

# Department of Bilingual Education and World Languages



**TO: Middle and Senior High School Administrators and ESOL Compliance Liaisons**

**SUBJECT: 2017 - 2018 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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## HOME LANGUAGE SURVEY:

- On the 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.
- Review closely responses on the HLS before the parent completes the registration process. 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:
  - A student ENTERED a United States School for the very first time, **NOT** the date entered the U.S. **nor** the student’s date of birth;
  - Pay close attention to ensure the DEUSS date on the HLS is the first day the student physically attended school for the first time, i.e. for KG students, the DEUSS must be the first day they entered Kindergarten and for grades 1-12, it is the first day the student attended school anywhere in the U.S. for the first time.
- 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.

## ESOL IDENTIFICATION, ASSESSMENT AND PLACEMENT:

New students with a “Y” (Yes) response on the Home Language Survey must be tested.

### Grades 6 through 12

- Administer the Online CELLA. Test modalities reflect the following order:
  - Listening, Speaking, Reading & Writing.
- New students coming from another school district in Florida do not have to be tested if they or the previous school provide a current spring 2017 ACCESS for ELLs 2.0 report.
- A score of “0099” (scores from other school district) should be entered on the J-screen in DSIS under “Aural/Oral/CELLA.” A copy of the spring 2017 ACCESS for ELLs 2.0 report must be submitted to the assigned District Supervisor to be uploaded to SPI for future reference.

**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. **Follow the format “mds+student ID” as username and password when enrolling students for testing on AWSchoolTest site in order to easily locate students’ test records in AWSchoolTest database (<http://www.awschooltest.com/>).**

- 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 in logging and administering the tests: [http://www.awschooltest.com/news.php?viewStory=133#Teacher\\_Login](http://www.awschooltest.com/news.php?viewStory=133#Teacher_Login)
- Online CELLA technical assistance **must only** be requested through the Bilingual District Supervisor assigned to your Region. Please **DO NOT** call or email AWSchoolTest for technical support.
- In order to access all students’ test records, designated ESOL Compliance Liaisons should request administrative access to Online CELLA from their school site administrator.
- School site administrators have access and can grant access to staff in order to test students.
  - New administrators, and administrators new to a location, need to contact the Bilingual District Supervisor assigned to their Region to request new location access.
- All questions regarding access to Online CELLA should be referred to the assigned Bilingual District Supervisor.

**INITIAL ENTRY:**

- Students in grades 6-12 who meet criteria for placement in the ESOL program will enter with:
  - “**A**” (Listening/Speaking) if they **did not** pass the Listening/Speaking sections.
  - “**R**” (Reading/Writing) if they **passed** the Listening/Speaking sections.

| Grade | Entry Code                                                                                              | Instrument   | DSIS                                                                                                                                                                              |
|-------|---------------------------------------------------------------------------------------------------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6-12  | A-Aural/Oral<br>(If not proficient on the Listening/Speaking)                                           | Online CELLA | Enter: <ul style="list-style-type: none"><li>• Assessment date</li><li>• Score (four-digit score)</li><li>• ESOL Level</li><li>• Entry Date and Basis of Entry <b>A</b></li></ul> |
|       | <b>Or</b>                                                                                               |              |                                                                                                                                                                                   |
|       | 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"><li>• Assessment date</li><li>• Score (four-digit score)</li><li>• ESOL Level</li><li>• Entry Date and Basis of Entry <b>R</b></li></ul> |

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

The **Total Performance Category score** can be found on the “*Individual Student Test Report*”.

**RE-ENTRY:**

Students who re-enter M-DCPS from another school district in Florida should bring appropriate ESOL documentation to determine their ESOL status. A copy of the spring 2017 ACCESS for ELLs 2.0 report, if available, must be submitted to the assigned Bilingual District Supervisor to be uploaded to SPI for future reference.

**ESOL LEVEL UPDATE:**

ELLs who were in attendance during the 2016-2017 school year **and** did not participate in the spring 2017 ACCESS for ELLs 2.0 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 2016-2017 school year. The Online CELLA results are valid for one academic school year.

