

SECTION 3: PROGRAMMATIC ASSESSMENT

10) Academic/Programmatic Assessment

Describe the procedures that have been implemented for determining the academic knowledge and abilities, and the prior academic experience of students identified as English language learners through the ELP assessments. Include Web links (URLs) to procedural documents as appropriate.

Programmatic assessment of all incoming ELLs is conducted prior to placement in the ESOL Program. Steps are taken to determine the academic levels(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 appropriate grade placement of ELLs. All decisions regarding ELL programmatic assessment and academic placement are documented in the appropriate section of the student's English Language Learner Student Educational Plan (ELLSEP) Folder (www.broward.k12.fl.us/esol/Eng/ESOL/index.html).

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.

10a) Describe the procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s).

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?
- Look at the physical size of elementary and middle school age students.
- Check the age of the student to determine approximate grade placement.
- Administer placement tests to assess student's academic skills.

This information is documented in the applicable section of the student ELLSEP folder. In addition, the district Guidance 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. Students are then placed based on the available information and age/grade appropriateness.

10b) Describe the procedures that have been implemented to address the placement of ELLs whose prior schooling records are incomplete or unobtainable. Include actions taken and/or methods used to locate student records.

Schools try to locate students' records by asking parents for any available records and by requesting records from previous schools. If records are incomplete or unobtainable, the following procedures are implemented by schools:

Interview the parent/guardian and student 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?
- Consider the size and maturity level of elementary and middle school age students.
- Check the age of the student to determine approximate grade placement.
- Administer placement tests to assess student's academic skills.

This information is documented in the applicable section of the student ELLSEP folder. In addition, the district Guidance 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. Students are then placed based on the available information and age/grade appropriateness.

10c) Grade Level and Course Placement Procedures – Grades K-8

Describe the procedures that have been implemented and the personnel involved to determine appropriate grade level placement.

The school ESOL Contact/Guidance Counselor/Designee is involved in determining grade level placement. The following procedures are used to ensure appropriate placement:

- Programmatic assessment is conducted prior to placement in the ESOL Program.
- Interview parent/guardian/student to determine prior educational experiences.
- Review student's prior school records and assessment results.
- Consider age appropriateness of grade placement.
- Programmatic assessment information is documented in the ELL Student Programmatic Assessment and Academic Placement Review section of the student's ELLSEP folder. See www.broward.k12.fl.us/esol/Eng/ESOL/index.html.

At the middle school level, ELLs are often placed in academic classes based on age/grade appropriateness. However, academic assessment is also conducted and documented. ELLs have equal access to all programs in the district. The same guidelines and procedures described above for K-5 students are also applied to middle school students.

Placement decisions are primarily based on (check all that apply):

- Age Appropriate
- Documented Prior Educational Services
- ELL Committee
- Assessment – Diagnostic/placement test
- Parent/Guardian and Student Interview

10d) Grade Level and Course Placement Procedures – Grades 9-12

Describe the procedures that have been implemented to determine appropriate grade and course/class placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9th-12th grades who have completed credits in countries outside of the United States, but for which there is no documentation. Also, per Rule 6A-6.0902, FAC., include 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). Please provide a link if this information is explained in the Student Progression Plan.

The school ESOL Contact/Guidance Counselor/Designee are involved in determining grade level placement. ELLs have equal access to all programs in the district. For procedures for Exceptional Student Education/English Language Learners (ESE/ELLs) refer to Guidelines for ESE and ELL Students available at www.broward.k12.fl.us/esol/Eng.

School Board Policy 5.1 on Enrollment addresses appropriate placement of students entering high school from other countries. The policy can be found at www.broward.k12.fl.us/sbbcpolicies/index.asp.

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.

For Students With Educational Records

To evaluate, document, and grant equivalency status to student's prior educational experiences, schools:

- Conduct a comprehensive interview with the parent/guardian and student.
- Check the academic year of the report card.
- Check the 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 that 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 in scheduling courses. Ensure correct placement in the core academic areas, such as English, mathematics, science, and social studies.
- Assist the student's teachers in developing an appropriate instructional program.

For Students Without Educational Records

- Interview parents 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?
- Where 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.

Comprehensive parent/guardian/student interviews, teacher-made tests, tests of academic skills administered in English (e.g., Kaufman Test of Educational Achievement-Brief-II Form) and/or the student's heritage/native language, or other forms of formal or informal assessment are used in determining the appropriate grade placement of ELLs. All decisions regarding ELL programmatic assessment and academic placement are documented in the appropriate section of the ELLSEP Folder. See www.broward.k12.fl.us/esol/Eng/ESOL/index.html.

Placement decisions are primarily based on:

- Documented Prior Educational Services
- ELL Committee
- Assessment – Diagnostic/placement test
- Parent/Guardian and Student Interview

11) Re-evaluation of ELLs that Previously Withdrew from the School/District

Describe the procedures that have been implemented for re-evaluating ELLs who withdraw (or leave) from the district and re-enroll after having been either in another district, state, or out of the country. Include the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered.

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 of the student, a new home language survey, classification, original entry date and test date will be reflected in the ELLSEP. All prior documentation shall be maintained in the ELLSEP and/or cumulative folder with an explanation of new data. If a student has been withdrawn but attended another Florida school district, no interruption of ESOL services should occur.

12) ELL Student Plan Development

Describe the procedures that have been implemented for developing the Student ELL Plan (formerly known as the LEP Student Plan). Include the title of the person responsible for developing the plan and a description of when and how the plan is updated. The ESOL contact/designee is responsible for overseeing the development and updating of the English Language Learner Student Education Plan (ELLSEP) by the ELL committee. The ELLSEP is updated as follows:

- whenever an ELL Committee is held
- annually at the end of each school year
- 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

12a) What procedures are used to ensure that the Student ELL Plans are updated to reflect a student's current services? List the title of the person responsible and provide link to the Student ELL Plan form, as appropriate.

All ELLSEPs are reviewed annually, at the end of each school year, to determine the appropriate educational placement and instructional options of the student. Assessment data (ie. achievement test results, class performance, grades, language proficiency) are considered when conducting the review. The documentation of the recommendations are part of the student ELLSEP folder. 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 ELLSEP folder. In addition, 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 exit 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 ELLSEP Folder by the school ESOL contact person or designee. The ELLSEP folder is available at www.broward.k12.fl.us/esol/Eng/ESOL/index.html.

13) Parent Notification

Indicate the process that has been implemented to notify parents/guardians of the placement of the ELL in the ESOL program.

- Standard letter used by all schools in a language the parents/guardians understand, unless clearly not feasible.
- Individual communication in a language the parents/guardians understand, unless clearly not feasible.
- Other (Specify)

13a) List the languages used in the Parent Notification Letters (check all that apply):

- English
- Spanish
- French
- Haitian Creole

Portuguese

Vietnamese

Other (Specify) _____