

ESOL COMPLIANCE

**Division of Bilingual Education
and World Languages**

February , 2014

DATE ENTERED U.S. SCHOOLS (DEUSS)

- Accountability purposes
- Starting point for all things ESOL
- Starting in August 2013, the date in U.S. School is entered in ISIS for foreign born students.
- Office of Civil Rights (OCR) recommends that schools clearly articulate why this date is collected and how the information will be used (education purposes only: e.g., accountability and/or cumulative enrollment for immigrant)
- **(DEUS Briefing # 15131)**





Clear Form

MIAMI-DADE COUNTY PUBLIC SCHOOLS
HOME LANGUAGE SURVEY
To Be Completed By Parent or Guardian Student I.D. No. _____

Student Name _____ Last _____ First _____ Middle _____
Date of Birth _____ / _____ / _____ Grade _____ Parent Language _____ Student Language _____
Date Entered U.S. School: _____ / _____ / _____
Month Day Year Month Day Year

If the answer is "YES" to any of these questions, the student must be tested for English proficiency.

1. Is a language other than English used in the home?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2. Did the student have a first language other than English?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3. Does the student most frequently speak a language other than English?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

School _____ Date _____ Parent/Guardian Signature _____

ESCUELAS PUBLICAS DEL CONDADO DE MIAMI-DADE
ENCUESTA SOBRE EL IDIOMA HABLADO EN EL HOGAR
Debe ser completado por el/la padre/madre o tutor/a No. De I.D. _____

Nombre del Estudiante _____ Apellido _____ Nombre _____ Inicial _____
Fecha de Nacimiento _____ / _____ / _____ Grado _____ Lengua Paterna _____ Idioma del Estudiante _____
Mee Dia Afo
Fecha de Entrada a la Escuela de los Estados Unidos: _____ / _____ / _____
Mes Dia Afo

Si responde "SI" a alguna de estas preguntas, el estudiante debe tomar un examen para saber cual es su conocimiento del Inglés.

1. ¿Usan en su casa algún otro idioma que no sea el Inglés?	SI <input type="checkbox"/>	No <input type="checkbox"/>
2. ¿Tuvo el estudiante una lengua materna distinta al Inglés?	SI <input type="checkbox"/>	No <input type="checkbox"/>
3. ¿Habla el estudiante frecuentemente otro idioma que no sea el Inglés?	SI <input type="checkbox"/>	No <input type="checkbox"/>

Escuela _____ Fecha _____ Firma del Padre/Madre _____

MIAMI-DADE COUNTY PUBLIC SCHOOLS
SONDAJ SOU KI LANG TIMOUN NAN PALE
Pou panan oubyen moun ki responsab timoun nan rangli No. I.D. Ekriv La _____

Non Ekriv la _____ Non fanmi _____ Non _____
Dat Fèt li _____ / _____ / _____ Klas _____ Lang panan Yo _____ Lang Ekriv La _____
Mwa Jou Ane
Dat ou Antre U.S. Lekòl: _____ / _____ / _____
Mwa Jou Ane

Si reponn lan se "Wi" pou nangòt nan kesyon anba yo, ekriv la dwe pran yon tès Anglè.

1. Eske yo sèvi ak yon lang ki pa Anglè lakay li?	Wi <input type="checkbox"/>	Non <input type="checkbox"/>
2. Eske ekriv la te genyen yon presyè lang anvan Anglè?	Wi <input type="checkbox"/>	Non <input type="checkbox"/>
3. Eske ekriv la abitye pale yon lang ki pa Anglè?	Wi <input type="checkbox"/>	Non <input type="checkbox"/>

Lekòl _____ Dat _____ Syati Panan _____

➤ 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

(DEUS Briefing # 15131)

HOME LANGUAGE SURVEY CONCERNS

HLS

- 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?

Issues*

- 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**.

Outcome

- Student can not be placed in the ESOL program if the language of the student is English.

SAMPLE OF J-SCREEN

```
SD08-33-Y6F4          B001- PROFICIENCY IN ENGLISH MUST BE ASSESSED
LIMITED ENGLISH PROFICIENCY COURSES          10/10/13 15.55.01

STUDENT ID          FLA STU ID          STATUS A  SEX M
LEGAL NAME: LAST          FIRST          MIDDLE          BIRTHDATE 03/14/99
CURRENT SCHOOL          GRADE 09          HR SECT AAA          DATE ENTERED 10/09/13

SURVEY: DATE 10 / 09 / 13 RESPONSES Y N N PARENT/GUARDIAN LANG BG STU LANG EN
PRIMARY EXC

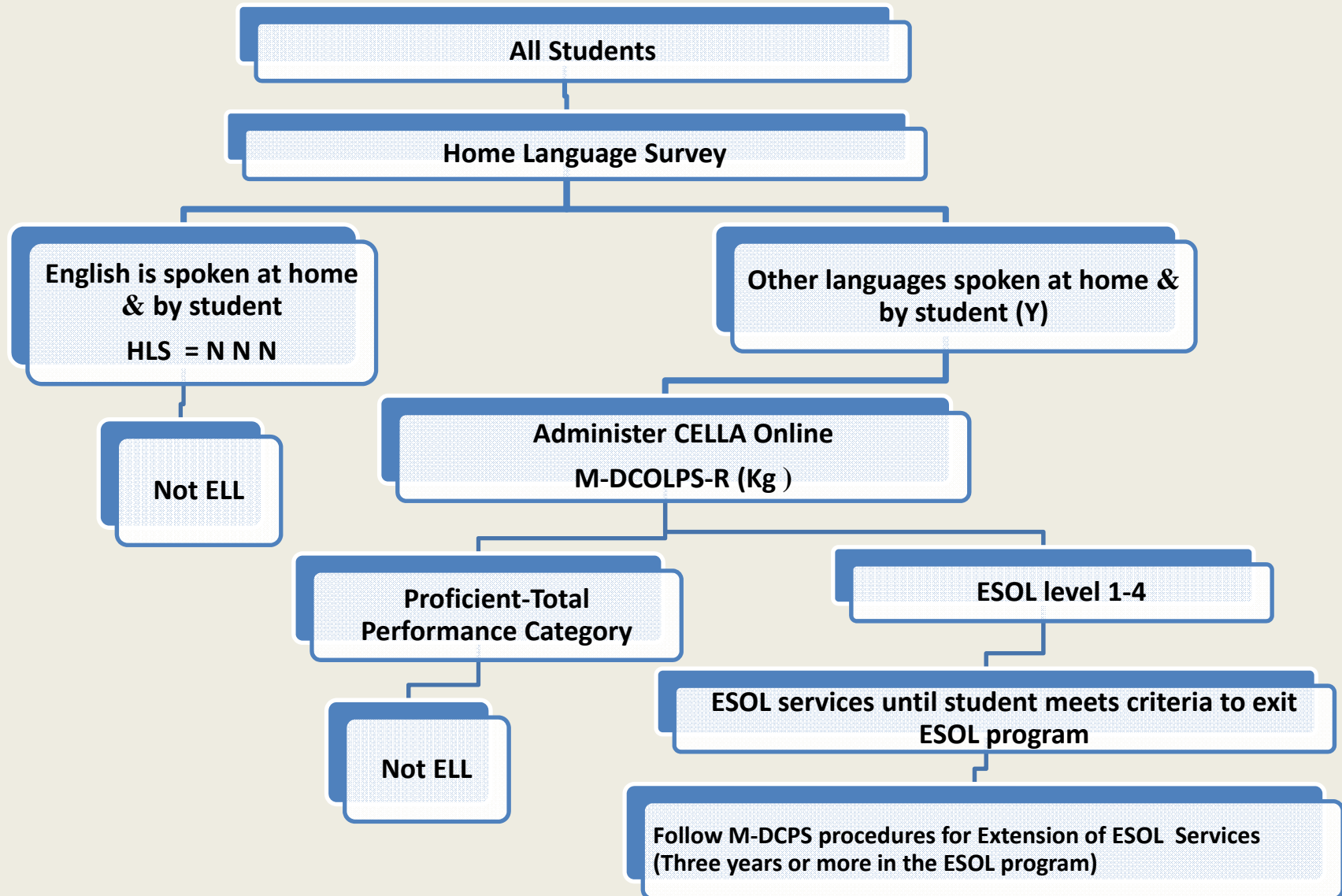
ASSESSMENT: DATE / / AURAL/ORAL/CELLA          LEP (Y/N)          ESOL LEVEL
NRT:          GRADE          RAW SCORE: RDG          LANG          PERCENTILE: RDG          LANG
ENTRY DATE / /          BASIS OF ENTRY          ESOL SEMESTER          LEP SERVICES

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                NUM  NUM
      .
      .
      .
      .
LAST TRANS DATE / /          LEP PLAN DATE / /          ESOL LEVEL UPDATE / /
49 04/13
```

Common Error with J-screens

ESOL PROGRAM PROCEDURES FOR ENTRY



ENTRY FROM OTHER COUNTIES IN FLORIDA

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 CELLA report.
3. Submit report to your district supervisor for updating "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 CELLA information will be uploaded into SPI for future reference.

