



Department of Bilingual Education and World Languages

TO: Secondary 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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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 ACCESS for ELLs 2.0 assessment (grades 6-12), 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 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 6-11):** 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.

INCONSISTENT TEST DATA FOR GRADE 12 ONLY – MUST CONVENE ELL COMMITTEE PRIOR TO CLOSING OF SCHOOL:

For all 12th graders who met graduation requirements (i.e., ACT/SAT concordant scores), but **did not meet** proficiency criteria on ACCESS for ELLs 2.0, administer the Online CELLA and convene an ELL committee to review the student's academic records holistically and consider eligibility to exit. The exit date must be June 8, 2017.

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_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

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. 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 if 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.

- B. 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:
 - 6-8 ACCESS for ELLs 2.0 (a 4.0 composite score or greater and at least 4.0 in reading).
 - 9-12 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 – 12, 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. 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.

- C. 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 3 years or more**, 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	Reading
6-8	4.0	4.0
9-12	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**. The student’s ESE teacher may administer a test from the *Continuum of ESOL Placement Tests for Exceptional Students*. If the student earns an ESOL Level 5, they may be exited 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 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.

- D. For SWD who have been in ESOL for 6 years or more, the IEP Team must 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 data. The J-screen must be updated with ESOL Exit information.