

Department of Bilingual Education and World Languages



TO: Elementary Administrators and ESOL Teachers

SUBJECT: 2016- 2017 OPENING OF SCHOOL GUIDELINES AND PROCEDURES

Welcome as we embark on a new school year! The following are guidelines and procedures that have been developed to ensure the success of the ESOL program implementation and compliance. Contact information for assistance with questions and/or concerns appears below:

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PRE-KINDERGARTEN:

- Administer the Home Language Survey
- Any Pre-K student who has an affirmative response to *any* of the three Home Language Survey questions, should be coded “LY” and be provided linguistically and culturally appropriate services within the Pre-K program.
- Pre-K students **are not** to be tested for *English language proficiency*. Testing will take place in May before entering 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).

ESOL IDENTIFICATION AND PLACEMENT

HOME LANGUAGE SURVEY:

- Student language refers to “student’s **first** language”. It is the first language spoken at home with the student and by the student.
- Pay close attention to “YNN” responses on the survey. Student cannot be placed in the ESOL program if the language of the student is English.
- It is of utmost importance that schools are aware that the DEUSS date is the Date that a student ENTERED a United States School, **NOT** the date entered the U.S. **nor** the student’s date of birth.
- Schools that have incorrect student DEUSS dates will need to submit a HEAT ticket to the data specialist at the Federal & State Compliance Office requesting the change.

Kindergarten Students

- New students with “Y” (Yes) response in the Home Language Survey and former Pre-K students, who were not tested at the end of the 2015-2016 school year, will need to take the M-DCOLPS-R. The student cannot be placed in the ESOL Program if the

language of the student is English. M-DCOLPS-R may be requested using the order form that is available on the Department of Bilingual website.

Grades 1 through 5

- Online CELLA test modalities reflect the following order:
 - Listening, Speaking, Reading & Writing.
 - Administer the Online CELLA Test to all new incoming students in grades 1-5 whose Home Language Survey reflects “Y” (Yes) to one or more of the questions. The student cannot be placed in the ESOL Program if the language of the student is English.
- Teacher administers the Listening/Speaking Sections ONLY for grades 1 and 2.
- Teacher administers the four modalities; Listening/Speaking, Reading, and Writing for grades 3-5.

NOTE:

Please be aware that you should only list a student on the Online CELLA “My Class” roster once the student is physically sitting in the testing room and is registered in your school. Each student username occupies a license for the academic school year. The Department of Bilingual Education and World Languages will be charged per username/student listed on your “My Class” roster whether or not you assign a test and/or administer the test.

- Online CELLA Administrators Users Guide may be accessed through the following link: <http://www.awschooltest.com/photos/MiamiDaderevADMINUserGuide.v14.pdf>
There are also various training video clips to assist you in logging and administering the tests:
http://www.awschooltest.com/news.php?viewStory=133#Teacher_Login
- Online CELLA technical assistance must only be requested through your assigned region supervisor.
- Designated ESOL staff responsible for testing/ESOL compliance should request administrative access to Online CELLA in order to access all students’ test records at their location. All school administrators have access and can grant access to staff in order to test students.

INITIAL ENTRY:

- Kindergarten and first grade (K-2) students who meet criteria for placement will be entered with code “A” (Listening/Speaking).
- Third through fifth grade (3-5) students who meet criteria for placement will enter with:
 - “A” (Listening/Speaking) if they **do not** pass the Listening/Speaking sections.
 - “R” (Reading/Writing) if they **pass** the Listening/Speaking sections.

Grade	Entry Code	Instrument	DSIS
K	A-Aural/Oral	M-DCOLPS-R	Enter: <ul style="list-style-type: none"> • Assessment date; • Score and Level <ul style="list-style-type: none"> ○ 0004 - ESOL Level 1 ○ 0008 – ESOL Level 2 ○ 0012 – ESOL Level 3 ○ 0016 - ESOL Level 4

Grade	Entry Code	Instrument	DSIS
			<ul style="list-style-type: none"> ○ 0020 – No level (Proficient L/N=Y) ● Entry date, and ● Basis of entry A
1-2	A-Aural/Oral (Listening/Speaking)	Online CELLA	Enter: <ul style="list-style-type: none"> ● Assessment date; ● Score (DSIS requires four-digit; add a zero at the beginning of the three-digit total score) ● Level ● Entry date, and ● Basis of entry A
3-5	A-Aural/Oral (If not proficient on the Listening/Speaking)	Online CELLA	Enter: <ul style="list-style-type: none"> ● Assessment date ● Score (four-digit score) ● Level ● Entry date ● Basis of entry A
	Or R-Reading/Writing (If the student is proficiency on the Listening/Speaking subtest of the Online CELLA)	Online CELLA	Enter: <ul style="list-style-type: none"> ● Assessment date ● Score (four-digit score) ● Level ● Entry date ● Basis of entry R

New students who obtain an overall score of “**Proficient**” on the **Total Performance Category** of the Online CELLA are “**LEP/N**”

NOTE:

DSIS will accept a four digit score for the Online CELLA Test.