ENTRY FROM OTHER COUNTIES IN FLORIDA

Student ID: _____

Florida Comprehensive English Language Learning Assessment
2013 Student Report

Student Name: **DAVID J BROTHERS**
 Student ID#: **489714889** Date of Birth: **10/10/2001**
 Home Language: **Spanish** Test Date: **03/04/2013**
 Grade: **06** Test Level: **B**
 District: **(0303) WESTSIDE K-8**
 District: **(04) OSCEOLA**

Subtests assigned a scale score for each subject. This scale consists of the scores assigned for a student to a common scale that allows for a comparison between students and summarizes the overall performance obtained by each student.

Listening/Speaking Sub-Scores	Points
Listening - Sentences	2 / 3
Listening Comprehension - Short Talks	7 / 5
Listening Comprehension - Extended Speeches	3 / 3
Speaking Vocabulary	3 / 3
Speaking - Asking Questions	0 / 1
Speaking - Extended Speeches	6 / 10

Reading/Writing Sub-Scores	Points
Reading	2 / 1
Reading Vocabulary	7 / 1
Reading Comprehension	0 / 2
Writing - Sentences	4 / 3
Writing - Sentences	4 / 2
Writing - Paragraphs	4 / 2
Writing - Editing	5 / 3

Listening/Speaking: **Beginnings**
 Reading: **Low Intermediate**
 Writing: **Beginnings**

Scale Score: **664**
 Proficiency Level: **BEG**

Scale Score: **650**
 Proficiency Level: **LIN**

Scale Score: **670**
 Proficiency Level: **BEG**

Composite: **2024**
 Scale Score: **2024**
 Last Update: **09/13/2013**
 Last Updated By: **200533**

RODY EROLI

SD00-33-Y6F4 LIMITED ENGLISH PROFICIENCY COURSES 09/13/13 12.14.59

STUDENT ID **0550126** FLA STU ID **213631573X** STATUS **A** SEX **M**
 LEGAL NAME: **LAST BROTHERS** FIRST **DAVID** MIDDLE **J** BIRTHDATE **10/10/01**
 CURRENT SCHOOL **0231** 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** AURAL/ORAL/CELLA **0099** LEP (Y/N) **Y** ESOL LEVEL **1**
 NRT: GRADE **06** 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
 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					NUM	NUM			

LAST TRANS DATE **09/13/13** LEP PLAN DATE **09/13/13** ESOL LEVEL UPDATE **09/13/13**
04/13

Friday, September 13, 2013

Search ID Correction Display Student Scores

WELCOME: Access Level: ADMINISTRATOR VIEW

Enter Student ID: _____ or Florida ID: _____ Select Student

Name: _____ Birthdate: 10/10/2001 Gender: M Status: A
 Current School: 0231 Grade: 06 LEP Flag: _____ ESOL Level: _____ Primary ESE: _____

Portfolio LEP Info Add New Year Select Test: CELLA

Comprehensive English Language Learners Assessment (Update Mode)

School Year:	1213
Test School:	9023
Grade:	06
Listening/Speaking:	B
Test Level:	B
Scale Score:	0664
Proficiency Level:	BEG
Reading:	LIN
Test Level:	B
Scale Score:	0650
Proficiency Level:	LIN
Writing:	B
Test Level:	B
Scale Score:	0670
Proficiency Level:	BEG
Composite:	2024
Scale Score:	2024
Last Update:	09/13/2013
Last Updated By:	200533

EDIT

SPI update

ENTRY FROM OTHER STATES

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.

ELEMENTARY SCHOOL ACADEMIC PROGRAM (ESAP)

ESAP - DIVISION OF BILINGUAL EDUCATION AND WORLD LANGUAGES

KINDERGARTEN	COMMENTS
PROGRAM NO.2 - STANDARD SUBJECTS W/WORLD LANGUAGE	SPANISH, FRENCH, MANDARIN
PROGRAM NO.3 - STANDARD SUBJECTS W/ESOL & SPAN-S	ESOL LEVEL 3 & 4
PROGRAM NO.4 - STANDARD SUBJECTS W/ESOL	FOR ELLs WITH HERITAGE LANGUAGES OTHER THAN SPANISH OR HAITIAN-CREOLE
PROGRAM NO.5 - STANDARD SUBJECTS W/HERITAGE LANGUAGE	SPANISH-S OR HAITIAN CREOLE-S *
PROGRAM NO.45 - STANDARD SUBJECTS W/ESOL & HAITIAN-CREOLE	ESOL LEVEL 3 & 4
PROGRAM NO.50 - STANDARD SUBJECTS - DUAL LANGUAGE	BISO/EFL SPANISH/FRENCH/ITALIAN/MANDARIN/PORTUGUESE/HAITIAN-CREOLE *
PROGRAM NO.51 - STANDARD SUBJECTS W/ESOL - DUAL LANGUAGE	BISO/EFL SPANISH/FRENCH/ITALIAN/MANDARIN/PORTUGUESE/HAITIAN-CREOLE *
PROGRAM NO.52 - STANDARD SUBJECTS W/ESOL & SPAN-S/CCHL	MATH/SCIENCE/SOCIAL STUDIES ESOL LEVEL 1 & 2 W/SPANISH-S
PROGRAM NO.53 - STANDARD SUBJECTS W/ESOL & HAITIAN CREOLE/CCHL	MATH/SCIENCE/SOCIAL STUDIES ESOL LEVEL 1 & 2 W/HAITIAN-CREOLE
GRADES 1-5	COMMENTS
PROGRAM NO.2 - STANDARD SUBJECTS W/WORLD LANGUAGE	SPANISH, FRENCH, MANDARIN
PROGRAM NO.3 - STANDARD SUBJECTS W/ESOL & SPAN-S	ESOL LEVEL 3 & 4
PROGRAM NO.4 - STANDARD SUBJECTS W/ESOL	FOR ELLs WITH HERITAGE LANGUAGES OTHER THAN SPANISH OR HAITIAN-CREOLE
PROGRAM NO.5 - STANDARD SUBJECTS W/HERITAGE LANGUAGE	SPANISH-S OR HAITIAN CREOLE-S *
PROGRAM NO.19 - STANDARD SUBJECTS WITH INTERVENTIONS-NO SPANISH	
PROGRAM NO.45 - STANDARD SUBJECTS W/ESOL & HAITIAN CREOLE	ESOL LEVEL 3 & 4
PROGRAM NO.50 - STANDARD SUBJECTS - DUAL LANGUAGE	BISO/EFL SPANISH/FRENCH/ITALIAN/MANDARIN/PORTUGUESE/HAITIAN CREOLE *
PROGRAM NO.51 - STANDARD SUBJECTS W/ESOL - DUAL LANGUAGE	BISO/EFL SPANISH/FRENCH/ITALIAN/MANDARIN/PORTUGUESE/HAITIAN CREOLE *
PROGRAM NO.52 - STANDARD SUBJECTS W/ESOL & SPAN-S/CCHL	MATH/SCIENCE/SOCIAL STUDIES ESOL LEVEL 1 & 2 W/SPANISH-S
PROGRAM NO.53 - STANDARD SUBJECTS W/ESOL & HAITIAN CREOLE/CCHL	MATH/SCIENCE/SOCIAL STUDIES ESOL LEVEL 1 & 2 W/HAITIAN CREOLE

* PROGRAM DEFAULTS TO SPANISH. OTHER LANGUAGES MUST BE CHANGED MANUALLY.