**REQUIRED ACTION ONLY FOR ELL IN GRADES 6-12 WITH INCONSISTENT TEST DATA:**

- ELL Committees must be convened at the beginning of the 2017-2018 school year to review ACCESS for ELLs 2.0, FSA ELA results, alternate graduation requirements (grades 10-12) and take appropriate action using all available data for the following cases:
  - ELLs that scored proficient on the spring 2017 ACCESS for ELLs 2.0, but did not pass FSA ELA, or did not meet alternate graduation requirements;
  - ELLs that passed FSA ELA or met alternate graduation requirements, but did not pass the spring 2017 ACCESS for ELLs 2.0. The Online CELLA must be administered.
- The appropriate instructional setting may be determined by the ELL Committee upon review of all available assessment and instructional grades.
- The ELL Committed may consider the exit from the ESOL program if it finds that to be most appropriate instructional setting.

**UPDATING THE “J” SCREEN:**

Schools can update ESOL levels or exit students **regardless** of years in ESOL program with the appropriate access. Schools **no longer** need to submit requests for “J” Screen Corrections to the Department of Bilingual Education and World Languages.

**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. School must 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.

## **SCHEDULING:**

- **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 pages 47-48* at [http://oat.dadeschools.net/docs/SPP\\_2016-2017.pdf](http://oat.dadeschools.net/docs/SPP_2016-2017.pdf) regarding requirements for multi-grade scheduling of English Language Learners (ELL).

## **ESOL PROGRAM RECORDS FOLDER REQUIRED DOCUMENTATION:**

- Home Language Survey must be completed and kept in the ESOL Program Records folder.
- Notification Letters to Parents/Guardians of English Language Learners must be generated through the ELLEVATION platform.
- All letters must be sent no later than (30) days after the beginning of the school year or, for students who were not identified prior to the beginning of the school year, but are identified during the school year, within the first two (2) weeks of the student being placed in the ESOL program.
  - Initial letter is sent after initial registration, after assessment determines eligibility;
  - Continuation letter is sent annually and whenever there is a programmatic change;
  - Exit letter is sent when a student exits the ESOL program.
- In Ellevation, parent notification letters will be generated in the home language.
  - You **MUST** select the “**Mailing Date**” to ensure generated letters are **dated**.
- All letters, including from previous years, must be kept in the ESOL Program Records folder.
- Student schedules do not need to be printed as the Ellevation ELL Plan has the student schedule. However, previous years’ schedules must be kept in the folder.

- CELLA report(s), including M-DCOLPS-R (Kindergarten) for long-term ELLs, must be kept in the ESOL Program Records folder.
- ACCESS for ELLs 2.0 report(s) may be kept digitally and made available upon request.
- ELL Committee documentation must be kept in the ESOL Program Records Folder:
  - copy of Parent Notification (this letter is school site generated and must be dated and sent within a reasonable time prior to meeting date)
  - ELL Committee Meeting Report with original participants' signatures
- Copies of all completed ELL Plans must be printed, signed, dated and filed by October FTE.
- Programmatic Assessment (Mathematics)
- Copy of Language Proficiency Dominance Assessment (LPDA) report if applicable.

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

### **ELLEVATION (NEW):**

ELLEVATION will replace WLEP starting August 2017. Schools will **no longer** have access to WLEP.

- In order to access the ELLEVATION compliance platform, principals need to give the ESOL Compliance Liaison access through **Quad A**. Access should be given only to the ESOL Compliance Liaison responsible for the ESOL compliance paper work.
  - If the selected personnel currently have WLEP access, no further action is needed.
  - If the selected personnel do not have access to WLEP, principal must give access to **"WLEP-ELL SCHOOL MANAGER"** and allow for overnight rollover.
- All current information on the "J" Screen has been uploaded to the ELLEVATION.
  - Students who were not administered the spring 2017 ACCESS for ELLs 2.0 test must be tested with the Online CELLA in order to have an updated ESOL level.
    - ELP Test Update (formerly known as 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 "ESOL Services" section (formerly known as Program Participation) needs to be updated prior to the October FTE.
- All active ELLs must have a current ELL Plan in the ESOL Program Records folder prior to October FTE.
  - 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.
- Reminder: A completed ELL Plan - *signed and dated with employee number* must be printed for all students who exited the ESOL program at the end of the 2016-2017 school year. A Notification of English Language Proficiency Exit Letter must be completed in ELLEVATION, printed and sent home. A copy must be kept in the ESOL Program Records folder.
- There must be an ELL Plan for every year of attendance in the ESOL Program Records folder.

