



Notes:

<sup>1</sup> The Home Language Survey is given only one time and that is upon the student entering the LCPS system.

<sup>2</sup> PHLOTE – Primary or Home Language Other Than English; the term is an overall term that indicates the student has had another language aside from English in his/her background. ALL PHLOTEs are either ELL or FEP as determined by the W-APT and should be referred to as either an ELL or a FEP student participating in program or not participating in program. There is NO other definition.

- The PHLOTE student’s home language may be Spanish OR any other language other than English
- PHLOTE students who do not score proficient on the W-APT triggers the students ELL status
- PHLOTE students who score proficient on the W-APT are FEP students

<sup>3</sup> A student must originally be tagged an ELL student prior to becoming a two year “follow-up” student. For example if a PHLOTE student tests proficient on the W-APT the student is FEP but **not a follow-up** since he/she was never considered ELL. Conversely, a student who tests non-proficient **is** considered an ELL. When this ELL student becomes FEP by achieving a composite score of 5-Bridging on the ACCESS, then the student’s academic performance must be followed for two years.

In other words:

No student is a two year “follow-up” student unless they have met these requirements:

- a) Scored non-proficient on the W-APT, thus an ELL student
- b) Achieved a composite score of “5.0-Bridging” on Tier B or C ACCESS (now a FEP)

Program Makeup:

**2 Way Dual Language Program**

- ELLs
- FEPs
- Non-PHLOTE (Primary home language is English) (Never an ELL)

**One Way Dual Language Program**

- ELLs
- FEPs

IPT is given to all students who participate in program. (Administered during the ACCESS / IPT test window)

**Maintenance & Transitional Programs**

- ELLs only

ELL students whose primary home language is not Spanish or English (i.e. Arabic) are offered the English as a Second Language component of the school’s bilingual program.

Students achieving a composite score of “5.0-Bridging” on the ACCESS Tier B or C (now considered Fluent English Proficient (FEP)) students do not have to exit a Dual Language program. Maintenance and Transitional programs are for ELLs only, so FEP’s are exited from these two programs.

<sup>4</sup> Parents may choose to terminate services at any time **during** the year. A parent must meet with a bilingual department district level representative and sign a withdrawal form (form 147).

<sup>5</sup> Exiting Students through Testing Procedures

Each year the winter ACCESS results are used to exit and schedule students for the following year, this is done in the spring.

- Maintenance & Transitional Program Protocol
  - Students scoring proficient (5.0 on Tier B or C), now FEP, **must** be exited; parent informed and blue card signed.
  - Parents of **all** (including non-program students) continuing ELL students are notified of ACCESS / IPT results and offered program services
    - Parents accept; sign blue card
    - Parents refuse to continue services; sign blue card and **send a copy to AAR**
- Dual Language Program Protocol
  - Parents of **all** (including non-program students) ELLs and FEPs are notified of ACCESS / IPT results and offered program services; parents of never ELL students participating in 2-Way Dual are notified of IPT results
    - Parents accept; sign blue card
    - Parents refuse to continue services; sign blue card and **send a copy to AAR**

Bilingual teachers in the 5<sup>th</sup> grade & LAT are responsible for exiting 5<sup>th</sup> grade students meeting the above criteria prior to entering 6<sup>th</sup> grade. This group is also responsible for discussing with parents the type of program their students will be entering into in the 6<sup>th</sup> grade. 5<sup>th</sup> Grade bilingual teachers are responsible for working with transition counselors for accurate program placement in middle school.

Bilingual teachers in the 8<sup>th</sup> grade & LAT are responsible for exiting 8<sup>th</sup> grade students meeting the above criteria prior to entering 9<sup>th</sup> grade. This group is also responsible for discussing with parents the type of program their students will be entering into in the 9<sup>th</sup> grade. 8<sup>th</sup> Grade bilingual teachers are responsible for working with transition counselors for accurate program placement in high school.

AYP ELL subgroup makeup:

- Current ELL students in grades 3-8 & 11, participating in a program or not participating in a program
- Exited ELL students in grades 3-8 & 11
  - Students exited due to scoring “5.0-Bridging” on ACCESS one year ago
  - Students exited due to scoring “5.0-Bridging” on ACCESS two years ago