ELEMENTARY PROGRAMS

AS14-31-Y6F4 STUDENT RECORD / SUBJECTS 10/11/13 09.45.56
STUDENT ID [] SCHOOL GRADE 01 HR 102 PRO ST SCHL CD
NAME AARON 1 SEX M ADD SCHL CD
BIRTHDATE 09/02/06
LAST SUB UPDT 06/17/13 RECORD UPDT 06/17/13 LAST GRD UPDT 00/00/00

REPORTING CYCLE 131 GRADING PERIOD
CYCLE TOTAL ABSENCES CYCLE TOTAL TARDIES

PROGRAM NO. 03

GRADE 01 HR 102

SCHL	SEQ/SEC	CRS NUM	TRM TITLE	SP	ROOM	TEACHER	1234	F
----	1001	02 5400000C0	A ElemHmRm	HR	3007			G
	B03	02 5010010C1	A ESOL	02	3007			
	D10	02 5012030CE	A MathGrad1	04	3007			
	E17	02 5020020CE	A Science 1	05	2001			
	I04	02 5015030C1	A PhysEd G1	09	3007			
	N04	02 5007020CS	A SpanSpeak	10	2001			
	C13	02 5010042CE	A Lang Arts	11	3007			
	C14	02 5010042CF	A LanArtRdg	13	3007			
	F11	02 5021030CE	A Soc Study	16	3007			

** KEY DESIRED GRADING PER

J-SCREEN

SD08-33-Y6F4 LIMITED ENGLISH PROFICIENCY COURSES 10/11/13 09.48.15

STUDENT ID | FLA STU ID | STATUS A | SEX M
LEGAL NAME: LAST FIRST AARON MIDDLE T BIRTHDATE 09/02/06
CURRENT SCHOOL GRADE 01 HR SECT 102 DATE ENTERED 08/19/13

SURVEY: DATE 08 / 22 / 11 RESPONSES Y Y Y PARENT/GUARDIAN LANG SP STU LANG SP
PRIMARY EXC
ASSESSMENT: DATE 08 / 20 / 12 AURAL/ORAL/CELLA 0016 LEP (Y/N) Y ESOL LEVEL 3
NRT: GRADE RAW SCORE: RDG LANG PERCENTILE: RDG LANG
ENTRY DATE 08 / 20 / 12 BASIS OF ENTRY A ESOL SEMESTER 02 LEP SERVICES LY

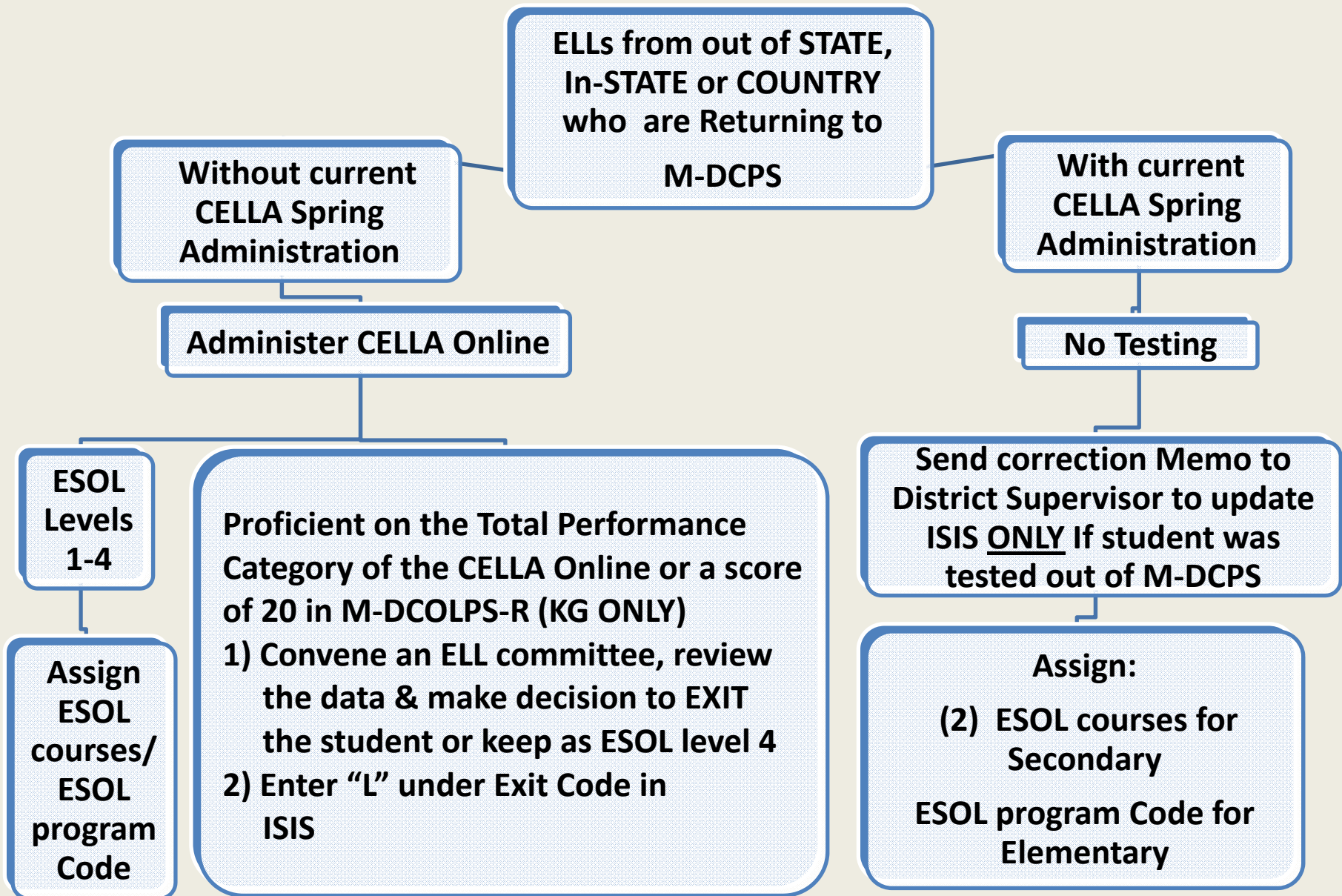
EXIT DATE / / BASIS OF EXIT AURAL/ORAL SCORE
NRT: GRADE RAW SCORE: RDG LANG PERCENTILE: RDG LANG
RECLASSIFICATION DATE / /

SCHL	CRSE	EMP	IM	HRS/WK	MIN/WK	SCHL	CRSE	EMP	IM	HRS/WK	MIN/WK
	NUM	NUM					NUM	NUM			
	5010042			03	. 00 0180		5010042			02	. 50 0150
	5012030			05	. 50 0330		5020020			03	. 00 0180
	5021030			03	. 00 0180		5010010			05	. 00 0300

LAST TRANS DATE 07/09/13 LEP PLAN DATE 09/10/13 ESOL LEVEL UPDATE 06/06/13

4B 04/13

PROCEDURES FOR RE-ENTRY



ISIS AND J-SCREEN UPDATE


ELLs who score ESOL Levels 1 - 4 remain in ESOL.

ELLs who score “Proficient” in all CELLA domains, an ELL committee will need to be convened, data reviewed & decision made. EXIT the student or keep as ESOL level 4.

Grade	ISIS	
K-12	Enter: ESOL Level update even if level does not change. ESOL LEVEL UPDATE will automatically update ISIS-lower right hand corner.	
Grade	Basis of Exit	ISIS
K-12	<p style="text-align: center;">L</p> <p style="text-align: center;">ELL Committee</p>	<p>ESOL Level 5, Exit Date & Basis of Exit</p> <ul style="list-style-type: none"> • <u>You will be able to enter information in ISIS for students with 3-Years or more.</u> • You will <u>not</u> be able to enter information in ISIS for students with less than 3-Years in ESOL. An example is a student that left the district and went to a private school and now returns and was in the system for less than three years. <ul style="list-style-type: none"> ✓ Submit to your District Supervisor the “J” Screen Correction Memo and the necessary supporting documentation for updating ISIS.

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



Division of Bilingual Education and World Languages
Request for Correction on "J" Screen

Please complete this form to request changes related to the "J" screen. Include a form per each "J" screen correction. **Fax a copy of the "J" screen** with changes noted on the appropriate field(s) along with evidence to confirm change of information. For example, fax a copy of the CELLA Report if your request is to change the "assessment date" and "ESOL entry date" on the "J" screen.

