Section 3: Programmatic Assessment (Rule 6A-6.0902, F.A.C.)

Academic/Programmatic Assessment

Describe the procedures that have been implemented for determining prior academic experience of ELLs. Also, address the placement of ELLs with limited or no prior school experience(s) or whose prior school records are incomplete or unobtainable. Specify actions taken to obtain prior school records. Include the procedures to determine appropriate grade level placement for ELLs.

Programmatic assessment of all incoming ELLs is conducted prior to placement in the ESOL Program. Steps are taken to determine the academic level(s) of the student, independent of the student's English language proficiency. Comprehensive parent/guardian/student interviews, teacher-made tests, tests of academic skills administered in English (e.g. Kaufman Test of Educational Achievement II-Brief Form, informal assessment) and review of prior school records are used in determining the prior academic experience of ELLs. All decisions regarding ELL programmatic assessment and academic placement are documented and placed in the student's ELL folder. http://esol.browardschools.com (Department Handbook)

Schools are prohibited from requesting documentation of students' immigration status. Schools are also prohibited from making and keeping photocopies of any immigration documentation provided by parents as proof of birth date.

Schools employ the following guidelines to address the placement of students with limited or no prior school experience:

- Interview parents/guardians regarding the student's previous schooling.
- Generate a general profile of the student using target questions such as:
    - What grade was the student in during the previous year?
    - What courses did the student take?
    - How did the student perform in the prior school setting?
    - At what age did the student start school?
    - What is the total number of years the student has been in school?
    - Was the student ever retained?
    - Were there excessive absences or special circumstances affecting achievement?
- Check the age of the student to determine approximate grade placement.
- Administer placement tests to assess student's academic skills.

The information is documented in the applicable section of the student's ELL folder. In addition, the District's School Counseling Department provides assistance to schools regarding recommended grade placement, transcript evaluations and grade level equivalency, for students with or without educational records. Schools also use the district-developed document entitled *Foreign Educational Systems: A Guide for the Placement of Foreign Born Students,* to provide guidelines for grade placement of students who enter the district with foreign educational credentials. Student placement is based on the available information and age/grade appropriateness. School Board Policy 5.1 allows the use of an ELL Committee for special circumstances, such as overage children.

Grade Level and Course Placement Procedures – Grades 9-12

Describe the procedures that have been implemented to determine appropriate grade and course placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9th-12th grades that have completed credits in countries outside of the United States, specifically addressing those students for which there is no documentation.

Explain the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English).

Schools use the *Foreign Educational Systems: A Guide for the Placement of Foreign Born Students* for grade placement, transcript evaluations and grade level equivalency for high school students with or without educational records. Each school also has a copy of *Cultural Portraits*, which provides a plethora of information on placement of foreign born students.

For Students with Educational Records
Schools:
- Conduct a comprehensive interview with the parent/guardian and student.
- Check the academic year of the report card and academic calendar of the student's prior school.
- Check that the name of the student corresponds with educational records.
- Verify whether the student was promoted or retained.
- Check subjects the student passed or failed.
- Determine courses to be transferred and match them to those offered in the district to ensure that the student receives the credits earned.
- Review student records when scheduling courses.
- Assist the student's teachers in developing an appropriate instructional program.

For Students Without Educational Records:
Schools:
- Interview parents regarding the student's previous schooling.
- Generate a general profile of the student using target questions.
- Check the age of the student to determine approximate grade placement.

Comprehensive parent/guardian/student interviews, teacher-made tests, tests of academic skills administered in English and/or the student's native language, or other forms of formal or informal assessment are used in determining the appropriate placement of ELLs. All decisions regarding ELL programmatic assessment and academic placement are documented on the appropriate section of the ELL folder.

Placement decisions are primarily based on:
- Age Appropriateness
- Documented Prior Educational Services
- ELL Committee Recommendation
- Assessment – Diagnostic/placement test
- Parent/Guardian and Student Interview

School Counselors
Guidance Directors (district and school-based)

School staff attends monthly meetings with district staff in which they receive training. The district also provides specific training as needed. Sign in sheets and agendas are used to document all trainings. When schools have questions or need clarification, they contact the district School Counseling Department or Bilingual/ESOL Department.

Re-evaluation of ELLs that Previously Withdrew from the LEA
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Describe the procedures used for re-evaluating ELLs who withdraw from the LEA and re-enroll after having been either in another LEA, state, or country. Specify the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered. Include data reporting procedures.

ELLs who leave the district for another state or country for a period longer than 90 school days and then return and re-enroll, should be reassessed for English language proficiency, due to an interruption of ESOL services. As a result of this reassessment, a new test date and plan date will be updated on the ELL Plan and TERMS. An ELL Committee may be convened if necessary. All prior documentation shall be maintained in the ELL folder and/or cumulative folder with an explanation of new data. If student has been withdrawn, but attended another Florida school district, no interruption of ESOL services should occur.

Moving from one Florida LEA to another: Immediately upon registering in Broward County Public Schools.

Moving from another state to Florida LEA: Immediately upon registering in Broward County Public Schools.

Moving from another country to Florida LEA. Immediately upon registering in Broward County Public Schools.

ELL Student Plan Development

Describe the procedures for developing the Student ELL Plan. Include the title(s) of the person(s) responsible for developing the plan, and updating the ELL data reporting elements. Also, include a description of when and how the plan is updated to reflect the student's current services.

The ESOL contact/designee is required to attend training for the online platform (ELLevation) in order to successfully be responsible for overseeing the development and updating of the ELL Plan.
The ELL Plan is updated as follows:
- Whenever an ELL Committee is held
- Annually at the beginning of each school year to reflect current services
- On the anniversary date of student's entry into the ESOL Program

- Any other time when there is a change in the student's educational plan

All ELL Plans are reviewed annually, at the beginning of each school year, to reflect current services. Assessment data (e.g. test results, class performance, grades, language proficiency) are considered when conducting the review. The documentation of the recommendations are part of the student's ELL Plan.

The plan is also updated on the student's anniversary date of entry into the ESOL program for a recommendation for continued placement in the ESOL program. The 2nd and 3rd year recommendations are documented by the ESOL contact/designee in the appropriate section of the ELL Plan.

The principal/designee or the ESOL Contact person informs the teachers of students who have completed a 3-year base period in the ESOL program. If the student does not meet the re-evaluation criteria after 3 years in the ESOL program, the ELL Committee is convened to make a recommendation for a 4th, 5th or 6th year of continued ESOL program placement. Recommendations for an extension of the ESOL program are documented on the ELL Plan by the school ESOL contact person or designee. The hardcopy of the ELL Plan is placed in the ELL folder.

Describe the elements of the plan (e.g., home-school communication, student schedules and classes, progress monitoring, interventions, assessments and other evaluations). What is the teacher's role in development of the plan?

The ESOL Contact works collaboratively with the classroom teacher to gather information for the development of the plan.
- Demographics
- Parent Signature
- Initial Placement Information
- Language Classification
- Instructional Program Recommendations/Continuation of Program Service Letter
- Programmatic Assessment and Academic Placement Review
- Annual Reviews
- Categorical Programs
- Reevaluations
- ELL Committee Meetings
- Program Exit Information
- Post Exit Information
- Post Reclassification Information
- Home School Communication
- Test Protocols/Results
- Student Schedules
- Accommodations

Please include a link to the ELL Student Plan.

Broward County Public Schools uses an online platform (*ELLevation*) to develop the ELL Student Plan www.ellevationeducation.com. All hard copy documents are kept in the ELL folder. http://esol.browardschools.com (Department Handbook)