

Section 6: English Language Proficiency Annual Assessment (Rule 6A-6.0903, F.A.C.)

Describe the procedures to determine if ELLs are ready to exit the LEA's ESOL program. Include exiting procedures for all language domains (listening, speaking, reading and writing), grade-specific academic criteria and data reporting of status change.

Students in K-2 are eligible for exit from the ESOL program upon scoring proficient on the Listening/Speaking, Reading and Writing sections of the state English Language Proficiency Assessment.

Students in grades 3-9 are eligible for exit from the ESOL program upon scoring proficient on the Listening/Speaking, Reading and Writing sections of the state English Language Proficiency Assessment and the appropriate passing score on the grade level FSA or FSAA in English Language Arts pursuant to Rule 6A-1.09430, F.A.C.

Students in grades 10-12 are eligible to exit the ESOL program upon scoring proficient on the Listening/Speaking, Reading and Writing sections of the state English Language Proficiency Assessment, a score on the 10th grade FSA in ELA, or a score on the FSAA, pursuant to Rule 6A-1.09430, F.A.C., or a score on the 10th grade FCAT in Reading, pursuant to Rule 6A-1.09422, F.A.C., sufficient to meet applicable graduation requirements, or an equivalent concordant score pursuant to Section 1008.22, F.S.

Upon receipt of the statewide English Language Proficiency Assessment and ELA scores, schools shall exit students no later than the last day of the school year. If the scores are received after the end of the school year, schools shall exit students within (2) weeks after the beginning of the next school year and shall use the last day of the school year in which the ELA examination was administered by the state.

The school ESOL Contact person, in coordination with the teachers, follows the procedures below to exit students from the ESOL program:

- Identifies students who are eligible to exit the ESOL program based on the exit criteria.
- Updates the exit information on the ELL Plan for exiting students.
- Convenes an ELL committee meeting, if necessary. Parents must be invited and all members of the committee must sign. The ESOL Contact completes the ELL Meeting section of the ELL Plan with the assessment data used to determine English proficiency, dates and signs document(s).
- Provides the school data processor with required exit data. The required information is entered into TERMS,
- Notifies the parents that the student is exiting the ESOL program via *Parent Notification of Student Exiting from the English for Speakers of Other Languages (ESOL) Program* letter.
- Monitors the student for two years from the exit date in order to ensure success in the mainstreamed classroom.

What is the title of person(s) responsible for conducting the exit assessments described above? (Check all that apply.)

- School/LEA based testing administrator
- ESOL Teacher/Coordinator
- Other (Specify) Guidance Counselor or District/School Based-Trained Assessors

When is an ELL Committee involved in making exit decisions? What criteria are used by the Committee to determine language and academic proficiency?

If there are discrepancies in a K-12 student's scores, the ELL Committee can determine if the student should remain in or exit from the ESOL Program. An ELL Committee can also be convened at any time there is a concern about a student's placement. This decision is documented on the ELL Plan.

Any student being considered for exit by an ELL Committee shall be assessed on at least one Department-approved assessment instrument, which shall be administered no earlier than thirty (30) school days prior to the ELL Committee's determination regarding exit. The assessment must cover all four domains, including listening, speaking, reading, and writing.

The ELL Committee could recommend the following:

- Student remains in ESOL (student may also be recommended for placement in an additional program)
- Student exits ESOL (may also be recommended for placement in a categorical or a basic program). When a student exits the ESOL program, parents are notified via *Parent Notification of Student Exiting from the English for Speakers of Other Languages (ESOL) Program* letter.

Two of the state approved criteria must be documented on the ELL Plan as the rationale for the decision of the committee:

- a. extent and nature of prior educational and social experiences; and student interview;
- b. written recommendations and observations by current and previous instructional and supportive services staff;
- c. level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state, and national criterion-referenced standards;
- d. grades from the current or previous years;
- e. test results from tests other than the statewide English Language Proficiency Assessment.

Describe the procedures if an ELL meets exit qualifications in the middle of a grading period.

In order for students to be exited in the middle of a grading period, an ELL committee must be convened. Parents are notified via *Parent Notification of Student Exiting from the English for Speakers of Other Languages (ESOL) Program* letter. During the meeting test data is reviewed and input from the teachers is considered.

Two of the state approved criteria must be documented on the ELL Plan as the rationale for the decision of the committee:

- a. extent and nature of prior educational and social experiences; and student interview;
- b. written recommendations and observations by current and previous instructional and supportive services staff;
- c. level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state, and national criterion-referenced standards;
- d. grades from the current or previous years;
- e. test results other than those from the district assessments of listening/speaking/reading/writing.