### **ELL COMMITTEE:**

- If an ELL Committee meeting is required:

- Send a letter inviting parents to attend the ELL Committee meeting. A copy of the invite must be kept in ESOL Program Records folder.
- Record recommendations in ELLEVATION, based on all available data.
  - At least **two rationales** for the recommendations must be listed.  
<http://mdcpsbilingual.net/compliance/ell-committee/>
- Click on “Generate Report” to print the completed meeting report and have the attendees sign. File the meeting report in the ESOL Program Records folder.

NOTE: Request for Language Proficiency Dominance Assessment (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:**

- It is the responsibility of the school to verify that DEUSS date is correct.
- Status of the ELL Committee meetings are available in the “Meeting Center” in ELLEVATION for timely action.
- Schools must follow procedures for extension of ESOL services.
  - Students who meet criteria to exit the ESOL program during FTE week will be exited prior to October/February FTE.
  - 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 student’s DEUSS anniversary date. However, the Committee will document on the ELL 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, 2017" must be convened prior to October 1, 2017. If the student has spring 2017 ACCESS for ELLs 2.0 data, no additional testing is required. The student must be administered the Online CELLA if the student did not participate in the spring 2017 ACCESS for ELLs 2.0. FSA ELA results must be reviewed and considered.

**ACCESS for ELLs 2.0:**

Students’ spring 2017 ACCESS for ELLs 2.0 results are available in the “Student Profile” in ELLEVATION under the “ELP Testing” tab. The results are also available on Control-D Web Report Viewer #T0509470 “ESOL Level Update Based on spring 2017 ACCESS/Alternate ACCESS for ELLs 2.0 and FSA Scores” via Intranet Web Application.

**POST EXIT MONITORING:**

Post Exit Monitoring is under the “Meeting Center” in ELLEVATION.

- The student’s Language Arts classroom teacher provides the recommendation for the Post Exit Monitoring section to be completed in ELLEVATION as per guidelines. Control-D Web Report Viewer Product # T0511P66-01 provides a list of students in Post Exit Monitoring.
- The Language Arts teacher should indicate progress. The Post Exit Monitoring Meeting report for the student will be printed, signed, dated and placed in the student’s ESOL Program Records folder.
- 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 demonstrated academic concerns.

**PACING GUIDES/YEAR AT A GLANCE (YAG) FOR ALL ESOL COURSES:** These are available in the 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, content classes during the year and 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\\_2016-2017.pdf](http://oat.dadeschools.net/docs/SPP_2016-2017.pdf) pages 32 - 43 and Appendix F, page 125-126 for procedures for grading in Language Arts Through ESOL, English through ESOL, Developmental Language Arts through ESOL and other core subject areas of mathematics, science, social sciences and computer literacy.
- Grading Procedures chart for grades 6-12 is available at: [http://bilingual.dadeschools.net/BEWL/INSIDE-EDGE/ELL\\_grading\\_guide\\_sec.pdf](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.
- **For audit purposes, tutoring logs** indicating services provided must be kept in a secure place at the school by the administrator in charge of supervising the program for five years. The logs must be available for auditors to review if the school is selected for an ESOL audit.
- HLAP paraprofessionals must provide services **exclusively** to ELLs.
- HLAP paraprofessionals **may not** be used as substitutes or for any alternative instructional and non-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 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.
- 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.
- 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 |
|----------------|-----------|---------|
| 6-9            | 4.0       | 4.0     |
| 10-12          | 4.0       | 4.0     |

- If the IEP Team decides 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.
- 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.
- 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](mailto:reaganlyn@dadeschools.net).