Date: _____

To: **Deland Innocent, District Supervisor**
Division of Bilingual Education and World Languages
Mail Code: #9609, Suite 341
Fax: 305-523-0165 (Direct Fax)
305-523-0789 (Office Fax)
dinnocent@dadeschools.net

From: _____ Location # _____ Phone# _____
(Name of school)

Requested by: _____

Signature (Administrator or designee): _____

Number of pages: _____

Student ID#: _____	Name: _____	Grade: _____	
Correction type:			
<input type="checkbox"/> Survey Date	<input type="checkbox"/> Survey Responses	<input type="checkbox"/> Assessment Date	<input type="checkbox"/> CELLA Score
<input type="checkbox"/> ESOL Level	<input type="checkbox"/> Reading/Language	<input type="checkbox"/> Entry Date	<input type="checkbox"/> Exit Info.
<input type="checkbox"/> Reclassification Date	<input type="checkbox"/> Other: _____		
Please check the attachments that are being faxed as evidence for correction along with this form:			
<input type="checkbox"/> Printout of "J" Screen	<input type="checkbox"/> Copy of WLEP Plan		
<input type="checkbox"/> Copy of Home Language Survey	<input type="checkbox"/> Copy of Test Answer Sheet(s)		
<input type="checkbox"/> Other			
For office use only:			

- Complete the form
- Attach appropriate documentation
- Fax to your assigned district supervisor

HOW TO ACCESS WLEP?

The screenshot displays the Employee Portal website. At the top left is the logo and the text "Employee Portal". To the right are "My Site" and "Logout" buttons. A navigation menu includes "Home", "Employee Portal" (circled in red), "Apps | Services | Sites", and "Resources". A search bar is located on the right. A left sidebar contains "Portal Survey", "Report Fraud", and "All Site Content". The main content area features two yellow alert banners: "We've Got You Covered.....Let's Get Educated" and "35 DAYS LEFT UNTIL THE NOV. 6 BOND REFERENDUM". Below these are "My Info" and "My Collaboration" sections. The "My Info" section shows contact details for a bilingual education specialist. The "My Collaboration" section lists an address and contact information for a bilingual education center. At the bottom, there are five application icons: "Employee Info", "Inbox & Calendar", "SAP ERP", "Discovery Education", and "Learning Village e-Campus". A footer section is titled "Employee News and Events".

Employee Portal

Home | **Employee Portal** | Apps | Services | Sites | Resources

Search this site...

Portal Survey
Report Fraud
All Site Content

ALERT We've Got You Covered.....Let's Get Educated
Helpful hints on how to maximize your MEDICAL BENEFITS!

ALERT 35 DAYS LEFT UNTIL THE NOV. 6 BOND REFERENDUM
To learn more about the importance of the bond referendum, click here.

My Info [Update Info]
- DIST SUPV BILINGUAL
cmperez@dadeschools.net
More...

My Collaboration
9609 - BILINGUAL EDUCATION AND ...
1500 BISCAYNE BLVD., SUITE 341 MIAMI, FL 33132
Phone: (305)995-2428
Fax: (305)523-0789

Employee Info | Inbox & Calendar | SAP ERP | Discovery Education | Learning Village e-Campus

Employee News and Events

Dictionary

Add, Move, Change
Request for Adds, Moves and Changes of Voice and Data Equipment

Attachment Manager
This application will allow you to temporarily store large files for e-mail distribution.

Career Experience Opportunities (CEO) Internships serve as an opportunity to engage business and community leaders to expand learning through partnerships that connect to the students' career pathways.

Be a School Volunteer
Sign up to participate as a school volunteer.

Bulletin Board
Enter to bulletin board.

Change Email Address
Employees can use this application to change their Email address.

Dadeschools Website
Click here to go to the Official M-DCPS Web site.

e|Agenda Support
e|Agenda is a tool designed to eliminate the paperwork associated with meeting preparation and management.

e|Handbooks
e-Handbooks is a combination of current M-DCPS User Guides and Policy Manuals.

Edmodo
A Collaboration Site for teachers and their students.

File Download Manager
File Download Manager

HEAT Self Service
A help desk software used to submit IT service request, and get status updates.

Instructional Planning System

Internet Service Request

Intranet
Access to mainframe applications

Intranet Downloads / Utilities

Khan Academy
Free: Over 3200 Educational Videos

Limited English Proficiency
Limited English Proficiency

M-DCPS District Email
Click here for your dadeschools.net email

M-DCPS District Email - Service Account Login
Click here to access your dadeschools.net email with a Service account

NBC Learn
Original videos and digitized news stories from the NBC archives.

PDPS Service Log Reports
PDPS Service Log Reports

PDPS Service Logs
PDPS Service Logs

Professional Development Menu and Registration System
Sign up to register for a Professional Development Course.

P-Synch
Web-based program to assist with individual password management.


Public Records Request
Public Records Request

Records and Forms
Records and Forms

Renaissance Learning Center

School Master Scheduling

SCRUB
Click here to tell us about

School: Grade: ESOL Level: Semester: LEP Plan Status: Student ID: Last Name: First Name:

		1 2 3 4 5 6 7 8 9 10 ... >>							
	Student Name	Student ID	Semester(s)	ESOL Level	ESE Code	Grade	Home Room	LEP Status	Last Update
1			1	1		02	204	In Progress	08/29/2013
2			0	3		KG	K08	In Progress	01/10/2014
3			5	3		03	305	In Progress	09/30/2013
4			5	2		02	202	In Progress	10/03/2013
5			1	4		KG	K01	In Progress	11/05/2013
6			3	2		07	AGE	In Progress	10/10/2013
7			1	1		03	308	In Progress	08/29/2013
8			1	1		07	AGE	In Progress	08/28/2013
9			3	1		KG	K03	In Progress	10/10/2013
10			9	1		08	GUY	In Progress	10/03/2013
11			3	3		01	104	In Progress	10/10/2013
12			4	4		02	204	In Progress	10/10/2013
13			12	2		08	PIC	In Progress	10/10/2013
14			1	2		KG	K03	In Progress	08/29/2013
15			1	4		KG	K03	In Progress	08/29/2013
16			1	4		KG	K01	In Progress	10/02/2013
17			4	3		08	GUY	In Progress	10/10/2013
18			9	4		04	401	In Progress	09/30/2013
19			11	4		04	401	In Progress	09/30/2013
20			2	1	W	03	304	In Progress	09/30/2013

1 2 3 4 5 6 7 8 9 10 ... >>

UPDATING PROGRAM PARTICIPATION

Content-area instructional **delivery** models:

➤ Elementary:

- CCHL (Curriculum Content in the Home Language)
- CCE/ESOL (Curriculum Content in English Using ESOL Strategies)

➤ Secondary:

- BCC (Bilingual Curriculum Content/Optional)
- CCE/ESOL (Curriculum Content in English Using ESOL Strategies)

PROGRAM UPDATE

Program update must be completed manually for the following students:

- ELLs who were not tested with State CELLA in the Spring and were tested with CELLA Online at the school
- ELLs who re-enter the ESOL program and school administered the CELLA Online due to not having a current (one year or less) ESOL test.
- For Three Years or more Anniversary Date/Extension of ESOL Services and school administered the Six Semesters or more/Extension of Services CELLA Online.
 - ❖ Update ESOL Level in ISIS , even if ESOL level remains the same!

ANNUAL ELL STUDENT PLAN

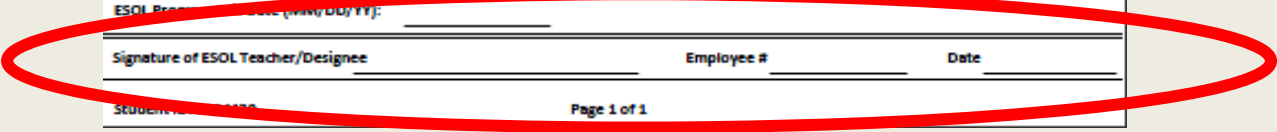
- Program Participation for all ELL students must be completed.
- Program update for Spring CELLA is automatically done by ITS.
- Three Years or More/Anniversary Date in the ESOL Program update must be done manually by school.

