



Department of Bilingual Education and World Languages

TO: Middle and Senior High School 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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ESOL IDENTIFICATION AND PLACEMENT

HOME LANGUAGE SURVEY:

- Student language refers to “student’s **first** language.” It is the language spoken at home with student and by 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.

Administer the Online CELLA Test to all incoming new students whose Home Language Survey reflects “Yes” to one or more of the questions.

NOTE:

Please be aware that you should only list a student on the Online CELLA “My Class” roster once the student is registered in your school and physically sitting in the testing room. 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’ User 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 CELLA 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.

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, FSA in ELA results, graduation requirements (grades 10-12) 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 or met graduation requirements.
 - ELLs that passed FSA-ELA or met graduation requirements, 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.

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 initial Online CELLA results are valid for an academic school year.

FOREIGN STUDENT RECORDS:

The Federal & State Compliance Office, formerly known as Student Services, provides the most current information on international education systems and their equivalences (school report cards) to facilitate transition to Miami-Dade County Public Schools. Please contact the office at 305-883-5323.

PROGRAMMATIC ASSESSMENT:

- Programmatic Assessment of newly classified secondary ELLs is initiated at the school site upon initial registration in M-DCPS (school created basic mathematics test).
- In addition to using the programmatic assessment to evaluate appropriate content course placement and advanced courses, school personnel should use school records, transcripts and other evidence of educational experiences to determine appropriate course selection.

INITIAL ENTRY:

- Students in grades 6-12 who meet criteria for placement in the ESOL program 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
6 -12	A-Listening/Speaking (Not proficient in Listening/Speaking)	Online CELLA	Enter: <ul style="list-style-type: none"> • Assessment date • Score (four-digit) • Level

		<ul style="list-style-type: none"> • Entry date • Basis of entry A
	<p>R-Reading/Writing (Proficient in Listening/Speaking)</p>	<p>Enter:</p> <ul style="list-style-type: none"> • Assessment date • Score (four-digit) • Level • Entry date • Basis of entry R

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

NOTE:

- The score for students in grades 6-12 is a four digit number.
- Enter the total Performance Category score found on the “Individual Student Test Report”.

SCHEDULING:

- The Developmental Language Arts through ESOL course *may be waived* for some ELLs in grades 10-12 who met graduation requirements and did not score proficient on the 2016 Spring ACCESS. Refer to Weekly Briefing # 19357 regarding these students.
- All programmatic changes require the action of an ELL Committee.

• **K-8 and MIDDLE SCHOOL-GRADE LEVEL COURSE CODES**

- 100200002 M/J Language Arts 1 Through ESOL (6th grade ELLs)
- 100201002 M/J Language Arts 2 Through ESOL (7th grade ELLs)
- 100202002 M/J Language Arts 3 Through ESOL (8th grade ELLs)

• **K-8 and MIDDLE SCHOOL-ESOL LANGUAGE LEVEL COURSE CODES**

- 1002181L1 M/J Developmental Language Arts Through ESOL (MC) Level 1 Reading
- 1002181L2 M/J Developmental Language Arts Through ESOL (MC) Level 2 Reading
- 1002181L3 M/J Developmental Language Arts Through ESOL (MC) Level 3 Reading
- 1002181L4 M/J Developmental Language Arts Through ESOL (MC) Level 4 Reading

• **SENIOR HIGH SCHOOLS-GRADE LEVEL COURSE CODES**

- 100230002 English 1 Through ESOL (9th grade ELLs)
- 100231002 English 2 Through ESOL (10th grade ELLs)
- 100232002 English 3 Through ESOL (11th grade ELLs)
- 100252002 English 4 Through ESOL (12th grade ELLs)

• **SENIOR HIGH SCHOOLS-ESOL LANGUAGE LEVEL COURSE CODES**

- 1002381L1 Developmental Language Arts Through ESOL (MC) Level 1 Reading
- 1002381L2 Developmental Language Arts Through ESOL (MC) Level 2 Reading
- 1002381L3 Developmental Language Arts Through ESOL (MC) Level 3 Reading
- 1002381L4 Developmental Language Arts Through ESOL (MC) Level 4 Reading

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 pages 44 regarding requirements for multi-grade scheduling of English Language Learners (ELL).

