and accumulation of skills on the path to full proficiency.

Drawn from the PIs, the ACCESS for ELLs™ incorporates all five standards and proficiency levels in sections that correspond to the four domains. The target administration times for each section of the test are:

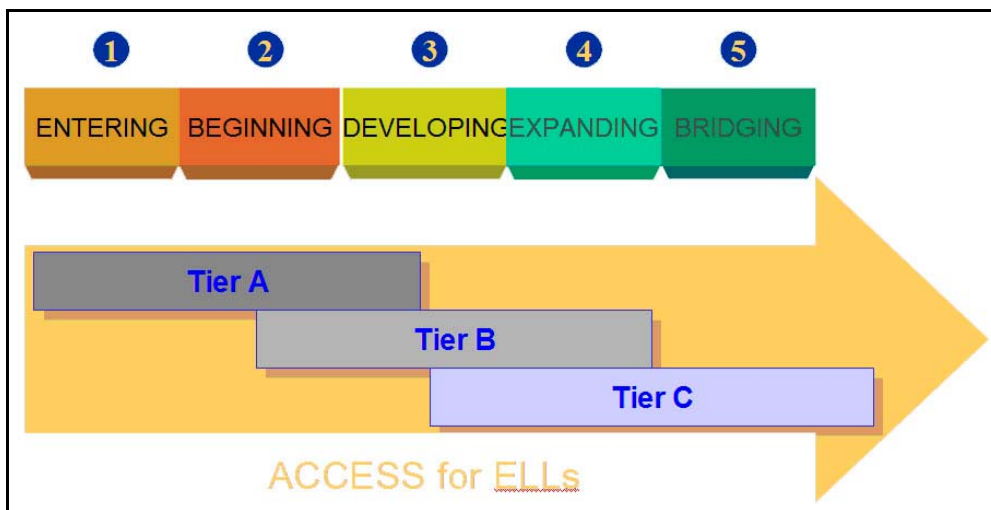
- **Listening: 20-25 minutes, machine scored**
- **Reading: 35-40 minutes, machine scored**
- **Writing: Up to 1 hour, rater scored**
- **Speaking: Up to 15 minutes, administrator scored**

The goal of the ACCESS for ELLs™ test is to allow students to demonstrate their level of proficiency through the PIs. However, there are far too many PIs

altogether to present to any single test taker. A test with questions assessing each and every PI would be far too long to fit in any reasonable testing session. For any particular child, some of the questions on a comprehensive test might be dismissively easy, making it boring, while others would be exactly hard, making it frustrating. It is important to avoid both possibilities to achieve a reliable test.

The Tiers

The solution to making the test appropriate to each individual was to present the test items in 3 **tiers** for each grade level: A, B, and C. The following chart shows how the different tiers map to the proficiency levels.



You can see from this test design that the tiers overlap, a necessity for making sure each tier is measuring to a common proficiency scale.

Each tier, of course, is only able to discriminate performance on its portion of the proficiency scale, so to make sure the whole ACCESS for ELLs™ test works as intended, it is necessary to place each student into the tier that best matches his or her proficiency level. The decision as to where the student currently falls on the scale is best made by the student's teachers, based on the information they have about the student's language proficiency, including performance on other language tests. To facilitate the placement process, the WIDA consortium is developing a screener that will become part of the full test battery when the test becomes operational.

The ACCESS for ELLs™ test battery is a collection of assessment instruments administered to all ELL students across all grades and all proficiencies. Each test form consists of a set of **thematic folders**, or parts, each of which contains three to six test items. The test is arranged in this way to give students a context for the items they are presented with and to minimize the cognitive leaps they have

to make in transitioning from math items to language arts items to science items, and so on.

Each test instrument takes particular aim at a certain grade level cluster and range of proficiencies, but each also has to align with all the other instruments in the battery. That is, they each measure a certain segment of a common academic English proficiency measurement scale. To do this successfully, some of the items on any single test are shared among certain other tests. They are “carried over” between grade level clusters and tiers as complete thematic folders. Each Tier A form, with the exception of the grades 1-2 form, has two thematic folders from the grade level below it. Similarly, each Tier C form contains two thematic folders from the grade level above it. For example, the grade 3-5 Tier A test shares certain items with the 1-2 Tier C and 3-5 Tier B test forms. Likewise, the 6-8 Tier C form borrows items from 6-8 Tier B and 9-12 Tier A. It might be argued that asking a child to respond to questions for which he or she has no preparation or for which he or she is overqualified makes those items unfair indicators. However, in fact, this configuration provides just the kind of confirmatory evidence needed for equating all the forms to the common measurement scale. In this way, we can better assure that as a child progresses through the grades and in English proficiency, we get an accurate picture of his or her real advances from year to year.