- For kindergarten, two or three zeros (0) must be placed at the beginning of the M-DCOLPS-R scores.
- For first and second grade, a zero (0) must be placed at the beginning of the three-digit total score found on the “Individual Student Test Report”.
- For third through twelfth grade students, the score is a four-digit number. Enter the *Total Performance Category* score found on the “Individual Student Test Report”.

Kindergarten through Grade 5

- Assign appropriate Elementary School Academic Program (ESAP) code with *ESOL* http://tlc.dadeschools.net/scheduling/pdfs16/ELL_ESAP-Program_Guide_04-27-16.pdf

ESOL LEVEL UPDATE:

ELLs who were in attendance during the 2015-2016 school year and did not participate in the spring 2016 ACCESS testing, must be tested with the Online CELLA for ESOL level update. No testing is required for students who were tested and placed in the ESOL program at the end of the 2015-2016 school year. The Online CELLA results are valid for an academic school year.

REQUIRED ACTION ONLY FOR ELL IN GRADES 3-5 WITH INCONSISTENT TEST DATA:

- ELL Committees must be convened at the beginning of the 2016-2017 school year to review ACCESS and FSA in ELA results and take appropriate action using all available data for the following cases:
 - ELLs that scored proficient on spring ELP (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

Appropriate instructional setting may include administering Online CELLA, reviewing all grades and exiting from ESOL program if committee finds that to be most appropriate instructional setting. Refer to Weekly Briefing # 19357, Inconsistent Test Data Section.

RE-ENTRY:

- Students who re-enter M-DCPS from another district in Florida should bring appropriate ESOL documentation to determine their ESOL status.
- Students with documentation indicating that they have exited the ESOL program are to **exit** via an ELL committee meeting.

UPDATING JSCREEN:

Schools can update ESOL levels or exit students with three or more years in ESOL with the appropriate access as per Briefing # 17627.

- Schools will need to submit a J-Screen Correction form found on the Department of Bilingual Education and World Languages website to update DSIS for students with less than three years in the ESOL program.
- A copy of the ELL Committee meeting section along with supporting documentation needs to be submitted to your District Bilingual Supervisor in order to update DSIS.
- The form must accompany the documentation that supports this request (e.g. copy of current test, etc.).
- Students with no testing documentation will need to be assessed with the Online CELLA Test. New students who obtain an overall score of “**Proficient**” on the **Total Performance Category** of the Online CELLA are to be considered for exit via an ELL Committee meeting.
- Students who have not exited the ESOL program and have the Spring ACCESS Assessment results will be placed accordingly.

The Department of Bilingual Education will update the exit for students with less than three years in M-DCPS.

ESOL PROGRAM RECORDS:

For schools that completed the survey in May 2016, folders have been sent to schools through school mail.

- Home Language Survey must be completed and kept in the ESOL Program Records Folder.
- Notice to Parents/Guardians of English Language Learners (ELL) was **revised** to include current tests and must be:
 1. Sent annually prior to October FTE and whenever:
 - a) There is a programmatic change; or,
 - b) A student exits the ESOL program.
 2. Letters must be in the parent’s or guardian’s **preferred language**, if available and must be appropriately completed, dated, and signed by the principal.
- All letters from previous years must be kept in the ESOL Program Records Folder.

- Notice to Parents/Guardians of English Language Learners is posted under Compliance Documents at:
http://bilingual.dadeschools.net/BEWL/compliance_docs.asp
- CELLA report(s), ACCESS report(s), M-DCOLPS-R (Kindergarten) must be kept in the ESOL Program Records
- ELL Committee meeting must be kept in the ESOL Program Records Folder:
 1. copy of Parent Notification
 2. printed section of ELL Committee meeting with:
 - a) original signatures; and,
 - b) recorded minutes of meeting.
- Copies of all completed ELL Student Plans (WLEP)
- Copy of Language Proficiency Dominance Assessment (LPDA) report if applicable

ESOL Program Record Folders may be requested by downloading request forms on Bilingual website: <http://bilingual.dadeschools.net/BEWL/forms.asp>

WLEP:

