This handbook is a step by step guide for identifying, assessing, placing, and properly monitoring English Language Learners (ELLs). It includes FLDOE guidelines as well as local data entry information along with procedures to follow to ensure compliance with State Mandates and the META Consent Decree.
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Registration
Registration Procedures

Step 1:

- Complete registration packet which includes the Home Language Survey (HLS), Parent Rights Letter, and Programmatic Assessment Questionnaire
- On Federal Information page of SMS, complete all necessary data (see data entry section) – completed by registrar
- All registration documents shall be provided to the parent/guardian in his/her native language, when feasible. During the registration process, assistance in the parent/guardian’s native language shall be provided, when feasible.
- If the ESOL Curriculum and Compliance teacher is not available during registration procedures, he/she must be informed of any new student with any affirmative answer to the Home Language Survey.

Step 2:

- Check answers on the HLS:
  - If the parent responds “Yes” to question #1 only, “Is a language other than English used in the home?” (YNN)
    - Add the student’s name on the testing log to be tested for language proficiency
    - Parent receives and signs the Parent Rights Letter. Keep the original signed form in the student’s ELL portfolio as part of the student’s cumulative folder. Provide a copy to the parent.
    - School personnel fills out the Programmatic Assessment Questionnaire
    - Administer initial assessment to determine eligibility.
  - If the parent responds “Yes” to question #2, “Did the student have a first language other than English?” or #3, “Does the student most frequently speak a language other than English?” (YYN, YNY, NYN, NNY)
    - Parent receives and signs the Parent Rights Letter: same as above
    - School personnel fills out the Programmatic Assessment Questionnaire
    - The student is temporarily placed in an ELL program model
    - Place the student on a testing log to be tested for language proficiency
    - Final placement decision will be determined after completion of initial assessment(s) and must take place within 30 days of registration in both scenarios school:

Copies of the Parent Rights Letter must be provided to the parent or guardian.
A copy of the HLS and the original Programmatic Assessment and Parent Rights Letter is given to the CCT to begin preparing for testing and preparing the student’s ELL Portfolio.
The Parental Choice of Program Models is sent home to the parents after students have been tested AND have QUALIFIED for ESOL services either with the IPT test or an ELL Committee meeting.
● The home school ESOL CCT/ESOL contact must communicate with the receiving school.
● If there is availability at the bilingual center, contact the parent to provide the option. If the parent chooses an instructional model at a bilingual center school, the home school will complete the registration process (including initial registration data entry in the system) prior to sending the student to the center school.
● The receiving school will be responsible for making the arrangements for transportation services.

**Two-Way Dual Language is a Choice/Magnet Program and requires parents to contact the Choice/Magnet office for application.**

**Step 3:** This step is for special situations (i.e. students coming from another Florida county or transferring schools within OCPS)

**Transfers within OCPS**

● Verify if the student was previously enrolled in an OCPS school. This information can be found on the enrollment page on SMS.
● Also, verify if the student was already evaluated for eligibility and placed in an ELL Program (refer to LEP/ELL Indicators page).
● This information is documented in the Programmatic Assessment.
● If the student is already LY, send home a copy of the Notification of Eligibility/Annual Placement Letter. When parent returns signed copy, also file in ELL Portfolio.
● Check DEUSS date. If DEUSS date is 3+ years the student MUST also be treated as a re-evaluation (extension of instruction) and an ELL Committee Meeting MUST be held.
● File the copy of the HLS (Original HLS answers and date are NOT changed), Programmatic Assessment and Notification of Eligibility/Annual Placement Letter in the student’s ELL Portfolio.
● If student is LF, TN or LZ nothing needs to be done. Continue monitoring LF students at their new school.

**Transfer from another county in Florida**

● If an ELL student is transferred from another Florida County, contact the previous school to obtain original HLS responses, HLS date, DEUSS date, entry date, basis of entry (must be coded LEP/ELL Committee due to SMS and a note in the LEP/ELL comments with the actual testing information), classification date, plan date, last re-evaluation date (if applicable), language classification, LF monitoring (if applicable)
● If the student was exited in a previous Florida County, also request the basis of exit, exit date and monitoring dates; honor the exit and continue the monitoring process at OCPS. Basis of Exit in these cases must be L.
• Comments must be entered explaining that the student’s original LEP/ELL Indicators are based on previous Florida County, with score details from the other county added in the comments.
• If no information can be obtained in a timely manner, the student MUST be tested before the first 20 days. Continue to contact previous county for information and document your efforts.
• If DEUSS date is 3+ years the student MUST also be treated as a re-evaluation (extension of instruction) and an ELL Committee Meeting MUST be held.

Step 4:

• Check educational records from the previous school system
• The student must be placed in a grade level and courses based on their records following OCPS Student Progression Plan
• The student must be placed in courses that are commensurate to his/her skills and achievement level for that subject area regardless of level of English proficiency
• Students without previous schooling documentation must be placed in a grade level based on their chronological age
• The ESOL Curriculum Compliance Teacher (CCT) at the school must thoroughly explain to the parent/guardian the ELL program models available at the school and how the program will meet the student’s linguistic and academic educational needs.
• It is the parent’s right to choose the instructional model for the student. The student should not be changed from one instructional model to another without the parent’s approval during an ELL Committee meeting (a new Parental Choice form must be completed every time there is a change in the instructional model placement).

Reentering OCPS:

• A student who leaves the district for six months or more, and returns to OCPS is considered a re-entry. Re-entry date is entered in SMS on the LEP/ELL Indicators Page
  o If student was LY receiving services when he/she left OCPS, he/she will continue ESOL services. Must be re-evaluate with IPT to determine if he/she is still eligible. Check DEUSS and complete re-evaluation if needed (3+ years).
  o If the student was coded as LF before leaving OCPS, once the student reenters, complete the monitoring periods as applicable.
  o If the student was LY when he/she left OCPS and exited in another county, the student will continue the monitoring process at OCPS
    ▪ No re-entry date is needed
    ▪ Change the LY code to LF
- Enter detailed information from previous county on the LEP/ELL Comments section of SMS

If the student is coming to Florida from any other US state, follow procedures as for any other new student registered to OCPS. **We do not use LEP/ELL Indicator data from other states.** We only use the DEUSS date.

If there is evidence on the student’s registration that the student was in another Florida county school prior to leaving the state, that information **MUST** be obtained from the previous Florida County. Document all efforts to obtain that information. If it cannot be obtained the student **MUST** be tested within the first 20 days.

**LEP/ELL Indicators Page:**

<table>
<thead>
<tr>
<th>Limited English Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEP Code:</strong> LY: Student is LEP and enrolled in LEP classes</td>
</tr>
<tr>
<td><strong>Entry date:</strong> 8/7/2006</td>
</tr>
<tr>
<td><strong>Basis of entry:</strong> Aural/Oral</td>
</tr>
<tr>
<td><strong>Classification date:</strong> 8/25/2006</td>
</tr>
<tr>
<td><strong>Student plan date:</strong> 8/20/2012</td>
</tr>
<tr>
<td><strong>R/W Class Entry Date:</strong></td>
</tr>
<tr>
<td><strong>Language Classification:</strong> LES</td>
</tr>
<tr>
<td><strong>Program Participation:</strong> E-ESOL</td>
</tr>
<tr>
<td><strong>Reentry Date:</strong> 8/20/2011</td>
</tr>
</tbody>
</table>

Only for a student coming back to OCPS after 6 months

**Federal Information Tab:**

- Answers to the Home Language Survey
- Survey Date: **MUST** be first HLS survey completed in any Florida school. If the student was previously registered in another Florida County and completed the Home Language Survey, enter that first Florida HLS date. If school cannot obtain an original survey from previous Florida County, proceed to evaluate the student but continue to pursue to retrieve the original data. Document the efforts taken to get the information from the previous county in the LEP/ELL notes section.
Federal Information Tab (HLS)

**Home Language Survey**

- Is a language other than English spoken at home?: Yes
- Does the student speak a language other than English?: Yes
- Survey date: 8/24/2012

**Languages**

- Home Language: Portuguese
- Dominant Language: Portuguese
- Native Language: Portuguese
- Other Language: Portuguese
- Did the student have a first language other than English? HLS Question 2.: Yes

Federal Information Tab Date Entered US School (DEUSS):

**Migrant & Immigrant Information**

- Immigrant student: No
- Date entered country: 8/20/2012
- Year started school: (yyyy)
- Immigrated from: N/A
- Migrant status: N/A
- First date enrolled US school: 8/20/2012

**Date Entered US School (DEUSS)**

- This is the date the student entered a US school for the first time
- **NO** student should have a date of birth entered on this field
- **DEUSS** date includes any school in the United States – within the 50 States and the District of Columbia
- A school in Puerto Rico or any other US territory is **NOT** considered US for this data element
- PK students first day in PK although this date **DOES NOT** count. This will be replaced with the first day in Kindergarten when they enter Kindergarten.

***This information is very important for accountability purposes***

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REGISTRATION PROCEDURES FOR ELLs

**ONE AFFIRMATIVE ANSWER IN HLS**
Question #1 YNN

**AFFIRMATIVE ANSWERS ON HLS**
QUESTIONS #2 and/or #3
YYY YNY YYN NY NNY

**PROVIDE THESE FORMS DURING REGISTRATION**

PARENT’S RIGHTS LETTER

PROGRAMMATIC ASSESSMENT QUESTIONNAIRE

Student placed on Testing Log

**INFORM PARENT OF ELIGIBILITY**
INVITATION TO ELL MEETING
ELL MEETING FORMS
PARENTAL CHOICE LETTER (IF APPL)
NOTIFICATION OF ELIGIBILITY FORM
COMPLETE DATA ELEMENTS FORM

PLACE STUDENT IN ESL ON TEMPORARY BASIS

**PROVIDE THESE FORMS DURING REGISTRATION**

PARENT’S RIGHTS LETTER

PROGRAMMATIC ASSESSMENT QUESTIONNAIRE

Student placed on Testing Log

**INFORM PARENT OF ELIGIBILITY**
NOTIFICATION OF ELIGIBILITY FORM
PARENTAL CHOICE LETTER
COMPLETE DATA ELEMENTS FORM
### LEP Codes:

- **TN** if the student was tested for eligibility purposes and did not qualify
- **LP** if the student is pending the Reading/Writing assessment
- **LY** if the student is placed in an ELL Program
- **LF** if the student was exited from the ELL Program and is in the two year monitoring process
- **LZ** if the student completed the two year monitoring process
**LEP INDICATORS PAGE MAIN FIELDS:**

*Entry Date:* Enter the student’s first day in an ELL program at any Florida school. This date is either the IPT test date that qualified the student for ESOL services or the ELL meeting date where the decision was made to qualify the student.