ANNUAL ELL STUDENT PLAN/LEP PLAN

MIAMI-DADE COUNTY PUBLIC SCHOOLS INDIVIDUAL LEP STUDENT PLAN ELEMENTARY		
STUDENT INFORMATION		
Name: _____	Current School: _____	
ID: _____	Grade: <u>04</u> School Year: <u>1314</u>	
Date of Birth: <u>12/13/2003</u>	Entry Date: <u>08/19/2013</u>	
Place of Birth: <u>PORTAUPRINCE, HAITI</u>	Previous School: _____	
Student Language: <u>HAITIAN-CREOLE (INCLUDES FRENCH CREOLE)</u>	Grade: _____ School Year: _____	
Parent/Guardian Language: <u>HAITIAN-CREOLE (INCLUDES FRENCH CREOLE)</u>	Withdrawal Date: _____	
Entry Date to M-DCPS: <u>08/24/2009</u>		
INITIAL ASSESSMENT/PLACEMENT IN ESOL INFORMATION		
English Language Proficiency Assessment: <u>Aural/Oral</u>		
Assessment Date (MM/DD/YY): <u>08/24/2009</u>	Score: <u>0016</u>	ESOL Level: <u>4</u>
Basis of Entry: <input checked="" type="checkbox"/> A - Aural/Oral	<input type="checkbox"/> R - Reading/Writing	<input type="checkbox"/> L - ELL Committee
Reading/Writing NRT for (Grades 3 - 5 / 6)		
Reading: <u>%ile</u>	Writing: <u>%ile</u>	
ESOL Program Initial Entry Date (MM/DD/YY): <u>08/24/2009</u>		
Redclassification Date (MM/DD/YY): _____		
PROGRAM EXIT INFORMATION		
English Language Proficiency Assessment: _____		
Assessment Date (MM/DD/YY): _____ Score: _____ ESOL Level: _____		
Basis of Exit: <input type="checkbox"/> A - Aural/Oral (old) <input type="checkbox"/> B - CELLA <input type="checkbox"/> C - Aural/Oral <input type="checkbox"/> D - Reading/Writing NRT <input type="checkbox"/> E - FCAT Reading Levels		
<input type="checkbox"/> H - CELLA (Gr K-2) <input type="checkbox"/> I - CELLA + FCAT Reading (Gr 3-5)		
<input type="checkbox"/> L - ELL Committee <input type="checkbox"/> R - Reading/Language (old)		
Reading/Writing NRT: Reading: <u>%ile</u> Writing: <u>%ile</u>		
ESOL Program Exit Date (MM/DD/YY): _____		
Signature of ESOL Teacher/Designee _____ Employee # _____ Date _____		

**Teacher
Signature,
Employee #
& Date**

**Original
signature
required!**



INITIAL/ANNUAL/EXIT PARENT NOTIFICATION LETTER

Miami-Dade County Public Schools

Elementary 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) of: _____ ID#: _____
First Name Last Name

Based on your responses on the Home Language Survey (HLS) completed at the time of registration, your child's English language proficiency was assessed. Your child has been identified as 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 Miami-Dade County Oral Language Proficiency Scale-Revised (M-DCOLPS-R) or Comprehensive English Language Learning Assessment-Form 3 (CELLA Online). 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 (CELLA) results.
- EXIT FROM ESOL PROGRAM:** Your child has met the English proficiency criteria and will no longer be required to participate in the ESOL program.

(English proficiency levels: I. Novice; 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 learn to speak, read, and write in English as quickly as possible. The instructional delivery models listed below are equal in amount, sequence, and scope to the instruction provided to non-LEP students at 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 classroom or the ESOL resource 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 or the ESOL resource teacher comes into your child's classroom to provide him/her with specialized English language instruction.

The delivery model in which your child will participate this school year is appropriate for his/her educational strengths and needs. The ESOL program is 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.
- (O) **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.
- Multilingual Team and/or Home Language Assistance Program (HLAP)**
These services offer instructional support by a teacher or paraprofessional who provides tutoring 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 tailored 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 in the Florida Comprehensive Assessment Test (FCAT) reading.

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 his/her IEP.

PARENTAL RIGHTS

The right to comprehensible instruction may be waived; however, you may select a model among the programs 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

ELL COMMITTEE NOTIFICATION



School creates letter of invitation.



FUNCTION OF THE ELL COMMITTEE

- Review instructional programs and lack of progress
- Address parental/teacher concerns
- Retention of ELL
- Review instructional program of former ELL (LF)
- Reclassification of former ELL
- Review academic progress for Extension of ESOL services
- Review all available data when exiting a student from the ESOL program
- Request evaluations/support when needed

ELL COMMITTEE MEETING

Extension of ESOL Services (Three years or more)

Ink signatures are required for all participants including administrators. Parent is always invited, however, if they do not attend; the meeting still takes place.

LEP COMMITTEE MEETINGS															
<p>Complete information below to support decision:</p> <p>Purpose for meeting: <u>Six semesters or more</u></p> <p>Recommendations: <u>Small group</u> <u>Success Maker</u></p> <p>Rationale for recommendations (minimum of 2): <u>Improve Reading & LA.</u> <u>Making adequate progress in class</u></p> <p><input checked="" type="checkbox"/> Continue <input type="checkbox"/> Exit <input type="checkbox"/> Retain <input type="checkbox"/> Request for CST/SST ** Assistance <input type="checkbox"/> Reclassify as ESOL Level IV <input checked="" type="checkbox"/> Other <u>Trubing during Sparks</u></p>	<p>Grade: <u>03</u></p> <p>Members: Administrators ESOL Teacher BSHL * Teacher Teacher Counselor Parent Other</p>														
<p>Complete information below to support decision:</p> <p>Purpose for meeting: <u>Six semesters or more</u></p> <p>Recommendations: <u>Success maker</u> <u>Small group</u></p> <p>Rationale for recommendations (minimum of 2): <u>not making adequate progress to exit the ESOL program.</u></p> <p><input checked="" type="checkbox"/> Continue <input type="checkbox"/> Exit <input type="checkbox"/> Retain <input type="checkbox"/> Request for CST/SST ** Assistance <input type="checkbox"/> Reclassify as ESOL Level IV <input checked="" type="checkbox"/> Other <u>monitor progress</u></p>	<p>Grade: <u>04</u></p> <p>Members:</p> <table border="0"> <tr> <td>Administrators</td> <td><u>128587</u></td> </tr> <tr> <td>ESOL Teacher</td> <td><u>150227</u></td> </tr> <tr> <td>BSHL * Teacher</td> <td><u>999999</u></td> </tr> <tr> <td>Teacher</td> <td><u>150227</u></td> </tr> <tr> <td>Counselor</td> <td><u>238260</u></td> </tr> <tr> <td>Parent</td> <td><u>did not attend</u></td> </tr> <tr> <td>Other</td> <td><u>204723</u></td> </tr> </table>	Administrators	<u>128587</u>	ESOL Teacher	<u>150227</u>	BSHL * Teacher	<u>999999</u>	Teacher	<u>150227</u>	Counselor	<u>238260</u>	Parent	<u>did not attend</u>	Other	<u>204723</u>
Administrators	<u>128587</u>														
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Teacher	<u>150227</u>														
Counselor	<u>238260</u>														
Parent	<u>did not attend</u>														
Other	<u>204723</u>														

* Basic Skills in the Home Language
 ** Child Study Team/School Support Team

ELL COMMITTEE MEETING

- The rationale for recommendation section must include data to support the decision:
 - CELLA data (State CELLA or CELLA Online)
 - FCAT data
 - FAIR data
 - Interim Assessment Results
 - Previous school records & other (grades, **etc.**)

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

TEMPLATE OF MEETING MINUTES

The image shows a Microsoft Word window titled "Document1 - Microsoft Word". The ribbon includes "File", "Home", "Insert", "Page Layout", "References", "Mailings", "Review", and "View". The left sidebar shows options like "Save", "Save As", "Open", "Close", "Info", "Recent", "New", "Print", "Save & Send", "Help", "Options", and "Exit". The main area displays "Available Templates" with a folder named "Minutes" containing "Meeting minutes" and "Notes" templates. A large red watermark "Sample" is centered on the page. To the right, a table contains the following fields:

Date:
Place:
Time:
Attendees:
Topics Discussed:
Concerns:
Outcomes/Follow Up:

The Windows taskbar at the bottom shows the system tray with the date and time: 11:52 AM, 6/17/2013.

