

***Division of Bilingual Education and World Languages***

**2008-2009 END-OF-THE YEAR PROCEDURES  
ESOL PROGRAMS**

The following information includes suggested dates and required procedures to assist you in the closing of the 2008-2009 school year.

**TESTING PROCEDURES**

- English Language Learners (ELL) must be tested with the Comprehensive English Language Learning Assessment (CELLA) during the testing window of April 14 – May 15, 2009. CELLA scores will be used to update ESOL level for the 2009-2010 school year. ELLs enrolled on or after April 3, 2009 do not have to participate in the 2009 CELLA administration. Their ESOL level will be determined by the results of the initial M-DCOLPS-R.

M-DCOLPS-R will not be used for end of the year level update. New students who enter M-DCPS will be tested with M-DCOLPS-R for initial placement and MAT-7.

- **Pre-Kindergarten 2008-2009**
  - All Pre-K students who were tested with the M-DCOLPS-R at the beginning of 2008-09 will **NOT** be assessed at the end of the current school year.
  - Student must be assessed at the beginning of the 2009-2010 school year, once the student enters Kindergarten.

- **Pre-Kindergarten 2009-2010**

New students entering Pre-K in 2009-2010 who answer one or more affirmative responses on the Home Language Survey will **NOT** be tested with the M-DCOLPS-R, they will be coded "LY"; however, they will have a "T" as entry.

- **Kindergarten 2009-2010**
  - Based on results of M-DCOLPS-R, the following information must be entered on the "J" screen:
    - Assessment date, assessment score, ESOL Level, ESOL entry date (actual date student started receiving services in the ESOL program in Kindergarten), and basis of entry.
    - The test answer sheets must be filed in the ESOL Program Records folder.
    - If students scores proficient, then the just enter assessment date and score. The test answer sheets must be filed in the student's cumulative folder.

**FOR NEW STUDENTS TO M-DCPS**

- Schools should develop a plan to facilitate initial placement testing before school begins on August 24, 2009, especially for the incoming kindergarten students. This will enable office staff to place students in the appropriate class setting, in order to minimize class reassignments later in the school year. Please plan accordingly and order M-DCOLPS-R answer sheets in advance to ensure they are available for testing.
  - Elementary: [http://bilingual.dadeschools.net/BEWL/pdf07/ELMaterials\\_0708.pdf](http://bilingual.dadeschools.net/BEWL/pdf07/ELMaterials_0708.pdf)
  - Secondary: [http://bilingual.dadeschools.net/BEWL/pdf07/SecMaterials\\_07-08.pdf](http://bilingual.dadeschools.net/BEWL/pdf07/SecMaterials_07-08.pdf)

**NEW UPDATE PROCEDURES**

- ESOL levels and exit information will be automatically updated by ITS on the "J" screen in ISIS using 2009 CELLA composite scores. All updates will take place prior to the beginning of the school year.

## NEW EXIT CRITERIA

The following criteria must be met:

- Grades K- 2
  - Student must achieve scores at or above the Proficient Level on CELLA Listening/One-on-One; and
  - Student must achieve a score at or above the Proficient Level on CELLA Writing; and
  - Student must achieve a score at or above the Proficient Level on CELLA Reading.
- Grades 3 – 9
  - Student must be assessed with CELLA on grade level;
  - Student must achieve scores at or above the Proficient Level on both CELLA Listening/Speaking; and
  - Student must achieve a score at or above the Proficient Level on CELLA Writing; and
  - Student must score at achievement level of three (3) or greater in FCAT Reading.
- Grades 10-12
  - Student must be assessed with CELLA on grade level;
  - Student must achieve scores at or above the Proficient Level on both CELLA Listening/Speaking; and
  - Student must achieve a score at or above the Proficient Level on CELLA Writing; and
  - Student must achieve a passing score or greater in FCAT Reading.

## PROCEDURES TO COMPLETE THE PROMOTION/RETENTION SECTION/FORM FOR ELL/LEP STUDENTS IN THIRD GRADE

**All third grade** students must have information on promotion/retention documented on their Individual ELL/LEP Student Plan. This information will appear on the WLEP once the appropriate information has been entered on ISIS (Please refer to page 19 of the SPP for specific guidelines).