*Basis of Entry:* Enter the basis for placement decision in an ELL Program (Aural/Oral, Reading/Writing or ELL Committee decision). In cases where using original data from another Florida County, you must enter the ELL Committee option.

*Classification Date:* Enter the date the initial assessment (IPT) was administered that qualified the student for ESOL services.

*Student Plan Date:* Enter same date the student enters the ELL Program. **Must be updated each time there is a schedule change.**

*R/W Class Entry Date:* Enter the date the reading and writing assessment was administered.

*Language Classification:* Enter the oral designation obtained by the student on the Aural/Oral IPT test results (FES, NES, and LES).

*Program Participation:* Enter the code indicating the instructional model in which the student is receiving the ELL services. This field must be updated if the instructional model placement changes.

*Reentry Date:* Enter the date a student returned to OCPS after leaving for six or more months.

*Reevaluation Date:* Enter the date the ELL Committee meeting took place for Extension of Instruction purposes.

*Exit Classification Date:* Enter the date the assessment used for exit purposes was administered (Aural/Oral test or **ACCESS for ELLs 2.0**)

*R/W Exit date:* Enter the date the Reading/Writing assessment used for exit purposes was administered (**FSA ELA /Writing assessment**)

*Exit date:* Enter the date that the student is **officially exited from the ELL Program**

*Reclassification date:* Enter the date an LF student is reclassified as LY as per ELL Committee decision

*Reclassification Exit Date:* Enter the date the reclassified student is exited from the ELL Program for the second time. Do not delete any original exit data.

*Basis of exit 1:* Enter the code indicating the criteria used for exit decision (**H, I, J, L**)

*Basis of exit 2:* **N/A = Z**
Testing & Placement
Testing and Placement Procedures

**Step 1:**

- Once the student has been identified as a possible ELL (any affirmative response in the HLS), an oral language proficiency test is administered to determine the student’s English language proficiency (IPT)
- If the new student has already been identified as an ESE student, an ESE Referral form must be completed by the Staffing Specialist/Psychologist prior to test administration. This information will determine any needed accommodations on the initial assessment.
- Multilingual Services will assist with IPT administration on a rotation basis. A Program Assistant will be assigned to assist with testing procedures and test scores data entry.
- Initial testing **MUST** take place within 20 school days from a student’s registration date (HLS date). If testing is delayed, the Letter of Delay – Testing Beyond 20 Days **MUST** be sent to the parents and the original filed in the student’s ELL Portfolio.
- Students in grades K-3 whose native language is Spanish must also be evaluated with Spanish Oral IPT if they scored at the NES or LES level in English. If a 3rd grade student scores Fluent Spanish Speaker (FSS) on the Spanish Oral test, then the student must be administered the Spanish Reading and Writing IPT.
- There is no need to evaluate in Spanish if the student scores FES level in the English Oral IPT

**Step 2:** (for students who enter from another Florida County)

- The school ESOL Curriculum Compliance Teacher in collaboration with the registrar, should make every effort to obtain ELL information from the previous Florida County:
  - DEUSS and HLS responses and date
  - Entry date
  - Basis of Entry (must be ELL Committee for our data entry purposes on SMS)
  - Classification date (test date at previous Florida County) and test scores
  - Date student first entered a US school (DEUSS)
  - Language Classification (Oral designation based on Oral assessment)
  - ELL program participation
  - Exit date and monitoring dates (if the student was exited in previous Florida County)
- Students who did not meet eligibility for ELL services in another Florida County, **DO NOT** need to be tested again. The TN designation must be honored.
- If the student was exited from the ELL Program at previous Florida County and is coded LF, continue the monitoring process until completion. They will be coded based on the records from the other county and comments must be entered on LEP/ELL Comments section of SMS (LEP/ELL Indicators Page) with the details.
● To enter the information on the LEP/ELL Indicators Page of SMS, follow the procedure on the data entry section. **This is very important to avoid errors during FTE.**

● If the information is not obtained within 10 school days (as a precaution), the student **MUST** be tested as new, but the school will continue to make an effort to get original information from the previous school and must document their efforts. Check the DEUSS date. If 3+ years then the student **MUST** also be treated as a re-evaluation.

**Step 3:** Once test scores are received

For students who were assessed in another Florida County:

● The “Basis of Entry” **MUST** be “LEP/ELL Committee” and test scores from the previous county should be entered on the LEP/ELL Comments section of SMS. **This is very important to avoid errors during FTE**

New students to OCPS from outside of Florida:

● Students must be evaluated to determine eligibility. Based on placement test scores or ELL Committee Meeting, students will be placed in the program and appropriate classes/courses

● Diagram of placement test scores is provided further in this section for your convenience

● Check the DEUSS date. If 3+ years then the student **MUST** also be treated as a re-evaluation.

**Pre K Procedures**

● Pre K students who are tested in May or during the summer and score as full English proficient should be reported as TN.

● Pre K students who are tested in Kindergarten and score as full English proficient will be coded LF, regardless of the amount of “yes” in the Home Language Survey

● Pre K students may be assessed prior to enrollment in Kindergarten no earlier than May 1st of the calendar year.

**Grades K-2:**

● If a student scores NES or LES in the Oral IPT, the student qualifies for ESOL services and no further testing is needed. Initial testing must be completed within 20 school days of registration.

● If a student scores FES, the student does not qualify for ESOL services and no further testing is needed.
• A student with YNN answers **MUST** have an ELL Committee Meeting to determine final placement if they scored **NES** or **LES**.

• The parent must be provided with the *Notification of Eligibility Letter and Parental Choice Letter* indicating the ESOL services the student will receive. This form can be sent home or provided during an ELL committee meeting (if applicable). Final placement decision must take place within 30 school days of registration.

• If the student is coming from another US state with three or more years of instruction in US (based on DEUSS), an ELL Committee meeting is *required for initial placement and Extension of Instruction*. The Basis of Entry for these students must be LEP/ELL Committee. (If the ELL Committee determines that the student should not be placed in an ELL Program, the LEP/ELL Code must be TN.)

• On the LEP/ELL Indicators Page of SMS, the data must be updated to reflect the final placement.

**Grades 3rd -12th:**

• If a student scores **NES** or **LES** in the Oral IPT, the student qualifies for ESOL services and no further testing is needed

• If a student scores **FES** in the Oral IPT, the student needs to be assessed with the IPT Reading and Writing test within 10 school days from the administration of the aural/oral test date.

• If the student scores on or above the 33 percentile in the Reading and Writing test, the student does not qualify for ESOL services.

• If the student scores on or below the 32 percentile in the Reading and Writing test, the student qualifies for ESOL services.

• A student with YNN answers **MUST** have an ELL Committee Meeting to determine final placement.

• The parent must be provided with the *Notification of Eligibility Letter and Parental Choice Letter* indicating the ESOL services the student will receive. This form can be sent home or provided during an ELL committee meeting (if applicable).

• If the student is coming from another US state with three or more years of instruction in US (based on DEUSS), an ELL Committee meeting is *required for initial placement and Extension of Instruction*. The Basis of Entry for these students must be LEP/ELL Committee. (If the ELL Committee determines that the student should not be placed in an ELL Program, the LEP/ELL Code must be TN.)

• Final placement decision must take place within 30 school days of registration.

• On the LEP/ELL Indicators Page of SMS, the data must be updated to reflect the final placement.
Step 4:
- Schedule ELL committee meetings as applicable
- Enter data on SMS as applicable
- Send appropriate documentation to parents
- Update ELL Plan; file all the original documentation in the student’s cumulative folder (ELL Portfolio- yellow folder)
- A copy of the LY student schedule must be printed once student qualifies for services and all correct information has been entered (instructional model and FEFP codes). File a copy in the student’s ELL Portfolio on the left side. Any time the schedule and/or plan date changes a new copy MUST be printed and filed.
- A copy is also printed within FTE windows (October/February) and filed in the student’s ELL Portfolio on the left side. According to state requirements, the schedule must include: student’s Plan date, student’s name, student’s ID number, courses, instructional model codes per course, FEFP codes and amount of minutes per week per course.

**Decision Chart – IPT**

- **IPT**
- **ORAL**

**K- 2nd**
- NES (Non-English speaker)
- LES (Limited English speaker)
- FES (Fluent English speaker)

**3rd-12th**
- NES (Non-English speaker)
- LES (Limited English speaker)
- FES (Fluent English speaker)

- Student qualifies for ESOL services (LY)
  - No further testing

- Student does NOT qualify for ESOL services (TN)
  - No further testing

- Code student LP on SMS.
  - Administer IPT Reading and Writing
Student scores on or below 32\textsuperscript{nd} percentile.

**convert RS to PR using table provided on the examiner’s manual**

Student qualifies for ESOL services.

Change “LP” code to “LY” on SMS

---

Student scores on or above 33\textsuperscript{rd} percentile.

**convert RS to PR using table provided on the examiner’s manual**

Student **DOES NOT** qualify for ESOL services.

“TN” on SMS
Data Entry for affirmative answer only to question #1  YNN

**LEP/ELL Indicators Page:**

After test scores are received:

The new student did **not** qualify

Student will **not** be placed on temporarily basis.

Student is scheduled in regular classes.

Student will be evaluated to determine eligibility for ELL services.

Student **DID NOT** qualify for ESOL services.

Enter:

- LEP Code- **TN**
- **Classification Date**- date of the Oral IPT
  - If no test and only a meeting then the meeting information needs to be documented in the LEP/ELL comments
- **R/W Classification**- date of R/W IPT
- **Language Classification**- FES
The student qualified- enter the LEP Indicators as applicable (YNN)

The parent must be provided with the Notification of Eligibility Letter and Parental Choice Letter indicating the ESOL services the student will receive. This form can be sent home or provided during the ELL committee meeting.

**Data Entry for affirmative answer on HLS questions #2 and/or #3**

YYY, YNY, YYN, NYN, NNY

**LEP Indicators Page: Temporarily Placed**

Student “qualified” for ESOL services. = student did not pass IPT

**An ELL committee meeting for final placement decision must take place**
After test scores are received:

If the student qualifies for ELL services:

- Change the Basis of Entry to Aural/Oral or Reading/Writing as applicable

The parent must be provided with the Notification of Eligibility Letter and Parental Choice Letter indicating the ESOL services the student will receive. This form can be sent home or provided during an ELL committee meeting (if applicable).

Was temporarily placed and qualified for services

<table>
<thead>
<tr>
<th>Limited English Proficiency</th>
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</thead>
<tbody>
<tr>
<td><strong>LEP Code:</strong></td>
</tr>
<tr>
<td><strong>Entry date:</strong></td>
</tr>
<tr>
<td><strong>Basis of entry:</strong></td>
</tr>
<tr>
<td><strong>Classification date:</strong></td>
</tr>
<tr>
<td><strong>Student plan date:</strong></td>
</tr>
<tr>
<td><strong>R/W Class Entry Date:</strong></td>
</tr>
<tr>
<td><strong>Language Classification:</strong></td>
</tr>
<tr>
<td><strong>Program Participation:</strong></td>
</tr>
</tbody>
</table>

Temporarily placed in grades 3-12 who scored FES on oral test and is pending the Reading and Writing assessment.

