



Division of Bilingual Education and World Languages

2014-2015

ELEMENTARY – END OF YEAR REMINDERS

I. **PRE-K** students need to be assessed with the M-DCOLPS-R by May 30, 2015.

The following information must be entered on the “J” Screen in ISIS by June 5, 2015:

Score of 20: Proficient	Score less than 20: ESOL Levels 1-4
Assessment Date	Assessment Date
Aural/Oral results	Aural/Oral results
LEP: N	LEP: Y
	ESOL Level

⇒ ESOL Program **Entry Date** will be entered at the beginning of the school year when the student enters kindergarten (2015-2016)

II. **EXIT CRITERIA** for end of 2014-2015 school year:

Please refer to Weekly Briefing # 17606

III. **IMPORTANT REMINDERS:**

A. RETENTION:

- ❖ ELLs in grade 3 who have been in the ESOL program for less than two years may be exempted from the mandatory retention as provided in Section 1008.25(6) (b), Florida Statutes based on Date of Entry into U.S. Schools (DEUSS). Promotion for ELLs in third grade with less than two years in an ESOL program is based on **good cause #1** as defined on page 31 of the Student Progression Plan. Additional information on retention and promotion of ELL students is found on pages 29 - 31 of the Student Progression Plan. For 2014-2015 school year, the cut-off date of May 1, 2015 is used to determine eligibility for good cause #1.
- ❖ Once retention /promotion is completed in ISIS for **third grade** students, update the program Retention/section on the WLEP, print and sign.
- ❖ Retention for any grade, except third grade, requires the action of an ELL Committee and the review of the Home Language Arts teacher (Spanish/Haitian-Creole).

B. WLEP: Reminders of what should have already occurred in the 2014-2015 school year:

- ❖ **ELL Student Plan**- updated with the following information upon entry into the ESOL program:
 - Program Participation – updated with current information
 - Signature, employee number, and date (student’s entry date in the ESOL program of current school year) must be on the front page of individual student ELL Plan)
- ❖ **Program Update**

- Extension of ESOL Services (Three Years or More Anniversary date in ESOL) when testing is required
 - Former M-DCPS ELL student who enters without a current ESOL level/test
- ❖ **ELL Committee**
- Extension of ESOL Services (Three Years or More Anniversary date in ESOL)
 - Retention
 - Not Making Adequate Progress
- ❖ **Post Program Reviews** - must be current for all ELLs within the two-year monitoring period

IMPORTANT NOTE

Program Update in WLEP was changed to include “ELL Committee” in the pull-down menu for students who exit the program via ELL committee only. This action was taken to avoid “Exited but Incomplete” message.

C. PROCEDURES AND GUIDELINES FOR ESOL STUDENTS CLASSIFIED as Three Years or More (6+ Semesters):

The Division of Bilingual Education and World Languages provided schools with procedures and guidelines (Briefing ID# 17263) on actions to be taken with ELL students that have been in the ESOL program for 6+ semesters and beyond (Three or More Years).

IV. SUMMER 2015:

Professional Development

The Division of Bilingual Education and World Languages is offering professional development for ESOL, EFL and Haitian-Creole teachers from June 8-12, 2015. Teachers must register through My Learning Plan located in the applications section that is available in the individual employee portal. Part time, hourly 3100, 3110, and other non-full time contract teachers are not eligible for the summer professional development and stipend. Only certified full-time teachers are eligible to attend the professional development. Priority will be given to no more than two teachers per school, based on available space.

DETERMINING THE APPROPRIATE ESOL LEVEL

After determining which students are eligible for exiting from the ESOL program, the ESOL levels of those who remain in the program should be determined based on the total CELLA scores (sums of scale scores in Listening/Speaking, Reading, and Writing) that are given in the table below. The total scores are provided in the CELLA file.

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

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, Writing proficiency level shall be used. If neither Reading nor Writing proficiency level is available, Listening/Speaking proficiency level shall be used. The ESOL level will correspond to the proficiency level in the following way:

Beginning	ESOL 1
Low Intermediate	ESOL 2
High Intermediate	ESOL 3
Proficient	ESOL 4

V. FOR ESE TEACHERS OF ELL STUDENTS WITH DISABILITIES (SWD)

*Information provided by Dr. Rosalia Gallo, Instructional Supervisor
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- A. For those students with disabilities transitioning from Pre-K to Kindergarten and whose parents indicated “yes” to one of the questions on the Home Language Survey, the ESOL level will be assessed within 20 days of enrollment into kindergarten.
- B. For students with disabilities (SWD) who participated in the Spring administration of the Comprehensive English Language Learning Assessment (CELLA) and there will be no changes to the SWD Individual Educational Plan (IEP), the ESOL Level update on the IEP can take place within the first semester of the school year but no later than the last school day in December.
- C. An interim IEP must be held for students with disabilities who participated in the Spring administration of the CELLA and were automatically exited as they met ESOL Program exit criteria. The *Programs for English Language Learners (ELLs) with Disabilities* section of the IEP must be updated prior to the October Survey period. Additionally, an *Informed Notice of Proposal or Refusal to Change Evaluation, Identification, Educational Placement or Free Appropriate Public Education (FAPE) form* must be completed if the student is exited from the ESOL Program.
- D. Monitor English Language Learner (ELL) status for students with disabilities by reviewing the number ESOL semesters in the ESOL Program. For ELL SWD who are at 8 Semesters the CELLA composite scores should be reviewed to determine if they met special criteria for the IEP to consider exiting them from the ESOL Program. The IEP team reviews performance on CELLA and other assessment data to consider exiting the student from the ESOL Program. The student must achieve a proficient level on the Oral Section (listening and speaking) of the CELLA and a minimum score (see chart below) at the High Intermediate level on the grade cluster scale scores of the Reading and Writing Sections of the CELLA. Current CELLA scores can be accessed through the Student Performance Indicators (SPI) and/or SPED EMS (Assessment Tab). 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.**

Reading-High Intermediate		Writing-High Intermediate	
K-2	629	K-2	658
3-5	715	3-5	703