What are the approved program models used in Georgia?

Pull-out: Students are removed from the regular classroom to another location (i.e. library, ESOL classroom) for ESOL instruction in the four domain areas (reading, writing, listening and speaking).

Push-in: The ESOL teacher provides instruction within the regular classroom setting. The teacher may team teach with a regular teacher or just assist the ESOL students in the classroom.

Sheltered Class: ESOL courses where content (usually social studies, science, or health) is used as the medium to teach the four language skills of English and American cultural concepts. Instructors must follow the GPS for the subject area.

Cluster Center: Students are transported to locations where they receive English instruction.

What are the maximum class sizes?

Maximum Class Sizes for English to Speakers of Other Languages (ESOL) Classes

Grade Levels	Maximum Individual Class Size
K-3 No aide	11
with aide	13
4-8 No aide	14
with aide	15
9-12 No aide	18
with aide	20

Maximum Individual Class Size - Maximum number of students that may be taught by a teacher in a class segment.

There shall be a loss of funding for the entire class or program that is out of compliance.

Excerpted from Rule 160-5-1-.08 Class Size

--Adopted: June 22, 2000 Effective: July 1, 2000

The FTE Users Guide describes a segment as one-sixth of the instructional day. SBOE Rule 160-5-1-.02 states that instructional time is "all portions of the day when instruction or instruction-related activities based on the Quality Core Curriculum (QCC) are provided by or coordinated by a certified teacher or substitute teacher." This minimum time varies by grade level as do minimum segment lengths:

Kindergarten through third grade = 270 minutes/day = 45 minute segments

Grades 4-5 = 300 minutes/day = 50 minute segments

Grades 6-12 = 330 minutes/day = 55 minute segments In addition, a segment consists of at least the minimum number of minutes required to earn a Carnegie unit in Grades 9-12.

Scheduling

ESOL teachers develop class schedules based on students' proficiency levels, grade levels and principal / teacher input.

Funding

Students identified as eligible for services shall receive at least five segments per week (or yearly equivalent) of English language instruction using ESOL curricula in allowable service delivery models. For purposes of funding, K-3 eligible students shall be counted for a maximum of one segment at the ESOL weight; grades 4-8 students for a maximum of two segments at the ESOL weight; and grades 9-12 students for a maximum of five segments at the ESOL weight.

(i) The class is limited to the maximum size specified in State Board of Education Rule 160-5-1-.08 Class Size.

The teacher shall have the ESOL endorsement issued by the Georgia Professional Standards Commission.

How are teachers earned?

ESOL teachers are earned based upon the amount of FTE segments reported per school.

6 ESOL segments=1 FTE =>FTE Ratio=1:6
44 FTE segments=1 Based ESOL teacher

K-3: 270 min/day 45 min= 1 ESOL segment
4-5: 300 min/day 50 min= 1 ESOL segment
6-12: 330 min/ day 55 min= 1 ESOL segment

What is the curriculum?

There is not a separate curriculum for English Language Learners in Georgia. Georgia Performance Standards are to drive instruction. To assist with implementation, textbooks have been adopted for program standardization. These textbooks are aligned with the Georgia Performance Standards and are categorized according to grade level and language proficiency levels.

The English Language Center (ELC)

The ELC was designed to address the language needs of non –English speaking students enrolled in schools who spoke no English. The first priority of the center is elementary students without teachers assigned to their schools exhibiting academic and social adjustment difficulties.

Referrals must be made by the principal with input from the ESOL teacher and classroom teachers. Parental consent must be obtained. Assessments must be completed prior to entry to ascertain language need.

How are we allowed to place students at the ELC?

Federal Courts

1981 -- *Castaneda v. Pickard*

The Fifth Circuit Court of Appeals formulated a method to determine school district compliance with the Equal Education Opportunities Act (1974). The three-part test includes the following criteria:

1. "the school is pursuing a program informed by an educational theory recognized as sound by some experts in the field or, at least, deemed legitimate experimental strategy;
2. "the program and practices actually used by (the) school system are reasonably calculated to implement effectively the educational theory adopted by the school;
3. "the school's program succeeds, after a legitimate trial, in producing results indicating that the language barriers confronting students are actually being overcome." *Id.* at 1009-10.