<table>
<thead>
<tr>
<th>Limited English Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEP Code:</strong></td>
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<tr>
<td><strong>Entry date:</strong></td>
</tr>
<tr>
<td><strong>Basis of entry:</strong></td>
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<tr>
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<tr>
<td><strong>R/W Class Entry Date:</strong></td>
</tr>
<tr>
<td><strong>Language Classification:</strong></td>
</tr>
<tr>
<td><strong>Program Participation:</strong></td>
</tr>
</tbody>
</table>

OR

Student did not qualify for ELL services after temporarily placement

Placement procedures for students arriving from South America or other countries who are on summer vacation

Students recently arriving from South America or other countries who are on summer vacation, should be placed in the grade they completed in their country. Usually their “summer vacation” is based on their school year that ends by late November or early December and starts late February or even mid-March. It is important to identify students who come from their country in January, February, or March who might have already completed their school year and are currently on summer vacation. For example, if the student completed the second grade in Colombia, and wants to register with OCPS within the months of January, February or beginning of March, that student should be placed in second grade, not third grade. Should a parent disagree with placement, an ELL committee meeting shall be held in order to determine the best placement for the student. The parent must be invited and a member of the school administrative team (principal or assistant principal) must be present.

This does not apply to students coming from Puerto Rico since they follow our same school calendar.

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<table>
<thead>
<tr>
<th>SECOND LANGUAGE ACQUISITION LEVEL</th>
<th>UNDERSTANDING SPOKEN LANGUAGE</th>
<th>LANGUAGE PRODUCTION</th>
<th>USING GRAMMATICAL STRUCTURE</th>
<th>PRONUNCIATION</th>
<th>VOCABULARY</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level I-Entering</strong></td>
<td></td>
<td></td>
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<tr>
<td>Beginning Level</td>
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<tr>
<td>Novice</td>
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</tr>
<tr>
<td>Lau Category A</td>
<td>Demonstrates very little understanding; responds non-verbally to simple commands, statements and questions. Needs native language support constantly to support comprehensible output.</td>
<td>Students at this stage are not ready to produce language. They communicate with gestures and are developing receptive language. Context embedded instruction is required. Silent Period: May be observed in all stages of language acquisition.</td>
<td>Uses limited verbal expression and is frequently grammatically incorrect. Cannot communicate meaning orally or in writing.</td>
<td>Demonstrates limited oral expression – and there is constant distortion of words and intonation is observed. Cannot be easily understood.</td>
<td>Uses extremely limited vocabulary; unable to participate in class discussion.</td>
<td>Reads with understanding simple short English sentences on familiar matters, with familiar vocabulary and spelling patterns as applicable to age and grade level. Contextual support required for academic language.</td>
</tr>
<tr>
<td>Non English Speaker Pre-Production</td>
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<tr>
<td>Lau Category A</td>
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<tr>
<td><strong>Level II-Emerging</strong></td>
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<tr>
<td>High Beginning Level</td>
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<tr>
<td>Low Intermediate Level</td>
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<tr>
<td>Limited English Speaker</td>
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<tr>
<td>Early Production Level</td>
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<tr>
<td>Lau Category A</td>
<td>Demonstrates limited understanding of phrases and short sentences. The teacher must always choose words carefully and/or restate ideas even in familiar classroom situations.</td>
<td>Students at this stage speak using one or two words or short phrases. Students can answer “who, what, when, where” questions with limited discourse. Lessons need to continue to develop receptive language and producing vocabulary they already understand. Context embedded instruction is required.</td>
<td>Makes errors in most frequent and useful significant grammatical structures. Incomplete, incorrect expression of concepts taught.</td>
<td>Makes frequent significant distortions of words and intonation. Very difficult to understand in class.</td>
<td>Always gropes for high frequency words and often has to rephrase to be understood. The student is reluctant to participate in class discussions with native speakers of English.</td>
<td>Reads with understanding simple short sentences with a greater number of conceptually related words within the spelling patterns taught, as applicable to age and grade level. Contextual support required for academic language.</td>
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<tr>
<td><strong>Level III-Developing</strong></td>
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<tr>
<td>High Intermediate Level</td>
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<tr>
<td>Limited English Speaker</td>
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<tr>
<td>Speech Emergence</td>
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<tr>
<td>Lau Category B</td>
<td>Demonstrates reluctance using language verbally; understands more complex speech but still need repetition. The teacher must often choose words carefully and/or restate ideas within familiar school and other related contexts.</td>
<td>Students speak in longer phrases and complete sentences. May be frustrated when not being able to express their complete thoughts and what they know in their native language. Contextual support needed for academic language production.</td>
<td>Makes many significant grammatical errors of interference which create confusion in understanding by the listener and expressing concepts and ideas.</td>
<td>Makes significant distortions of words and intonation that interfere with clear expression of ideas. Can be understood with help.</td>
<td>Often gropes for high frequency words and often has to rephrase to be understood in relation to concepts under discussion.</td>
<td>Reads with understanding longer selections containing high frequency, contextually relevant words, as applicable to age and grade level. Contextual support for academic language.</td>
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<td><strong>Level IV-Expanding</strong></td>
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<td>Advanced Level:</td>
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<tr>
<td>Low Advanced Level</td>
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<tr>
<td>Intermediate Advanced Level</td>
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<tr>
<td>Limited English Speaker</td>
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<tr>
<td>Intermediate Fluency</td>
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<tr>
<td>Lau Category B</td>
<td>Demonstrates extensive understanding; speaker has to restate ideas only occasionally to clarify concepts. Language skills are adequate for most day-to-day communication.</td>
<td>Students speak in longer phrases and complete sentences. May be frustrated when unable to express their complete thoughts and what they know in their native language. High contextual support needed for academic language production.</td>
<td>Makes occasional significant grammatical errors of interference but can be understood in relation to relevant matters, (e.g., school subjects).</td>
<td>Makes occasional significant distortions of words and intonation but can be understood in relation to relevant matters.</td>
<td>Rarely gropes for high frequency words; occasionally has to rephrase to be understood in relation to new concepts, but generally understood in familiar situations.</td>
<td>Reads with understanding longer selections containing high frequency, contextually relevant words, as applicable to age and grade level. Contextual support needed for academic language.</td>
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<td>Lau Category C</td>
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<td>Lau Category D</td>
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<td>Lau Category E</td>
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<tr>
<td><strong>Level V-Bridging</strong></td>
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<tr>
<td>Independent Level</td>
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<tr>
<td>High Advanced Level</td>
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<td>Advanced Fluency</td>
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<tr>
<td>Lau Category C</td>
<td>Understands nearly everything a native speaker of comparable age, interests and intelligence understands; needs occasional clarification. Students at this level are not necessarily fully English proficient, especially across all language domains and all standards.</td>
<td>Students at this level appear to be very fluent. They participate in daily conversations and are able to produce a well-connected narrative. These students still need contextual support to develop academic language proficiency.</td>
<td>Makes few grammatical errors, can rephrase to make clear in relation to relevant matters.</td>
<td>Makes minor, non-significant distortions of pronunciation and intonation; can communicate clearly within relevant context.</td>
<td>Uses vocabulary comparable to that of native speakers of same age, interests, and intelligence level within school and other limited, relevant contexts.</td>
<td>Reads with understanding comparable to that of native speaker of the same age, interests, and intelligence level. Contextual support needed for academic language.</td>
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</tbody>
</table>
Scheduling, Courses, and FTE
Scheduling Courses and FTE

**Student Progression**

- The META Consent Decree states that ELL students must be given equal access to general curriculum as outlined in the Florida State Standards

- Students will be placed in courses based on needs and eligibility regardless of their English language proficiency

- The individual student’s schedule will include the instructional model code

- Appropriate school personnel must review the educational background of the new student (Programmatic Assessment), transferring, or re-entering to determine the appropriate placement

- Parental input regarding educational background must be considered for transcripts or report cards. When such documents are unavailable, Programmatic Assessment serves as a guide to this process

- If prior schooling records are not available, the ELL committee must convene to determine placement based on age appropriateness

- The ELL student’s schedule must fulfill graduation requirements and the district’s student progression plan and completed coursework, regardless of the language in which the coursework was done

- ELL Committee decisions are made on an individual basis on behalf of the student and parent. Parents have the right to appeal any placement decisions they deem appropriate for their child

- High School student registration for ELLs must follow same procedures as for non-ELLS. This includes students who have finished the school year in another country prior to registering in OCPS
● The statute only addresses age to enter school for the first time, not maximum high school age. Therefore, decisions about ELLs older than 16 years of age must be made in an ELL committee meeting with the best interest of the student as a focus

Scheduling

**Elementary School:**

● Students are placed in a class that is age/grade appropriate based on data elements available such as report card, previous schooling information, and/or any other available information that demonstrates the student’s academic competency regardless of native language
● Strategies are in place in the classroom to ensure comprehensible instruction based on the student’s academic abilities as well as their English language proficiency level
● Students will develop listening, speaking, reading, and writing skills in English while learning the grade level curriculum in all areas
● Reading and Language Arts classes are taught through the implementation of ESOL strategies/instructional supports

**Middle School:**

● Students are placed in academic classes that are age/grade appropriate
● Language Arts and Reading courses can be either through sheltered ESOL (all ELL students in the class) or mainstream courses (a mix of LY and non-ELL students)
● Content area courses can be either sheltered (all ELL students at various levels of proficiency) or mainstream (a mix of ELL and non-ELL

**High School:**

● ELL students must have complete and equal access to the wide range of courses offered at the high school level regardless of English language proficiency
● To determine appropriate course placement in high school, consider:
  ○ Evaluation and analysis of transcripts for students who attended high school outside of the United States
  ○ Grade scale and grade level used in the country of origin
  ○ Assessment of academic skills
● English and Reading courses can be either through sheltered ESOL (all ELL students in the class) or mainstream (a mix of ELL and non-ELL students)
● Content area courses can be either sheltered (all ELL students at various levels of proficiency) or mainstream (a mix of ELL and non-ELL)

Secondary Reading: DLA vs. DLA-R

DLA: 1002180 (MS) and 1002380 (HS) - Language courses designed for English Language Learners (ELL)
***Schedule this course for ELLs who are non-English speakers (NES) or at the beginning level (see ELP/ACCESS for ELLs 2.0 scores and other data) and/or who do not have an FSA ELA score**

● Instructional rather than intervention
● Focus on listening and speaking at language proficiency levels
● Teachers must be ESOL endorsed/certified but do not need to be reading endorsed
● Does not qualify as a reading intervention course (Rule 6A-6.054)
● Focus on one year of intense instruction so that students are able to function in their mainstream classes

DLA-R - 1002181 (MS) and 1002381 (HS) - Intensive reading intervention courses for ELLs
***Schedule this course for all ELLs who scored at Level 1 or 2 on FSA ELA

● This course is recommended for ELLs with less than two years in the program or for ELLs who have an FSA ELA score of 1 or 2, unless they score Developing or Expanding on ACCESS for ELLs 2.0.
● Teachers of this course need to fulfill one of the following requirements:
  o ESOL (K-12) coverage AND reading endorsement
  o Reading (K-12) coverage AND ESOL endorsement
  o English (6-12) AND ESOL endorsement AND Reading endorsement.
● All decisions for scheduling students need to be data driven since each student's needs are different and may need to be addressed differently.

