EXCELLENT IN ESOL PROGRAM IMPLEMENTATION/COMPLIANCE

Secondary
Division of Bilingual Education and World Languages
June, 2015
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Briefing # 17607: Procedures and Guidelines for 2015 End-of-Year Exiting of ESOL Students

- FSA Reading scores not be available until the Fall 2015
  - Spring CELLA scores were released on Friday, May 22, 2015
  - Administer entry test as per State Board Rules*
  - Convene an ELL Committee

*As of Friday June 5, 2015, the Office of Student Achievement through Language Acquisition (Florida Department of Education) informed all school districts in Florida that the second assessment is no longer needed to exit students out of the ESOL program at the end of the 2014-2015 school year.
Who Requires an ELL Committee Meeting?

– All students with **12+ semesters** in ESOL (Proficiency in all modalities is not required)

– All students whose names appear on the “**Three Years or More**” report. Product #T0511P09-01
  
  • with Proficiency in **all modalities** of the Spring CELLA
Exiting Instructions:

- Administer Online CELLA placement test as a ‘second assessment’ if student is not a re-taker and does not have FCAT reading/SAT/ACT scores. (Not required as of Friday June 5, 2015)

Regardless of results:
- Review all available data (literacy or Language acquisition)
- Convene ELL Committee to determine the best appropriate placement

NOTE: After reviewing all available data, if the lack of performance is NOT tied to language acquisition, consider a programmatic change that specifically targets the student’s individual needs.

Follow instructions in Briefing # 17607 on steps to appropriately document the exit in ISIS and WLEP.
Exiting instructions - Product #T0511P09-01:

- Administer Online CELLA placement test as a ‘second assessment’
  (Not required as of Friday June 5, 2015)

Regardless of results:
- Review all available data (literacy or Language acquisition)
- Convene ELL Committee to determine the best appropriate placement

NOTE: After reviewing all available data, if the lack of performance is NOT tied to language acquisition, consider a programmatic change that specifically targets the student’s individual needs.

Follow instructions in Briefing # 17607 on steps to appropriately document the exit in ISIS and WLEP.
Exiting instructions - Product #T0511P09-01:

- With a passing score on the FCAT 2.0 or have SAT/ACT concordant scores. Instructional Technology will automatically update the exit. No meeting is required.
- Without a passing score on the FCAT 2.0 or concordant scores on SAT/ACT
  - No second assessment is required
  - Review FCAT 2.0 and/or SAT/ACT test results
  - Convene an ELL Committee regardless of the above test results

NOTE: After reviewing all available data, if the lack of performance is NOT tied to language acquisition, consider a programmatic change that specifically targets the student’s individual needs.

Follow instructions in Briefing # 17607 on steps to appropriately document the exit in ISIS and WLEP.
2015 – 2016 School Year
Opening of School Memoranda 2015 - 2016

Guidelines and procedures for maintaining ELL student information are provided annually through the Opening of School Memoranda.

http://bilingual.dadeschools.net/BEWL/fs14/briefings.pdf
ESOL Program Procedures
Completed only once, upon initial registration into M-DCPS.

Student Language refers to student’s first language; Language spoken at home with student and by student.

Once a response of YES is checked, the student must be assessed with the CELLA Online or M-DCOLPS-R (Kindergarten and Charter Schools).

Date of Entry in U.S. School is required

(DEUSS Briefing # 15131)
Is a language other than English spoken at home?
Did the student have a first language other than English?
Does the student most frequently speak a language other than English?

Explain to the Parent/Guardian that this is about the language that is spoken at home with student and the student’s first language.
Verify that the information on the survey makes sense. An example of an issue would be: English/English for Parent & Student’s Language, and YNN. Student language cannot be English unless all NNN.

Student can not be placed in the ESOL program if the language of the student is English.
• **ALL** ELLs must participate in **ALL** State and District assessments.

• Starting with the 2014-2015 school year, ELLs with a *Date Entered US Schools (DEUSS)* less than two years will **NOT** count towards the school grade.

• Office of Civil Rights (OCR) recommends that schools clearly articulate to parents why this date is collected and how the information will be used for educational purposes only; e.g., accountability and/or cumulative enrollment for immigrant.

**DEUSS Briefing # 15131**

It is of utmost importance that schools are aware that the DEUSS date is the date that a student ENTERED a US school **NOT** the U.S.
DEUSS = Date Entered a United States School

DEUSS ≠ Date Entered the United States
Corrections of DEUSS Date

• Schools need to verify that the DEUSS date entered IS the Date entered into a US school.

• Schools that have incorrect DEUSS dates will need to submit a HEAT ticket to their data specialist at the office of Federal & State Compliance Office requesting the change.
### A030 - STUDENT NOT IN YOUR SCHOOL

**SI25-36-Y6F4**  
**LEGAL AND FOREIGN STUDENT INFORMATION**  
**03/03/15 09.47.25**

- **STUDENT ID:** [REDACTED]  
- **FLA STU ID:** [REDACTED]  
- **STATUS:** A  
- **SEX:** F  
- **LEGAL NAME:** LAST  
- **FIRST:** MARCELLA  
- **MIDDLE:** MIKAELLA  
- **ASSUMED NAME:** LAST  
- **FIRST:**  
- **MIDDLE:**  
- **CURRENT SCHOOL:** [REDACTED]  
- **GRADE:** 01  
- **HR SECT:** 107  
- **DATE ENTERED:** 02 / 23 / 15  
- **COUNTRY:** PERU  
- **BIRTHDATE VERIFICATION:** 1  
- **BIRTHDATE:** 05 / 27 / 00  
- **TRUANCY N:**  
- **DATE ENTERED U.S. SCHOOL:** 08 / 19 / 13  
- **CITY:** LIMA  
- **STATE:**  
- **RACE:** W  
- **OFP/SPSO FTE:** LINE1  
- **MIN1:** EARN1  
- **LINE2:** MIN2  
- **EARN2:**  
- **OFP/SPSO FTE:** LINE1  
- **MIN1:** EARN1  
- **LINE2:** MIN2  
- **EARN2:**  
- **OFP/SPSO FTE:** LINE1  
- **MIN1:** EARN1  
- **LINE2:** MIN2  
- **EARN2:**

