

ESOL DEFINITIONS

ENGLISH LANGUAGE LEARNER -

A student who:

- Was not born in the U.S. and whose native language is other than English; or
- Was born in the U.S. but who comes from a home in which a language other than English is most relied upon for communication; or
- Is an American Indian or Alaskan Native and comes from a home in which a language other than English has had a significant impact on his or her level of English Language Proficiency; and who as a result of the above, has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in classrooms in which the Language of instruction is English.

LY – The student is Limited English Proficient and is enrolled in classes specifically designed for ELL students or is a Pre-K student who registered with a “yes” on the Home Language Survey and will be tested for ESOL when he/she enters Kindergarten

LF – The student is being followed up for a two-year period after having exited from the ESOL Program

LP – The student is in the 3rd-12th grade tested fully English proficient on an Aural/Oral test and is limited English Proficient pending the Reading and Writing assessment or the student is in the K-12th grade, answered "yes" on the Home Language Survey question "Is a language other than English spoken in the home?" and is pending aural/oral assessment.

LZ – The student is one for whom a two-year follow-up period has been completed after the student has exited the ESOL program. Once a student completes the two year post-reclassification monitoring period, they are re-coded LZ and remain so for the remainder of their school career.

HOME OR NATIVE LANGUAGE -

When used with reference to an individual of limited English proficiency, the language normally used by such individuals, or in the case of a student, the language normally used by the parents of the student

ELL COMMITTEE -

A committee composed of ESOL Teacher(s) and Home Language Teacher (if any) and Administrator or Designee plus Guidance Counselors, Social Workers, School Psychologists or other Educators as appropriate for the situation. Parent(s) are also invited to attend any committee meetings.

ELL STUDENT PLAN –

A written document which identifies student name, instruction by program, including programs other than ESOL provided, amount of instructional time or schedule, date of ELL identification, assessment data used to classify or reclassify the student as ELL, date of exit and assessment data used to exit the student as English proficient.

BASIC SUBJECT AREAS -

Computer literacy, mathematics, science and social studies.

BASIC ESOL -

Instruction in English.

OTHER SUBJECT AREAS -

Any courses other than Basic ESOL or Basic Subject Areas.

BASIS OF ENTRY/EXIT -

Basis of entry into and exit out of the ESOL program, LAS - Oral/Aural Test; Reading - Scholastic Reading Inventory (SRI) and Writing – Writing Prompt; ELL Committee.

CLASSIFICATION DATE -

Initial date a student is determined eligible or not eligible based on assessment for an ESOL program. (Date of Reading - Writing - Oral/Aural Test).

ENTRY DATE -

Initial date a student entered the ESOL program.

EXIT DATE -

Date a student exits the ESOL program.

EXTENSION OF INSTRUCTION -

Student is receiving services beyond the base three (3) years of eligible ESOL FTE funding.

HOME LANGUAGE SURVEY DATE -

Date that the Home Language Survey was completed in accordance with Rule 6A-6.0902, FAC.

POST RECLASSIFICATION DATES -

After exit, each date that a former ELL student's performance has been reviewed to ensure parity of participation. These reviews shall take place automatically at the student's first report card after exit, second report card after exit, fourth report card after exit and at the end of the second year.

RECLASSIFICATION DATE -

Initial date a FORMER ELL student re-enters the ESOL program.

ANNUAL REEVALUATION DATE (Beyond Base Three (3) Years) -

Most recent date the student was reevaluated in order to determine whether the student should continue in or exit the ESOL program.

STUDENT PLAN DATE -

Date of the initial development or review of the ELL Student Plan.

NATIONAL ORIGIN – Student's country of birth.

GENERAL INFORMATION

I. ELL COMMITTEE

The ELL Committee is convened to make entry (placement) determination and to develop the ELL Student Plan. The committee reviews all entry data and staff and parent recommendations before determining appropriate accommodations and changes in the student's program. Recommendations are documented on the ESOL/LEP Plan (LEP #3).

