ESOL Frequently Asked Questions

1. When / why might I refer an ELL student to MTSS?

An ELL student may be referred to MTSS when academic or behavioral concerns are not related to English language proficiency **and** appropriate documentation has been made in the student's ELL plan. If academic or behavior problems are clearly identified, documented, and are **unassociated** with limited English proficiency, it is appropriate to refer the student to the MTSS team. The school psychologist must consult with Zoila Ganuza, Bilingual School Psychologist, prior to any testing or evaluation, including the Kaufman Brief Intelligence Test (KBIT).

As a general guideline, if an ELL student has had adequate time for cultural transition but is not showing adequate growth in English language acquisition compared to other ELLs with similar DEUSS dates, the MTSS team should be consulted.

All ELL students should have an ELL plan updated annually and revised at any time to reflect new instructional strategies and interventions. This documentation must be maintained in the student's ELL folder. **A PMP does not replace the required ELL plan.**

2. When should retention be considered for an ELL student?

Retention of an ELL is based on unsatisfactory performance in reading, writing, and mathematics as determined by the MTSS **and** ELL committees. **ELL students cannot be retained based solely on the lack of English language proficiency.** Documentation of academic interventions throughout the year is required. English language development support is considered comprehensible instruction as required by **F.S. 233.058** and is **not** an academic intervention. Proof must be provided that the student's academic concerns are unrelated to lack of English language proficiency.

Please refer to the OCSD Pupil Progression Plan. ELL references are highlighted but not limited to the pages below:

- Elementary Pupil Progression Plan – pp. 60-80
- Middle Pupil Progression Plan – pp. 51-53
- High School Progression Plan – pp. 70-73

3. Where can I find appropriate interventions and instructional strategies for ELL students?

Suggested resources include, but are not limited to the following:

Colorín Colorado   Reading Rockets   ESOL Gold

WIDA Lessons Share Space   RtI Action Network   Content Instruction for ELLs

TESOL International Association   National Center-Universal Design for Learning

4. What are the four primary markers of ELL achievement?

The WIDA model for measuring developing English language proficiency includes progression in **speaking, listening, reading, and writing** in academic content areas. These primary domains serve as crucial indicators of achievement and should be considered when recommending interventions and instructional strategies.

5. What criteria may be used for exiting a student from the ESOL program?

ELLs may be exited by one of two ways:
Option 1 - Testing (WIDA or LAS Links Form B) or **Option 2** – ELL Committee.

Exit criteria and documentation steps are outlined in the OCSD ESOL Manual – Section 3.

Option 1WIDA Access Exit Criteria - As of 5/30/2017 and per F.S. 6A-6.09021 Annual English Language Proficiency Assessment for English Language Learners (ELLs):

- **KG – Grade 2 –** WIDA composite overall English proficiency score of 4.0 or higher and a reading domain score of 4.0 or higher; send exit letter to parents.

- **Grades 3 – 9 -** WIDA composite overall English proficiency score of 4.0 or higher and a reading domain score of 4.0 or higher and a passing score on FSA ELA; send exit letter to parents.

- **Grades 10 – 12 -** WIDA composite overall English proficiency score of 4.0 or higher and a reading domain score of 4.0 or higher and a passing score on FSA ELA or meeting graduation requirements; send exit letter to parents.

- **ELLs on Access Points –** WIDA P1 composite score or greater and a passing score on FSAA; send exit letter to parents.

LAS Links FORM B may also be administered to determine exit readiness. If exiting by ELL committee, two of the five criteria must be met as outlined in the OCSD ESOL Manual – Section 3.

AS400 Exit Steps

Screen 706 – Change LY status to LF, add exit date, and choose the appropriate exit code in the Basis of Exit column. **Screen 615** – Remove any 130 codes for FTE.
Report Card Monitor – Based on the Exit Date, add review dates as follows to AS400 Screen 706:

- First report card after exiting
- Third report card after exiting
- Report card one year after exiting
- Report card two years after exiting

6. What criteria may be used to exempt an ELL student from state-mandated testing?

The following information is provided on the FSA Portal and in the FSA Accommodations Guide:

Do English Language Learners participate in FSA?
All English Language Learners (ELLs) participate in statewide assessments. ELLs who have been enrolled in school in the United States for less than one year may be exempt from the FSA ELA assessments (Reading and Writing). **Exempt ELLs must participate in ACCESS for ELLs 2.0.** Additionally, all ELLs enrolled in tested grade levels and subjects are expected to participate in Mathematics, Science, and EOC assessments regardless of how long these students have been enrolled in a U.S. school.

District Reminders – Just because you can exempt an ELL who has been enrolled in a US school for less than one year, does not mean you should. The ELL committee should carefully examine the student's proficiency and progress. If exemption from FSA ELA Reading and Writing is indeed in the best interest of the student, notify Lisa Tucker, ESOL Office, in writing. Documentation should be made in the student's blue ELL folder, the ELL plan should be updated, and parents should be notified.