### S008-33-Y6F4

**LIMITED ENGLISH PROFICIENCY COURSES**  
**03/03/15 09.47.47**

- **STUDENT ID:** [REDACTED]  
- **FLA STU ID:** [REDACTED]  
- **STATUS:** A  
- **SEX:** F  
- **LEGAL NAME:** LAST  
- **FIRST:** MARCELLA  
- **MIDDLE:** M  
- **CURRENT SCHOOL:** 2191  
- **GRADE:** 01  
- **HR SECT:** 107  
- **DATE ENTERED:** 02 / 23 / 15  
- **SURVEY:** DATE 08 / 19 / 13  
- **RESPONSES:** Y Y Y  
- **Y PARENT/GUARDIAN**  
- **LANG SP:**  
- **STU LANG SP:**  
- **PRIMARY EXC:**  
- **ASSESSMENT:** DATE 08 / 21 / 13  
- **AURAL/ORAL/CELLA:** 0008  
- **LEP (Y/N):** Y  
- **ESOL LEVEL:** 4  
- **NRT:**  
- **GRADE:**  
- **RAW SCORE:** RDG  
- **LANG:**  
- **PERCENTILE:** RDG  
- **LANG:**  
- **ENTRY DATE:** 08 / 21 / 13  
- **BASIS OF ENTRY:** A  
- **ESOL SEMESTER:** LEP SERVICES  
- **RECLASSIFICATION DATE:** / /  
- **EXIT Date:** / /  
- **BASIS OF EXIT:** AURAL/ORAL SCORE  
- **NRT:**  
- **GRADE:**  
- **RAW SCORE:** RDG  
- **LANG:**  
- **PERCENTILE:** RDG  
- **LANG:**  
- **RECLASSIFICATION DATE:** / /  
- **SCHL CRSE:** EMP IM HRS/WK MIN/WK SCHL CRSE EMP IM HRS/WK MIN/WK  
- **NUM:**  
- **NUM:**  
- **SCHL CRSE:** EMP IM HRS/WK MIN/WK SCHL CRSE EMP IM HRS/WK MIN/WK  
- **NUM:**  
- **NUM:**  
- **SCHL CRSE:** EMP IM HRS/WK MIN/WK SCHL CRSE EMP IM HRS/WK MIN/WK  
- **NUM:**  
- **NUM:**  
- **LAST TRANS DATE:** 02/24/15  
- **LEP PLAN DATE:** 02/27/15  
- **ESOL LEVEL UPDATE:** 02/24/15  

**04/13**
ESOL Program Procedures
ESOL Program Entry Procedures

All Students

Home Language Survey

- English is spoken at home & by student
  - HLS = N N N
    - Not ELL

- Other languages spoken at home & by student (Y)
  - Administer Online CELLA
    - M-DCOLPS-R (Charter Schools)

  - Proficient-Total Performance Category
    - Not ELL

  - ESOL level 1-4
    - ESOL services until student meets criteria to exit ESOL program
      - Follow M-DCPS procedures for Extension of ESOL Services
        (Three years or more in the ESOL program)
ESOL Program Entry Procedures

All Students

Home Language Survey

English is spoken at home & by student
HLS = N N N

Not ELL

Other languages spoken at home & by student (Y)

Administer M-DCOLPS-R

If proficient on M-DCOLPS-R
Administer the Iowa

If scores at or above 33% on both subtests
Not ELL

Scores less than 20 on M-DCOLPS-R
ESOL level 1-4

ESOL services until student meets criteria to exit ESOL program

Follow M-DCPS procedures for Extension of Services (Three years or more in the ESOL program)

Charter Schools Only

Not ELL
Initial/Continuation Tests

Charter Schools at all grade levels.

Online CELLA grades 6-12 Placement and Continuation
Programmatic Assessments

To be completed at initial entry for students in grades 6-12.

Administered at initial entry to students in grades 6-12 who score at an ESOL level 1 on the ESOL placement test.
1. Contact the previous school for information on the DEUSS if previous school records are not readily available.

2. Contact previous county/school for copy of the student’s current Spring CELLA report.

3. Submit the Spring CELLA report to your District Supervisor for updating the “J” screen.

4. Once information is processed, a score of “0099” will appear for CELLA on the “J” screen with the corresponding ESOL level.

5. The Spring CELLA information will be uploaded into SPI for future reference.
Entry from Other Counties in Florida

**Florida Comprehensive English Language Learning Assessment**

2015 Student Report

**Student ID:** 09/13/13 12.14.59
**FLA STU ID:** 09/13/13
**STATUS:** A
**SEX:** M
**LEGAL NAME:** FIRST DAVID
**CURRENT SCHOOL:** MIDDLE J MIDDLE
**GRADE:** 06
**HR Sect:** VIC
**DATE ENTERED:** 08/19/13

**SURVEY:** DATE 08/19/13
**RESPONSES:** Y Y Y
**PARENT/GUARDIAN:** LANG SP STU LANG SP
**PRIMARY EXC:**

**ASSESSMENT:** DATE 08/19/13
**URAL/ORAL/CELLA:** 0099 LEP(Y/N) Y ESOL LEVEL:

**NRT GRADE:** RAW SCORE: RDG: LANG PERCENTILE: RDG LANG
**ENTRY DATE:** 08/19/13
**BASIS OF ENTRY:** A

**ESOL SEMESTER:** LEP SERVICES LN

**EXIT DATE:** / / 
**BASIS OF EXIT:** AURAL/ORAL
**SCORE:**

**SCPL CASE EMP:**
**IM:** HRS/WK MIN/WK SCPL CASE EMP IM HRS/WK MIN/WK
**NUM:** NUM

**LAST TRANS DATE:** 09/13/13
**LEP PLAN DATE:** 09/13/13
**ESOL LEVEL UPDATE:** 09/13/13

**SPI update**
The CELLA chart below provides composite scores for students who will remain in the ESOL Program for the 2015-2016 school year. These scores are based on the sum of scale scores in Listening/Speaking, Reading, and Writing. The total scores are provided in the CELLA file. Updates will be done by IT for students in grades K-2 in July.

<table>
<thead>
<tr>
<th>Grade</th>
<th>ESOL 1</th>
<th>ESOL 2</th>
<th>ESOL 3</th>
<th>ESOL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>1608 or lower</td>
<td>1609-1655</td>
<td>1656-1892</td>
<td>1893 or higher</td>
</tr>
<tr>
<td>1</td>
<td>1815 or lower</td>
<td>1816-1926</td>
<td>1927-2029</td>
<td>2030 or higher</td>
</tr>
<tr>
<td>2</td>
<td>1890 or lower</td>
<td>1891-1950</td>
<td>1951-2039</td>
<td>2040 or higher</td>
</tr>
<tr>
<td>3</td>
<td>1974 or lower</td>
<td>1975-2073</td>
<td>2074-2147</td>
<td>2148 or higher</td>
</tr>
<tr>
<td>4</td>
<td>2040 or lower</td>
<td>2041-2115</td>
<td>2116-2180</td>
<td>2181 or higher</td>
</tr>
<tr>
<td>5</td>
<td>2056 or lower</td>
<td>2057-2144</td>
<td>2145-2205</td>
<td>2206 or higher</td>
</tr>
<tr>
<td>6</td>
<td>2070 or lower</td>
<td>2071-2164</td>
<td>2165-2224</td>
<td>2225 or higher</td>
</tr>
<tr>
<td>7</td>
<td>2082 or lower</td>
<td>2083-2174</td>
<td>2175-2237</td>
<td>2238 or higher</td>
</tr>
<tr>
<td>8</td>
<td>2091 or lower</td>
<td>2092-2179</td>
<td>2180-2245</td>
<td>2246 or higher</td>
</tr>
<tr>
<td>9</td>
<td>2099 or lower</td>
<td>2100-2185</td>
<td>2186-2250</td>
<td>2251 or higher</td>
</tr>
<tr>
<td>10</td>
<td>2108 or lower</td>
<td>2109-2191</td>
<td>2192-2257</td>
<td>2258 or higher</td>
</tr>
<tr>
<td>11</td>
<td>2115 or lower</td>
<td>2116-2196</td>
<td>2197-2262</td>
<td>2263 or higher</td>
</tr>
<tr>
<td>12</td>
<td>2115 or lower</td>
<td>2116-2196</td>
<td>2197-2262</td>
<td>2263 or higher</td>
</tr>
</tbody>
</table>

The ESOL level of a student for whom the total score is not available, shall be determined by the CELLA Reading proficiency level. If the Reading level is not available, the Writing proficiency level shall be used. If neither Reading nor Writing proficiency levels are available, the Listening/Speaking proficiency level shall be used.
1. Contact the previous school for information on the DEUSS if previous school records are not readily available.

