



Department of Bilingual Education and World Languages

TO: Elementary Administrators and ESOL Teachers

SUBJECT: 2016- 2017 CLOSING OF SCHOOL GUIDELINES AND PROCEDURES

The following guidelines and procedures have been developed to ensure end-of-school-year compliance with the ESOL program. Contact information for assistance with questions and/or concerns appears below:

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RISING KINDERGARTEN/PRE-KINDERGARTEN:

- Administer the Home Language Survey
- Pre-K students who have an affirmative response “Y” to *any* of the three Home Language Survey questions, must be assessed with the OLPS-R prior to entering Kindergarten. Per SBR 6A-6.0902, “*prospective kindergarten students may be assessed prior to enrollment during a kindergarten roundup evaluation so long as the assessment is given no earlier than May 1 of the calendar year the student will enroll.*”
- The following information must be entered in DSIS by June 8, 2017:

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

- **REMINDER** ⇒ ESOL Program **Entry Date and Basis of Entry** will need to be entered at the beginning of the 2017-2018 school year when the student enters kindergarten.
- Students with three “**NO**” responses (N, N, N) on the Home Language Survey questions should be coded “LN”. They do not meet the definition of English Language Learners (ELL).

NEW AMENDED STATE BOARD RULE:

ANNUAL ASSESSMENT OF ELL AND REQUIREMENTS FOR EXITING 2016-2017 SCHOOL YEAR

Summer 2016 standard-setting by WIDA resulted in newly defined proficiency levels to the ACCESS for ELLs suite of assessments. Therefore, State Board Rule **6A-6.09021** was amended April 26, 2017 and will become effective May 27, 2017 to adopt the newly defined proficiency levels as follows:

*“For students taking any administration of the Kindergarten ACCESS for ELLs, or the ACCESS for ELLs 2.0 assessment (grades 1-5), the English language proficiency level **shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading**. For students with significant cognitive disabilities taking any administration of the Alternate ACCESS for ELLs assessment, the proficiency level shall be a P1 composite score or greater.”*

- Kindergarten ACCESS for ELLs and the ACCESS for ELLs 2.0 assessment (grades 1-12) results are tentatively scheduled to be released end of May or early June.
- **The following actions will take place during the summer:**
 - Instructional Technology Systems (ITS) 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 amended State Board rule. No action is required at the school site.
 - ITS will also automatically exit students who met criteria to exit the ESOL program. No action is required at the school site.
- **Inconsistent test data (grades 3-5):** ELL Committees for students that have inconsistent test data will need to be convened at the beginning of the 2017-2018 school year. The results of the FSA-ELA and ACCESS for ELLs assessments needed for ELL committees to take appropriate action will not be available in time for ELL committees to convene prior to the end of this school year.

In August 2017, please refer to the “2017-2018 Opening of School” Guidelines and Procedures to review ACCESS for ELLs and FSA-ELA results and take appropriate action using all available data for the following cases:

- ELLs that scored proficient on spring ELP i.e. English Language Proficiency (ACCESS for ELLs 2.0), but did not pass FSA-ELA;
- ELLs that passed FSA-ELA, but did not pass spring ACCESS for ELLs 2.0 (Online CELLA must be administered as a second ELP assessment)
- ELL Committee must review all available assessment data, grades, and may recommend exiting from ESOL program, if committee finds that to be the most appropriate instructional setting.
- 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)**).
- 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.

RETENTION:

- ELL students in grade 3 who have been in the ESOL program for less than two years may be exempted from 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 in the 2016-2017 Student Progression Plan. Additional information on retention and promotion of ELL students is found on pages 19-21 of the 2016-2017 Student Progression Plan. For 2016-2017 school year, the cut-off date of May 1, 2015 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.
- Refer to WB # 21047 for retention of ELLs in K-2.

WLEP:

- Reminders of what should have already occurred during the 2016-2017 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, 2016 and through the end of school year
 - If tested, former M-DCPS ELL students re-entering require program update
 - **ELL Committee**
 - 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
 - Students not making adequate progress
 - Inconsistent test data ELL meetings
 - **Post Program Reviews** - must be current for all ELLs within the two-year monitoring period.

