



Department of Bilingual Education and World Languages

2015-2016

ELEMENTARY – END OF YEAR REMINDERS

- I. RISING KINDERGARTEN (current active Pre-K):** Pre-K students whose parents entered at least one “Y” on the Home Language Survey will need to be assessed with the OLPS-R by May 31, 2016.
The following information must be entered on the “J” Screen in DSIS by June 9, 2016:

Score of 20: Proficient	Score less than 20: ESOL Levels 1-4
Assessment Date	Assessment Date
Aural/Oral results	Aural/Oral results
LEP: N	LEP: Y
	ESOL Level

⇒ ESOL Program **Entry Date and Basis of Entry** will be entered at the beginning of the 2016-2017 school year when the student enters kindergarten.

UPDATE

- AMAO letters are not available for the 2015-2016 school year due to transition from NCLB to ESSA.
- It is highly recommended that schools project the amount of ESOL Program Records folders that will be needed for newly classified students for the 2016-2017 school year and place the order before the end of the 2015-2016 school year. A weekly briefing is forthcoming.
- Information on ACCESS 2.0 results and procedures will be provided through Weekly Briefing (WB) #19335 by the Office of Assessment, Research, and Data Analysis on May 5, 2016.
- Schools will receive only one copy of the ACCESS for ELLs 2.0 Individual Student Report to be sent home to parents. *Per FLDOE-SALA office, schools will not be required to file a copy of the Student’s Individual Report in the ESOL Program Records folder. An electronic copy will be available for auditors through WIDA AMS.*

II. ANNUAL ASSESSMENT OF ELL AND REQUIREMENTS FOR EXITING 2015-2016 SCHOOL YEAR:

The State Board will convene May 20, 2016 to review and approve proposed rules **6A-6.09021 Annual English Language Proficiency Assessment for English Language Learners (ELLs) and 6A-6.0903 Requirements for Exiting English Language Learners from the English for Speakers of Other Language Program**. If approved, the rule will be in effect 30 days later.

The District will provide guidance on new ESOL levels when data from FLDOE is available. The following actions will take place during the summer:

- Instructional Technology (IT) will automatically update ESOL levels for ELL students who participated in the ACCESS 2.0 for ELLs in the spring and have not met end of the year exit criteria per proposed State Board rules.
- IT will also automatically exit students who met criteria to exit the ESOL program. No action is required at the school site.

- Schools may use the ACCESS for ELLs 2.0 Student Roster Report (SRR) to “tentatively” identify students that may have met EXIT criteria. Schools may not use the SRR to determine new ESOL levels. Refer to WB #19335 for information on accessing the SRR through WIDA AMS.
- The State’s proposed exit criteria are as follow:
 - ELL K-2 students with a 5.0 composite score or greater and at least a 4.0 in all domains of the 2016 Spring ACCESS for ELLs 2.0 will programmatically exit by Instructional Technology (IT).
 - ELL students in grades 3-5 with a 5.0 composite score or greater and at least a 4.0 in all domains of the 2016 Spring ACCESS for ELLs 2.0 **and** earning a passing score on the grade level FSA in ELA.
- ***Inconsistent test data (grades 3-5):*** Due to the delay in the release of ACCESS for ELLs 2.0 results, and the proposed State Board rules taking effect late June, ELL Committees should convene at the beginning of the 2016-2017 school year and take appropriate action using all available data. Please review the “*Opening of School Memo*”.
- Proficiency levels and scale scores have not been established by FLDOE at this time.

III. **IMPORTANT REMINDERS:**

A. **RETENTION** (*Refer to WB # 18942*):

- ❖ ELL students in grade 3 who have been in the ESOL program for less than two years may be exempted from the mandatory retention as provided in Section 1008.25(6) (b), Florida Statutes based on Date of Entry into U.S. Schools (DEUSS). Promotion for ELLs in third grade with less than two years in an ESOL program is based on **Good Cause #1** as defined on page 53 of the 2015-2016 Student Progression Plan. Additional information on retention and promotion of ELL students is found on pages 14 - 16 of the 2015-2016 Student Progression Plan. For 2015-2016 school year, the cut-off date of May 1, 2014 and after is used to determine eligibility for Good Cause #1.
- ❖ Once retention/promotion is completed in DSIS for **third grade** students, update the Program Retention section on the WLEP, print and sign. A copy must be attached to the current ELL Student Plan.
- ❖ Retention for any grade, except third grade, requires the action of an ELL Committee and the review of the Spanish/Haitian-Creole teacher if applicable.

B. **WLEP** - Reminders of what should have already occurred during the 2015-2016 school year:

- ❖ **ELL Student Plan**- updated with the following information upon entry into the ESOL program:
 - Program Participation – updated with current information
 - Signature, employee number, and date (student’s entry date in the ESOL program of current school year) must be on the front page of individual student ELL Plan.
- ❖ **Program Update**
 Program update is completed in WLEP when testing occurs for:
 - Extension of ESOL Services (Three Years or More Anniversary date in ESOL based on DEUSS date) for students who are tested with the Online CELLA because their DEUSS dates are between October 1, 2015 and the release of the ACCESS for ELLs 2.0 results in May 2016.
 - Former M-DCPS ELL students who return without a current ESOL level/test.

❖ **ELL Committee**

Meetings must be conducted for:

- Extension of ESOL Services (Three Years or More Anniversary date in ESOL) based on DEUSS date. Meetings must be timely to the anniversary date;
- Retention;
- Student is not making adequate progress.