2. Student is tested to determine eligibility for placement in the ESOL program if there is an affirmative answer (Y) on the HLS*.

* Be cautious of YNN and English as student’s language
Returning Student Procedures

ELLs from out of STATE, In-STATE or COUNTRY who are Returning to M-DCPS

Without current CELLA Spring Administration

Administer Online CELLA

ESOL Levels 1-4

Assign ESOL courses

Proficient on the Total Performance Category of the CELLA Online or a score of 20 in M-DCOLPS-R (Kindergarten ONLY)
1) Convene an ELL Committee, review the data & make a decision as to whether student should EXIT program
2) Enter “L” under Exit Code in ISIS

With current CELLA Spring Administration

No Testing

Send correction Memo to District Supervisor to update ISIS ONLY If student was tested out of M-DCPS

Assign ESOL courses
Returning Student Procedures

- **ELLs from in-STATE, out of STATE, or COUNTRY who are Returning to M-DCPS**
  - **With current CELLA Spring Administration**
    - **ESOL Levels 1-4** Send copy of CELLA test and J-Screen Correction Memo to Charter School Operations to update ISIS
    - **Assign:** The two ESOL courses for Secondary / ESOL program Code for Elementary
  - **Without current CELLA Spring Administration**
    - **Administer M-DCOLPS-R**
      - A score of 20 in M-DCOLPS-R
        * Administer the Iowa (grades 3-12), if scores are at 33% or above.
        1) Convene an ELL committee, review the data & make decision to EXIT the student or keep as ESOL level 4
        2) Enter “L” under Exit Code in ISIS
        * Follow district procedures if student scores below 33%.
  - **ESOL Levels 1-4** Send copy of CELLA test and J-Screen Correction Memo to Charter School Operations to update ISIS
  - **Assign:** The two ESOL courses for Secondary / ESOL program Code for Elementary

- **Charter Schools Only**
  - **ESOL Levels 1-4** Send copy of CELLA test and J-Screen Correction Memo to Charter School Operations to update ISIS
  - **Assign ESOL courses or ESOL program Code**

*Follow district procedures if student scores below 33%.*
Students identified in ISIS as having “HAS HAD INTERRUPTION IN ESOL SERVICES” banner are tested **ONLY** if they **DO NOT HAVE** a current test for the academic school year.
ISIS Update
ISIS Update (J-Screen)

A003 - UPDATE COMPLETE
SD08-33-Y6F4 LIMITED ENGLISH PROFICIENCY COURSES 01/22/15 12:55:49

STUDENT ID FLA STU ID STATUS A SEX M
LEGAL NAME: LAST FIRST JOSHUA MIDDLE D RTHDATE 12/19/01
CURRENT SCHOOL 50 1 GRADE 07 HR SECT CIR DATE ENTERED 01/12/15

SURVEY: DATE 03 / 15 / 10 RESPONSES Y Y Y PARENT/GUARDIAN LANG SP STU LANG SP
PRIMARY EXC
ASSESSMENT: DATE 03 / 18 / 10 AURAL/ORAL/CELLA 0004 LEP (Y/N) Y ESOL LEVEL 1
NRT: GRADE RAW SCORE: RDG LANG PERCENTILE: RDG LANG
ENTRY DATE 03 / 18 / 10 BASIS OF ENTRY A ESOL SEMESTER LEP SERVICES LY

EXIT DATE / / BASIS OF EXIT AURAL/ORAL SCORE
NRT: GRADE RAW SCORE: RDG LANG PERCENTILE: RDG LANG
RECLASSIFICATION DATE / /

SCHL CRSE EMP IM HRS/WK MIN/WK SCHL CRSE EMP IM HRS/WK MIN/WK
NUM NUM
1002010 05.00 0300 1002181 05.00 0300

LAST TRANS DATE 01/22/15 LEP PLAN DATE 01/22/15 ESOL LEVEL UPDATE 01/22/15
ELLs who score ESOL Levels 1 - 4 remain in ESOL. ELLs who score “Proficient” on the Total Performance Category, convene an ELL Committee to review all available data and make a decision as to whether student should EXIT program.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Basis of Exit</th>
<th>ISIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5</td>
<td>L ELL Committee</td>
<td>ESOL Level 5, Exit Date &amp; Basis of Exit</td>
</tr>
</tbody>
</table>

- **Enter:** ESOL Level update even if level does not change.
  - ESOL LEVEL UPDATE will automatically update ISIS-lower right hand corner.

- **Schools should be able to enter exit information in ISIS for students (ESOL courses must be removed first).**
Request For J-Screen Corrections

- The request for ISIS correction form is available for all Regional Centers at:
  [http://bilingual.dadeschools.net/BEWL/compliance_docs.asp](http://bilingual.dadeschools.net/BEWL/compliance_docs.asp)

- Complete the form
- Attach appropriate documentation
- Fax to your assigned district supervisor
Online ELL Student Plan
WLEP
Please update Program Update page for students other than initial entry. ESOL level in ISIS is 4 and in Program Update is:
Updating Program Participation

Content-area instructional delivery models:

- **BCC** (Bilingual Curriculum Content)
- **CCE/ESOL** (Curriculum Content in English Using ESOL Strategies)
Program update must be completed manually for the following students:

- ELLs who were not tested with the Spring CELLA in the Spring and were tested with Online CELLA at the school.
- Returning ELL students to the ESOL program and the school administered the Online CELLA as a result of not having a current ESOL test (one year or less).
- For students Three Years or More, six semesters, anniversary date/Extension of ESOL Services and school administered Online CELLA.

Update ESOL Level in ISIS even if ESOL level remains the same!
ELL Student Plan
Annual ELL Student Plan

• Program Participation for all ELL students must be completed.

• Program update for Spring CELLA is automatically done by ITS unless:
  – the student does not have a Spring CELLA or
  – the student exited the ESOL program by the end of the school year as per Weekly Briefing # 17607.

• Print, enter employee number, sign and date.
Initial/Annual/Exit ELL Student Plan

Teacher Signature, Employee # & Date

Original signature required!
Parent/Teacher Conferences ARE NOT ELL Committee Meetings
Who Attends an ELL Committee Meeting?

Administrator
Counselor
ESOL teacher
Teacher(s)
Parent
Other
What Happens during the ELL Committee Meeting?

Review, but NOT limited to, the following:

- CELLA data (Spring CELLA or Online CELLA)
- FSA/FAIR data (when available)
- Achieve 3000 and Imagine Learning data
- Interim Assessment Results
- Previous school records & other (grades, etc.)