2013 AMAO LETTER

(Annual Measurable Achievement Objective)



Miami-Dade County Public Schools

giving our students the world

Superintendent of Schools
Alberto M. Carvalho

Miami-Dade County School Board
Pablo Tabares Hartman, Chair
Dr. Martin Kopp, Vice Chair
Dr. Dorothy Bendross-Mindregal
Susie V. Castillo
Carlos L. Curcio
Dr. Lawrence S. Feldman
Dr. Wilbert "Tee" Holloway
Dr. Marta Pérez
Raquel A. Rosado

October 29, 2013

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 ELLs 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

Academic Year	Listening/ Speaking (K-12)		Writing (K-12)		Reading (K-12)	
	Goal	Result	Goal	Result	Goal	Result
2012-2013	77	78	61	65	63	67

- AMAO 2 – Percentage of students who become proficient in English

Academic Year	Grades K-2		Grades 3-5		Grades 6-8		Grades 9-12	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result
2012-2013	20	52	24	18	21	21	19	29

- 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

Academic Year	Reading		Mathematics	
	Goal	Result	Goal	Result
2012-2013	48	37	54	47

This letter is to inform you that your child's district has not met one or more of the AMAOs for 2012-2013. 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 Zarraluqui, District Director, Division of Bilingual Education and World Languages, at 305-995-2428.

Sincerely,

Alberto M. Carvalho
Superintendent of Schools

AMC:ke
L390

School Board Administration Building • 1450 N.E. 2nd Avenue • Miami, Florida 33132
305-995-1000 • www.dadeschools.net

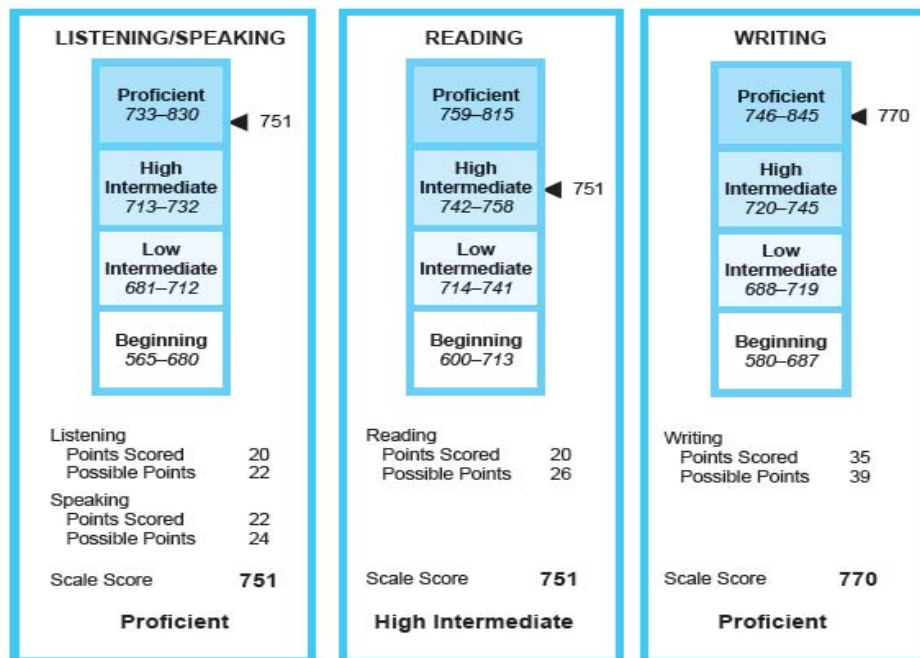
FLORIDA CELLA 2013 STUDENT REPORT

Florida Comprehensive English Language Learning Assessment 2013 Student Report



Student Name: **FIRST NAME MI LAST NAME**
 Student ID#: **0123456789** Date of Birth: **mm/dd/yyyy**
 Home Language: **Spanish** Test Date: **mm/dd/2012**
 Grade: **07** Test Level: **C**
 School: **(1234) SCHOOL NAME - MAX 40 CHARACTERS**
 District: **(12) DISTRICT NAME - MAX 40 CHARACTERS**

Students are assigned a scale score for each subject. This scale score is a conversion of the points scored for a subject to a common scale that allows for a comparison between students and summarizes the overall level of performance attained by each student.



Listening/Speaking Sub-Scores	Points	
	Scored	Possible
Listening - Sentences This score measures the student's ability to understand a single sentence that describes a picture.	8	8
Listening Comprehension - Short Talks This score measures the student's ability to understand short listening passages.	8	8
Listening Comprehension - Extended Speech This score measures the student's ability to understand extended listening passages, including passages that present academic information.	4	6
Speaking Vocabulary This score measures the student's knowledge of oral vocabulary.	6	6
Speaking - Asking Questions This score measures the student's ability to ask questions accurately and appropriately.	7	8
Speaking - Extended Speech This score measures the student's ability to express an opinion, retell a story, and talk about information shown in a graph.	9	10

Reading/Writing Sub-Scores	Points	
	Scored	Possible
Reading Vocabulary This score measures the student's ability to read and understand vocabulary words.	6	9
Reading Comprehension This score measures the student's ability to understand reading passages, including passages that present academic information.	14	17
Writing - Grammar This score measures the student's ability to answer questions related to English grammar, sentence structure, and word choice.	7	9
Writing - Sentences This score measures the student's ability to write descriptive sentences and to write questions.	12	12
Writing - Paragraphs This score measures the student's ability to write paragraphs.	10	12
Writing - Editing This score measures the student's ability to identify errors in grammar, mechanics, and word choice.	6	6

NT (Not Tested) – Student answered too few items to receive a score or student not tested for the subject.

OLT (Off Level Test) – Test level not appropriate for student's grade level.

ET (Exempt from Test) – Student was not tested due to being exempted from the subject.

* For information regarding performance, please see the back of this report.

SPRING CELLA CUT OFF SCORES

The CELLA Chart below provides composite scores for students who will remain in the ESOL program for the 2012-2013 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. All updates will be done by IT at the end of the 2011-2012 school year.

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.

CELLA REPORT FROM SPI

Close **Assessment Data.** Miami-Dade County Public Schools

Message Center

Friday, October 11, 2013

Search Update Student Scores

DEMOGRAPHIC Welcome: Access Level: TEACHER VIEW

Enter Student ID: or Florida ID: Select Student

Name: Birthdate: 12/13/2003 Gender: F Status: A
 Current School: Grade: 04 LEP Flag: LY ESOL Level: 4 Primary ESE:

Portfolio LEP Info Select Test: CELLA

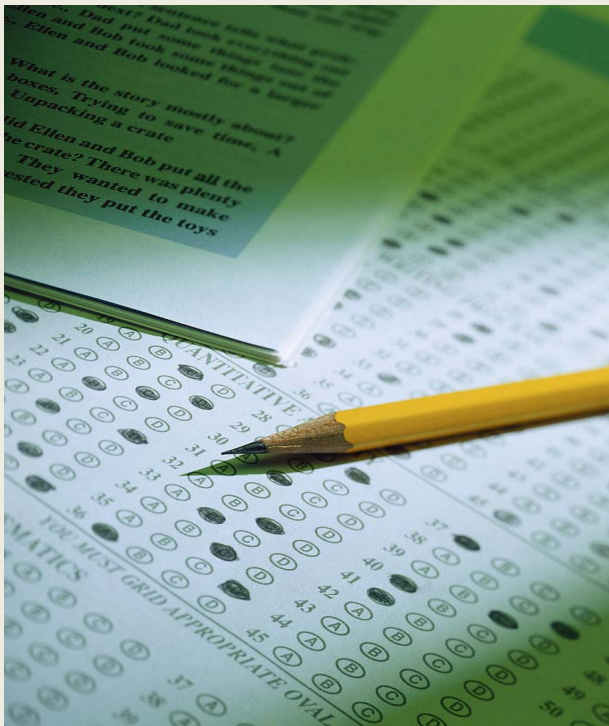
Comprehensive English Language Learners Assessment

School Year:	1213	1112	1011	0910
Test School:	2281	2281	2281	2281
Grade:	03	02	01	KG
Listening/Speaking:				
Test Level:	B	A	A	A
Scale Score:	0736	0724	0681	0688
Proficiency Level:	PRF	PRF	PRF	PRF
Reading:				
Test Level:	B	A	A	A
Scale Score:	0715	0694	0653	0581
Proficiency Level:	HIN	PRF	HIN	LIN
Writing:				
Test Level:	B	A	A	A
Scale Score:	0712	0684	0676	0646
Proficiency Level:	HIN	HIN	HIN	LIN
Composite:				
Scale Score:	2163	2102	2010	1915
Last Update:	06/27/2013	06/27/2012	06/07/2011	07/29/2010
Last Updated By:	-	-	-	-

Does not replace official CELLA report!

It may be used as evidence of testing.

PROGRAMMATIC ASSESSMENT FOR SECONDARY SCHOOLS ONLY!



- School created mathematics assessment in the home language of the student.