***The focus, objectives and materials of these two courses are very different; therefore, students in DLA should not be combined in one class with students in need of DLA-R***
**Possible Scenarios:**

A. An ELL who is new to OCPS, whose first language is other than English, and is at the entering level of English proficiency. This student is a non-English speaker and has never taken FSA ELA.

| English / Language Arts | DLA (one period)  
| MS: 1002180  
| HS: 1002380 | DLA-R (intensive reading)  
| MS: 1002181  
| HS: 1002381 |
| **YES** | **YES** | **YES (Should be placed with other ELLs at the same proficiency levels)** |

B. An ELL who is at the emerging level in English proficiency, first language is other than English, has been in ESOL more than one year, and scored a level 1 on FSA ELA due to language barrier.

| English / Language Arts | DLA (one period)  
| MS: 1002180  
| HS: 1002380 | DLA-R (intensive reading)  
| MS: 1002181  
| HS: 1002381 |
| **YES** | **NO (not recommended unless student does not have a solid academic base in native language)** | **YES (one period required addressing both intervention and language acquisition)** |

C. An ELL who has been in ESOL for more than a year, is at the Developing and Expanding level in English, and scored a level 1 or 2 on FSA ELA.

| English / Language Arts | DLA (one period)  
| MS: 1002180  
| HS: 1002380 | DLA-R (intensive reading)  
| MS: 1002181  
| HS: 1002381 |
| **YES** | **NO** | **NO (follow regular reading plan for non-ELLs)** |

D. An ELL who has been in ESOL for a number of years, is at the Expanding level of Proficient in English, and scored a level 1 or 2 on FSA ELA.

| English / Language Arts | DLA (one period)  
| MS: 1002180  
| HS: 1002380 | DLA-R (intensive reading)  
| MS: 1002181  
| HS: 1002381 |
| **YES** | **NO** | **NO (follow regular reading plan for non-ELLs)** |
Funding Codes and Instructional Model Codes
Funding Codes and Instructional Model Codes to Be Entered for all LY Students:

**Funding Program Number:** 130: ESOL if the course is included on the FL DOE list of courses approved for ESOL weighted FTE (available on our website):

[https://www.ocps.net/intranet/cs/Multilingual/Pages/Resources.aspx](https://www.ocps.net/intranet/cs/Multilingual/Pages/Resources.aspx)

If the student has 6 years *(12 FTE counts)* or more of ELL services based on the ESOL Entry Date **DO NOT** enter a 130 code but you **MUST** enter the applicable Instructional Model code, the system will automatically pick up a general funding code (you do not need to enter them):

- 101 – KG-3rd
- 102 - 4th - 8th
- 103 - 9th -12th

**Note:** Students that are ESOL and ESE are coded with 130 for ALL applicable courses and the Instructional Model is also entered. The appropriate ESE funding is automatically generated as appropriate.

**Instructional Models:** This is the Instructional Model through which the student receives services.

- **E:** *Sheltered English* (all students in class are LY in the *Reading/Language Arts course*)
- **S:** *Sheltered Core Subject areas* (all students in class are LY for classes: Math, Science, Social Studies, and Computer Literacy)
- **I:** *Mainstream English* (combination of non-ELL and LY students in *Reading/Language Arts course*)
- **C:** *Mainstream Core Subject areas* (combination of non-ELL and LY students for classes: Math, Science, Social Studies, and Computer Literacy)
- **O:** *One-Way Developmental Bilingual Education* (Bilingual Centers)
- **T:** *Two-Way Developmental Bilingual Education* (Magnet Program)

- Student schedules have been set to auto populate the FEFP 130 code and instructional codes in SMS.
- The school CCT/ESOL Contact is responsible to ensure the accuracy of each schedule.
- Manual override of instructional model is necessary for Bilingual, Dual Language classes and Sheltered classes.
- FEFP 130 code has been set to be added up to 5 years and 10 months from the ELL entry date. Manual override may be done for students that have interrupted instruction and do not officially have 12 FTEs. A note in the LEP indicator screen must be made of the reason that the FEFP 130 code was added again.
- LF Student schedules have been set to default back NA for FEFP code and Instructional model
Secondary School Schedule:

<table>
<thead>
<tr>
<th>Term</th>
<th>Meeting Pattern</th>
<th>Class Name</th>
<th>Room</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY</td>
<td>P1</td>
<td>Geometry (31)</td>
<td>P472 (P400)</td>
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<tr>
<td>S1</td>
<td>P2</td>
<td>Rec Activities S1 (01)</td>
<td>1005 (1000)</td>
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<tr>
<td>S2</td>
<td>P2</td>
<td>Team Sports II S2 (02)</td>
<td>1006 (1000)</td>
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<tr>
<td>FY</td>
<td>P3</td>
<td>11th-12th BLOCK Int Rdg (43)</td>
<td>1129 (1100)</td>
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<td>FY</td>
<td>P4</td>
<td>11th-12th BLOCK Int Rdg (43)</td>
<td>1129 (1100)</td>
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<tr>
<td>FY</td>
<td>P5</td>
<td>English III FY (15)</td>
<td>P464 (P400)</td>
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<tr>
<td>FY</td>
<td>P6</td>
<td>10-12 Basic Math -3</td>
<td>1214 (1200)</td>
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<tr>
<td>FY</td>
<td>P7</td>
<td>Drawing I/II FY-6</td>
<td>1302 (1300)</td>
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<tr>
<td>S2**</td>
<td>P8</td>
<td>Career Placement S2 P8</td>
<td>1228 (1200)</td>
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</tbody>
</table>

Click on the details icon to enter the schedule codes.

Enter the FTE funding code and the Instructional Model code as applicable.
Sheltered History course

All LY students in the class; various levels of English proficiency
### Elementary School: Bilingual

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<thead>
<tr>
<th>FYT</th>
<th>5 Mus Spe</th>
<th>P5 Music 3 Speir</th>
<th>316 (300)</th>
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</thead>
<tbody>
<tr>
<td>FYT</td>
<td>5 PE Spe</td>
<td>P5 PE WRF Speir</td>
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<tr>
<td>FYT</td>
<td>P6 Ma 3r</td>
<td>P6 MATH 3 M. Aviles</td>
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<tr>
<td>FYT</td>
<td>P7 LE 3rd</td>
<td>P7 ESOL M. Aviles</td>
<td>162 (100)</td>
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<td>FYT</td>
<td>P8a Sc 3rd</td>
<td>P8a SCI 3 MWF M. Aviles</td>
<td>162 (100)</td>
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<tr>
<td>FYT</td>
<td>P8b SS 3rd</td>
<td>P8b SOC ST 3 M. Aviles</td>
<td>162 (100)</td>
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<tr>
<td>FYT</td>
<td>P9 Read</td>
<td>P9 XREAD 3 M AVILES</td>
<td>162 (100)</td>
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</tbody>
</table>

### Additional Class Details

- **Funding program number:** 130: ESOL
- **Instructional model:** O-Maintenance or Developmental Bilingual Educ
- **Scheduling method:** N/A
- **Reading Intervention Comp:** N/A
- **Course Flag 1:** N/A
- **Course Flag 2:** N/A
- **Course Flag 3:** N/A
- **Course Flag 4:** N/A
- **On-Line Course Indicator:** N/A

All core classes will be coded the same for Bilingual.
FTE – Survey Periods:

- Certify opens a few weeks before Survey weeks (October and February)
- Check this report regularly for possible errors to make sure all corrections are done
- All corrections are done on SMS up until the specified date from State Reporting.
- Check the Data Management Calendar (DMC)
- School ESOL contacts must work together with registrars, guidance counselors, and other school personnel to ensure all data is accurate on SMS to avoid errors
- Most common errors:
  - Missing IPT test scores
  - Students tested in another Florida county
  - Basis of Entry codes
  - Funding Program numbers on student schedules
  - Instructional Model codes on student schedules
  - LF students missing last monitoring to become LZ

ESOL courses and basic subject courses including math, science, social studies, computer literacy, and ESOL elective classes must be reported for weighted funding (check the WFTE list – Appendix DD at [https://www.ocps.net/intranet/cs/Multilingual/Pages/Resources.aspx](https://www.ocps.net/intranet/cs/Multilingual/Pages/Resources.aspx)).

- Pre-kindergarten students do not generate weighted funding for ESOL.
- If a student changes program model, the Program Participation code must be updated and parents must be informed through an ELL Committee meeting and completion of a new Parental Choice form.

ESOL Weighted FTE Funding

Q. Under which circumstances may ESOL weighted FTE funding be claimed for ELLs?

A. ESOL weighted FTE funding may be claimed for students with an ELL code of “LY” who are enrolled in ESOL-Elementary, English Language Arts, English Language Arts through ESOL, Intensive Reading or Developmental Language Arts (R) and the content areas math, science, social studies and computer literacy. If the student is new to a Florida school, the initial assessment for eligibility purposes must have been completed in order for the school to claim FTE funding. The teachers of these courses must be: appropriately certified in accordance with the current year’s Course Code Directory; and in the process of, or have completed the required ESOL and/or Home Language in-service training required for basic subject area teachers; and/or in the process of, or have completed the training/certification requirements of the subject responsible for and documenting the use of ESOL and/or Home Language strategies. **Teachers CANNOT be out of compliance if you are claiming FTE funding. They MUST be following the timeline for certification or endorsement.**
Q. Can ESOL weighted FTE funding be claimed for ELLs enrolled in Basic ESOL (Language Arts/English) math, science, social studies and computer literacy classes that are not self-contained?

A. Yes. The delivery of ESOL and/or Home Language instruction via split classes is an appropriate delivery model and ESOL weighted FTE funding may be claimed for eligible ELLs.

Q. Can weighted FTE funding be claimed and reported for ELLs with paraprofessionals or teachers’ aides as the teacher(s) of record? (This practice is illegal.)

A. No. FTE may be reported only for the instructional time students spend in an eligible subject area with a certified teacher (the teacher of record). FTE may not be claimed for students served by non-certified personnel.

