



Department of Bilingual Education and World Languages

TO: ELEMENTARY Administrators and ESOL Teachers (Grades K-5)

SUBJECT: 2018- 2019 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:

Department of Bilingual Education and World Languages (305) 995-1382		
STAFF		E-MAIL
Melba Brito, Administrative Director		Mbrito@dadeschools.net
Rosy Ugalde, Executive Director		rugalde@dadeschools.net
Deland Innocent, District Supervisor	North	dinnocent@dadeschools.net
Alina Plasencia, District Supervisor	Central	aplasencia@dadeschools.net
Mercy Abadie Lux, District Supervisor	South	mabadie@dadeschools.net
Yvonne Leon, Instructional Supervisor Exceptional Students	ESOL/ESE	yvonneleon@dadeschools.net
Mariana Bofill, Charter School Office ESOL	Charter Schools	bofillm@dadeschools.net

IMPORTANT REMINDERS:

- **Home Language Survey (HLS):** Registrars must review HLS responses with parent(s) to ensure accuracy of HLS responses. **All information in the selected box must be completed and no section should be left blank. No multiple languages for parent and student. DEUSS date must match the date in DSIS and ensure that HLS is signed and dated.** Schools that find incorrect DEUSS dates must submit a HEAT Ticket to the Federal & State Compliance Office and select option “Attendance Services” requesting the date be corrected. Refer to Weekly Briefing # 23166 (August 2018) for Initial Registration Procedures.
- **ESOL Entry Date for “Florida In-State” transfer students:** The ESOL Entry Date is the date the student entered an ESOL program in Florida. Schools MUST do their due diligence to get accurate information from school records, including efforts to contact previous schools in Florida, to accurately report the ESOL Entry Date on the “J” Screen.
- **RISING KINDERGARTEN/PRE-KINDERGARTEN:**
 - Administer, upon registration, the Home Language Survey (HLS)
 - 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”.

NOTE:

- It is possible that you will find that the DEUSS date parents wrote on the HLS at initial Pre-K registration does not match the DEUSS date on DSIS PF19. Every effort must be made to ensure HLS DEUSS date for KG students, rising from Pre-K, is updated to reflect the first day of Kindergarten (KG) and that the KG date is the DEUSS date on DSIS. This is the date reported to FLDOE which impacts accountability, retention/promotion, extension of services.
- ITS has automated the process to override the DEUSS date for Pre-K students with the KG date, but that can only be done for students who attended one of our M-DCPS Pre-K schools, but not all Pre-K programs/centers. Registrars must review DEUSS date for all KG students to ensure accuracy of date on DSIS.

- **The following information must be entered in DSIS by June 7, 2019:**

IF OLPS-R Score is 20 (Proficient):
--

Enter in DSIS “J” screen the Assessment Date, Aural/Oral Score “20” and LEP “N”

IF OLPS-R Score less than 20:

Enter in DSIS “J” screen the Assessment Date, Aural/Oral Score, LEP: “Y”, and ESOL Level 1-4.

Then in August , when student starts school, enter the “ENTRY DATE and BASIS of ENTRY”

- Students with three “NO” responses (N, N, N) on the HLS questions should be coded “LN”. They do not meet the definition of English Language Learners (ELLs) and should not be tested.
- **IMPORTANT REMINDER for AUGUST** ⇒
 - Registrars Check DEUSS date of Rising KG students who came from Pre-K.
 - ESOL Program **ENTRY DATE and BASIS of ENTRY must** be entered in August 2019 when the student enters Kindergarten to avoid FTE Error.

STATE BOARD RULE FOR EXITING OF ENGLISH LANGUAGE LEARNER STUDENTS (ELLs): ANNUAL ASSESSMENT OF ELLs AND REQUIREMENTS FOR EXITING 2018-2019 SCHOOL YEAR

State Board Rule **6A-6.09021** was amended April 26, 2017 and became effective May 27, 2017:

*“For students taking any administration of the Kindergarten ACCESS for ELLs, or the ACCESS for ELLs 2.0 (Grades 1-5) assessment, 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.”*

- The Kindergarten ACCESS for ELLs and the ACCESS for ELLs 2.0 assessment (Grades 1-5) 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 ELLs who participated in the ACCESS for ELLs 2.0 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 Committee Meetings for ELLs who have inconsistent test data will need to be convened at the beginning of the 2019-2020 school year. The results of the FSA-ELA and ACCESS for ELLs 2.0 assessments needed for ELL committees to take appropriate action will not be available in time for ELL Committee Meetings to convene prior to the end of this school year.

- **In August 2019, please refer to the “2019-2020 Opening of School” Guidelines and Procedures** to review ACCESS for ELLs 2.0 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 (CELLA Online 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:

- Refer to WB # 24309 for retention of ELLs in K-2.
- 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 2018-2019 Student Progression Plan. Additional information on retention and promotion of ELL students is found on pages 16-20 of the 2018-2019 Student Progression Plan.
- For 2019-2020 school year, the cut-off date of May 1, 2017 and after is used to determine eligibility for Good Cause #1.

THIRD GRADE ONLY:

- Third grade ELLs are eligible for all other exemptions, including Good Cause #3 (Alternative assessments), and Good Cause #4 (Student Portfolio).
- Once retention/promotion is completed in DSIS for **third grade** students, you will still need to **Open and Perform a Final Promotion / Retention Meeting**
 - Remember to complete all the required steps in ELlevation and generate the report, print, sign, and keep in the student's ESOL Program Records folder.
- Third grade promotion for ELLs with **more than two years** in an ESOL program must meet grade level performance standards as provided in Florida Statutes § 1008.25, and be based on the student's performance in English. For these students, the above-mentioned Florida Statute supersedes the authority of the ELL Committee.

