

PHLOTE Students who Score English Proficient, but Experience Difficulty after Placement in the General Education Program at their Site

Some students, particularly kindergarten through first and second grade, may test English proficient on the ESL placement test and later experience difficulty in language arts due to language limitations that were not revealed by the initial screening instrument. Under these circumstances, the ESL coordinator should be notified. A consultation between the child's teacher(s) and ELAD personnel and possible rescreening may render the child an ELL after considering the instructional needs of the student. NOTE: Struggling readers should not be confused with ELLs. Some ELLs are struggling readers due to inherent learning differences; however, it is important not to reclassify previously screened English proficient PHLOTE students as ELLs on the basis of an inherent learning difference.

It may be helpful to administer a language dominance test in order to rule out limited English as a factor.

Elementary Placement of ELLs

- **Beginners, Intermediate and Advanced Placement**
 - Initial placement is appointed by the testing center personnel using the English screening instrument.
 - Annually, the English Language Development Assessment (ELDA) is used for ESL placement.
- **Refusal Placement**
 - Students whose parents refuse placement on the annual Parental Notification form are assigned refused ELL classification. A parent who refuses the ESL program may accept ESL placement at any time in the school year by resigning the letter.

Middle School Placement of ELLs

- **Beginners, Intermediate and Advanced Placement**
 - Initial placement is appointed by the testing center personnel using the English screening instrument.
 - Annually, the English Language Development Assessment (ELDA) is used in combination with achievement grades in ESL classes and teacher recommendation for ESL placement.
- **Refusal Placement**
 - Students whose parents refuse placement on the annual Parental Notification form are assigned refused ELL classification. A parent who refuses the ESL program may accept ESL placement at any time in the school year by resigning

the letter.

High School Placement of ELLs

- **Beginners, Intermediate and Advanced Placement**
 - Initial placement is appointed by the testing center personnel using the English screening instrument.
 - Initial grade placement is based on the student's foreign language transcript and the number of classes the student receives for credit.
 - Annually, students are placed in courses according to the high school placement chart where they have achieved passing grades in previous ESL courses. Assignment of ESL placement is based on the composite score on the ELDA.
- **Refusal Placement**
 - Students whose parents refuse placement on the annual Parental Notification form are assigned refused ELL classification. A parent who refuses the ESL program may accept ESL placement at any time in the school year by resigning the letter.

Monitor Year 1 and Monitor Year 2

Any student who exits ELL status according to the state approved guidelines is considered fully English proficient, will no longer take the ELDA, will no longer receive accommodations instructionally nor on the iLEAP, LEAP or GEE.

NOTE: ALL ELLs (beginner, intermediate, advanced, and refusals) in all Jefferson Parish Public Schools are entitled to the accommodations the child's teacher or ELL designee specifies on the *Accommodation Correlation for ELLs* form.

