SECTION 6: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (EXIT)

17) Describe the procedures that have been implemented to determine ELLs are ready to exit the district's ESOL program. Description should include exiting procedures for all language domains (listening speaking, reading and writing), grade-specific procedures, and required cut scores.

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 ELLSEP folder for exiting students.
- Completes the appropriate section of the ELLSEP folder with the assessment data used to determine English proficiency, date and signature. If the ELL Committee needs to be convened, parents must be invited and all members of the committee must sign.
- Provides the school data processor with required exit data. The required information in entered in the State Database (TERMS).
- Parents must be notified, by the school that the student is exiting the ESOL program.
- The student is then monitored for two years from the exit date in order to ensure success in the mainstreamed classroom.

Students in K-2 are eligible for exit from the ESOL program upon scoring at FES level on the IPT-I. Students in grades 3-12 eligible for exit from the ESOL program must score an achievement level of three (3) or greater or equivalent developmental scale score on the Reading portion of the Florida Comprehensive Assessment Test. In addition students must score a level of proficient on the Comprehensive English Language Learning Assessment (CELLA) in listening and speaking, and writing. See box below for proficient cut scores in listening and speaking, and writing.

17a) Listening and Speaking Proficiency Assessment
Indicate the Listening and Speaking (Aural-Oral) assessment instrument used in your district for determining whether or not a student is English proficient and ready for exit. Also, indicate the publisher's cut-score by score type that determines that the student is ready for exit.

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR EXIT DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score[1]	Scale Score[2]	National Percentile[3]
IDEA Language Proficiency Test I	K-2		E (FES)	
Comprehensive English Language Learning Assessment (CELLA)	3-5		720	
CELLA	6-8		733	
CELLA	9-12		739	

(1) A raw score represents the number of points a student received for correctly answering questions on a test.
(2) A scale score is a raw score that has been converted to a scale. The conversion table provided by test publisher should be used to report the scale score, if the test results are not provided in terms of a scale score.
(3) A national percentile is the percentile rank provided by a national norm-referenced test that indicates the percentage of a referenced group obtaining scores equal to or less than the score achieved by an individual.

17b) Reading and Writing Proficiency Assessment
Indicate the Reading and Writing assessment instrument(s) used in your district to determine whether or not a student is English proficient and ready for exit. A norm-referenced test may report a student's score as a percentile. Per Rule 6A-6.0903, FAC., if a norm-referenced test is used, a score at or above the 33rd percentile qualifies a student for exit. For exit criteria, refer to ELL: Basis of Exit Data Element at this link: http://www.fldoe.org/eias/dataweb/database_0809/st105_1.pdf.

Name of Reading and Writing Instrument(s):
FCAT Level 3 or greater or equivalent developmental scale score on the Reading Test.
A score of proficient on the Writing section of the CELLA.

17c) Identify the title of the personnel responsible for conducting the exit assessments described above:
☐ Registrar   ☒ ESOL Teacher/Coordinator ☒Other (Specify) <u>District Level Assessors</u>

17d) Describe the process by which the ELL Committee makes exit decisions.
<u>For students in Grades K-2 that score FES on the IPT-I, a classification code of C1 (continues ESOI services) may be given if performance indicates a lack of English proficiency in academic skills. This decision requires an ELL Committee recommendation. If a 3rd -12th grade student scores inconsistent assessment information or discrepancies between scores, the ELL Committee determines if the student should remain in or exit from the ESOL Program after considering the criteria set forth in the Consent Decree. This decision is documented on the ELLSEP Folder. The ELL Committee could recommend the following:</u>
- <u>Student remains in ESOL (student may also be recommended for placement in an additional program)</u>
- <u>Student exits ESOL (may also be recommended for placement in a categorical or a basic program)</u>
- <u>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.</u>

17e) Identify who is responsible for updating ELLs' exit data in the Student ELL Plan and who is responsible for ensuring this process is completed. Provide titles of person(s) responsible & briefly describe process.
<u>The school ESOL contact/designee at the school site is responsible for updating the ELLs exit data in the ELLSEP Folder. The school principal/designee is responsible for ensuring this process is completed.</u>

17f) Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period. <u>The same procedures apply as for students who meet the exit criteria at the end of the school year. 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.</u>