Routine student progression from year to year *does not require convening an ELL committee unless the student plan is being changed.* IF AN ELL COMMITTEE CONVENES, THE PARENT MUST BE INVITED.

WHO CAN CONVENE THE ELL COMMITTEE?

Parent/Guardian, Teacher, Administrator or Designee
and other school personnel

WHO ATTENDS THE ELL COMMITTEE?

Teacher, Administrator or Designee with invited parent and other school personnel as needed, serves as the ELL Committee (three members must be present).

RECOMMENDED PARTICIPANTS:

Parent/Guardian	Social Worker
ESOL Teacher	District Placement Specialist
Administrator or Designee	School Psychologist
Other Educators as appropriate for situation:	Others
Guidance Counselor	

WHEN DOES THE ELL COMMITTEE MEET?

INITIAL PLACEMENT

When a student qualifies for the ESOL program, the School ESOL Coordinator or designee schedules the ELL Committee meeting and invites the parent using the form LEP #4. The ESOL/LEP Plan form LEP # 3 is completed during the meeting and signatures obtained. The Parent Notification of Placement form is sent home, form LEP #6.

The School ESOL Coordinator, during the summer or at the start of the school year, will gather and review previous year's data related to each ELL student and update the student's plan. An ELL Committee must be convened if parents request to be involved or if any changes to a plan are considered. The plans are updated with new school year, grade level, courses, etc noted. The student's new schedule will then be stapled to the plan and the school data clerk will be notified to add a new plan date to the automated system.

Thereafter, at the end of the third year in ESOL, the ELL committee **must be convened** to determine whether to extend services to the fourth year or exit the student from the program. **NOTE: this must be done at the end of third, fourth and fifth year in the ESOL program.**

ANNUAL REEVALUATION

(Occurs **after** the student has been enrolled in the ESOL program for 3 years.)

The ELL Committee **must** meet for Annual Reevaluation to determine the possible need for extension of ESOL services beyond the first three (3) years. After reviewing the reevaluation data provided by the teacher, the ELL Committee will determine whether or not the student needs extension of service for an additional year. This process **must** be repeated on an annual basis. **The ESOL FTE funding ends after the sixth year in ESOL. Lack of ESOL funding eligibility does not relieve the district of any obligation under state or federal law to continue to provide appropriate services to ELL children beyond the six years of state ESOL program funding. WHEN AN ELL COMMITTEE MEETS, THE PARENT MUST BE INVITED. IF THE PARENT DOES NOT ATTEND, THEY ARE TO BE INFORMED OF THE OUTCOME OF THE MEETING.**

II. ENTRY CRITERIA

There is no formal English language proficiency assessment required for Pre-Kindergarten students. If there is one or more affirmative response to the Pre-K student's HLS, the student is considered to be ELL and should be given appropriate services within the Pre-K program. Upon entering Kindergarten, the LAS is administered and the Pre-K data is updated and reported to the state.

Potential ELL students in grades K-12 must be provided ESOL instruction if the students receive a score of 1-3 on the LAS. (Students in grades 3-12 must also be given the SRI and a writing prompt within 20 days of enrollment.)

Potential ELL students in grades 3-12 must be provided ESOL instruction if:

1. Students receive a score of 1-3 on the LAS or
2. After receiving a passing score on the LAS, the student receives a score at or below the 32 percentile on the SRI or a score of 1 or 2 on a writing prompt given by the school ESOL coordinator or other trained personnel. or
3. Students are determined to be eligible by an ELL Committee (after the above tests have taken place).

The School ESOL Coordinator and/or the School's Guidance Counselor will ensure appropriate academic placement or subject area placement.

If the above assessments are not completed within 20 school days of initial school enrollment, the parent is notified in their home language, if possible, informing them of the reason for the delay and a timetable for completion.

III. EXIT CRITERIA

Students in grades K-2 will exit the ESOL Program when they receive a score of 4 or 5 on the LAS.

Basis of exit for students in grades 3-12 are composed of two or more measures.