Rationale for Recommendation Section of ELL Student Plan

- Must include data to support the decision
- A minimum of two (2) data elements must be included

Minutes of the meeting must be attached to the meeting section of the ELL plan!
ELL Committee Notification

School creates letter of invitation.

- Parents must be invited.
- The letter must be dated a few days prior to the meeting.
- A copy of the letter of invite must be maintained in the ESOL Program Record folder.
Ink signatures are required for all participants including administrators.

Parent is always invited; however, if they do not attend, the meeting still takes place.
### SAMPLE RECOMMENDATIONS/RATIONALES FOR ELL COMMITTEE MEETINGS

<table>
<thead>
<tr>
<th>Purpose of ELL meeting</th>
<th>Recommendations (Strategies/program implementation)</th>
<th>Appropriate for each individual student, a minimum of two (2) rationales of action taken MUST be documented to support the decision and recommendations of the ELL Committee.</th>
</tr>
</thead>
</table>
| Decline in GPA - Student in Post Program Reviews  | • Continue to monitor progress in Reading/Language Arts.  
• Continue to monitor Content Reading: Math, Science and Social Studies. | • Assessment results:  
  ✓ Formative to monitor student achievement; e.g., grades, myON, FAIR (9-12), MYA, iReady, Imagine Learning.  
  ✓ Summative to evaluate student achievement; e.g., SAT, FCAT/FSA.  
• Issues are not related to English language acquisition as indicated by grades and other available data including, but not limited to, teacher observation and running records during DI.  
• Performance on the last administration of the CELLA, SAT, FCAT/FSA.  
• Lack of focus and/or motivation in class.  
• Incomplete assignments/homework. Attach samples and/or grades as evidence.  
• Attendance has affected academic progress. |
| Post Program Review Reports: Elementary Product # T32204302 | | |
| Secondary Product # T32004302 | | |
| Retention NOTE: With the exception of Grade 3 ELLs eligible for Good Cause | • Modify/Continue intervention during small group instruction to address specific skills  
• Specify Intervention (HLA and/or Wonder Works, before or after-school tutoring) | • Student demonstrates limited progress as evidenced on assessments and other available data.  
• Evidence of grades in Home Language Arts (HLA), Spanish-S or Haitian-Creole; feedback required from Home Language teacher.  
• Evidence of grades in ESOL, Language Arts/Reading. Please attach grade level and instructional work samples.  
• Imagine Learning and iReady data. |
| Not Making Adequate Progress | • Use Core Reading/Language Arts instructional materials with appropriate ESOL strategies to improve listening, speaking, reading comprehension and writing skills.  
• Recommend supplemental services including tutoring. | • Student performance is limited as evident on the following:  
  ✓ Assessment results:  
    • Grades, SAT, FCAT/FSA, MYA, FAIR (9-12), CELLA, Imagine Learning, iReady, Achieve3000, myON.  
    • Evidence of grades in Home Language Arts (Spanish-S or Haitian-Creole).  
    • Evidence of grades and work samples in ESOL, Language Arts/Reading.  
    • Please attach grade level and instructional level samples. |
# ELL Committee Documentation

## Division of Bilingual Education and World Languages

### Technical Assistance Paper

**SAMPLE RECOMMENDATIONS/RATIONALES FOR ELL COMMITTEE MEETINGS**

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<tr>
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</thead>
</table>
| Not Meeting Criteria to Exit ESOL Program |  • Continue to provide ESOL services.  
  • Recommend supplemental services including tutoring. |  • Performance does not meet state standards as evidenced on the following:  
  • Assessment results:  
    ✓ Grades, SAT, FCAT/FSA, MYA, CELLA, Imagine Learning, iReady, myON, Achieve3000.  
    ✓ Written recommendation from instructional and supportive services staff.  
    ✓ Assessment in core subjects.  
    ✓ Parental preference considered. |

### OTHER – Section for Students that are “Three Years or More” 6+ Semesters

- **Extension of Services**
  - Continue to receive ESOL services
  - Performance does not meet proficiency in all modalities of the CELLA.
  - Performance does not meet state standards in FCAT Reading/FSA.
  - Rationale is based on student data; e.g., grades, MYA, iReady etc.

- **Exit the ESOL program**
  - NOTE: Exit from ESOL prior to October/February FTE.
  - Performance meets proficiency in all modalities of the CELLA; OR
  - Performance meets state standards in FCAT Reading/FSA.
  - Assessment results as evidenced:
    ✓ Grades, SAT, FCAT/FSA, MYA, CELLA, Imagine Learning, iReady, myON, Achieve3000.
    ✓ Written recommendation from instructional and supportive services staff.
    ✓ Assessment in core subjects.
    ✓ Parental preference considered

- **Programmatic Change**
  - Elementary
  - Modify intervention services since student is limited in the heritage (first) language
  - Student scores at a limited level on the Idea Proficiency Test (IPT) in Spanish or the Assessment of Basic Skills in Haitian-Creole (ABASH) in Haitian-Creole.
  - Student demonstrates limited receptive and expressive language skills in the first language.
  - Grades and other formative and summative assessments indicate below grade level mastery.
  - Imagine Learning or iReady data indicate deficiencies in targeted areas of instruction.

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http://bilingual.dadeschools.net/BEWL/pdfs14/sample_recommend-rationales_ELL.pdf
**Division of Bilingual Education and World Languages**

**Technical Assistance Paper**

**SAMPLE RECOMMENDATIONS/RATIONALES FOR ELL COMMITTEE MEETINGS**

<table>
<thead>
<tr>
<th>Purpose of ELL meeting</th>
<th>Recommendations (Strategies/program implementation)</th>
<th>Appropriate for each individual student, a minimum of two (2) rationales of action taken MUST be documented to support the decision and recommendations of the ELL Committee.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Secondary</strong></td>
<td>Continue in ESOL program or Intensive Reading (IR). Double code IR to avoid FTE errors</td>
<td>• Performance does not meet proficiency in all modalities of the CELLA. • Performance does not meet state standards in FCAT Reading/FSA. • Rationale is based on student data; e.g., grades, MYA, iReady etc. • Written recommendation from instructional and supportive services staff. • Assessment in core subjects. • Parental preference considered.</td>
</tr>
<tr>
<td><strong>Request a Language Proficiency Dominance Assessment (LPDA)</strong></td>
<td>Request a LPDA since student does not respond to modification in instruction/intervention</td>
<td>• Assessment results: ✓ Grades, running records from Intervention and/or small group instruction, SAT, FCAT/FSA, MYA, CELLA, Imagine Learning, iReady, Achieve3000. • Performance does not meet proficiency in all modalities of the CELLA. • Performance does not meet state standards in FCAT Reading/FSA. • Rationale is based on student data; e.g., grades, MYA, iReady etc. • Written recommendation from instructional and supportive services staff. • Assessment in core subjects. • Parental preference considered.</td>
</tr>
</tbody>
</table>
| **Discretion of ELL Committee** | 10+ semesters  
Elementary ESOL students exit program to participate in the additional half hour of intervention.  
Secondary ESOL students exit program to participate in Intensive Reading. | • Demonstrates oral language proficiency as observed by instructional and supportive services staff. • Parental preference considered. • Review of grades to determine inconsistent test data. • Written recommendation from instructional and supportive services staff. |

http://bilingual.dadeschools.net/BEWL/pdfs14/sample_recommend-rationales_ELL.pdf
Sample School created form
### ELL Committee Log

**Miami-Dade County Public Schools**

**ELL Committee Meetings Log**

<table>
<thead>
<tr>
<th>Date</th>
<th>Student Name</th>
<th>ID#</th>
<th>Purpose</th>
<th>Parent Present (Yes/No)</th>
<th>Staff Signature</th>
</tr>
</thead>
</table>

**Must be completed and kept at the schools!**

[http://bilingual.dadeschools.net/BEWL/pdfs/ELL_Committee_Log.pdf](http://bilingual.dadeschools.net/BEWL/pdfs/ELL_Committee_Log.pdf)
Scheduling
NEW requirements for Multi-grade scheduling of English Language Learners (ELL) students.