MIDDLE SCHOOL COURSE CODES

- English Language Learners (ELL), ESOL levels 1-4, must be enrolled in two language courses .
- ELL students are to be scheduled in the M/J Language Arts through ESOL course by grade level.
- Schools should make every attempt to schedule the grade level course, not only by grade level, but also by ESOL language level.
- The goal is to target their grade level instruction while maximizing on their language abilities.
- 100200002 – *M/J Language Arts 1 Through ESOL*
- 100201002 – *M/J Language Arts 2 Through ESOL*
- 100202002 – *M/J Language Arts 3 Through ESOL*

Briefing ID #: 12023

MIDDLE SCHOOL COURSE CODES

ELL students are to be scheduled in the M/J Developmental Language Arts Through ESOL courses by English proficiency level.

➤ 1002181L1

- *M/J Developmental Language Arts Through ESOL (Level 1 Reading)*

➤ 1002181L2

- *M/J Developmental Language Arts Through ESOL (Level 2 Reading)*

➤ 1002181L3

- *M/J Developmental Language Arts Through ESOL (Level 3 Reading)*

➤ 1002181L4

- *M/J Developmental Language Arts Through ESOL (Level 4 Reading)*

Briefing ID #: 12023

HIGH SCHOOL COURSE CODES

- English Language Learners (ELL), ESOL levels 1-4, must be enrolled in two language courses .
- ELL students are to be scheduled in the M/J Language Arts through ESOL course by grade level.
- Schools should make every attempt to schedule the grade level course, not only by grade level, but also by ESOL language level.
- The goal is to target their grade level instruction while maximizing on their language abilities
- 1002300 – *English Through ESOL 1*
- 1002310 – *English Through ESOL 2*
- 1002320 – *English Through ESOL 3*
- 1002520 – *English Through ESOL 4*

Briefing ID #: 12023

HIGH SCHOOL COURSE CODES

ELL students are to be scheduled in the Developmental Language Arts Through ESOL courses by English proficiency level.

➤ 1002380L1

- *Developmental Language Arts Through ESOL (Level 1 Reading)*

➤ 1002380L2

- *Developmental Language Arts Through ESOL (Level 2 Reading)*

➤ 1002380L3

- *Developmental Language Arts Through ESOL (Level 3 Reading)*

➤ 1002380L4

- *Developmental Language Arts Through ESOL (Level 4 Reading)*

SECONDARY SCHEDULE

(Must be in the ELL folder for every year the student is in the ESOL program)

```
A571 - STUDENT HAS TRACE INFO - 101
AS14-31-Y6F4  S T U D E N T  R E C O R D / S U B J E C T S  10/11/13 11.03.22
STUDENT ID |          SCHOOL          GRADE 11  HR SOT  PRO ST  SCHL CD
NAME       |          SEX M          O-PHASE  ADD SCHL CD
BIRTHDATE 07/20/97
LAST SUB UPDT 09/26/13      RECORD UPDT 09/26/13      LAST GRD UPDT 00/00/00

          REPORTING CYCLE 131          GRADING PERIOD
CYCLE TOTAL ABSENCES          CYCLE TOTAL TARDIES
          TEAM NUMBER

GRADE 11  HR SOT
          VOC
SCHL  SEQ/SEC  CRS NUM  SUB VOC PGM TRM TITLE      SP EP ROOM TEACHER 1234  F
          C13 12 200334001          A Chemist 1 01      2219
          M02 02 841711002      8417160  A HealthSc2 02      2210
          B13 06 120033001          A Algebra 2 03      3313
          A33 02 100232002      A Eng 3 T 04      3432
          D11 07 210031001          A US History 05      3203
          A69 02 1002381L2      A DevLARea2 06      3305
```

** KEY DESIRED GRADING PER

END OF THE YEAR EXIT PROCEDURES

The following must be done at the beginning of the next school year in August:

- Exit ELL Student Plan
- Parent Notification (Exit Letter)
- Spring CELLA report

**These documents Must be kept in the ESOL
Program Records folder**

POST PROGRAM REVIEWS

ELL Students who exit the ESOL program are monitored for two consecutive years:

- After first grading period
- After first semester
- After first year
- After the second year

POST PROGRAM REVIEWS

WLEP plan must reflect the Student's current Language Arts teacher's employee number at 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 ELL committee.
- A decline of 1.0 in GPA requires ELL Committee review.

PRINTED SECTION OF THE ELL STUDENT PLAN

POST PROGRAM REVIEW			
TO BE COMPLETED BY THE LANGUAGE ARTS/READING TEACHER			
End of First Grading Period after exiting	<input checked="" type="checkbox"/> Making appropriate progress/continue in regular program	<input type="checkbox"/> Refer to LEP Committee	<input type="checkbox"/> Other (Specify)
	Signature: 111111 Grade: 03 Date (MM/DD/YY): 11/01/2012		
End of First Semester after exiting	<input checked="" type="checkbox"/> Making appropriate progress/continue in regular program	<input type="checkbox"/> Refer to LEP Committee	<input type="checkbox"/> Other (Specify)
	Signature: 111111 Grade: 03 Date (MM/DD/YY): 02/01/2013		
End of First Year after exiting	<input type="checkbox"/> Making appropriate progress/continue in regular program 111111	<input type="checkbox"/> Refer to LEP Committee	<input type="checkbox"/> Other (Specify)
	Signature: _____ Grade: _____ Date (MM/DD/YY): 06/01/2013		
End of Second Year after exiting	<input type="checkbox"/> Making appropriate progress/continue in regular program	<input type="checkbox"/> Refer to LEP Committee	<input type="checkbox"/> Other (Specify)
	Signature: _____ Grade: _____ Date (MM/DD/YY): 06/01/2014		

Ink signatures are not required for this section. Teacher's Employee # is a digital signature.

CONTENT OF ELL FOLDER

- The ESOL Program Records Folder (must contain):
 - Home Language Survey
 - Annual ELL Student Plans/LEP Plans
 - Copy of 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
 - Evidence of all assessments (placement assessment CELLA Online or M-DCOLPS-R) and Florida CELLA Annual Student Report(s), etc.
 - Programmatic Assessment (Secondary ONLY!)
 - Student's Schedules (Secondary ONLY!)





HOW TO ACCESS CONTROL-D WEB REPORT VIEWER?


log off my applications employee directory Information Technology Services


intranet web applications


Wednesday, November 03, 2010 @ 2:08 PM
Good Afternoon.









 **Overcast, Heavy Rain; Mist; Cumulonimbus Clouds Observed**
73 F (23 C)


 **Career Opportunities**
More Information






 **District Profile Data**
Personnel Statistics

 **For your Leave Balance**
Please visit the Portal

 **your applications**

-  Bldgs, & Bldg Improvement
-  Class Sizing
-  **Control-D Web Report Viewer**
-  Instructional Planning System
-  Job Descriptions On The Web
-  Mainframe Terminal Sessions
-  Metro-Dade ITD
-  Student Performance Indicators

 **utilities & links**

-  Change Your Password
-  Future School Scheduling Reports
-  M-DCPS Letterhead Templates
-  RACF Definitions
-  School Board Agenda

CONTROL-D WEB REPORT VIEWER

- CELLA Report (Product #T05094701)
- ELL Error (Product #T0511P51-1)
- Three Year or More/Anniversary Date in the ESOL Program (Product # T0511P09-01)
- Post-Program Review (Product # T0511P66-01)
 - Decline in Elements
 - * a 1.0 decline in GPA requires ELL Committee

DATE ENTERED U.S. SCHOOLS (DEUSS)

- Starting point for all things ESOL
- The DEUSS will be used for Extension of ESOL services:
Three Years or More Anniversary date in the ESOL program
- The changes will be applicable to students who enter M-DCPS during the 2013 – 2014 school year.



Product # T0511P09-01 BANNER

Product #T0511P09-01 Banner

THREE YEARS OR MORE/ANNIVERSARY DATE IN THE ESOL PROGRAM

PRODUCT T0511P09-01

MIAMI-DADE COUNTY PUBLIC SCHOOLS

AT SCHOOL # 0000

MONITORING PROGRESS OF STUDENTS WITH THREE YEARS OR MORE OF PARTICIPATION IN THE ESOL PROGRAM:

1. STUDENTS WITH ANNIVERSARY DATES IN AUGUST, SEPTEMBER, AND MARCH –JUNE WHO WERE TESTED WITH THE STATE CELLA SPRING TEST, WILL **NOT** BE TESTED AT THIS TIME. THE STUDENTS' CELLA AND APPLICABLE FCAT 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 CONVENED 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 CONVENED 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 CONVENED WITHIN THE 30 DAY ANNIVERSARY, HOWEVER THE EXIT DATE NEEDS TO BE DOCUMENTED ON THE MEETING SECTION OF THE ELL PLAN 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.

