SECTION 11

PRE-KINDERGARTEN

In this section, you will find information on the following:
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- Pre-Kindergarten Local Data Maintenance
- Exit Criteria for Pre-Kindergarten
- Pre-Kindergarten (Placement) Chart
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SECTION 11

PRE-KINDERGARTEN

Entry Criteria Pre-Kindergarten ELLs

Once a Pre-Kindergarten (PK) student's *Home Language Survey* is completed by the parent/guardian and there is an affirmative response to one or more survey questions, the student is considered to be ELL and should be provided linguistically and culturally appropriate services within the Pre-Kindergarten program.   An   ELL folder must be generated for all Pre-K ELLs.   The Pre-Kindergarten local data maintenance is presented in the chart below.

Pre-Kindergarten Local Data Maintenance

Hard Copy Record	Local Accountability	Data Entry Required
Registration packet with completed Home Language Survey (HLS) with affirmative response to HLS	HLS Date*	Actual date of the first day of school (for PK and Kindergarten students who enroll during summer)
	ELL Code*	'LY'
	Basis of Entry	'T'
	Classification Date	Same date as HLS
	Date of Entry	Actual date started in PK Program
	Student Plan Date	Actual date entered PK and services began
	ESOL Instructional Model Code	I (Inclusion) **or** E (Self-Contained)

*State reported data elements for PK.

TEST	
Pre-IPT – Pre-K	

RESULTS	RECOMMENDED PROGRAM PLACEMENT
Fluent English Speaker	HLS Date, Classification Date, and Date of Entry remain the same ELL code changes to "ZZ"
Non-English Speaker or Limited English Speaker	Continues in the ESOL Program; Basis of entry- "A" (Aural/Oral Test) ELL code is "LY" Plan date is updated to first day of Kindergarten.

Note: TERMS database must be updated according

Exit Criteria – Pre-K

Exit Criteria For Pre-Kindergarten

An aural/oral language assessment is administered to ELLs who are being considered for exit from the ESOL Program. The following instruments are used:

- Pre-IDEA Oral Language Proficiency Test (Pre-IPT) 3rd Edition – Pre-K (ages 3-5)
- IDEA Oral Language Proficiency Test I (IPT-I) 2nd Edition – Grades K-2)

Schools are responsible for having trained language assessors. Trained language assessors from the ESOL Department are available to assist school personnel with assessments as necessary. Those students who are assessed as Fluent English Speakers will exit the ESOL Program. The student may be given a Broward County Language Level Classification of C1 if performance indicates a lack of English proficiency in academic skills. This decision requires an ELL Committee recommendation.

If the student scores Non-English Speaker (NES) or Limited English Speaker (LES):

Data Element	Changes to:
ELL Code	Remains 'LY'
Basis of Entry	"A"
Entry Date	Update to first day of Kindergarten
Student Plan Date	Update to first day of Kindergarten
ESOL Instructional Strategy	Update as needed
All test related data elements	Enter updated information to document aural/oral assessment results.

If the student is tested after the start of the school year and scores Fluent English Speaker (FES) refer to chart A.

Data Element	Changes to:
ELL Code	'LF'
Post Reclassification Dates	Process begins
Date of Exit	Actual date of exit
Basis of Exit	"L" *
All test related data elements	Enter updated information to document aural/oral assessment results.

(PK students who were served in PK as ELL (LY) and, when tested in Kindergarten, scored fluent English speakers(FES), should be reported as "LF" and monitored for 2 years.)
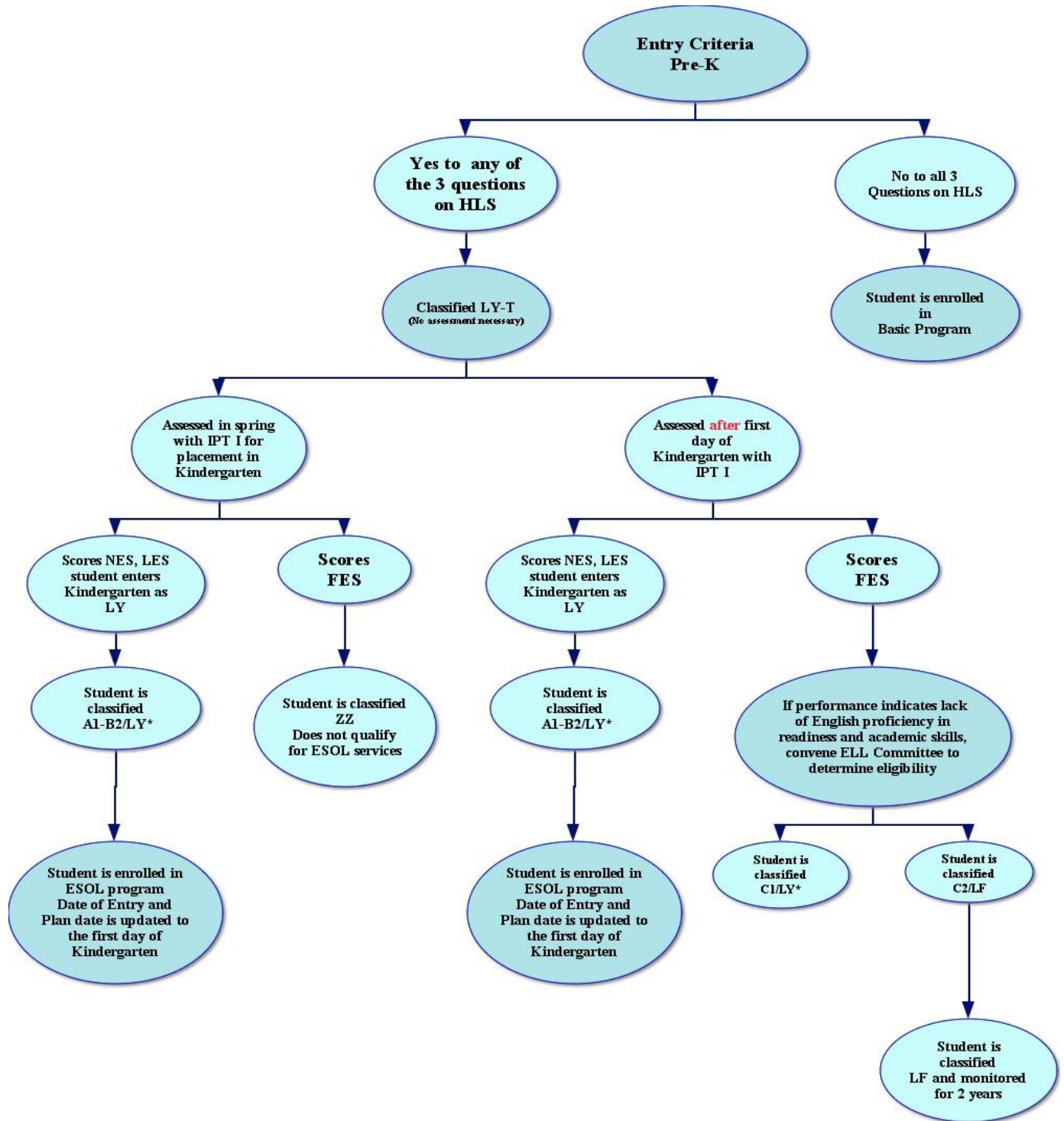
- **Basis of Entry – Remains "T" – Aural/Oral**
- **Basis of Exit "L" – ELL Committee**