Castaneda states that the segregation of LEP students is permissible only when "the benefits which would accrue to LEP students by remedying language barriers which impede their ability to realize their academic potential in an English language educational institution may outweigh the adverse effects of such segregation." In other words, OCR will not examine whether ESOL is the least segregated program for providing language services. Instead OCR will examine whether the degree of segregation in the program is necessary to achieve the program's educational goals.

International Student Services Center (ISSC)

The ISSC serves as the first step in the registration process for our families whose first language is not English. The Center provides these services for International students:

- Assesses language proficiency
- Develops student profiles
- Prepares orientation packets
- Enrolls students into APS schools
- Serves as a contact for parent issues and concerns
- Provides social services
- Translates and transcribes materials to facilitate communication

How do we assist parents?

- Parental Support (interpreters, translate documents)
- Interpreting and translation services
- Parent Outreach (English classes for parents of ELLs)

Parent Notification

Parents must be notified in a forum or language that they can understand on any and all matters related to their child's education.

TransAct

A web based translation software available online to all APS schools. Documents are housed on the site and can be accessed from any computer.

What services are provided to schools?

- ESOL Outreach Workers
- Teachers
- Paraprofessionals
- Tutors
- Interpreters
- Academic support
- Language Assistance Programs
- The English Language Center
- The International Student Services Center
- Parental Support
- ESOL Endorsement Program
- Professional Development Courses

How do we assist School Reform Teams (SRT's)? Outreach Workers

The ESOL Department assigns Bilingual Outreach Workers to serve on each SRT to address the needs of the ELL population district-wide by conducting or assisting with monitoring at schools, workshops, in-services, conferences and meetings with school personnel. They are designated to serve as the immediate contact for each SRT, to resolve challenges regarding issues related to ELL students and parents.

Textbooks are provided for all ELL students in Atlanta Public Schools. Each publication was approved through the APS textbook adoption for the ESOL program.

Elementary- Hampton Brown (Avenues)

Middle – Basic English

High Schools – Shinning Star

ESOL program assessments

- WIDA-ACCESS Placement Test (W-APT)
- Fry Oral Reading Exam
- San Diego Quick Assessment
- Language Assessment Profile
- Language Assessment Conference
- CRCT
- Terra Nova
- ACCESS Test Results

Testing ESOL students

All students are required to take tests mandated by the State Department of Education (CRCT and GHST). Accommodations are available when necessary; however Test Participation Committee (TPC) paperwork should be completed as early as possible. There are NO accommodations, modifications or exemptions for:

- Math and/or science portions of any standardized test (ALL ELLs must sit for these content areas regardless of language proficiency)
- EOCT
- GHGST

Test Administration

ESOL teachers administer the W-APT as new students enter to determine placement into the ESOL program.

The ACCESS test is administered in the spring. Results from the ACCESS are used for assessing Annual Yearly Progress (AYP).

Accommodations on Test

Accommodations on tests are given based on need and proficiency levels. All ESOL students are coded as ELL on state mandated test.

Grading

ESOL students are graded using the same grading scale as regular English speaking students. A student should not fail any course because of their lack of ability to speak English. Accommodations should be made for students in the regular classroom.

What Professional Development is offered?

- Tailored PD classes at schools, traditional class setting
- Virtual Tours
- Reading Strategies, ESOL in APS
- Spanish for Educators

Endorsements

Approximately 160 teachers have been endorsed in the APS ESOL Endorsement program. There are approximately 250 teachers in APS who are certified in ESOL.

Endorsement courses will be announced in the Fall Professional Development Catalog. The deadline to register for entry to endorsement courses will be set independently by the Professional Development Department. However, the final date for candidacy consideration is September 5, 2008.

Participants successfully completing all courses will have the endorsement attached to their clear renewable teaching certificate, and will typically receive as many as eighteen (18) PLUs.

All courses will take place at Campbell Academy. Courses are free of charge for APS employees; however participants are responsible for purchasing the required texts prior to the start of each course. Participants must also take all courses within one (1) academic year to be eligible to receive the endorsement. Failure to comply with these regulations will result in immediate forfeiture of endorsement credit and any associated PLUs.