Source: 2013-2014 ELL Database and Program Handbook (FLDOE) page 34
ELL
PROGRESS
MONITORING
Factors to consider when placing a student on an ANI:

- Years in ESOL program
- Educational Background in native language
- Native Language
- Benchmark scores
- FSA ELA scores
- ELP/ACCESS for ELLs 2.0 scores
- Grades
- Academic Performance in content areas
- Transfer grades (if any)

Steps to begin MTSS / Monitoring:

I. FSA ELA Scores:
   a. If an ELL scored a level 1 or consecutive level 2, a meeting must take place to implement a plan of action for that student.
   b. If the student has been in ESOL for less than one year and the native language is other than English, that student needs to reach proficiency in English. Strategies will focus on language acquisition rather than intervention (DLA). This is mostly the case for those students who enroll after the school year has begun and have to take FSA ELA before completing a full year.
   c. If the student has been in ESOL for 2 or more years and the native language is other than English, that student needs to reach proficiency in English.
   d. If the student has been in ESOL for 3 or more years, regardless of the native language, the student needs interventions using regular reading placement guidelines for non-ELLs who scored levels 1 and 2 on FSA ELA

***The ELL Committee Meeting for the implementation of an ANI must be accompanied by work samples, grades, and assessments demonstrating deficiencies and the plan to track progress***

***These documents are required for possible retention meetings.***

II. Grades / Academic Performance:
   a. For Secondary: If an ELL has Ds or Fs in any of the content area classes during a 9-week period, an ELL Committee meeting must be called to discuss issues,
address student’s needs, evaluate the effectiveness of the implemented interventions and develop an action plan.

b. For Elementary: **As soon** as a student demonstrates inadequate learning gains/progress the student’s teacher must inform the ESOL contact to schedule an ELL Committee meeting.

c. A plan of action, which may or may not include the MTSS process, will be started, and a schedule to monitor progress will also be developed.

d. Work samples should also be reviewed during the meeting to discuss strengths and weaknesses of the student.

e. *****ELL Committee members must be part of this meeting, including the Curriculum Compliance Teacher, Grade level teachers, Guidance Counselor (if needed) and Administrator or designee (MUST BE PRESENT). Parents must also be invited and any other staff as applicable. *****

III. **ELP/ACCESS for ELLs 2.0 scores and other assessments**

a. If an ELL scores an Entering level in Reading and does not have an FSA ELA scores, that student is in the process of acquiring the English language. Strategies should focus on language acquisition

b. If an ELL scores Developing to Expanding on the ELP/ACCESS for ELLs 2.0 Reading and a level 1 or 2 on FSA ELA, the student needs reading intervention following guidelines for non-ELLs

c. If an ELL scores Entering or Emerging on the ELP/ACCESS for ELLs 2.0 (any area) and a level 1 or 2 on FSA ELA, the student needs reading intervention per state rule AND language acquisition strategies

d. Other assessments need to be looked at in combination with student’s language proficiency levels to determine best plan of action

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*If an ELL student is placed on an ANI during the school year, it does not mean that they will be on an ANI during the following school year. A new ANI must be developed every year if needed with necessary interventions based on the student’s current academic performance level. An ANI must also be reviewed throughout the school year to make adjustments to interventions as necessary.*
• Extension of instruction is determined based on the date entered a US school (DEUSS). If a student has been in a US school for **three years or more** and has not met exit criteria (refer to *Exit Procedures* for details), the student **qualifies** for extension of instruction.

• All ELL students will be assessed every school year with the ELP/ACCESS for ELLs 2.0 (K–12) and FSA ELA (3–12). The purpose is to measure the students' linguistic and academic progress.

• Once the student meets the exit criteria established by the FLDOE, he/she should be exited from the program (refer to *Exit Procedures* for details).

• If the student has been in an ELL program for three years or more and was not reevaluated with the ACCESS for ELLs 2.0 and FSA ELA (3-12), the student must be reevaluated with the IPT to determine if he/she qualifies for exit or extension of instruction.

• **ALL** Extension of Instruction/Re-evaluations requires an ELL Committee Meeting.
Extension of Instruction Categories:

Extension of Instruction

Category I

LY students with three or more years of English instruction who's DEUSS is within the months of August to October 1st.

ACCESS for ELLs 2.0 overall score is 5.0 or above and at least a 4.0 in each domain (L, S, R, W), and FSA ELA (levels 3 or above) scores determine exit or extension of instruction.

ELL Committee is mandatory prior to October 1st for students whose DEUSS is within the first two weeks of the school year. If DEUSS date is after the first two weeks of school, the ELL Committee meeting must take place within 30 days of school prior to the anniversary date.
Extension of Instruction

Category I – What to do

1. Identify the LY that falls under this category

2. Schedule meeting and send invitation to parents and ELL Committee members

3. Conduct the ELL Committee meeting and complete the required documentation: invitation to meeting, ELL Conference form, Extension of Instruction form

4. Provide the parent with a copy of all the ELL documentation and a copy of the ACCESS for ELLs 2.0 scores

5. File original documentation in the student’s ELL record

6. Conduct the ELL Committee meeting (complete the required documentation: invitation to meeting, ELL Conference form, Extension of Instruction form)

7. Update SMS data as applicable - reevaluation date must be the date of the ELL Committee meeting
Extension of Instruction Category 1
LY 3+ with DEUSS: AUGUST TO OCTOBER 1

ELL COMMITTEE MEETING IS MANDATORY

IF THE DEUSS IS WITHIN THE FIRST TWO WEEKS OF THE SCHOOL YEAR, MEETING MUST TAKE PLACE NO LATER THAN OCTOBER 1

IF THE DEUSS IS AFTER THE FIRST TWO WEEKS OF THE SCHOOL YEAR, THE MEETING MUST TAKE PLACE WITHIN 30 SCHOOL DAYS PRIOR TO THE ANNIVERSARY DATE.
Extension of Instruction  
Category 2

<table>
<thead>
<tr>
<th>LY Students with three or more years of English instruction who’s DEUSS date is within the months of October 2nd to June.</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPT must be administered within 30 days prior to the anniversary date to determine exit or Extension of Instruction.</td>
</tr>
<tr>
<td>ELL Committee meeting must take place within 30 days of the anniversary date.</td>
</tr>
</tbody>
</table>
**Extension of Instruction**  
*Category 2 – What to do*

- Identify the **LY** students that fall under this category - did not take ACCESS for ELLs 2.0
- Prepare the Testing Log based on the student’s DEUSS date
- Administer the Oral IPT and R/W as applicable
- Complete the IPT scores form and determine exit or Extension of Instruction
- Schedule meeting and send invitation to parents and ELL Committee members
- Conduct the ELL Committee meeting and complete the required documentation: invitation to meeting, ELL Conference form, Extension of Instruction form
- Provide the parent with a copy of the ELL documentation
- File original document in the student’s ELL record
- Update SMS data as applicable - reevaluation date must be the date of the ELL Committee meeting
Orange County Public Schools

**Extension of Instruction Category 2**
LY 3+ WITH DEUSS: OCTOBER 2 TO JUNE

REEVALUATE WITH IPT within 30 school days prior to anniversary

**ELL COMMITTEE MEETING IS MANDATORY WITHIN 30 SCHOOL DAYS PRIOR TO THE ANNIVERSARY DATE**
### Extension of Instruction

**Category 3**

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LY Students with three or more years of English instruction who’s DEUSS date is within the months of August to October 1st.</td>
</tr>
<tr>
<td>The student did not take ACESSS for ELLs 2.0 proceed to reevaluate with IPT to determine exit or Extension of Instruction.</td>
</tr>
<tr>
<td>ELL Committee must take place within 30 days of anniversary or prior to October 1st for students whose DEUSS date is within the first two weeks of school year.</td>
</tr>
</tbody>
</table>
## Extension of Instruction
### Category 3 – What to do

<table>
<thead>
<tr>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the <strong>LY</strong> that falls under this category - did not take ACCESS for ELLs 2.0</td>
</tr>
<tr>
<td>Add student's name to the Testing Log</td>
</tr>
<tr>
<td>Administer the Oral IPT and R/W as applicable</td>
</tr>
<tr>
<td>Complete the IPT scores form and determine exit or Extension of Instruction</td>
</tr>
<tr>
<td>Schedule meeting and send invitation to parents and ELL Committee members</td>
</tr>
<tr>
<td>Conduct the ELL Committee meeting and complete the required documentation: invitation to meeting, ELL Conference form, Extension of Instruction form</td>
</tr>
<tr>
<td>Provide the parent with a copy of the ELL documentation</td>
</tr>
<tr>
<td>File original documentation in the student's ELL record</td>
</tr>
<tr>
<td>Update SMS data as applicable - reevaluation date must be the date of the ELLs Committee meeting</td>
</tr>
</tbody>
</table>

---

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Extension of Instruction additional guidelines:

- Per Rule 6A-6.09022, the ELL Committee must convene to discuss and recommend interventions according to the student’s academic and/or linguistic needs. An ANI may be initiated if necessary.

- The DEUSS is used to determine Good Cause Exemption as well as Extension of Instruction, but **NOT** for FTE funding purposes.

- A student may receive an additional 4th, 5th, and 6th year (total of 12 FTE periods) of FEFP funded ESOL instruction and services based upon needs as determined from annual evaluations.

- If a student is **coming from another US state**, and based on the DEUSS date has three or more years of instruction in a school in US, then an **ELL Committee meeting must take place to discuss initial placement and Extension of Instruction** as applicable. The ELL Committee decision must be documented and based on **two** of the **5 criteria** found on page 48. The Basis of Entry for these cases must be LEP Committee.

Data Entry for Extension of Instruction

LEP Indicators Page:

- **Reevaluation date:** Enter the date that the ELL Committee meeting took place. The date must be updated each year after the 3rd year anniversary and until exit from ELL services.

- **Click the Extension of Instruction box.**
There are three scenarios in which ELL students can be exited:

- Student meets ELP/ACCESS for ELLs 2.0 and FSA ELA exit criteria set by FLDOE: no ELL Committee meeting is necessary unless the parent requests one
- Student meets minimum test scores required on IPT reevaluations measure: ELL Committee meeting must take place to complete the exit procedures
- ELL Committee decisions: ELL Committee MUST convene to discuss exits using the criteria below

The ELL Committee may decide to exit a student by using two of the 5 criteria described in the META Consent Decree:

1. Extent and nature of prior educational and social experiences;
2. Written recommendation and observation by current and previous instructional and supportive services staff;
3. Level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards;
4. Grades from the current or previous years;
5. Test results other than those used for placement (Cannot use IPT)

**The criteria used MUST be documented in the ELL Committee Notes with evidence attached**
DATA ENTRY PROCEDURES FOR EXITS

**LEP/ELL Code:** change to LF

*Exit Classification Date:* enter the date of the test used for exit purposes (ELP/ACCESS for ELLs 2.0, or Listening/Speaking IPT as applicable)

*R/W Exit Date:* IPT Reading/Writing or Reading/FSA ELA date as applicable

*Exit Date:* Enter the official date the student is exited from an ELL Program

*Enter one of the following Basis of Exit as applicable*

**FLDOE Criteria:** FSA ELA and ELP/ACCESS for ELLs 2.0

Grades KG – 2: (Basis of Exit 1: Code – H)
- The English language proficiency level on ACCESS for ELLs 2.0 shall be a 5.0 overall score or greater and at least a score of 4.0 in each domain (listening, speaking, reading and writing).