- CELLA composite and CELLA reading proficiency

- CELLA L/S or LAS, SRI and writing prompt
- FCAT reading level 3, LAS and writing prompt

Or

An ELL Committee may recommend that the students be exited from the program with consideration of at least two of the following criteria after scores have been obtained from both of the above tests:

- Extent and nature of prior educational and social experiences; and student interview;
- Written recommendation and observation by current and previous instructional and supportive services staff;
- Level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards;
- Grades from the current year or previous years;
- Test results other than the aural-oral and reading/writing tests.

IV. RE-ENTRY (AFTER EXIT) (Requires annual ELL Committee Meeting)

After exiting the program, a former ELL student may be referred to the ELL Committee by the parent, teacher, administrator or other school personnel for re-entry. Formal testing is **NOT** required to **reclassify** a student as ELL. Determination for need of additional instruction may be based on current grades, teacher observation and/or evaluation or input from other school personnel. ELL Committee Minutes are completed.

A new ELL Student Plan is developed and placed in the ESOL folder with new Student Plan Date and RECLASSIFICATION Date documented.

The ELL Committee **must** meet annually to review the Instructional program and determine the need for continuation of ESOL Services. This data is entered on the ESOL/LEP Plan form LEP # 3. When The ELL COMMITTEE convenes, the parent must be invited and if they do not attend they are to be informed of the outcome of the meeting in writing in their native language, if possible.

When exit from ESOL is recommended, follow procedures for POST RE-CLASSIFICATION REVIEWS.

V. POST-RECLASSIFICATION (AFTER EXIT) For students re-classified as “LF” former ELL.

Reviews will be held according to the following schedule:

Review 1	1st report card after exit
Review 2	2nd report card after exit (skip the 3rd report card)
Review 3	4th report card after exit
Review 4	End of 2nd year after exit

The ELL Committee is **NOT** required to participate in regularly scheduled post-reclassification reviews for former ELL students who have exited the ESOL program **UNLESS** the student is exhibiting continued patterns of under performance on tests and/or grades are declining.

If the committee is convened, the parent is invited to attend the ELL Committee Meeting using form LEP # 4. The student's need for additional appropriate instructional programming such as ESOL or other available programs should be addressed using form LEP # 3..

The School ESOL Coordinator will document dates of post-reclassification review on the ESOL/LEP Plan form LEP # 3.

CHRONOLOGICAL ORDER OF ESOL PAPERWORK

Pre-Kindergarten:

There is no formal English language proficiency assessment required for Pre-Kindergarten students. If there is one or more affirmative response to the Pre-K student's HLS, the student is considered to be ELL and should be given appropriate services within the Pre-K program.

The Pre-K student is coded "LY" - HLS date is the actual date or student's first day of Pre-K – basis of entry is "T" – classification date is the same as date of HLS – date of entry is actual date of starting Pre-K – plan date is actual date entered in the Pre-K and services began.

Upon entering Kindergarten, the LAS is administered and the Pre-K data is updated and reported to the state.

When student (K-12) registers at the school:

1. Complete the Home Language Survey:

- Make sure that the parent signs and dates it and indicates name of the language spoken in the home.

2. If the parent indicates "yes" to one or more questions on the Home Language Survey (HLS):

- The survey is forwarded to the school data clerk to enter as a temporary ESOL student "LP"
- A copy of the HLS is forwarded to the school's ESOL coordinator to start the program assessment
- The LAS is given within 20 school days of the initial enrollment and if the student is in grades 3-12, the SRI and a writing prompt are also given within 20 school days of the student's initial enrollment.
- The Consent Decree requires that a **Programmatic Assessment be conducted** for any student who answered "Yes" on the Home Language Survey to ensure appropriate academic placement. Please document all steps taken to determine the academic level of the student registering independent of that student's English language proficiency. If prior school records are not available, the school ESOL coordinator will complete the Programmatic Assessment Check List, LEP form # 2.