THIRD GRADE RETENTION FOR ELL STUDENTS WITH INTERRUPTION OF SERVICES:

- As per the Florida Department of Education, schools **may consider** the Good Cause #1 exemption for ELLs traveling in and out of the country, who have **NOT** had two years of instruction in an English for Speakers of Other Languages (ESOL) program based on their initial DEUSS date.
- A weekly briefing will be forthcoming with more pertinent information and a report to assist schools in identifying third grade students with interruption of services who may be eligible to meet Good Cause #1.

ELLEVATION:

Reminders of what **should have already occurred** in ELLevation during the 2018-2019 school year:

- ELL Plan – updated, printed, signed, saved/uploaded, and filed. Do not discard previous years ELL Plans.
- Parent Letters should have been dated, generated, printed, sent home timely, and a copy filed in the ESOL Program Records folder.
- ELP testing update is completed in ELLevation, on the ELP Test Results tab, when testing occurred for:
 - Extension of ESOL Services (CELLA Online)
 - Inconsistent Test Data (CELLA Online)
 - Re-Entry of ELL students – CELLA Online (Grades 1-12) **or** OLPS-R (Grade KG)
- ELL Committee Meeting REQUIRED FOR:
 - Extension of ESOL Services (3 years or more after Date Entered U.S. School (DEUSS)):
 - No earlier than 30 school days prior to the third anniversary of the student’s DEUSS and no later than the anniversary date
 - This process of convening ELL Committee Meetings for Extension of ESOL Services for ELLs with 3+ years must be done annually
 - Retention
 - Students not making adequate progress
 - Inconsistent test data
- Post Exit Monitoring must be completed for all exited ESOL students who have Post Exit Monitoring reviews due during the 2018-2019 school year.

ESOL PROGRAM RECORDS FOLDERS:

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

SELF-MONITORING OF ESOL RECORDS:

Please click on the link below to access self-monitoring forms:

[ESOL Program Monitoring](#)

IMPORTANT: Schools are required to have an ESOL Compliance Liaison (ECL). If you have a new ECL, you will need to inform us, refer to Weekly Briefing # 24490.

FOR ESE TEACHERS OF ELL STUDENTS WITH DISABILITIES (SWD)

Information provided by Yvonne Leon, Instructional Supervisor, Department of Exceptional Student Education, 305-995-2735.

A. RISING KINDERGARTEN/PRE-KINDERGARTEN:

- Administer, upon registration, the Home Language Survey (HLS)
- 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.*”

NOTE:

- It is possible that the DEUSS date parents wrote on the HLS at initial Pre-K registration does not match the DEUSS date on DSIS PF19. If an auditor asks, explain that it is a Pre-K HLS.

- However, DSIS must have the correct DEUSS date, which is the KG date. This is the date reported to FLDOE and impacts accountability, retention/promotion, extension of services.
- ITS has automated the process to override the DEUSS date for Pre-K students with the KG date, but that can only be done for students who attended one of our M-DCPS Pre-K schools, but not all Pre-K programs/centers.

B. ALL NEW STUDENTS: Registrars review HLS responses with parent(s) if student language “English”, and at least one “Y”, to avoid unnecessary testing. Refer to Weekly Briefing # 22007 (October 2017) for Initial Registration Procedures.

C. The following information must be entered in DSIS by June 7, 2018:

<p>IF OLPS-R Score is 20 (Proficient): Enter in DSIS “J” screen the Assessment Date, Aural/Oral Results “20” and LEP “N”</p>
<p>IF OLPS-R Score less than 20: Enter in DSIS “J” screen the Assessment Date, Aural/Oral Score, LEP: “Y”, and ESOL Level 1-4. Then in August, when student starts school, enter the “ENTRY DATE and BASIS of ENTRY”</p>

D. Students with three “**NO**” responses (N, N, N) on the HLS questions should be coded “LN”. They do not meet the definition of English Language Learners (ELLs) and should not be tested.

E. IMPORTANT REMINDER for AUGUST ⇒

- Registrars Check DEUSS date of Rising KG students who came from Pre-K.
- ESOL Program **ENTRY DATE and BASIS of ENTRY must** be entered in August 2018-2019 when the student enters Kindergarten to avoid FTE Error.

F. 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 2.0, 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.

G. 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.

H. 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

- Following the three (3) year date of an ELL’s initial enrollment in a school in the United States the IEP team must re-evaluate the student’s progress towards English language proficiency at each annual IEP meeting. It is recommended that the IEP meeting be convened and the result of the ELL review is documented on the IEP within the first semester of the school year.
 - If the student’s IEP meeting is held between the first day of school and September 30th, and the student participated in the Spring ACCESS for ELLs 2.0 or was administered the CELLA Online at the end of the prior school year, then further assessment is NOT needed unless the school determines that the student will benefit from an additional Language Proficiency Assessment.
 - If the student’s IEP meeting is held October 1st or later, then the ESE teacher will administer the following Language Proficiency Assessment.
 - ELL SWD in K-12th on standard curriculum shall be administered the **CELLA Online**.
 - 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.
- I. 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.