The tentative course schedule for SY 2008-2009 ESOL Endorsement is as follows:

Multicultural Education

5:00-10:00 (Large Training Room Downstairs) September 10, 17, 24, 30 October 7, 15, 22, 29, November 6, 11

Linguistics

5:00-10:00 (Large Training Room) November 17, 24 December 1, 8, 15 January 5, 12, 20, 26 February 2

Methods

5:00-10:00 (Large Training Room) February 9, 17, 23 March 2, 9, 16, 23, 30 April 13, 20

Highly Qualified Teachers

An ESOL teacher is considered highly qualified if that teacher holds a certification or add-on in the content in which he/she teaches. In middle schools teachers must hold certification in ESOL and Language Arts. In high schools, teachers must hold certification in ESOL and English.

If teachers are giving grades in any other subjects or contents, they must hold certification in that content and ESOL. Additional information may be obtained from Human Resources or the Georgia Professional Standards Commission.

Duties and responsibilities associated with serving English Language Learners

The Role of the ESOL Teacher:

Responsibility	Timeline
Maintain regular communication between ESOL and general education teacher	Weekly
Describe ESOL program delivery models to teachers and other staff members	August
Collect Home Language Surveys and schedule testing for students who indicate that a language other than English is spoken at home	August (or immediately following registration)
Consult school administrator to assist in updating information on ELLs in Infinite Campus	August
Notify parents of students receiving ESOL services in a language they can understand	Within 30 days of enrollment
Administer W-APT and ACCESS to ELLs	W-APT: Within 30 days of enrollment ACCESS: January/February
Lead two ESOL related in-services. General ed. faculty and staff must attend a minimum of two ESOL directed trainings, workshops, or conferences	Before December 15
Increase awareness of services provided by ELC (registration assistance, translation and interpreting, community meetings, English classes and other events) and encourage participation	Ongoing
Utilize TransAct for documents sent home to parents in a language they can understand	Ongoing
Document all contact made and services provided to parents of ELLs	Ongoing
Schedule, notify the appropriate staff members, and attend Language Assessment Conferences (LAC) to decide readiness to exit the ESOL program for students they serve	Ongoing

The Role of the General Education Teacher:

Responsibility	Timeline
Maintain regular communication between ESOL and general ed. teacher	Weekly
Administer locally mandated benchmarks (GKIDS, CRCT, EOCT, GHSGT) to ELLs	Dates determined by the State
Attend a minimum of two ESOL directed trainings, workshops, or conferences	Before December 15
Send all documents home in a language parents can understand (by contacting ESOL teachers or school administrators for translations and interpreter requests)	Ongoing
Document all contact made and services provided to parents of ELLs	Ongoing
Attend Language Assessment Conferences (LAC) and contribute to deciding on readiness to exit the ESOL program for students they serve	Ongoing
Set realistic goals for the attainment of English proficiency, using test results to analyze data	Ongoing

The Role of School Administrators (Principal, Assistant Principal, ILS, Registrar, Counselor, etc.):

Responsibility	Timeline
Distribute Home Language Survey and deliver results indicating a language other than English to an ESOL staff member	During registration
Update information on ELLs in Infinite Campus after consulting with ESOL contact person (to receive student's status)	August
Communicate results of locally mandated benchmarks to ESOL teachers	Within 2 weeks of receiving results
Provide adequate facilities for ESOL instruction (Principal's Assurance Form must be completed to document availability of adequate facilities)	August
Provide the appropriate test conditions for ESOL assessments	W-APT: August (or upon enrollment) ACCESS: January/February
Increase awareness of services provided by ELC (Registration assistance, Translation and Interpreting, Community Meetings, English classes and other events) and encourage participation	Ongoing
Send all documents home in a language parents can understand	Ongoing
Utilize TransAct (translation software) and make it available to teachers for documents sent home to parents in a language they can understand	Ongoing
Document all contact made and services provided to parents of ELLs	Ongoing
Set realistic goals for the attainment of English proficiency, using test results to analyze data	Ongoing

The Role of the District:

Responsibility	Timeline
Provide bilingual registration for families unable to register at their base school	Registration and as needed
Schedule service of ESOL instruction to all qualified students	Within 30 days of enrollment
Provide an interpreter for all matters related to the education of ELLs	As needed, requestor provides 3 day notification
Provide a translation for all district wide documents or documents related to an ELLs education (not exceeding 3 pages in length) which are not available on TransAct	As needed, requestor provides 10 day notification
Increase awareness of services provided by ELC (Registration assistance, Translation and Interpreting, Community Meetings, English classes and other events) and encourage participation	Ongoing
Document all contact made and services provided to parents of ELLs	Ongoing
Communicate results of ACCESS	Within 2 weeks of receiving results