- In order to access WLEP, principals need to give teachers access to **Quad A-WLEP/WSPI**.
- All current information on the “J” screen has been uploaded to the WLEP.
 - Students who were not administered the 2016 Spring ACCESS test will need to be tested with the Online CELLA in order to have an updated ESOL level.
 - Program Update in WLEP must be completed for these students.
 - The “J” screen will need to be updated in order to reflect a current ESOL level, *even if the student remains at the same ESOL level.*
- The Program Participation section needs to be completed prior to the October FTE.
- All active ELLs must have a current ELL Plan in the ESOL Program Records Folder.
 - Information needs to be updated and verified.
 1. Print ELL Student plan;
 2. Sign;
 3. Enter employee number; and,
 4. Date the bottom of the front page of the plan.
- A completed ELL Student Plan - *signed and dated with employee number* must be printed for all students who exited the ESOL program at the end of the 2015-2016 school year; e.g., June 9, 2016.
- File current ELL Student Plan in the student ESOL Program Records Folder. There must be an ELL Student Plan for every year of attendance in the ESOL program.

NOTE:

All ELL Student Plans must be updated prior to the October FTE for all students in attendance.

ELL COMMITTEE:

- Functions of an ELL committee:
 - Three years or more (six semesters or more) anniversary date.
 - The meeting must be conducted **within** thirty (30) **school days** of the anniversary date (DEUSS date) and **no later than** the anniversary date.
 - Not making adequate progress. Must be documented on the ELL Student Plan whenever necessary at the end of each grading period.
 - Post Program Review - a 1.0 grade point average drop in overall grade point average. An ELL Committee may be convened for students who have shown a decline in three or more elements (other than the GPA) if necessary.

- Retention of ELL
 - Other concerns
 - Identify the members of the ELL Committee.
 - Send a letter inviting parents to attend the ELL Committee meeting. A copy must be kept in ESOL folder.
 - Record recommendations in the WLEP, based on all available data.
 - At least **two rationales** for the recommendations must be listed.
- [http://bilingual.dadeschools.net/BEWL/pdfs16-17/TAP--Sample Recommendations and Rationales ELL Committees.pdf](http://bilingual.dadeschools.net/BEWL/pdfs16-17/TAP--Sample%20Recommendations%20and%20Rationales%20ELL%20Committees.pdf)
- Print the completed section of the WLEP ELL Committee, under the "Meetings" tab, and have the members sign. File in the ESOL Program Records Folder.
 - Maintain a log documenting ELL Committee meetings.
 - [http://bilingual.dadeschools.net/BEWL/pdfs/ELL Committee Log.pdf](http://bilingual.dadeschools.net/BEWL/pdfs/ELL%20Committee%20Log.pdf)
 - Minutes of meetings must be attached to the meeting section of the ELL Plan.

Request for LPDA requires ELL Committee meeting and with a signed consent for evaluation. Form FM-6279E.

EXTENSION OF SERVICES IN ESOL PROGRAM - THREE YEARS OR MORE ANNIVERSARY DATE:

- Florida Department of Education & M-DCPS Bilingual Department have established the following procedures:
 - Schools receive a monthly report (Product # T0511P09-01) with the names of the "three years or more anniversary date" students (verify that DEUSS date is correct).
 - The schools will then follow the procedures delineated on the banner of the report.
 - Students who meet criteria to exit the ESOL program during FTE week will be exited prior to October/February FTE.
 - For students who meet criteria to exit at any other time during the year, an ELL Committee meeting will be conducted *within* thirty (30) school days of the anniversary date. However, the Committee will document on the ELL Student Plan that the exit will take place at the **end of the grading period**.

Meetings for Extension of ESOL services for three years or more "August through October 1, 2016" must be convened prior to October 1, 2016. If the student has Spring ACCESS data, no additional testing is required. The student must be administered the Online CELLA if the student did not participate in the Spring ACCESS. FSA in ELA results must be reviewed and considered.

ACCESS:

Students' ACCESS results are available on Control-D Web Report Viewer #T0509470 "ESOL Level Update Based on ACCESS/Alternate ACCESS for ELLs 2.0 and FSA Scores" via Intranet Web Application, and on the WLEP for individual student's results under the Assessment Data tab on the top right hand side. Refer to Briefing # 19624 for information regarding ESOL level updates.

POST PROGRAM REVIEWS:

- The student's language arts classroom teacher completes the Post Program Review section on the WLEP as per guidelines. Control-D Web Report Viewer Product # T0511P66-01
- Language arts teacher should indicate progress, input his/her employee number, click save and print section each time it is completed.
- Convene an ELL Committee for students within the two-year monitoring period who have:

- Shown a decline of 1.0 point in the overall grade point average or academic concerns

PACING GUIDES/YEAR AT A GLANCE (YAG):

Pacing Guides and Year at a Glance for:

- EFL, World Language Spanish and Haitian Creole Language Arts are found in the Learning Village.
- ESOL links are embedded in the ELA Pacing Guides.