ESOL PROGRAM FOLDERS:

All ESOL program folders must be filed in the CUM to ensure that folders go to receiving schools if students are transferring or are futured to a new school.

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_EI.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

PROFESSIONAL DEVELOPMENT SUMMER 2017:

The Department of Bilingual Education and World Languages will be offering:

- A two-day Summer Academy on Ellevation’s In Class Instructional Module (not compliance) on June 12-13, 2017 for teachers of ELLs. Refer to WB#21128.
- Part-time, hourly, 3100, 3110, and other non-full time contract teachers are not eligible to participate. Only certified full-time teachers are eligible to attend the professional development.

- Half-day Summer Academies, June 14 (AM or PM) or June 15 (AM or PM), will be offered for Principals and Assistant Principals on both the Ellevation compliance and instructional modules. Refer to WB#21165.
- Teachers **and** Administrators must register through My Learning Plan.

FOR ESE TEACHERS OF ELL STUDENTS WITH DISABILITIES (SWD)

Information provided by Reagan Chalmers, Instructional Supervisor, Department of Exceptional Student Education, 305-274-8889

A. Rising Kindergarten/Pre-Kindergarten

- Administer the Home Language Survey
- Pre-K students who have an affirmative response “Y” to any of the three Home Language Survey questions, must be assessed with the OLPS-R prior to entering Kindergarten. Per SBR 6A-0902, *“prospective kindergarten students may be assessed prior to enrollment during a kindergarten roundup evaluation so long as the assessment is given no earlier than May 1 of the calendar year the student will enroll.”*
- The following information must be entered in DSIS by June 8, 2017:

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

- **REMINDER** – ESOL Program **Entry Date and Basis of Entry** will need to be entered at the beginning of the 2017-18 school year when the student enters kindergarten.
- Students with three “NO” responses (N, N, N) on the Home Language Survey questions should be coded “LN”. They do not meet the definition of English Language Learners (ELL).

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 for whom 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 4.0 composite score or greater and at least 4.0 in reading).

- 3-5 ACCESS for ELLs 2.0 (a 4.0 composite score or greater and at least 4.0 in reading) and a level 3 or higher on the grade level FSA in English Language Arts.
- For students with significant cognitive disabilities in Grades 1 – 5, who participated in the Spring administration of the Alternate ACCESS for ELLs 2.0 assessment, the proficiency level shall be a P1 composite score or greater.

An interim IEP must be held to exit the students from the ESOL Program if they have met the aforementioned exit criteria. The *Programs for English Language Learners (ELLs) with Disabilities* section of the IEP must be updated prior to the October Survey period. The exit date for the student must match the IEP date.

- D. The English Language Learner (ELL) status of students with disabilities (SWD) is monitored by reviewing the number of continuous ESOL semesters in the ESOL Program in addition to the performance on the state assessment and other data. For ELL SWD, **who are at 3 years or more**, the ACCESS for ELLs 2.0 composite scores and Reading proficiency levels should be reviewed. The following grade cluster composite score and Reading proficiency level shall be used as the criteria by the IEP Team to consider exiting the student from the ESOL Program.

Grade clusters	Composite	Reading
K-2	4.0	4.0
3-5	4.0	4.0

- Students with significant cognitive disabilities who participate in the Alternate ACCESS for ELLs 2.0 assessment may be considered by the IEP team for exit **once they have reached 3 years or more** and the performance on the state assessment and other data has been reviewed. The student’s ESE teacher must administer a test from the *Continuum of ESOL Placement Tests for Exceptional Students*. If the student earns an ESOL Level 5 on the test from the Continuum, the IEP Team may proceed to exit the student from the ESOL Program.
 - 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 with the new testing data and ESOL level information. The exit date for the student must match the IEP date. The J-screen must be updated with ESOL Exit information once the exit from the ESOL Program has been completed on the IEP.
- E. For SWD who have been in ESOL for 6 years or more, the IEP Team can meet to consider exiting the student from the ESOL Program based on their performance on the state assessment and other pertinent data. 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 upon a review of the

performance on the state assessment and other pertinent data. The J-screen must be updated with ESOL Exit information once the exit from the ESOL Program has been completed on the IEP.