Grades 3 – 10: (Basis of Exit 1: Code – I)
- The English language proficiency level on ACCESS for ELLs 2.0 shall be a 5.0 (overall score) composite score or greater and at least a score of 4.0 in each domain (listening, speaking, reading and writing).
- FSA ELA Level 3 or above
- Use this code for students who have taken and passed 10th grade FSA/ELA or 10th grade FCAT for the first time

Grades 10 – 12: (Basis of Exit 1: Code – J)
- The English language proficiency level on ACCESS for ELLs 2.0 shall be a 5.0 (overall score) composite score or greater and at least a score of 4.0 in each domain (listening, speaking, reading and writing).
- 10th grade FSA ELA score to meet graduation requirements or an equivalent concordant score (SAT/ACT) Use this code for 10th grade FSA/ELA or 10th grade FCAT Reading RETAKES.

*Basis of exit for PK students tested in KG and placed on temporary basis or any other student exited based on LEP/ELL Committee decision:*

- Basis of Exit L - Code: LEP/ELL Committee

**PK students tested during the summer will be coded TN if they do not qualify for ELL services.**

***ELL students with special considerations (ESE) who do not meet the exit criteria may be referred to the ELL Committee for further review and will exit the program only if the ELL Committee determines the student no longer needs ESOL services***

***The meeting can be a combination of an IEP/ELL Committee meeting***

***Basis of Exit Code 2: will remain “N/A” in all scenarios***
LEP/ELL Indicators Page Example:

**Limited English Proficiency**

<table>
<thead>
<tr>
<th>LEP Code:</th>
<th>LF: Student exited ESOL-in 2 yr. followup prog</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exit date:</td>
<td>6/3/2015 m/d/yyyy</td>
</tr>
<tr>
<td>Basis of exit 1:</td>
<td>H-Grades K-2 CELLA Scores</td>
</tr>
<tr>
<td>Reclassification date:</td>
<td></td>
</tr>
<tr>
<td>Reclassification exit:</td>
<td></td>
</tr>
<tr>
<td>Alternative Assessment:</td>
<td>N/A</td>
</tr>
<tr>
<td>Alt Assessment Score:</td>
<td></td>
</tr>
<tr>
<td>Alt Assessment Proficient:</td>
<td>N/A</td>
</tr>
<tr>
<td>Basis of Exit 2:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**LF MONITORING**

- The ELL students coded “LF” must be monitored for two years after exiting the ELL Program. The ESOL compliance contact is responsible for completing the monitoring process.
- Exited students are identified by an “LF” code on SMS. LF students’ academic progress is monitored for two years after the exit date (refer to Monitoring Exited Students for details). After two years of successful monitoring, they are no longer considered ELLs, and the LEP code must be changed to “LZ”
- The monitoring process includes four monitoring periods:
  - **Monitor A**: First Report Card after exit
    Complete the appropriate section of the Monitoring Form at the end of the first marking period after the exit date and attach a copy of the report card
  - **Monitor B**: Second report card after exit
    Complete the appropriate section of the Monitoring Form at the end of the second marking period after the exit date and attach a copy of the report card
  - **Monitor C**: 1st year anniversary after exit
    Complete the appropriate section of the Monitoring Form at the first anniversary of the student’s exit date and attach a copy of the report card
  - **Monitor D**: 2nd year anniversary after exit
    Complete the appropriate section of the Monitoring Form at the second anniversary of the student’s exit date and attach a copy of the report card

Last day of school (if met ACCESS for ELLs 2.0 exit criteria and/or FSA) or day of ELL committee meeting
### Data Entry

**LEP Indicators Page:**

To check that monitors are up-to-date:

1. Click on “Actions”
2. Click on “Add Post Reclassification”

#### Post Reclassification

**Review period:** N/A

**Date:**

**Status:** N/A

**Choose Monitor Period:** A, B, C, or D

**Enter Date of Monitor** (usually report card or progress report date)

**Choose Satisfactory or Unsatisfactory**

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**LEP Indicators Page:**

**Post Reclassification:** The entered monitoring periods will appear at the bottom of the page.

<table>
<thead>
<tr>
<th>Review period</th>
<th>Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - First Report Card</td>
<td>9/28/2012</td>
<td>Satisfactory Progress</td>
</tr>
<tr>
<td>B - First Semester Review</td>
<td>2/5/2013</td>
<td>Satisfactory Progress</td>
</tr>
</tbody>
</table>

***After all monitors are satisfactorily completed, the LEP Code **MUST** be changed to “LZ”***

<table>
<thead>
<tr>
<th>Review period</th>
<th>Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - First Report Card</td>
<td>2/1/2011</td>
<td>Satisfactory Progress</td>
</tr>
<tr>
<td>B - First Semester Review</td>
<td>4/8/2011</td>
<td>Satisfactory Progress</td>
</tr>
<tr>
<td>C - Second Semiannual Review</td>
<td>11/4/2011</td>
<td>Satisfactory Progress</td>
</tr>
<tr>
<td>D - End of Second Year Review</td>
<td>11/16/2012</td>
<td>Satisfactory Progress</td>
</tr>
</tbody>
</table>

**Limited English Proficiency**

LEP Code: **LZ: Student exited ESOL-completed 2 yr progr**

**Reclassification**

- If a student who has been exited shows unsatisfactory academic progress during the two-year monitoring process, the ELL Committee must convene to discuss and document the possible reasons for the unsatisfactory academic progress and the appropriate interventions. The ELL Committee members will determine if it is appropriate for the student to be reclassified as LY or if the unsatisfactory academic performance is due to other reasons and a reclassification is not applicable (excess of absences, ESE services, behavior problems...).

- An ELL Committee meeting must take place prior to reclassifying a student and placing him/her back into the ESOL program (reclassification).
• If the ELL Committee determines that the academic deficiencies causing unsatisfactory progress are due to limited English proficiency, the student can be reclassified and placed back into the ESOL program.

• All documentation showing limited proficiency in English and grades showing poor academic progress must be discussed during the ELL Committee meeting and properly documented as part of the ELL Plan.

• An ANI must be initiated for a student being reclassified as “LY”.

• **Student's data on SMS must be updated:**
  0 Change the LEP Code from “LF” to “LY”
  0 Update Plan Date to reflect the date the student was placed back in the ESOL program
  0 Enter a reclassification date
  0 130 funding code must be added to the schedule details if student received ESOL services for less than six years (12 FTE counts) prior to exiting
  0 Instructional model codes must be updated on the student’s schedule
  0 Delete all Post Reclassification dates (Monitors A, B, C, and D)
  0 Enter comments explaining that the reclassification took place as per ELL Committee decision.

***DO NOT delete any other data on this page. Original dates (entry, exit classification, exit, and reevaluation) must remain the same. This data is part of the student’s academic history. The only items to be deleted are the post reclassification periods previously entered.***

Data Entry for Reclassification

**LEP/ELL Indicators Page**

<table>
<thead>
<tr>
<th>Limited English Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEP Code:</strong> LF: Student exited ESOL-in 2 yr. followup prog</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Limited English Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEP Code:</strong> LY: Student is LEP and enrolled in LEP classes</td>
</tr>
</tbody>
</table>

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Go to Actions and select “Delete Post Reclassification”

Date student begins to receive ESOL services again

Delete the monitoring periods previously entered.
An ELL Committee meeting is required to exit a student that has been reclassified. When exiting students after reclassification, the same procedures and criteria are applied as for students exiting for the first time, except for SMS data entry procedures. The only fields to update on SMS are the LEP/ELL code which changes back to LF and the Reclassification Exit Date. **Do not enter a new Exit date or change the original Basis of Exit.**

**Data Entry**

**LEP Indicators Page**

- Limited English Proficiency

  LEP Code: LF: Student exited ESOL-in 2 yr. followup prog

  Exit date: 11/5/2010

  Basis of exit 1: C-Listening or Speaking Assessment

  Reclassification date: 3/10/2011

  Reclassification exit: 6/7/2012
RETENTION CONSIDERATIONS FOR ELL STUDENTS

Students identified as English Language Learners (ELL) must meet the district levels of performance as indicated in the OCPS student progression plan. The requirement is to measure the student’s ability to read and write regardless of the ability shown in English or the student’s native language.

ELL students must not be failed if instructional strategies, materials and assessments have not been modified to meet their linguistic and academic needs as required by state and federal mandates. Teachers must have evidence of the implemented modifications, strategies and accommodations used.

Documentation must be provided to show how comprehensible instruction and second language strategies were provided as part of the student’s curriculum. At least one ELL Committee meeting should have taken place within the first marking period of the school year to initiate an Academic Needs Identification (ANI) if progress is not adequate at the time. Documentation should be filed in the student’s ELL records. (Follow OCPS SPP)

Students in specialized ELL programs cannot be retained based solely on their language proficiency in English. As stated by FLDOE and Bureau of Student Achievement through Language Acquisition, while this is not specifically listed in the Florida Consent Decree, it is a Civil Right and constitutional issue that protects the rights of the ELL with regards to retention, promotion, and equal access to all educational programs.

Specific considerations must be in place for students who qualify for a Good Cause Exemption: Mandatory third grade retention requirements may not be waived unless the student qualifies for a Good Cause Exemption as defined by the Florida statute 1008.25(6) (b), if the student has been in an ELL program for less than two years.

ELL students in grades K-5, who have been in a US school for less than two years (based on DEUSS), may not be considered for retention.

ELL students in grades 6-8, who have been in a US school for less than two years (based on DEUSS), must complete the credit requirements of middle school in order to be promoted to high school; however, they receive exemption from retention within the middle school years (grades 6 to 7 and 7 to 8). Exemption from retention within the middle school years must be accompanied by course recovery in order for the students to meet the requirements for promotion to high school.

ELL students in the One-Way Developmental Program may be retained if there is documentation to substantiate that the student did not meet the grade level.
bilingual education programs, documentation must substantiate that the student does not meet the next Generation Sunshine State/Common Core Standards in the native language when considered for retention.

● Schools must provide documentation on how the curriculum and grade level assessment was modified to accommodate the level of English language proficiency of the student in the second language acquisition process.

● Instructional strategies selected to demonstrate attainment of grade level benchmarks must be congruent with the instructional model implemented at the school and listed in the lesson plans.