Department for Learning Excellence
Office of English to Speakers of Other Languages (ESOL)
ATLANTA PUBLIC SCHOOLS
Atlanta, Georgia 30315

REQUEST FOR WRITTEN TRANSLATIONS AND/OR INTERPRETER SERVICES

INSTRUCTIONS:

1. Attach a copy of the material to be translated to each form. Translations are limited to 3 pages in length, unless pre-approved by department head.
2. Translations can be sent via email, fax, or school mail. If sending through school mail, please allow 2 additional business days for translation to be completed.
3. A request for an interpreter must be submitted 3 business days in advance.
4. Written translation requests must be submitted at least 10 days prior to the date when translation is required.
5. Send the original and one copy to Azucena Montufar, ESOL Services at Campbell Academy, 21Thirkeld Ave., SW, Atlanta, GA 30315, or via fax to (404) 624-4073 or email at amontufar@atlanta.k12.ga.us. Originator retains one copy.
6. Once received by the ESOL Department, you will be forwarded a confirmation number via school email indicating that your request has been submitted and approved.

Please indicate which service is needed: _____ Translation _____ Interpreter (Time needed: _____)

Person Making Request: _____ Telephone: () _____

Office/School: _____ Type of service: PEC PTA Meetings

Parent/Teacher Conference Open House Administration Other: _____

Date Submitted: ____/____/____ Title of document and/or meeting: _____

Interpreter Requested (if any): _____ Student Name: _____

Parent Name: _____ Parent Tel. Number: _____

Number of pages: _____ and/or Number of hours interpreter is needed: _____

Language Requested: Spanish French (District provides)
 Vietnamese Portuguese Turkish Amharic German Chinese Bengali Bulgarian
Russian Other: _____ (District provides referrals, schools must cover the cost)

Date when translation is required ____/____/____ Date when interpreter is needed ____/____/____

PLEASE NOTE: The ESOL Department does not translate testing materials, and legal documents.

APS Staff
 Contractor
\$ _____ Cost to district

Glossary

ACCESS

Assessing Comprehension and Communication in English State-to-State for English Language Learners

ELL

English Language Learner

ESOL

English to Speakers of Other Languages; the instructional program that assists students in learning English that follows the requirements outlined in State Board of Education Rule 160-4-5-.02 LANGUAGE ASSISTANCE: PROGRAM FOR LIMITED ENGLISH PROFICIENT (LEP) STUDENTS. Therefore, this student would be eligible for inclusion in the ESOL Report contained in the FTE count in any year the student remains eligible.

FTE

Full-Time Equivalent; per the FTE Users Guide, reporting refers to the state funding mechanism based on the student enrollment and the educational services local school systems provide for the students. The FTE count for ESOL segment reporting is conducted in October.

Itinerant Teacher

Per the FTE Users Guide; a teacher who, on the day of the FTE count, accumulates travel time equal to or greater than the major portion of one segment of an instructional day and during the week accumulates travel time of 90 minutes or more during instructional time.

Language Minority

Any person who speaks a language other than English as the first, home, or dominant language. LEP students are a subset of all language minority students. This category **does not refer to their proficiency in English**. Therefore, all ESOL students are LEP and language minority. All LEP students are language minority. Language minority students may or may not be ESOL or LEP.

LEP (ELL)

Limited English Proficient; this is a federal definition included in the Improving America's School Act of 1994, Title VII, Section 7501. In summary, this states that the student's primary language is one other than English and has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in the classroom. All ESOL students are LEP, but some LEP students are not ESOL due to the fact that they are receiving services outside of a program that subscribes to the GBOE rule governing the state-funded ESOL program.

NEP

Non-English Proficient; this term describes students who are just beginning to learn English. They are also considered LEP, but at the lowest end of the proficiency scale.

Pull-Out

Program model in which the resource teacher pulls students from their classes for their ESOL class.

Segment

an Instructional Segment (per the FTE Users Guide) is the service provided to a student during one-sixth of an academic day. For purposes of reporting FTE the academic day is thought of as being divided into six equal segments of instructional time. A segment consists of at least the minimum number of minutes required to earn a Carnegie unit for Grades 9-12. For Grades K-8, a segment consists of the minimum number of hours of instruction required for the length of the school day divided by six.

Sheltered Courses

ESOL courses where content (usually social studies, science, or health) is used as the medium to teach the four language skills of English and American cultural concepts. Instructors must follow the QCC for the subject area.

W-APT

WIDA ACCESS Placement Test