

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.

Exit criteria is based on assessment scores per 6A-6.0903. For students taking any administration of the Kindergarten ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading. The exit code is H.

For students in grades 3-10 taking any administration of the ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading and an achievement level of at least 3 on the FSA ELA assessment. The exit code is I.

For students in grades 10-12 taking any administration of the ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading, and a score on the FSA ELA of 3 or higher or passing concordant score on the SAT or ACT. The exit code is J.

For students with significant cognitive disabilities taking any administration of the Alternate ACCESS for ELLs assessment, the proficiency level shall be a P1 composite score or greater and will be exited by an ELL/IEP committee.

Once the student meets exit criteria, the district will identify eligible students to be exited. Students are then monitored for two years (LF). Parents are notified of exit through a letter in English and the child's parent language, unless clearly not feasible.

Upon receipt of the statewide English Language Proficiency Assessment and ELA scores, the district will exit students no later than the last day of the school year. If the scores are received after the end of the school year, the district 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.

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) School 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 or assessment results do not fully capture the student's academic or linguistic needs, ELL committee may be convened where input from parents, teachers and support staff is discussed and placement decisions made. 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.

An ELL Committee may recommend the student be exited from the program with consideration of data other than statewide assessments. An ELL committee can also meet to exit a student from the ESOL program if there is sufficient evidence to indicate English Language Proficiency is not the issue interfering with the student achieving proficiency either on the Statewide English Language Proficiency exam or the Statewide Academic Assessment.

The student may have another documented disability that is being met through an IEP or other student plan.

Regardless of reason for exit, an ELL committee would review the student's academic and English language proficiency record and document at least two of the five criteria listed below to exit a student:

- a. Extent and nature of prior educational or academic experience, social experience, and a student interview,*
- b. Written recommendation and observation by current and previous instructional and supportive services staff,*
- c. Level of mastery of basic competencies or skills in English and heritage language according to local, state or national criterion-referenced standards,*
- d. Grades from the current or previous years, or*
- e. Test results other than the entry assessments*

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

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.*