- As per Florida Statute 1003.436 F.S., Definition of “Credit”, and Rule 6A—6.0904, FAC, Equal Access to Appropriate Instruction for English Language Learners, beginning with the 2014-2015 school year and thereafter, ELLs may not be scheduled into multi-grade combined Language Arts through ESOL (grades 6-8) or English through ESOL (grades 9-12).

- The MJ Developmental Language Arts through ESOL (grades 6-8) and the Developmental Language Arts through ESOL (9-12) are not impacted by this directive.

- Failure to comply will result in a state audit finding.

Briefing ID #: 15602
Recommendations

To support increasing academic achievement of ELLs, schools with large ELL populations should also make every attempt to schedule ELL students by English Proficiency level in the grade level courses.
Grading Procedures
Grading of ELL

Secondary Grading Guidelines

<table>
<thead>
<tr>
<th>MIDDLE</th>
<th>SENIOR HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 6-8</td>
<td>Grades 9-12</td>
</tr>
</tbody>
</table>

**M/J Language Arts (I, II, III) Through ESOL and M/J Developmental Language Arts Through ESOL:**
Grades A-F (No Comments Required)

**English (I, II, III, IV) Through ESOL and Developmental Language Arts Through ESOL:**
Grades A-F (No Comments Required)

**Mathematics, Science, Social Sciences, Computer Literacy:**
Grades A-F
Level I & II: 01, 05, 39, 49*
Level II & IV: 05, 49*

**Math, Science, Social Sciences, Computer Literacy:**
Grades A-F
Level I & II: 01, 05, 34, 39, 49*
Level III & IV: 05, 34, 49*

01: Receiving bilingual instruction in this subject (BCC).
05: Receiving instruction in English using ESOL strategies (CCE/ESOL).
34: Met Computer Literacy requirements.
39: No grade received because of limitations in evaluating process (awarding of a letter grade may be postponed until the last grading period; however, there must be documentation, on a nine-week basis, towards achieving the requirements of the course).
49: No final grade is assigned due to limited time of enrollment (when this comment is used, students will not receive credit for that course and it will have to be repeated).
*Comments used when applicable.

Comment 39 or 49 should be used to avoid failing newly arrived students unnecessarily.
ESOL Program Exit Procedures
The following procedures must be completed when an ELL student exits the ESOL program:

- Exit ELL Student Plan (signed, dated, employee ID#)
- Parent Notification (Exit Letter)
- Spring CELLA report or Online CELLA test report that reflects the exit, if administered.
- Evidence of ELL Committee meeting with rationales that reflect the exit if exited during the school year, or if specific exit assessment indicates inconsistent test data.

These documents MUST be kept in the ESOL Program Records folder
Program Update

Program update must be completed manually for:

- For Three Years or more Anniversary Date/Extension of ESOL Services and school administered the Six Semesters or more/Extension of Services Online CELLA.

Update ESOL Level in ISIS, even if ESOL level remains the same!
ELL Student Plan must reflect the student’s current Language Arts teacher’s _employee number_ at the time of monitoring; signature is not required!

- Post Program Review is the responsibility of the Language Arts teacher, **not** the ESOL teacher.

- If student is not performing due to language deficiencies, student is referred to an ELL Committee.

- A decline of 1.0 in GPA requires an ELL Committee review.
Post Program Reviews

ELLs who exit the ESOL program are monitored for two (2) consecutive years:

- End of first grading period after exiting;
- End of first semester after exiting;
- End of first year after exiting; and,
- End of second year after exiting.
Ink signatures are not required for this section. Teacher’s Employee # is a digital signature.
Extension of ESOL Services - FTE Related
ALL students with “Three Years or More” in ESOL:

• Must have an ELL Committee to extend services.

• Convened no earlier than 30 school days prior to the third anniversary of the student’s Date Entered United States School
  – **NOTE:** NOT ELL: Entry Date

• Cannot be after the anniversary date.

**Exception:**

• If the anniversary date falls between the Spring CELLA administration and October 1 of the following school year, you may use Spring CELLA and FSA or any other data available for your assessment to extend services so you will not have to test the ELLs again.
  – **NOTE:** *Meeting Must be convened BY October 1, 2015*
Three Years or More Control-D Report
MONITORING PROGRESS OF STUDENTS WITH THREE YEARS OR MORE OF PARTICIPATION IN THE ESOL PROGRAM:

1. STUDENTS WITH ANNIVERSARY DATES IN AUGUST, SEPTEMBER, MARCH, APRIL, MAY, AND JUNE WHO WERE TESTED WITH THE STATE CELLA SPRING TEST, WILL NOT BE TESTED DURING THE SPECIFIED MONTHS. THE STUDENTS' CELLA AND APPLICABLE FCAT/FSA SCORES FROM THE PRIOR SCHOOL YEAR WILL SUFFICE. HOWEVER, AN ELL COMMITTEE MEETING MUST BE CONVENED IN ORDER TO REQUEST EXTENSION OF ESOL SERVICES.

2. STUDENTS WITH ANNIVERSARY DATES FROM OCTOBER THROUGH FEBRUARY MUST BE TESTED WITHIN THIRTY (30) SCHOOL DAYS PRIOR TO THE STUDENTS' ANNIVERSARY DATE. ISIS AND WLEP NEED TO BE UPDATED PRIOR TO THEIR ANNIVERSARY DATE. TESTING PROCEDURES AS OUTLINED IN THE BOARD APPROVED DISTRICT PLAN FOR ENGLISH LANGUAGE LEARNERS MUST BE FOLLOWED. CONVENE ELL COMMITTEE MEETINGS FOR ALL STUDENTS WHO HAVE NOT ACHIEVED AN INDEPENDENT CLASSIFICATION, IN ORDER TO REQUEST EXTENSION OF ESOL SERVICES. THE COMMITTEE MUST BE CONVENE ON OR UP TO 30 SCHOOL DAYS BEFORE THE ANNIVERSARY DATE.