If the student scores Fluent English Speaker (FES) and is tested _before_ the start of the school year:

Data Element	Changes to:
ELL Code	'ZZ'

PK students who were served in PK as ELL (LY) and, when tested before entering Kindergarten, scored fluent English speakers (FES), should be reported as "ZZ". Keep all records, including the test booklets, in the child's cumulative folder. The A23 panel remains with Pre-K information, there is no need to change Basis of Entry from (T) temporarily.

Pre-Kindergarten (Placement) Chart A

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                        Entry Criteria
                           Pre-K
           ┌──────────────────────────────────────┐
   Yes to any of                           No to all 3
   the 3 questions                        Questions on HLS
   on HLS
        │                                        │
   Classified LY-T                         Student is enrolled
   (No assessment necessary)                     in
                                           Basic Program
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Classified LY-T (No assessment necessary) branches to:

Assessed in spring with IPT I for placement in Kindergarten
- Scores NES, LES student enters Kindergarten as LY
  - Student is classified A1-B2/LY*
    - Student is enrolled in ESOL program Date of Entry and Plan date is updated to the first day of Kindergarten
- Scores FES
  - Student is classified ZZ Does not qualify for ESOL services

Assessed after first day of Kindergarten with IPT I
- Scores NES, LES student enters Kindergarten as LY
  - Student is classified A1-B2/LY*
    - Student is enrolled in ESOL program Date of Entry and Plan date is updated to the first day of Kindergarten
- Scores FES
  - If performance indicates lack of English proficiency in readiness and academic skills, convene ELL Committee to determine eligibility
    - Student is classified C1/LY*
    - Student is classified C2/LF
      - Student is classified LF and monitored for 2 years

*Broward County Language classifications of D and E should always be considered if applicable. Interview and background data, in addition to questions on the Initial Language Classification Assessment Form (Appendix F) will be helpful in determining D and E level classifications.

<u>Frequently Asked Questions</u>

<u>Section 11 Pre- Kindergarten</u>

Q: **All Pre-K students whose parents checked off "Yes" on the Home Language Survey are entered in TERMS as LY-T.**
A: Yes

Q: **Who takes the Pre-IPT?**
A: Only Pre-K students ages 3 and over who are recommended for ESE testing are administered the Pre-IPT. All other Pre-K students whose parents checked off yes on the Home Language Survey are not tested for English language proficiency in Pre-K.

Q: **Is a language classification entered in TERMS for Pre-K students?**
A: A language classification is only entered for those Pre-K students who were administered the Pre-IPT. The language classification is entered on the A03 panel. If the Pre-K student is LY, an A23 temporary panel should be opened. If the Pre-K student is not LY, an A23 temporary panel should <u>not</u> be opened.

Q: **How often is the Pre-IPT administered?**
A: The Pre-IPT is only administered once regardless of how much time the student spends in a Pre-K program. For example, a student who enters Pre-K at age 3 can be administered the Pre-IPT, receive a classification of A2, and this classification may not change until the student is ready to enter Kindergarten. Exception: Prior to referral for formal individual initial evaluation or testing as part of the reevaluation process for ESE programs, all ELLs with A1, A2, B1, B2, C1 and U-LY classifications need a current (within one year) language classification or reclassification.

Q: **When are the Pre-K students administered the IPT I?**
A: Pre-K students are administered the IPT I to determine entry into the ESOL Program prior to entry into Kindergarten. Students should be tested in the spring or upon entering school.

   If the students are tested before the first day of school and they do not qualify for ESOL services, change code from LY to ZZ. If tested after the start of the school year, <u>convene an ELL committee to determine if ESOL Services are recommended. If not</u> change code from LY to LF and monitor for 2 years.

Q: **When should the entry date into the ESOL program be updated?**
A: Only update the entry date into the ESOL program to the first day of Kindergarten for students <u>who qualify (LY)</u> for ESOL Services.