● Schools that do not provide bilingual education models must provide documentation of how the bilingual paraprofessional ensured comprehensible instruction of grade level curriculum in the native language of the student during the school year.

● Parent must be notified of student’s lack of academic progress in a timely manner.

● Evidence of an Academic Needs Identification (ANI) and the MTSS process must reflect the targeted interventions for ELL implemented during the school year in English and the native language.

● Student must be placed on an ANI for a minimum of one full marking period prior to making a final retention recommendation.

● An official ELL Committee meeting must convene to determine whether the student should be retained.

● ELLs may be retained if the ELL Committee determines that all of the above considerations were in effect and the student has not progressed satisfactorily according to their plan implemented.

● The District Compliance Specialist assigned to the school may be requested to be present during retention meetings for ELLs, except for third graders who fall under the mandatory retention rule.

The following documentation must be part of the student's ELL Educational Plan prior to consideration of retention:

● Invitations to ELL Committee meetings that have been held to initiate the ANI and to evaluate the effectiveness of the interventions recommended on the ANI (ANI should be in place by January to ensure at least a full marking period prior to a possible retention meeting)

● ELL Committee Conference Forms of all ELL Committee meetings held during the school year

● Parent/teacher conference forms for meetings held to monitor student’s progress aside from ELL Committee meetings

● Active ANI for current school year
● Work samples with accommodations and modifications as applicable

All ELL students with two or more years in a US school are eligible for all other exemptions, including alternative assessment or student portfolio. The Multilingual department recommends that every 3rd grade ELL student have a portfolio created. For students in bilingual education programs, the portfolio must be in both languages. Two years are determined by initial date of entry into any school in the United States (Date Entered US School – DEUSS).
ELL COMMITTEE
• **Purpose:**

  0 The ELL Committee shall be operational at every school. This committee advocates for the best educational placement of the students.

  0 Before an ELL Committee meeting is scheduled, the ESOL compliance teacher and the ESOL and/or bilingual teacher shall gather all pertinent data for the student to be discussed during the meeting.

    ▪ This data may include: portfolio assessment, progression through Language Arts/ESOL, content area benchmarks, grades, and reading levels in English and/or the native language.

    ▪ If the data is not gathered, the ELL Committee shall not convene to make any decisions.

  0 **One person only CANNOT make any decision pertaining to the educational placement of ELLs.**

  0 The ELL Committee shall be composed of the Administrator or Designee, Compliance Teacher, teacher, and parent. Each member must initial each page of the ELL Committee Notes Form and sign the ELL Committee Referral Form. The recommendations of the ELL Committee are recorded and documented on the ELL Committee Notes Form and Referral Form.

  0 A **minimum of three professional signatures is required**, but only the individuals that attended the meeting can sign the original ELL Conference form. In cases where the parent was unable to attend the meeting, a copy of the notes shall be sent home. The copy (signed by the parent) should be attached to the original as evidence that the parent was properly informed of the ELL Committee decision.

  0 Parents are given a copy of the ELL Committee Notes Form and the original is filed in the student’s ELL Plan.

  0 All forms shall be written in the parent’s native language, unless clearly not feasible.

• **Possible ELL Committee Members:**

  0 Principal, assistant principal, or designee **(Must be present)**

  0 Guidance Counselor

  0 ESOL teacher

  0 Social worker (if needed)

  0 ESOL Compliance teacher or ESOL contact

  0 Student, parents or guardians **(Must be invited)**

  0 Other teachers as appropriate
● Procedures:
The ELL Committee should convene for any of the following reasons:

0 Explanation of instructional models in the school and the school district
0 Initial Placement decisions to include Programmatic Assessment
0 Possible placement at a school designated as a bilingual center when applicable
0 Extension of Instruction (as necessary for students needing additional time in the program)
0 Unsatisfactory linguistic and academic progress (an Academic Needs Identification Meeting/ANI shall be completed with parental involvement)
0 Changes to the ELL Plan such as: ESE/ELL, gifted, magnet, etc.
0 Parental request, teacher request, or student request
0 Statewide assessment exemptions on an individual basis only
0 Reclassification to LY status after exit
0 Unsatisfactory academic progress
0 Behavioral and discipline problems
0 Mandatory third grade retentions or other grades retention decisions
0 Review of academic performance for students who continue to score level 1 or 2 on FSA ELA
0 Any other concerns that are deemed necessary to ensure linguistic and academic success of ELL students

**Parents must be invited to attend all ELL Committee meetings. The invitation should be written in a language that the parent understands, unless clearly not feasible. There must be more than one attempt (**at least 3**) to invite the parents and written evidence must be kept. This may be by email or phone call. If parents cannot attend, request a written statement from the parents that the ELL Committee may convene without their attendance. Parents must receive copies of all program forms.**
ELL DISTRICT COMPLIANCE SUPPORT FOR SCHOOLS
The Multilingual Student Education Services Department has District Compliance Specialists serving all OCPS schools and Charter schools.

**The role of support for schools:**

- Facilitate compliance technical assistance trainings to ensure that schools are following state and district procedures for the ELL students.
- Provide ongoing support through desktop meetings, visits, email, and/or trainings
- Inform compliance teachers and principals through written reports the compliance recommendations regarding issues discussed during the compliance visits
- Assist schools identifying and correcting errors during FTE
- Ensure that ELLs are appropriately placed and receiving appropriate instruction addressing their language and academic needs
- Assist with administration of IPT at the beginning of the school year
- Assist with ELP/ACCESS for ELLs 2.0 and FSA ELA
- Assist schools with implementation of research-based instructional models for ELLs to ensure comprehensible instruction
- Monitor ANI processes in the schools
- Attend retention meetings **as needed**
- Monitor academic progress of retained ELLs, especially in 3rd grade

**Expectations from the ESOL Curriculum Compliance Teacher or ESOL contact:**

- Attend ESOL Compliance technical assistance trainings and District Meetings
- Be available to meet with District Compliance Specialist for school visits
- Enter / update appropriate LEP/ELL Indicator data for ELLs
- Check Certify daily during survey periods and correct errors prior to FTE week
- Work closely with the school’s registrar to ensure students have been identified and assessed appropriately in a timely manner
- Complete the testing procedures for eligibility purposes within the 20 school days of registration
- Complete the reevaluation process for students under extension of instruction within the 30 school days before the anniversary date (Date Entered a US Schools) as applicable
- Make final placement decisions for new students within 30 school days of registration
- Keep accurate records of ELL forms in the student’s ELL Portfolio
- Monitor Former ELLs – LF students
- Keep a binder of all the Testing Logs and IPT Scores generated during the school year
- Conduct MPLC meetings (4 per year)
- Keep a binder of all Data Elements forms
- Keep a binder of the MPLC documentation (including documentation provided in different languages) per school year and send copies to the MSES department
- Assist with the scheduling of ELLs
● Communicate with teachers to ensure ELLs are receiving comprehensible instruction in the content areas
● Offer Professional Development for teachers
● Support District Compliance Specialist assigned to the school
● See complete list of Curriculum Compliance Teacher Responsibilities for more details

**Program Assistant**

**The role of support for schools:**

● Assist schools to ensure students who have an affirmative response to the HLS are tested within 20 school days of entry to school
● Administer the Spanish eligibility language proficiency test to all new Spanish speaking students who answer “YES” to any of the Home Language Survey questions (based on English assessment results)
● Assist schools with the Administration of reevaluation English proficiency tests during the third, fourth, fifth and sixth year of ELL services
● Visit schools with high needs on 20-day rotation pattern as needed
● Monitor “Needs to be Tested” report on SMS to ensure new ELLs are tested in a timely manner
● Communicate with school ESOL contact any discrepancies observed on the LEP/ELL Indicators page
● Assist with testing of Pre-K students going to Kindergarten
● Assist with summer testing of Kindergarten students

**Expectations from the school ESOL Compliance teacher or ESOL contact:**

● Complete testing log and email it to the Program Assistant one week prior to the school visit
● Secure a suitable place for Program Assistant to evaluate students
● Be available during Program Assistant’s visit and help get the students to the testing site
● Administer the initial placement test throughout the school year and especially during the first 20 days of school in August
● Review LEP/ELL report (Need to be Tested) periodically to identify new students and those needing reevaluations
● After administering initial placement test, email a copy of the score report to the Program Assistant assigned – within 24 hours of test date - to enter the test scores on TRACE in a timely manner
Bilingual Paraprofessional
(assigned through Title III funds)

- Must be assigned to work with ONLY ELLs
- Provides academic support for all ELLs in mainstream content area classes
- Serve as proctor during FSA ELA and other standardized tests for ELLs
- Guides and/or interprets day to day test questions and homework assignments for ELLs
- Uses the home language of the student when providing instructional support as necessary to provide comprehensible instruction within the mainstream classroom
- Documents students being serviced and completes bi-weekly and monthly data logs. Logs are to be sent to the MSES department along with the schedule.

**NOTE:** A detailed schedule must be developed for the bilingual instructional paraprofessional. A copy must be kept in the main office and with the ELL-assigned administrator for compliance purposes. The Bilingual Paraprofessional must work with “LY” students to assist with comprehensible instruction.
INSTRUCTIONAL PRACTICES
Expectations from the Reading ELA, Elementary Teachers:

- Complete 300 hours of ESOL Endorsement classes or take the Certification Exam plus 120 hours of ESOL Endorsement classes
- It is strongly suggested that teachers attend district’s professional development on highly effective supports for ELLs to get familiarized with ELL instructional supports and best practices to meet English Language Learners’ linguistic and academic needs
- In an effort to close English Language Learners’ achievement gap, one of MSES District initiatives is to implement the Sheltered Instruction Observation Protocol (SIOP) model of instruction. This model consists of 8 components, which teachers combine to implement lessons that are accessible and enjoyable for all students.

SIOP (Sheltered Instruction Observation Protocol):

1. Lesson Preparation – focuses lessons by listing objectives and bringing in outside resources (supplementary materials)
2. Building Background – pre-teaches vocabulary and connects learning to students’ previous experiences to improve students’ academic vocabulary
3. Comprehensible Input – ensures that all students can understand and benefit from teaching grade level content and classroom activities to make instruction accessible to all students
4. Strategies – empowers students and teachers to “work smarter, not harder”
5. Interaction – gets students talking in order to personalize learning and promote academic oral language development through content-based activities
6. Practice/Application – provides students with the opportunity to try out new learning in a variety of ways to increase their participation learning
7. Lesson Delivery – reminds teachers about the need to pace lessons according to student needs and to get students involved in the learning process
8. Review/Assessment – wraps up lessons with reminders to students about important learning, giving the feedback, and measuring student learning
Suggestions for Supporting K-12 Newcomer ELLs in the Mainstream:

- Sensitize mainstream students to the newcomer’s challenges. Prepare English–speaking peers to the arrival of the newcomer. Ask your students to imagine that their parents took them to another country to live. Brainstorm with them how they would feel.