Within 20 school days of enrollment:

1. Give the LAS.

2. Grades 3-12

Give the Scholastic Reading Inventory (SRI) and a writing prompt. Place the test results in the student's ESOL folder.

3. If the student qualifies for ESOL services, as indicated by the LAS and/or the reading and writing scores, complete and send home the ESOL/LEP Meeting Participation – Invitation form LEP # 4.

4. If unable to test within 20 school days, send home notification of the delay and timetable for testing to occur

When a student qualifies for ESOL services and enters the ESOL program:

Pre-Kindergarten moving to Kindergarten

When Pre-Kindergarten “LY” students enter Kindergarten they are assessed with the LAS. If the student qualifies for the ESOL program, the student’s code remains “LY”. The basis of entry changes to “A” - the instructional model is updated as needed – updated test related data elements are entered – classification date and date of entry remain the same as Pre-K data – plan date is changed to the most recent meeting to review/develop the student plan. **If the student scores FULL ENGLISH SPEAKER**, the student’s code is changed to “LF” – the two year monitoring process begins – the date of exit is the actual date of exit – all test related data elements are updated and entered.

Kindergarten – grade 12

The school data clerk:

- changes the “LP” to “LY” on the A03 panel
- enters “REFDTE, Type & code: ex. 082008 E 130 ESOL (Referral date is date of HLS) on the A23 Special Program panel
- Enters dates on the A23/F9 panel
- Classification – The day the ESOL student was determined eligible based on LAS and/or reading and writing
- Entry – 1st day an ESOL student is coded LY (prior to or same as classification date)
- Plan date – The day the ELL Committee met and developed the ELL plan.
- Enters one entry code on the A23/F9 panel: A=Aural/Oral (LAS), R=Reading/Writing, L=ELL Committee, T=Temporary,
- Enters test information on A23/F9/F11: enter SY & assessment purpose (example SY: 09 PURPOSE:EN

Listening				Speaking				Reading				Writing			
ID	SA	TP	Score	ID	SA	TP	Score	ID	SA	TP	Score	ID	SA	TP	Score
LAS	19	SS	0001	LAS	18	SS	0001	XRI	09	NP	0005	XPW	36	RS	0001

ID: SA=Subject Area - TP=Type score - XRI= SRI - NP= National Percentile
XPW: Process Writing – RS=Raw Score – SS=Scale Score

Listening and Speaking scores are from LAS; XRI is for SRI National Percentile; XPW is for writing prompt

ELL Committee Meeting:

- The school ESOL coordinator schedules an ELL committee meeting using the ESOL/LEP Meeting Participation – Invitation form LEP#4 to invite the parents; other participants may include administrator or designee, teachers, ESOL coordinator, counselor translator and other school personnel as appropriate.
- The student plan is reviewed/updated using the ESOL/LEP Plan form LEP#3; all attendees (minimum of 3) are to sign. A copy of the plan is given to the parent or sent home attached to the Initial or Continued Placement in the ESOL Program form LEP#6. Copies of the plan are also given to each teacher and a copy filed in the student’s ESOL folder.
- Schedule changes may be needed to ensure the student is assigned to ESOL endorsed/certified teachers whenever possible.

Scheduling:

Data clerks are to code ESOL students classes/schedule “E” for ESOL instruction. The schedule must indicate whether the teacher(s) are ESOL endorsed/certified. When a teacher is “out of field,” the principal must send notification letters to all parents of students in the class. A copy of the letter, form LEP#7, is placed in the student’s ESOL folder.