3. STUDENTS WITH THREE YEARS OR MORE AND WHO WERE NOT TESTED WITH THE STATE CELLA SPRING TEST, MUST BE TESTED WITH THE APPROVED TEST AT THIS TIME. ISIS AND WLEP NEED TO BE UPDATED PRIOR TO THE STUDENTS' ANNIVERSARY DATE. TESTING PROCEDURES AS OUTLINED IN THE BOARD APPROVED DISTRICT PLAN FOR ENGLISH LANGUAGE LEARNERS MUST BE FOLLOWED. CONVENE ELL COMMITTEE MEETINGS FOR ALL STUDENTS WHO HAVE NOT ACHIEVED AN INDEPENDENT CLASSIFICATION, IN ORDER TO REQUEST EXTENSION OF ESOL SERVICES.

4. ALL STUDENTS WHO MEET ELIGIBILITY CRITERIA TO EXIT THE ESOL PROGRAM WILL NEED TO BE EXITED VIA ELL COMMITTEE MEETINGS. THESE MEETINGS NEED TO BE CONVENE WITHIN 30 DAYS OF THEIR ANNIVERSARY DATE. WHEN THE ANNIVERSARY DATE FALLS WITHIN 30 DAYS OF THE OCTOBER/FEBRUARY FTE WEEK THE STUDENT MUST BE EXITED PRIOR TO FTE WEEK. FOR ALL OTHER STUDENTS THE ELL COMMITTEE NEEDS TO BE CONVENE WITHIN THE 30 DAY ANNIVERSARY, HOWEVER THE EXIT DATE NEEDS TO BE DOCUMENTED IN THE MEETING SECTION OF THE ELL Planner AS THE LAST DAY OF THE GRADING PERIOD. ISIS AND WLEP WILL NEED TO BE UPDATED ACCORDINGLY.

5. THREE YEARS OR MORE ANNIVERSARY DATE DOES NOT APPLY TO A STUDENT WITH DISABILITIES (SWD). TESTING IS NOT REQUIRED. FOR A SWD WHO PARTICIPATED IN THE CELLA AND HAS PARTICIPATED IN THE ESOL PROGRAM FOR FOUR OR MORE YEARS THE IEP TEAM WILL REVIEW THE STUDENT'S PERFORMANCE ON THE CELLA AND DETERMINE IF THE SWD MEETS THE SPECIAL EXIT CRITERIA AND FOLLOW THE ESOL EXITING PROCEDURES AS STIPULATED IN THE LEA GUIDE AND THE CURRENT DISTRICT ELL PLAN. FOR A SWD WHO PARTICIPATED IN THE ALTERNATE ASSESSMENT AND HAS BEEN IN THE ESOL PROGRAM FOR FOUR YEARS OR MORE THE IEP TEAM SHALL ENSURE THAT AN APPROPRIATE TEST FROM THE CONTINUUM OF ESOL PLACEMENT TESTS FOR EXCEPTIONAL STUDENTS HAS BEEN ADMINISTERED TO SUPPORT EXITING THE STUDENT FROM ESOL.
## Procedures for Extension of ESOL Services

<table>
<thead>
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<th>ESOL Anniversary Date</th>
<th>If Student...</th>
<th>Then</th>
<th>In addition</th>
</tr>
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<tbody>
<tr>
<td>August and September 2015</td>
<td>Participated in the 2015 Spring CELLA administration</td>
<td>Do NOT test</td>
<td>Convene an ELL Committee meeting for extension of ESOL services. Meeting must be convened within 30 days of anniversary; not after the anniversary date.</td>
</tr>
<tr>
<td>Did not participate in the 2015 Spring CELLA administration</td>
<td>Test with Online CELLA</td>
<td>If student is proficient in all modalities of the Online CELLA, Convene an ELL Committee, review the data &amp; make a decision whether to EXIT the student at the end of the grading period PRIOR to FTE week. Remember to attach the minutes!</td>
<td></td>
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<tr>
<td>• Bring up-to-date program update in WLEP before roll over.</td>
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<tr>
<td>• School staff should be able to update with appropriate level of access to ISIS.</td>
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</table>
## Procedures for Extension of ESOL Services

<table>
<thead>
<tr>
<th>ESOL Anniversary Date</th>
<th>Spring CELLA</th>
<th>ELL Committee</th>
<th>Testing</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>From October 2015 through February 2016</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>• Convene ELL committee meeting to consider Exit (if student meets criteria) or extension of ESOL services.</td>
</tr>
<tr>
<td></td>
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<td>• Meeting must be convened no earlier than thirty (30) school days prior to the anniversary date (initial enrollment date in ESOL) and no later than the anniversary date.</td>
</tr>
<tr>
<td>March through June 2016</td>
<td>N/A</td>
<td>Yes</td>
<td>No</td>
<td>• Convene ELL committee meeting for extension of ESOL services.</td>
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<tr>
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<td></td>
<td>• Indicate in the meeting section of the ELL Plan that a decision will be made when the 2016 Statewide English Language Proficiency Assessment results become available.</td>
</tr>
</tbody>
</table>

[http://bilingual.dadeschools.net/BEWL/pdfs14/procedures_extension_ESOL_services.pdf](http://bilingual.dadeschools.net/BEWL/pdfs14/procedures_extension_ESOL_services.pdf)
## Miami-Dade County Public Schools

### ESOL Program

**three years or more/anniversary date in the ESOL program**

**At School**

**K-8 CTR INT'L EDUC**

<table>
<thead>
<tr>
<th>MDCPS ID</th>
<th>STUDENT NAME</th>
<th>GRADE</th>
<th>ESOL LEVEL</th>
<th>DEUSS DEATE</th>
<th>YEARS OF PARTICIPATION</th>
<th>ESOL ENTRY DATE</th>
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</tbody>
</table>

**School Total: 15**
CELLA Data for ELLs
Steps to Access CELLA Data

1. Go to Employee Portal and click on Apps to access File Download Manager.

2. Click on CELLA subscores to download CELLA data. Name the file (your school name) and save it.

3. Go to [http://osi.dadeschools.net/Excel/](http://osi.dadeschools.net/Excel/). Click on the 15-16 CELLA Splitter Program to download and save (desktop, USB, etc.)

4. Open CELLA Template and click on “Import Data”. If “Security Warning” appears, click on “Enable Content”. Instead of “Security Warning”, an icon may appear. Be careful not to close that window. Select your CELLA file from where you saved it.