All teachers are encouraged to follow the Pacing Guides in order to meet the required standards in each subject area.

MATERIALS:

- Descubre el Español from Santillana is the district recommended instructional materials for World Languages Spanish.
- McGraw-Hill Maravillas is the district recommended instructional material for the Extended Foreign Language Program (EFL) in grades K-5.
- McGraw-Hill Leveled Readers in Haitian-Creole is the district recommended instructional material for the Haitian-Creole Language Arts Program in grades K-5.

DICTIONARIES (Word-to-Word):

- Instruction in the use of *Word-to-Word* dictionaries in the students' heritage language/English must be provided to students when it is age and grade appropriate. Dictionaries must be made available to ELL students in Language Arts/Reading/ESOL and content classes during the year, as well as, for all assessments as appropriate

GUIDELINES FOR IMPLEMENTATION OF READING/LANGUAGE ARTS:

These guidelines can be located on the Department of Bilingual Education and World Languages under elementary.

GRADING GUIDELINES:

ESOL/Language Arts/Reading grades for ELL students in grades K-5 must be awarded as follows:

- Reading is to reflect English language development infused with phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.
- Language Arts – is to reflect English language development infused with skills in grammar, spelling, and effective writing.
- ESOL is to reflect the student's progress in *oral English language development*, as it pertains to Reading and Language Arts.
- If an ELL student is not meeting grade-level expectations in reading, please refer to the current online Student Progression Plan (SPP) under *The Office of Academics and Transformation* at http://oat.dadeschools.net/docs/SPP_2015-2016.pdf
- Newcomers ESOL Level 1 students receive Reading/Language Arts grades within the ESOL grades.
http://bilingual.dadeschools.net/BEWL/pdfs/ELL_grading_guide_el.pdf

K- 5 INTERVENTIONS FOR ELL STUDENTS:

- As per current Student Progression Plan (page 49) K-5 ELLs must receive a **minimum** of 150 minutes of World Language Spanish or Haitian-Creole Home Language Arts weekly. World Language Spanish or Haitian-Creole Home Language Arts constitutes an alternative language arts program for ELLs, and as such may represent the comparable time required

for intervention. Recommendations regarding the most appropriate intervention for ELLs are to be made through the action of the ELL Committee.

- ELLs regardless of ESOL and grade level **must** be enrolled in World Language Spanish or Haitian-Creole Language Arts unless the ELL committee recommends other appropriate intervention for the student. Levels 1 and 2 with less than two years in ESOL **must** be enrolled in Curriculum Content in the Home Language (CCHL). Refer to Framework for Intervention for ELLs for appropriate intervention.
- Use appropriate ESAP Code # 29 for Tier 2 Intervention and ESAP Code # 15 for Intensive Acceleration in grades 3 and 4 with ESOL courses to avoid FTE errors:
http://bilingual.dadeschools.net/BEWL/pdfs15/Framework_ELLS.pdf

HAITIAN CREOLE LANGUAGE ARTS - (HCLA):

- Haitian Creole speaking ELLs should be scheduled for HCLA following the recommended District guidelines:
 - Sixty (60) minutes two times a week, with an additional thirty (30) minutes a third day for a total of 150 minutes weekly; or
 - Fifty (50) minutes three times-a-week. Exception to the above schedule is to be made when schools have less than 15 students.
- ESAP code # 45 (Standard subjects w/ESOL and Haitian Creole).
- ESAP code # 53 (Standard subjects w/ESOL, CCHL, and Haitian Creole).

WORLD LANGUAGE SPANISH:

- **Grades K-1**
 - World Language Spanish is not funded for grades K-1.
- **Grades 2 through 5 (Required)**
 - Allocations for World Languages Spanish for non-ELLs are based on student enrollment; therefore, Elementary School Academic Program (ESAP) must reflect participation in Spanish. ESAP codes can be found at:
http://tlc.dadeschools.net/scheduling/pdfs16/ELL_ESAP-Program_Guide_04-27-16.pdf
 - World Languages Spanish programs should be scheduled following the recommended District guidelines:
 - Sixty (60) minutes two times a week, with an additional thirty (30) minutes a third day for a total of 150 minutes weekly; or
 - Fifty (50) minutes three times-a-week.
- **Grades K through 5 ELLs (Required)**

ELLs in grades K-5 receive their World Language Spanish through the 6630 Spanish teachers. Time requirement is the same as above.