❖ **Post Program Reviews** - must be current for all ELLs within the two-year monitoring period.

C. PROCEDURES AND GUIDELINES FOR ESOL STUDENTS CLASSIFIED as Three Years or More in ESOL (DEUSS Date)

- Refer to WB # 18939 as the report banner on the Three Year or More Anniversary was revised.
- Schools **must** review the report monthly to ensure timely action is taken.

D. ACCESS for ELLs 2.0 INDIVIDUAL STUDENT REPORT (ISR):

- Refer to WB # 19335.
- Please note that copies of parent communications shall be provided to parents in their primary language or other mode of communication commonly used by the parents, unless clearly not feasible (per State Board rule **6A.6.0908** *Equal Access for English Language Learners to Program Other Than English for Speakers of Other Languages (ESOL)*).

E. J-SCREEN CORRECTION FOR ENGLISH LANGUAGE LEARNERS (ELLs):

Per WB # 18909, schools are allowed to make corrections on the J-Screen in DSIS.

IV. SELF-MONITORING OF ESOL RECORDS

Please click on the links below to access the following:

ESOL Records Folders Checklist-Elementary:

http://bilingual.dadeschools.net/BEWL/pdfs15/ESOL_Records_Folder_El.pdf

ESOL Program Comments:

http://bilingual.dadeschools.net/BEWL/pdfs16/ESOL_Program_Comments.pdf

Post Program Review Checklist:

http://bilingual.dadeschools.net/BEWL/pdfs15/Post_Program_Reviews_Checklist.pdf

Post Program Review Comments:

http://bilingual.dadeschools.net/BEWL/pdfs15/Post_Program_Review_Comments.pdf

V. PROFESSIONAL DEVELOPMENT SUMMER 2016:

The Department of Bilingual Education and World Languages will be offering summer academies from June 13-16, 2016. Weekly briefing is forthcoming and teachers must register through My Learning Plan located in the applications section that is available in the individual employee portal. Part time, hourly, 3100, 3110, and other non-full time contract teachers are not eligible for the summer professional development and stipend. Only certified full-time teachers are eligible to attend the professional development. Priority will be given to no more than two teachers per school, based on available space.

VI. FOR ESE TEACHERS OF ELL STUDENTS WITH DISABILITIES (SWD)

*Information provided by Dr. Rosalia Gallo, Instructional Supervisor,
Department of Special Education, 305-274-8889*

- A. For those students with disabilities transitioning from Pre-K to Kindergarten and whose parents indicated “yes” to one of the questions on the Home Language Survey, the ESOL level will be assessed within 20 days of enrollment into Kindergarten.

- B. For students with disabilities (SWD) who participated in the Spring administration of the Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 (ACCESS for ELLs 2.0), Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs 2.0, and there will be no changes to the student’s Individual Educational Plan (IEP), the ESOL Level update on the IEP can take place within the first semester of the school year but no later than the last school day in December.

- C. For students with disabilities who participated in the Spring administration of the ACCESS for ELLs 2.0; Florida Board Rule requires that exit from the ESOL Program be based on the following instruments:
 - K-2 ACCESS for ELLs 2.0 (a 5.0 composite score or greater and at least 4.0 in all domains).
 - 3-5 ACCESS for ELLs 2.0 (a 5.0 composite score or greater and at least 4.0 in all domains) and a level 3 or higher on the grade level FSA in English Language Arts.

An interim IEP must be held to exit the students from the ESOL Program. The *Programs for English Language Learners (ELLs) with Disabilities* section of the IEP must be updated prior to the October Survey period.

- D. The English Language Learner (ELL) status of students with disabilities (SWD) is monitored by reviewing the number of ESOL semesters in the ESOL Program. For ELL SWD, **who are at 4 years or more (8+ semesters)**, the ACCESS for ELLs 2.0 composite scores and Language Domain proficiency levels should be reviewed. The following grade cluster composite scores and proficiency levels shall be used as the criteria by the IEP Team to consider exiting the student from the ESOL Program.

Grade clusters	Composite	Listening	Speaking	Reading	Writing
K-2	5.0	5.0	4.0	4.0	4.0
3-5	5.0	5.0	4.0	4.0	4.0

If the IEP Team decides to exit the student from the ESOL Program, **the ESOL Exit date on the IEP must be the same as the Interim IEP date.**

- E. For SWD who have been in ESOL for 6 years or more (12+ semesters), the IEP Team must meet to consider exiting the student from the ESOL Program based on the number of semesters. If the IEP Team decides to exit the student from the ESOL Program, **the ESOL Exit date on the IEP must be the same as the Interim IEP date.** The IEP Conference notes should be documented with a statement indicating that the student was exited based on number of semesters. The J-screen must be updated with ESOL Exit information.

- F. For students with significant cognitive disabilities in Grades 1 – 12, who participated in the 2015-2016 administration of the Alternate ACCESS for ELLs 2.0 assessment, the proficiency level shall be a P1 composite score or greater. If the IEP Team decides to exit the student from the ESOL Program, **the ESOL Exit date on the IEP must be the same as the Interim IEP date.**

- G. Additionally, an *Informed Notice of Proposal or Refusal to Change Evaluation, Identification, Educational Placement or Free Appropriate Public Education (FAPE) form* must be completed if the student is exited from the ESOL Program.