- *Date:* Month, day, and year must be documented at the time of the review.
- **If the student Meets Sunshine State Standards in Reading**, the teacher should check (✓) the “promoted” box on the form . A student may be promoted to grade 4 if the student demonstrates an acceptable level of performance in reading. In order to be promoted, students must demonstrate reading mastery on one of the following:
  1. *Florida Comprehensive Assessment Test Sunshine State Standards* (Spring FCAT SSS) - reading test score of Level 2 or higher, or
  2. *Grade 3 Reading Student Portfolio* (administered in the second semester) – acceptable performance on each reading benchmark, or
  3. *Alternative Standardized Reading Assessment* (administered prior to the end of the school year) - reading comprehension percentile rank score of 50 or higher, or
  4. *Alternative Assessment for Grade 3 Promotion* (administered at the end of summer reading camps) - reading percentile rank score of 45 or higher, or
  5. *Grade 3 Mid-Year Promotion* (administered in the fall following retention) - reading comprehension raw score of 28 or higher.
- **If the student does Not Meet Sunshine State Standards in Reading** the teacher should check (✓) the appropriate box:
  - Promoted: A student who scores a Level 1 in the FCAT, may be promoted due to a good cause: **Good Cause #1:** ELL students who have had less than two (2) years of instruction in an ESOL program.
  - Retained: If the student has two (2) years or more of instruction in an ESOL program and scores a Level 1 on the FCAT, and does not meet any of the above criteria.

- ELL/LEP Committee **must** be convened for instructional program recommendations.
- *Teacher Signature*: The teacher's signature must be legible (not printed). The teacher that signs must be the one that identifies the area of deficiency, e.g., Language Arts/Reading/ESOL.

### **RETENTION PROCEDURES FOR GRADES OTHER THAN GRADE 3:**

Retention recommendations for ELLs who have participated in the ESOL program must have documentation that shows lack of progress (not necessarily performing on grade level) in: reading, writing, and mathematics in English or the student's home language.

- **Grades K – 2**
  - An ELL/LEP Committee **must** be convened and documented in the WLEP for ELLs that are being considered for retention.
  - Retention recommendation for ELLs who have been in the program less than two years require review by the Division of Bilingual Education and World Languages. See Briefing #5970.
- **Grades 4 – 8**
  - An ELL/LEP Committee **must** be convened and documented in the WLEP for ELLs that are being considered for retention.
  - Please refer to page 19 of the SPP for retention guidelines of ELLs in elementary, and page 68 for students in middle school.
- **Grades 9 - 12**
  - Promotion is based on credits earned (Please refer to page 76 of the SPP).

### **WLEP**

- A full copy of the WLEP reflecting current year's information (08-09) should have already been printed at the beginning of the year or when there was any change in program participation. After the Program Participation had been complete, including date and content delivery, the WLEP must be filed in the ESOL Program Records folder. If there is no WLEP for the current year in the ESOL Program Records folder, you must print and file a copy before the end of the year, in order to capture current year's information.
- Third-grade retention section must be completed, printed and attached to current year (08-09) WLEP.

### **Electronic Signatures**

- Update all Post Program Reviews. A teacher ID number is the equivalent of an electronic signature for the purpose of documenting the Post Program Review. This process has been approved by the Florida Department of Education, Office of Academic Achievement through Language Acquisition, Department of Education.

### **ELL STUDENTS WITH DISABILITIES (SWD)**

- Programs for ELL students with disabilities are supervised by the Bilingual/ESOL Special Education Program, Division of Special Education. This includes students who participate in the inclusion model.
- The WLEP is not completed or continued for an ELL SWD.
- Section V of the Individual Educational Plan (IEP), along with appropriate inserts, is the ELL SWD's Individual LEP Student Plan.

Assessment, placement and update procedures:

- Current procedures for updating the ESOL level for ELL SWD on an annual IEP will continue to be followed until June 2009.

- ELL SWD participate in the CELLA administration based on their participation in state assessment as indicated on their IEP [see Accommodations/Modifications in the Educational Setting (Insert D) FM # 6132].
- The CELLA will be used to update the ELL SWD ESOL level on the IEP.
- CELLA will be used to exit ELL SWD.
- The CELLA exit criteria used with ELL in the general education program will be used with ELL SWD. However, the ELL SWD's progress will be monitored at the fourth year after being identified as ELL (ESOL levels 1-4).

**NOTE:** Additional information related to CELLA exit criteria and its implementation with ELL SWD will be provided at the beginning of the 2009 – 2010 school year.

Thank you for your continued support. If you have any questions and/or require additional clarification, please call your district supervisor for bilingual programs:

North Regional Center	Mr. Deland Innocent	305-995-2977
North Central Regional Center	Ms. Cary M. Pérez	305-995-1962
South Central Regional Center	Ms. Olga Carballo	305-995-2476
South Regional Center	Ms. Lourdes Menéndez	305-995-2098
Charter Schools	Dr. Yvonne Lim-Petersen	305-995-1210
BISO and EFL	Ms. Toni Miranda	305-995-1904
Special Education Program	Ms. Rosalia Gallo	305-274-8889