



Department of Bilingual Education and World Languages

TO: SECONDARY Administrators and ESOL Teachers (Grades 6-12)

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.

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 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 ACCESS for ELLs 2.0 assessment (Grades 6-12) 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 ELLs 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 only):** ELL Committee Meetings for students that 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 (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.

GRADE 12 ONLY: ELLs WITH INCONSISTENT TEST DATA – MUST CONVENE ELL COMMITTEE MEETING PRIOR TO CLOSING OF 2018-2019 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 CELLA Online and convene an ELL Committee Meeting to review the student’s academic records holistically and consider eligibility to exit.

- If the committee recommends exiting, the exit date must be Thursday, June 6, 2019 as it is the last day of school;
- **IMPORTANT:** The exit information on the “J” screen must be entered on Friday, June 7, 2019. It cannot be entered before because the senior student will have ESOL courses until the last day of school.
- Remember to update the ELP Testing tab with the CELLA Online score in ELlevation.

ELLEVATION:

Reminders of what **should have already occurred** 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 – 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)
- 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
 - 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 go to 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. 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

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**. 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.