Once Entered in the ESOL Program

- School personnel or parents may request the convening of an ELL committee at any time to review the progress of any ESOL student who is having difficulty. The student’s plan is to be modified with accommodations altered/changed as necessary to ensure the student’s ability to be successful.
- The school ESOL coordinator is responsible for monitoring the progress of ESOL students who have exited the program. The reviews are to be made: 1st review at the end of the first report card after exiting the program, 2nd review at the end of the second report card after exiting the program, 3rd review at the end of the fourth report card after exiting the program and the 4th review at the end of the second year after exiting the program.
- The CELLA will be administered in the spring of each year to all active ESOL students. Test results are entered onto students’ A23/F9/F11 (LEP testing screen) by NEFEC.
- The School ESOL Coordinator, during the summer or at the start of the school year, will gather and review previous year’s data related on each LEP student and update the plans. An ELL committee must be convened if parents request to be involved or if any changes to a plan are considered. The plans are updated with new school year, grade level, courses, etc noted. The student’s new schedule will then be stapled to the plan and the school data clerk will be notified to add a new plan date to the automated system. Thereafter, during the first three years (base years) in the ESOL program, an ELL committee must be convened whenever changes to the student plan are being considered. At the end of the third year in ESOL, the ELL committee **must be convened** to determine whether to extend services to the fourth year or exit the student from the program. **NOTE: this must be done at the end of third, fourth and fifth year in the ESOL program.**
- Generally, a student continues in the ESOL program for three years. However, a student can be exited early or extended by an ELL committee. If extended, extension must be code on the A23/F9 English Language Learners detail screen on the right under EXT INS – place a “Y” for instruction extended beyond the initial three years. Additionally, at the end of the 3rd, 4th, & 5th year of ESOL, under REEVAL in middle of screen, a reevaluation date must be added. The reevaluation date is the date the LAS, reading and writing testing was completed.

Exiting ESOL

EXIT CRITERIA

Students in grades K-2 will exit the ESOL Program when they receive a score of 4 or 5 on the LAS..

Basis of exit for students in grades 3-12 are composed of two or more measures.

- 3-12th CELLA composite and CELLA reading proficiency
- 3-12th CELLA L/S and 3rd – 12th SRI score of 33% and Writing prompt of 3-6
- 3rd-12th FCAT reading 3+ and LAS score 4-5 and Writing Prompt of 3-6
- 3rd-12th LAS score of 4-5, SRI score of 33% and Writing Prompt of 3-6

Or

An ELL Committee may recommend that the students be exited from the program with consideration of at least two of the following criteria after scores have been obtained from both of the above tests:

- Extent and nature of prior educational and social experiences; and student interview;
- Written recommendation and observation by current and previous instructional and supportive services staff;
- Level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards;
- Grades from the current year or previous years;
- Test results other than the aural-oral and reading/writing tests.

WHEN STUDENT MEETS ESOL EXIT CRITERIA, SEND HOME 'NON-PLACEMENT OR EXIT FROM ESOL PROGRAM FORM LEP#5

BASIS OF ENTRY/BASIS OF EXIT CODING

BASIS OF ENTRY

- (A) Aural/Oral
- (R) Reading/Writing
- (L) ELL Committee
- (T) Temporarily Placed

BASIS OF EXIT

- (A) Aural/Oral (K-2 only)
- (B) CELLA composite score and CELLA reading proficiency
- (C) CELLA L/S proficient or LAS of 4-5 and SRI score of 4-5 and writing prompt of 3-6
- (E) FCAT level 3 or greater, LAS of 4-5 and writing prompt of 3-6
- (L) ELL Committee

Student must take all CELLA subtests on grade level to meet CELLA exit criteria.

CELLA Proficiency Levels:

Grade Clusters	Oral Skills Listening/Speaking	Writing	Reading	Composite
<i>K-2</i>	<i>673-755</i>	<i>690-775</i>	<i>690-800</i>	<i>2050 or greater</i>
<i>3-5</i>	<i>720-805</i>	<i>727-825</i>	<i>734-810</i>	<i>2150 or greater</i>
<i>6-8</i>	<i>733-830</i>	<i>746-845</i>	<i>759-815</i>	<i>2200 or greater</i>
<i>9-12</i>	<i>739-835</i>	<i>746-850</i>	<i>778-820</i>	<i>2250 or greater</i>