5. You will see the CELLA data being downloaded (blinking may take a few minutes).

6. Click on the tested grade either on the Content Page or the tabs at the bottom of the Excel page to access the data.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Student Name</th>
<th>Period</th>
<th>Teacher Name</th>
<th>ESOL Level</th>
<th>CELLA Tested Grade</th>
<th>Listening - Sentences</th>
<th>Listening Comprehension - Short Talks</th>
<th>Listening Comprehension - Extended Speed</th>
<th>Speaking Vocabulary</th>
<th>Speaking - Asking Questions</th>
<th>Speaking - Extended Speed</th>
<th>Reading - Vocabulary</th>
<th>Reading Comprehension</th>
<th>Writing - Grammar</th>
<th>Writing - Sentences</th>
<th>Writing - Paragraphs</th>
<th>Writing - Editing</th>
<th>Oral Level</th>
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Online Documents
MATERIAL REQUESTS

Form Links:

- Secondary – page 6
  http://bilingual.dadeschools.net/BEWL/pdfs/SecMaterials_0910.pdf

Send completed form to:
FAX # (305) 523-0789
Attention: Ms. Ana Zambrana
Phone # (305) 995-2477
Most Common Audit Exceptions
Top 10 FTE Audit Findings

1. No ELL Committee meeting to extend services or conducted in a timely manner.
2. No Assessment for extension of ESOL services.
3. Assessment for extension of ESOL services being timely to ESOL anniversary date.
4. Over six years in the ESOL program.
5. Missing ELL Student Plan.
6. ELL Student Plan not current.
7. ELL Student Plan that is incomplete in not describing the ESOL schedule of instruction.
8. Parental Notification.
2012 – 2013 Audit

- Number of school samples – 40
- Number of student sample – 1,350
- Number of exceptions – 287 = 21.26%
- Number of exceptions as a result of non-compliance with ELL Committees – 263 = 92%
- Cost including Charter schools - $1.67M
- Cost without charter schools - $1.3M
Appendix
| Student Name | Student ID # | ESOL Level | Grade | Home Language Survey (completed, signed and dated) | Initial Assessment, Entry date and ESOL Level match SSIS-J Screen | Other assessment(s) match SSIS-W-LEP/ELL Plan | Programmatic Assessment (Middle and High Schools) | Sample for New ESOL Student(s) (Middle & High) | Student’s Schedule (Middle and High School) | Copy(s) of initial Parent Notification Letter | Copy(s) of Parent Notification | ELL Committee Meeting(s) | Copy(s) of annual updated Parent Notification Letter | Copy(s) of annual updated Parent Notification Letter | Florida CELLA Student Report(s) (annual) | AMAO Letter(s) (annual) |
|--------------|-------------|------------|-------|-----------------------------------------------|------------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|---------------------------------------------|---------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|---------------------------------------------|---------------------------------------------|
ESOL Program Records Folders

Miami-Dade County Public Schools
Division of Bilingual Education and World Languages

NAME: ________________________________  STUDENT #: ________________________________

This folder must minimally include the following ESOL forms and documents:

- Home Language Survey
- English Language Proficiency Assessment
- Notice to parent of LEP student (Program Participation)
- Printed copy of Updated Individual LEP Student Plan
- Signed LEP Committee Sections
- Parent Notification of LEP Committee Meeting (if applicable)
- Progress Monitoring Plan (if applicable)
- Parental Notification of PMP (if applicable)

Student Program Status

- Entry Date
- Exit Date
- Post Program Review (in progress)
- Post Program Review (completed)

The information in this folder must be maintained in chronological order and kept in the student’s cumulative record for audit purposes.

ESOL Program Records
Required Documentation

HOME LANGUAGE SURVEY
- Signed by parent/guardian
- Dated

ASSESSMENT
- Entry Test/Re-Entry Test
- Yearly level update test
- Exit tests

PARENT NOTIFICATION LETTER
- Sent annually

INDIVIDUAL LEP STUDENT PLAN
- Student information completed
- Initial assessment/placement information completed
- Exit information completed at the time of program exit
- Program participation sections completed annually
- ESOL Level and Program Update Information
- Promotion/Retention of 3rd Grade (if applicable)
- State Assessment Results
- Post Program Review Information completed
  a) End of first grading period
  b) End of first semester after exit
  c) End of first year after exit
  d) End of the second year after exit
- LEP Committee Meeting (if applicable)
- Reading/ESOL, Writing, Math, and/or Science Progress Monitoring Plan (PMP) completed annually (if applicable)

LEP COMMITTEE NOTIFICATION
- Sent to parent/guardian whenever applicable/dated
Content of Secondary ESOL Program Records Folder

The ESOL Program Records Folder must contain:

- Home Language Survey;
- Initial and Annual ELL Student Plans (LEP Plans);
- Copy of initial and all Annual Letters of Participation;
- ELL Committee Notification(s);
- Copies of ELL Committee(s) meetings with attached minutes;
- Copy of AMAO’s CELLA letters to parents; and,
- Evidence of all assessments
  - Placement assessment: Online CELLA or M-DCOLPS-R; and,
  - Annual Spring CELLA Student Report(s), etc.
- Copy of schedule of services
- Programmatic Assessments (at initial entry)
Parents may choose to complete the section of the HLS in the language that they are most comfortable with; English, Spanish or Haitian Creole.

Please make sure that it is **fully** completed.
Charter Schools at all grade levels.

Online CELLA grades 6-12 Placement and Continuation
Florida Spring CELLA Student Report

Annual test
A copy must be sent home to parents to inform them of their students’ progress
Does not replace official CELLA report!

May be used as evidence of testing.
**Initial/Annual/Exit ELL Student Plans**

Schools have until October FTE to complete the ELL Student Plans for students in attendance from August to October FTE.

ELL Student Plans for these students that are completed after October FTE are not in compliance.
Miami-Dade County Public Schools

Secondary Schools

Notice to Parents/Guardians of English Language Learner (ELL) Students

Please Type or Print

School: __________________________ Work Location: _________ Date: __________, Month-Day-Year

To the Parent(s) or Guardian(s): __________________________________________
First Name: __________________________ Last Name: __________________________

Based on your responses on the Home Language Survey (HLS) completed at the time of registration, your child’s English proficiency was assessed. Your child has been identified as an English Language Learner (ELL), in need of placement in the English for Speakers of Other Languages (ESOL) program.

☐ INITIAL PLACEMENT: Your child’s initial English proficiency was assessed at level _________, using the Comprehensive English Language Learning Assessment-Form J (CELA). The academic records and/or assessments of your child’s knowledge in various content areas were used to determine the most appropriate instructional program placement.

☐ CONTINUATION IN ESOL PROGRAM: Your child’s updated English proficiency was assessed at level ________, using the Comprehensive English Language Learning Assessment (CELA) results.

☐ EXIT FROM ESOL PROGRAM: Your child has met the English proficiency criteria but will no longer be required to participate in the ESOL program.

(English proficiency levels: I, Beginner; II, Low Intermediate; III, High Intermediate; IV, Advanced)

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM

The goal of the ESOL program is to assist students to learn to speak, read, and write in English as quickly as possible. The instructional delivery models listed below are equal in amount, scope, and sequence to the instruction provided to non-ELL students in the same grade and is delivered by an appropriately certified teacher. Your child has been placed in the model checked below:

☐ (E) Sheltered – English
   Sheltered instruction refers to a model where only students who are learning English are grouped and receive specialized English language instruction from either the ESOL or language into teacher.

☐ (I) Mainstream/Inclusion – English
   Mainstream/Inclusion refers to a model where the students who are learning English are together with students who are fluent in English. The classroom teacher adapts lessons for your child using specific strategies and provides him/her with specialized English language instruction.

The delivery model in which your child will participate this school year is appropriate for higher educational standards and needs. The ESOL program will provide an instructional program that will assist your child in acquiring listening, speaking, reading, and writing skills in English.

ACADEMIC CONTENT AREAS

In addition, your child will also receive specialized instruction that will help him/her meet grade-appropriate academic standards for promotion and graduation. The goal of these programs is to develop students’ knowledge and understanding in specific content areas such as mathematics, science, social sciences, and computer literacy, while they are learning English. The academic records and/or assessments of your child’s knowledge in various content areas were used to determine the most appropriate program placement.