SAMPLE REPORT

(Product # T0511P09-01)

Page (8)

PRODUCT T0511P09-01

M I A M I - D A D E C O U N T Y P U B L I C S C H O O L S

01/07/13

PAGE NO 3

THREE YEARS OR MORE/ANNIVERSARY DATE IN THE ESOL PROGRAM

AT SCHOOL [REDACTED]

ASSUMED NAME	STUDENT NAME	GRADE	DCPS ID	ESOL LEVEL	ENTRY DATE
	SILVA-LAMOU	06	[REDACTED]	4	08/18/06
*	CORTES	07	[REDACTED]	3	08/29/08
	DECARDENAS	07	[REDACTED]	4	08/24/06
	JIMENEZ	07	[REDACTED]	3	08/20/04
	RAMIREZ	07	[REDACTED]	4	08/27/08
	CARRASCO	08	[REDACTED]	3	03/26/08
	CORPORAN	08	[REDACTED]	3	09/01/09
	CUEVAS	08	[REDACTED]	3	08/24/09
	DELUCA	08	[REDACTED]	4	01/09/07
	DEMARTINEZ	08	[REDACTED]	3	08/20/07
	GUEVARA	08	[REDACTED]	3	08/24/09
	HERRERA	08	[REDACTED]	4	08/24/09
	MIGUEL	08	[REDACTED]	3	12/15/09
	SALAZAR	08	[REDACTED]	3	09/23/09
	SILVA	08	[REDACTED]	4	08/25/09

SCHOOL TOTAL 107

THREE YEARS or MORE ANNIVERSARY DATE

ESOL Anniversary Date	If Student	Then	In addition
August and September 2013	Participated in the 2013 Spring CELLA administration	Do NOT test	Convene ELL committee meeting for extension of ESOL services. Meetings must be convened within 30 days of anniversary, not after the anniversary date.
	Did not participate in the 2013 Spring CELLA administration	Test with CELLA Online	<p>If student is proficient in all modalities of the CELLA Online, Convene an ELL committee, review the data & make decision to EXIT the student at the end of the grading period/by FTE week or keep as ESOL level 4, attach minutes!</p> <ul style="list-style-type: none"> •Update program update in WLEP before roll over. •If unable to update ISIS at the school, submit front page copy of CELLA Online report, copy of the meeting section of LEP plan with signatures to supervisor to update ISIS.

THREE YEARS or MORE ANNIVERSARY DATE

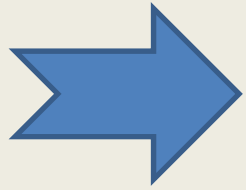
ESOL Anniversary Date	Action to take	
From October 2013 Through February 2014	Test with CELLA Online within 30 days prior to anniversary date	<ul style="list-style-type: none"> • If student is NOT proficient in all modalities of CELLA Online, update ESOL levels in ISIS (whether there is a level change or not) • Conduct ELL committee meeting for extension of ESOL services.
		<p>If student is proficient in all modalities of the CELLA Convene an ELL committee, review the data & make decision to either EXIT the student at the end of the grading period/by FTE week or keep the student as ESOL level 4. Remember to attach the minutes!</p> <ul style="list-style-type: none"> • Update program update in WLEP before roll over.

THREE YEARS or MORE ANNIVERSARY DATE

ESOL Anniversary Date		Testing	If tested with the 2014 Spring CELLA
March through June 2014	Student is tested with the 2014 Spring CELLA	Do NOT test	Convene ELL committee meeting for extension of ESOL services. Indicate in the meeting section of the ELL Plan that a decision will be made when the 2014 Spring CELLA results become available.

EXIT CODE

GRADE	BASIS OF EXIT	
K - 12	L	All ESOL students that EXIT during the school year will need to have an ELL Committee meeting. All relevant sources of data, including FCAT, Interim Assessment, CELLA Online / M-DCOLPS-R (for charter schools ONLY), will need to be reviewed by the ELL committee. Minutes of the ELL committee meeting need to be kept and attached to the ELL meeting page.



AUTOMATIC EXIT CODES

The codes below are automatically updated by ITS.

F.Y.I. Only


GRADE	BASIS-OF-EXIT 1		BASIS –OF – EXIT 2	
	K -2	H	CELLA-proficiency in all modalities	
3-9	I	CELLA-proficiency in all modalities		FCAT Reading level 3 or >
10-12	J	CELLA-proficiency in all modalities		FCAT Reading passing score or an equivalent concordant score on ACT, SAT, or PERT

Summary of 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/>. Click on CELLA Template 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.

DIVISION OF BILINGUAL EDUCATION & WORLD LANGUAGES

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Bilingual Education and World Languages

Thursday, January 23, 2014

STUDENTS **PARENTS** **EMPLOYEES** **COMMUNITY**

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Compliance Documents

Annual Measurable Achievement Objectives (AMAO) Letters

- 2013 Annual Measurable Achievement Objectives (AMAO) Letter - English
- 2013 Annual Measurable Achievement Objectives (AMAO) Letter - Spanish
- 2013 Annual Measurable Achievement Objectives (AMAO) Letter - Creole
- 2012 Annual Measurable Achievement Objectives (AMAO) Letter - English
- 2012 Annual Measurable Achievement Objectives (AMAO) Letter - Spanish
- 2012 Annual Measurable Achievement Objectives (AMAO) Letter - Creole
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- 2008 Annual Measurable Achievement Objectives (AMAO) Letter - English
- 2008 Annual Measurable Achievement Objectives (AMAO) Letter - Spanish
- 2008 Annual Measurable Achievement Objectives (AMAO) Letter - Creole

- ESOL Compliance June 2013
- District ELL Plan (Miami-Dade County)
- ELL Committee Meetings Log
- ELL Flow Chart
- ESOL Compliance Checklist
- "J" Screen Correction Form - Deland Innocent, District Supervisor
- "J" Screen Correction Form - Lourdes Menendez, District Supervisor
- "J" Screen Correction Form - Cary M. Perez, District Supervisor
- Test Accommodations for ELL Students
- OLPS-R Guidelines for Implementation PowerPoint Presentation

Elementary:

- Notice to Parents - English
- Notice to Parents - Spanish
- Notice to Parents - Creole

Secondary:

- Notice to Parents - English
- Notice to Parents - Spanish
- Notice to Parents - Creole

Discover M-DCPS | Committees | Director's | Human Resources
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MATERIAL REQUEST

Form Links:

➤ **Elementary – page 3**

http://bilingual.dadeschools.net/BEWL/pdfs/ELMaterials_0910.pdf

➤ **Secondary – page 6**

http://bilingual.dadeschools.net/BEWL/pdfs/SecMaterials_0910.pdf

Send completed form to:

FAX # (305) 523-0789

Attention:

▪ Ana Zambrana

Phone # (305) 995-2477

ELL FOLDERS/OLPS-R ORDER FORM

http://bilingual.dadeschools.net/BEWL/pdfs/OLPS-R_req_form.pdf

**DIVISION OF BILINGUAL EDUCATION AND WORLD LANGUAGES
SECONDARY MATERIAL REQUISITION**

Date: _____ Work Location # (WL): _____ Regional Center _____			
Ship to: School _____ Contact person: _____			
PROGRAM 6600			
Requisition Approved by: _____ Division of Bilingual Education and World Languages			
QTY	UNIT	ITEM DESCRIPTION SECONDARY	# STUDENTS SERVED
	EA	ESOL Program Records Folder	

Return this form to: Attn: Ana Zambrana Fax: 305-523-0731

NOTE: Request for ESOL Program Record Folders must be done using this appropriate form. **No phone orders will be accepted. Fax: 305-523-0731**

MOST COMMON FTE AUDITS FINDINGS

- No ELL Committee meeting to extend services
- Assessment for extension of ESOL services being timely to ESOL anniversary date
- Missing ELL Student Plan
- ELL Student Plan not current
- ELL Student Plan that are incomplete in not describing the ESOL schedule of instruction
- Parental Notification
- Missing documents
- Missing file completely

QUESTIONS AND ANSWERS!





CONTACT INFORMATION:

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