- A student exiting ESOL must be determined English proficient via two measures indicated by an exit code of A, B, C, or D. The exit code must be designated and then entered on the student's A23/F9 ELL detail panel. The LEP status must be changed from "LY" to "LF."
- A student must qualify for exiting via two of the codes (B-G)

When a student qualifies for extension of ESOL services after three years

Generally, a student continues in the ESOL program for three years. However, a student can be exited early or extended by an ELL committee. If extended, extension must be coded on the A23/F9 English Language Learners detail screen on the right under EXT INS – place a “Y” for instruction extended beyond the initial three years. Additionally, at the end of the 3rd, 4th, & 5th year of ESOL, under REEVAL in middle of screen, a reevaluation date must be added. The reevaluation date is the date the LAS, reading and writing testing was completed.

1. Prior to the 3rd year anniversary, review exit criteria, arrange an ELL Committee meeting; send home form LEP# 4
2. Use ESOL/LEP PLAN form LEP# 3 to record what is discussed in the ELL Committee meeting; place a copy in the ESOL folder
3. An ELL Committee meeting **must** be convened at least once a year to exit, or extend services to a 4th, 5th, or 6th year if the student meets criteria.

When ESOL student exits the program:

1. Conduct an ELL committee meeting and send home form LEP# 5. Place a copy of form LEP# 3 in the ESOL folder

After exiting the ESOL program:

1. Student’s progress must be monitored after the 1st, 2nd, 4th report cards after exiting and at the **end of the 2nd year** after exiting

PRACTICAL GUIDELINES FOR THE REFERRAL OF ELL

STUDENTS FOR EXCEPTIONAL STUDENT EDUCATION (ESE) PROGRAMS

Pre-referral considerations

When the student is being considered as a possible candidate for the ESOL program, the following should be considered for discussion:

1. Use a reasonable waiting and observation period to allow the student sufficient time to adapt to the school environment. Most ELL students become proficient in Basic Interpersonal Communication Skills in about two (2) years.
2. Provide vision, hearing and speech screenings. The speech screenings include articulation, fluency, voice and intelligibility.
3. Meet with parents to discuss the student's problems and elicit their suggestions to help the student.

Parent contacts tend to be more positive when you:

- Send a notice of a conference in both languages & have a translator available,
 - Limit the number of people present during a meeting,
 - Are flexible & begin with positives.
 - Make sure parents have a clear understanding of the process and their rights,
 - Are concise and avoid technical terms/be organized,
 - Involve the parents and finish with a specific plan.
4. Identify social, emotional and educational experiences.

Are any of the following factors present for the student?

- Exposed to stressful or traumatic life experiences, i.e., endured war, political strife, separation from parents and siblings, frequent moves, poverty, hunger, refugee camps
- Recent immigrant (fear of authority)
- Socioeconomic conditions
- Medical issues
- Inconsistent or no previous schooling
- Students may come from countries where education is not mandatory or available to all children
- Students with special needs may have come from environments with limited resources
- Students with special needs may have come from countries that fail to recognize handicapping conditions which would have precluded them from appropriate educational services.
- Migrant background

5. Intervention strategies may be used to address suspected learning and behavioral problems while making adjustments for language and cultural factors. The following does not represent an exhaustive list:

- Teach expectations
- Social skills
- Academic survival skills, i.e., test-taking skills
- School code of conduct/agreed-upon class rules
- Rituals or routines
- Emergency drills
- Invite participation
- Ask open-ended questions to encourage verbalization
- Use advance organizers/planners
- Encourage Cooperative Learning
- Create small groups and peer tutoring
- Speak slowly yet at natural levels
- Enunciate clearly
- Use short, simple sentences (break down instructions)
- Repeat and paraphrase
- Review and control vocabulary (slang/idioms)
- Use visual helps (gestures, props, pictures, films), audio helps (books and tape) and rich context for independent class work and homework assignments
- Emphasize quality of work
- Make frequent comprehension/perception/understanding checks

Remember that: No student is denied access to assessment because he/she is Limited English proficient.