Your child has been placed in the program checked below:

☐ (C) Mainstream/Inclusion – Core/Basic Subject Areas
   Mainstream/Inclusion refers to a model where the students who are learning English are grouped together with students who are fluent in English. The classroom teacher adapts lessons for your child using specific strategies.

☐ (E) One-Way Developmental Bilingual Education
   Bilingual Curriculum Content (BCC)
   BCC is designed to provide instructional support in the student’s home language in the content areas. This program is available in Spanish and Haitian-Creole.

☐ (E) Multilingual Team and/or Home Language Assistance Program (HLAP)
   These services offer instructional support by a teacher or para-professional who guides tutorials in the student’s home language. Available in approximately twenty languages.

☐ (T) Dual Language Program
   This program refers to a model where the students who are learning English are together with students who are fluent in English and receive specialized English language instruction as well as core/basic subject areas in another language.

EXPECTED RATE OF TRANSITION AND EXIT REQUIREMENTS

Most students participate in the ESOL program for an average of three (3) years before moving to programs not labeled for ELL students. Students exit the ESOL program when they score at the proficiency level in all components of the CELLA test and score level 3 or above on the Florida Comprehensive Assessment Test (FCAT) reading test.

SPECIAL EDUCATION (SPED) PROGRAM PARTICIPATION

Students with disabilities have an Individual Educational Plan (IEP). If your child participates in the Special Education (SPED) program, participation in the ESOL program for your son/daughter is addressed in their IEP.

PARENTAL RIGHTS

The right to comprehensible instruction may be waived; however, you may select a model or program available at your child’s school. If you have questions and/or concerns about the various programs or methods of instruction available to your child, please contact the person listed below.

Contact person: __________________________ Phone number: __________________________
First Name: __________________________ Last Name: __________________________

Sincerely,

Principal’s Signature

Page 1 of 2

Page 2 of 2
Sample of AMAO Letter
(Annual Measurable Achievement Objective)

A copy of the AMAO letter must be sent home yearly to parents of ELL K – 12 students.
A copy of the AMAO letter must be filed in the student’s ELL folder.
No letter is required for former ELLs in Post Program Reviews.

---

Dear Parent or Guardian:

Your student has been attending school in a district that receives No Child Left Behind Title III funding from the United States Department of Education (USDE). Title III funds are intended to help students who are English language learners (ELLs) and newly arrived immigrant children and youth who need to acquire or further develop English proficiency and meet the grade-level academic content and student achievement standards as all their peers in Florida’s public schools.

USDE requires the Florida Department of Education and all school districts to be held accountable for the progress of ELLs through the Annual Measurable Achievement Objectives (AMAOs); these measures indicate ELL progress annually. USDE also requires that parents be notified if any school district fails to make progress toward meeting such objectives.

The following three AMAOs for ELLs are used to measure annual progress for school districts that receive Title III funds:

- **AMAO 1 – Progress in English language acquisition**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Listening/Speaking (K-12)</th>
<th>Writing (K-12)</th>
<th>Reading (K-12)</th>
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<tr>
<td>2013-2014</td>
<td>79</td>
<td>63</td>
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<td>74</td>
<td>64</td>
<td>66</td>
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- **AMAO 2 – Percentage of students who become proficient in English**

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<th>Academic Year</th>
<th>Grades K-2</th>
<th>Grades 3-5</th>
<th>Grades 6-8</th>
<th>Grades 9-12</th>
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<tr>
<td>2013-2014</td>
<td>21</td>
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- **AMAO 3 – Performance in reading and math showing if enough progress is being made in the current year to be on track to reduce the percentage of non-proficient students by half by 2016-2017**

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<th>Academic Year</th>
<th>Reading</th>
<th>Mathematics</th>
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<tr>
<td>2013-2014</td>
<td>53</td>
<td>59</td>
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This letter is to inform you that your child’s district has not met one or more of the AMAOs for 2013-2014. To learn more about your child’s progress in English language acquisition and how you can become more involved in your child’s school, contact Mrs. Beatriz Zaratequy, District Director, Division of Bilingual Education and World Languages, at 305-995-2428.

Sincerely,

Alberto M. Carvalho
Superintendent of Schools

---

AMCO
L383

School Board Administration Building • 1450 N.E. 2nd Avenue • Miami, Florida 33132
305-995-1000 • www.miamidade.org
ELL Committee notification letter must be sent home a few days prior to the scheduled meeting in order to give parents sufficient notice to attend said meeting.
Two *rationales* are required for every recommendation.

Meetings must be *conducted* for:

1. Lack of progress
2. Retention of ALL ELLs regardless of grade level and time in program.
3. Extension of ESOL services

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<th>Complete information below to support decision:</th>
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<tr>
<td>Purpose for a meeting: Six semesters or more</td>
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<th>Recommendations:</th>
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<tr>
<td>The ELL Committee decides to exit the student out of the ESOL program</td>
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<th>Rationale for recommendations (minimum of 2):</th>
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<td>1. Student scores at proficiency levels in all modalities of the Online CELLA.</td>
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<tr>
<td>2. Student met state standards by achieving a level 3 on the 2014 administration of the FCAT Reading.</td>
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<tr>
<td>3. Student has good grades and is on target based on MYA data</td>
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ELL Meeting Minutes

Date: 09/09/2014

Time: 9:00am

Place: Room 129

Attendees:
- Giovanna Blanco, Principal
- Zaida Mesa, Counselor
- Pura Labrada, ESOL Chairperson

Topics Discussed:
Student has been in the ESOL Program for more than 12 semesters. Student is Proficient in two areas of the CELLA and HIN in one. He would greatly benefit from a general education English class.

Concerns:
None at this time. Student is in the 11th grade. Student has become proficient in English.

Outcomes/Follow Up:
Based on the committee’s recommendations student should exit ESOL at this time. He should be removed from his ESOL for English class and Developmental Reading class and placed in general education English.

NOTES:
Please refer to notes on left hand side. Student will be placed in a general education English IV class.

Must be attached to the meeting section of the ELL Student Plan
It is required that a schedule is printed and kept in the ESOL Program Record program folder as soon as ESOL courses are assigned to the students.

Schedules must be printed no later than October FTE for students in attendance from August to October FTE.

**NOTE:** This schedule is not in compliance; it was printed after October FTE.
Programmatic Assessments

To be completed at initial entry for students in grades 6-12

Administered at initial entry to students in grades 6-12 who score at an ESOL level 1 on the ESOL placement test
Contact Information

Beatriz Zarraluqui, District Director

**North Regional Center**
Deland Innocent, Supervisor
305-995-2977
dinnocent@dadeschools.net

**Central Regional Center**
Alina Plasencia, Supervisor
305-995-2433
Aplasencia@dadeschools.net

**South Regional Center**
Mercy Abadie, Supervisor
305-995-2098
mabadie@dadeschools.net

**Charter Schools**
Dahlia Gonzalez, Supervisor
305-995-1901
dmgonzalez@dadeschools.net

Main number: 305-995-2428