DUAL LANGUAGE AND ESTABLISHED EXTENDED FOREIGN LANGUAGE PROGRAMS:

Dual language and Extended Foreign Language programs must be scheduled following district guidelines.

- **EFL - Model A** - 300 minutes weekly of instruction of Language Arts/Reading/Writing in the targeted World Language. This may be accomplished by delivering a portion of the required English Language Arts/Reading or Writing instructional block in the targeted world language Arts and Music may be infused in the content areas curriculum in grades **K and 1 only**.
 - Students participating in an Extended Foreign Language Program must have a letter of participation signed and dated by the parent/guardian in the cumulative folder (required at time of initial entry).
 - Students need to be coded properly reflecting EFL (ESAP # 7, 39, 55 or 62). Elementary School Academic Programs (ESAP) numbers can be found at:

http://tlc.dadeschools.net/scheduling/pdfs16/ELL_ESAP-Program_Guide_04-27-16.pdf

- ELLs who are enrolled in the EFL program meet their World Language Spanish requirement through the EFL program using ESAP # 39 or 62 for Gifted ESOL.
- **EFL - Model B** - 300 minutes weekly of instruction of Language Arts/Reading/Writing and an **additional** instruction of **a core subject** area in the targeted World Language. The teacher responsible for teaching the core subject area regardless of the targeted language is responsible for the grade.
 - **BISO, IS** - 300 minutes weekly of instruction of Language Arts/Reading/Writing and an additional instruction of **two core subject** areas in the targeted World Language (BISO/IS). ESAP codes # 50, 51, 56 or 57.
 - **CAMBRIDGE, IB** - 150 minutes weekly of instruction in the targeted World Language using ESAP Code # 24, 38 or 49.

SPED/ELL:

- The appropriate general education program code must be used for students with disabilities who are being provided instruction only in general education (full inclusion).
- For ELL SWD who receive special education pull out services for all or some of their classes, the appropriate ESAP code that most closely aligns with their services must be selected. If none of the ESAP codes match the student’s schedule, and you need a variation of the above programs for a student, choose the program that is most similar to meeting the student’s schedule and modify/change the course/sequence section
- Students with disabilities (SWD) who are also ELL and on a standard curriculum must follow the same ESOL entry, exit and annual assessment procedures as ELLs without a disability. The **Programs for ELL Section of the Individual Educational Plan (IEP)** must be updated annually for ESOL Levels 1-4 students. For ELL SWD who obtain an ESOL Level 5 an IEP meeting must always be convened to exit the student from the ESOL Program. The exit of the student is a change of placement therefore a FAPE form must be completed.
- For Kindergarten - Twelfth Grade ELL SWD on the Access Points who take the Florida Standards Alternate Assessment (FSAA), the results of the Alternate ACCESS 2.0 will be used as the annual ESOL Level assessment as well as exiting the ELL SWD from the ESOL Program.
- 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 8 semesters 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	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.**
- The Programs for ELL Section of the IEP for ELL SWD must be updated on annual basis.
- Questions and concerns about SPED/ELL should be addressed through Reagan L. Chalmers, Instructional Supervisor for Special Education of ELL students. She may be reached at 305-274-8889 or e-mail her at: reaganlyn@dadeschools.net

IMPORTANT:

- *In order to accurately report ESOL and ESOL related class assignments of ELL students and students taking World Language courses, students must be reported under the appropriate Elementary School Academic Program, ESAP.*
- *ELL students enrolled in intervention must be assigned to the intervention course code and cannot be assigned ESAP code for World Language Spanish or Haitian-Creole.*
- *Schools that choose to provide reading intervention and World Language Spanish to ELL students must enter the Spanish or intervention course manually.*
- *Budget office will capture student enrollment in programs by **Friday September 16, 2016.** This count is used in the calculation of the bilingual allocations generated for each school.*
- *Failure to accurately assign these academic programs may result in the loss of bilingual allocations.*
- *For a list of academic programs, please go to Dade Schools Portal School Master Scheduling link, and then click on Resources, ELL ESAP Program Guide, [http://tlc.dadeschools.net/scheduling/pdfs16/ELL ESAP-Program Guide 04-27-16.pdf](http://tlc.dadeschools.net/scheduling/pdfs16/ELL_ESAP-Program_Guide_04-27-16.pdf)*

TITLE III:

Title III funds will be available for schools with eligible ESOL students to implement the 2016 - 2017 Supplemental Tutoring Academy. A weekly briefing providing specific funding availability and technical assistance on implementation of services will be posted Thursday, August 25, 2016.