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 J-SCREEN:

- Schools can update ESOL levels or exit students with three or more years in ESOL with the appropriate access as per Weekly 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 DISIS for students with less than three years in the ESOL program.
- A copy of the ELL Committee meeting section along with supporting documentation need to be submitted to your District Bilingual Supervisor to update DISIS.
- 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.

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:
 - Sent annually prior to October FTE and whenever:
 1. There is a programmatic change; or,
 2. A student exits the ESOL program.
 - 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
- A copy of the student’s schedule must be printed prior to the October FTE and kept in the ESOL Program Records Folder.
- New schedules must be printed after changes in ESOL levels and ESOL courses. Keep all schedules from previous year(s).

- CELLA report(s), ACCESS report(s) must be kept in the ESOL Program Records Folder.
- ELL Committee meeting must be kept in the ESOL Program Records Folder:
 - copy of Parent Notification
 - printed section of ELL Committee meeting with:
 1. original signatures; and,
 2. recorded minutes of meeting.
- Programmatic Assessment (mathematics)
- 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 ELL students must have a current ELL Plan in the ESOL Program Records Folder.
 - Information needs to be updated and verified:
 1. Print ELL 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/LEP 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 (initial placement date) and **no later than** the anniversary date.
 - Not making adequate progress (must be documented on the ELL 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. May be convened for students who have shown a decline in three or more elements (other than the GPA) if necessary.

- Other concerns
- Identify the members of the ELL Committee.
- Send a letter inviting parents to attend the ELL Committee meeting.
- 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
- 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
- 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.

UPDATE: 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 will receive a monthly report (Product # T0511P09-01) with the names of the “three years or more anniversary date” students. Please verify that the 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**.

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 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 FOR ALL COURSES:

- Available in Learning Village.

DICTIONARIES(Word-to-Word):

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

GRADING GUIDELINES:

- 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 pages 33, 42 and 43 and Appendix F, page 123-124 for procedures for grading in Language Arts Through ESOL, English through ESOL, Developmental Language Arts through ESOL and other courses such as mathematics, science and social sciences. Grading Procedures chart for grades 6-12 is available at: http://bilingual.dadeschools.net/BEWL/INSIDE-EDGE/ELL_grading_guide_sec.pdf

HOME LANGUAGE ASSISTANCE PROGRAM (HLAP) PROCEDURES

- Allocation of personnel is based on 15 or more ELLs of a given language background (i.e. Spanish).
- Schools may be entitled to an additional paraprofessional for 15 or more ELLs of another language (i.e. Haitian-Creole, Russian, French).
- All schools meeting criteria requirements **must** offer the program.
- Paraprofessionals assigned to this program are expected to assist ELLs using their home language in the core subject areas of mathematics, science, social sciences and computer literacy.
- HLAP is available to ESOL levels 1-4 students.
- **Tutoring logs** indicating services provided are to be kept in a secure place at the school by the administrator in charge of supervising the program for five years in case of an audit. The logs must be available for auditors to review if the school is selected for an ESOL audit. The HLAP paraprofessionals must be utilized to provide tutoring services exclusively to ELLs. HLAP personnel **may not** be used as substitutes or for any alternative instructional assignment.
- HLAP services **may not** be provided to students during ESOL classes.

SPED/ELL:

- ELL SWD students must be scheduled into the appropriate ESOL courses if they are fully included in general education and are on a standard curriculum.
- ELL SWD students who are to be provided with reading and language arts (English) in an exceptional student education classroom instructed by an ESE teacher, need to have the language arts class double-coded with Developmental Language Arts through ESOL.
- ELL SWD students who take the Florida Standards Alternate Assessment (FSAA) are on the Access Points, must be scheduled into the appropriate Access Language Arts Course for ELL.
- Students with 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
6-9	5.0	5.0	4.0	4.0	4.0
10-12	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

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.