



Notes:

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

² 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

³ 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.

⁴ 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).

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

Bilingual teachers in the 8th grade & LAT are responsible for exiting 8th grade students meeting the above criteria prior to entering 9th grade. This group is also responsible for discussing with parents the type of program their students will be entering into in the 9th grade. 8th 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