- Be aware of the effects of culture shock. Children may demonstrate physical ailments or display a wide variety of unusual behavior such as tantrums, crying, aggression, depression, tendency to withdraw, and sleeplessness.

- Create a nurturing environment. Give lots of encouragement and praise for what the students can do, and create frequent opportunities for their success in your class. Be careful not to call on them to perform alone above their levels of competence.

- Establish a regular routine for newcomers. At first, everything will be chaotic to your newcomers. Assist students in developing time management skills, personal space, and materials. Give them a copy of their daily schedule. Tape it on their desks, or have them keep it at the front of their notebook.

- Engage newcomers in language learning from the beginning. Here some ways to actively encourage your newcomers in language learning.
  
  **COPY WORK** Have students copy alphabet letters, numbers, their name, the names of other students in the class, and beginning vocabulary words. Have them draw pictures to demonstrate comprehension of what they are copying.

  **ROTE LEARNING** While this is not popular in American schools, it is common in many other countries. Initially, parents and students often feel more comfortable if they can see some kind of end product. You may wish to have students learn sight words, poems, chants, songs, lists, and spelling words through rote learning.

  **THE CLASS AUTHORITY** Each newcomer has strengths that he or she can share with the class. When appropriate include them as resources so they too can be seen as important members of the group. Areas of expertise might be computers, math, origami, or artwork.

- Recruit volunteers to work with newcomers. At first, many students will not speak at all. It is critical to provide students with plenty of aural input in order to familiarize them with the sounds of the English language.
Use recorded material. A word of caution about the use of tapes and tape recorders. The student using headphones is isolated from the rest of the class.

**Essential Tips for K-12 Mainstream Teachers Working with ELLs:**

- Learn how to pronounce the student’s name.
- Don’t assume he/she does not understand or speak English…take the time to find out.
- Students who are recent arrivals need time to adjust.
- Increase your knowledge. Learn as much as you can about the language and culture of your students. Encourage students to express their points of view and opinions on different issues and share information about their culture.
- Families generally speak their 1st language at home. Encourage your students to continue to speak their 1st language.
- Encourage students to read in their 1st language.
- Focus on vocabulary. Pre-teach vocabulary and concepts; use realia, demonstrations, visual and multiple modalities when teaching. Illustrate, label, and explain multiple meaning words.
- Read aloud
- Cooperative groups are effective! “Buddies” are great for academics, playground, lunchroom, etc.
- Simplify your language, not the content.
- Speak directly to the student, emphasizing important nouns and verbs. Avoid slang and idiomatic expressions. New vocabulary should be presented, discussed and used prior to teaching content.
- Prepare and provide focus questions before you start to teach the lesson.
- For beginners, adjust the amount of work for the performance standard to be reasonable. Increase requirements as proficiency and comfort increase.
- Announce the lesson’s objectives and activities prior to the lesson.
- Write the objectives. Use pictures, drawings, diagrams, charts, labels, etc. to illustrate what will be taught. Consider using a slower rate of speech (when appropriate), enunciate clearly, use less difficult words and/or explain vocabulary that may make the content difficult to understand.
- Don’t give inflated grades.
- Demonstrate; use manipulatives. Whenever possible, accompany your message with gestures, pictures and objects that help get the meaning across. Use a variety of different pictures and objects for the same idea, MODEL, MODEL.
- Make use of some senses.
• Make use of visual clues and graphic organizers. Create semantic webs, cluster vocabulary, use graphs, charts, maps, timelines, and diagrams to help convey meaning and check for understanding.

• Access prior knowledge. Assess students’ prior knowledge and tap into their past experiences to make learning interesting and meaningful.

• Write legibly. Some students may have low levels of literacy or are unaccustomed to the Roman alphabet.

• Teach note-taking. For beginners, copying is writing. Language experience is very appropriate.

• Provide frequent opportunities for ELL students to speak. Use small groups, pairs, cooperative groups and native language groups (when possible).

• Develop a student-centered approach to teaching and learning. Students can better acquire the language when activities are planned that actively involve students.

• Ask inferential and higher order thinking questions. Encourage students’ reasoning abilities, such as hypothesizing, inferring, analyzing, justifying, and predicting allowing them to demonstrate these abilities in nonverbal ways using charts, diagrams, drawings, etc.

• Recognize that students will make language mistakes. Model correct grammatical form in a supportive, friendly, respectful environment.

• Do not force resistant students to speak. Give students opportunities, increase wait time, respond positively to students’ attempts, and model correct grammar.

• Bring student’s home language and culture into the classroom.

• Create listening stations so they may listen and read at the same time.

• Fluent conversation skills do not necessarily indicate academic proficiency. Continue to use all of these strategies for teaching academic content.
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<tr>
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<td>Building Background</td>
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*Marzano Strategies and ELL Implications taken from Learning Sciences International

The SIOP components are included but are not limited to only the Marzano Strategy they are aligned with.
**Instructional Suggestions for ELLs:**

- Provide alternative instruction (different activities) at same instructional level and proper language level
- Speak clearly and simplify vocabulary and grammatical structures to match student’s language proficiency
- Provide background/prior knowledge
- Identify and teach essential vocabulary before lesson/unit
- Present new information in small sequential steps
- Write instructions on board so student can refer to them
- Utilize a variety of visual materials which support multi-sensor approach
- Use oral techniques such as cueing, modeling elicitation, and chunking
- Use of Total Physical Response (TPR)
- Provide frequent repetition and review
- Assign work in groups with native speakers of English
- Assign peer tutor/buddy
- Use hands-on activities
- Teach how to use the text features: table of contents, index, glossary, headings, subtitles, bold face, print, etc.
- Teach the use of Thinking Maps
- Teach study skills

**Suggestions for material adaptations for ELLs:**

- Reduce non-essential details
- Present concrete ideas first
- Use visual representation: maps, charts, timelines, graphic organizers, thinking maps
- Provide outlines/cloze passages/word banks
- Use manipulatives
- Have students use bilingual dictionary/glossary of terminology
- Have students create and use vocabulary notebook
- Utilize learning centers as alternative instruction to provide reinforcement
- Use role play

**Suggestions for assessment adaptation for ELLs:**

- Allow students to answer fewer questions as long as they acquire the key concepts
- Provide work bank
- Modify test format: matching, cloze, multiple choice, chunking
- Use of English to heritage language dictionary
- Extended time
Thinking Maps: Paths to Proficiency

Thinking Maps are great tools to assist all students in becoming successful learners. For ELLs, Path to Proficiency provides adaptations and extensions through thinking maps to assist teachers in closing the gap for academic excellence and success. This supplementary material is designed to help teachers trained in Thinking Maps to provide challenging quality and focused instruction to transition ELLs from their native language to proficiency in English.

• **Circle Map:** this map is used to define a concept, a word, or an idea. It can also be used to diagnose prior knowledge to brainstorm before writing, or to use a lesson closer. For ELLs, particularly, they can use simple words or phrases, pictures or realia to make connections with the new learning.

• **Bubble Map:** Using adjectives and adjectives phrases only, it can be used to develop vocabulary. The descriptors can be sensory, emotional, comparative and aesthetic. ELLs can use vocabulary at their proficiency levels expressed in writing or non-linguistic form. Teachers can provide a word bank with choices. Students can then answer questions based on the information provided in the Bubble Map.

• **Double Bubble Map:** This map is used to compare and contrast ideas, people, cultures, concepts, or objects. For ELLs, information can be drawn. You can use the point-counter-point for corresponding ideas and construct sentences scaffolding with sentences stems or sentence phrases according to their proficiency levels.

• **Tree Map:** This map helps students classify information based on their qualities, attributes or ideas. For ELLs, it can be used with realia, pictures or words. Can also be scaffolded from a lower level to a higher level of language proficiency. It is important to verbalize the language and to encourage the students to use the academic language. This map can also be used to understand cognates that are false. It can also be used to aid in the writing process (planning).

• **Brace Map:** This map is used for the structural analysis of a concrete object. For ELLs, at lower levels of English proficiency, it can be used to develop academic vocabulary. The teacher can begin with realia, then pictures and end with words. From the Brace Map, the student can use a frame for writing to complete sentences. It can also be used to help with understanding of contractions by breaking apart the whole.

• **Flow Map:** This map can be used to show steps, sequence, comparisons, or degrees. It can go in any direction as long as it has an arrow. For ELLs, it can be used for classroom procedures and schedules by including pictures for newcomers to follow along. Summarizing a story encouraging students to use transition words, already provided in the map and complete sentences or even paragraphs.
**Multi-Flow Map:** The thought process of this map is cause and effect. The focus of the map is always on the event. It can also be one-sided with either causes or events. For ELLs, it can be completed by using pictures and words. It is very important for the teachers to read the maps with their students by using varied forms of language to address the linguistic needs of all English Learners. It is useful for ELLs to predict the outcomes of stories, events or experiments.

**Bridge Map:** This is used to identify relationships between words. For ELLs, the relating factor and the word should read as a sentence. For example: If the relating factor is a type of, then the map should read *An apple is a type of fruit.* The language used needs to be consistent with the language proficiency of the student.

*The frame of reference is designed to encourage reflective thinking and metacognition. It should be used when students are ready to respond to open-ended questions. The three main uses are: specific sources of information, point of view, or other influences.*

For additional information, we encourage teachers to be trained in Thinking Maps: Path to Proficiency.

**Taken from Thinking Map® Path to Proficiency Handbook**
Thinking Maps: Paths to Proficiency

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- **Circle Map**: This map is used to define a concept, a word, or an idea. It can also be used to diagnose prior knowledge to brainstorm before writing, or to use a lesson closer. For ELLs, particularly, they can use simple words or phrases, pictures or realia to make connections with the new learning.
Adapting Instruction and Grading ELL Students

Adapted instruction and “How to grade ELL students” are topics that represent a challenge to most teachers and administrators. After reviewing the META Consent Decree and several sources that address these topics, we have summarized the main factors and recommendations based on state mandates and research conclusions.

Teachers who are facilitating instruction to ELL students must understand and take into consideration the following aspects:

- Stages of language acquisition
- Strategies, accommodations, and adaptations that can be implemented
- Planning for differentiated instruction
- How to grade in a realistic and fair way
- Legal implications based on state mandates (META Consent Decree)

Performance Definitions for the Levels of English Language Proficiency in Grades K-12 based on the WIDA English Language Development Standards

The first thing a teacher must take into consideration when planning instruction for ELL students (lesson plan including differentiated instruction), is the student's' level of English proficiency. It is imperative for a teacher with English Language Learners to understand the stages of language acquisition in order for her/him to identify what linguistic and academic performance to expect from the ELL students according to their language proficiency level.

Here is a simple table explaining the different English language proficiency levels. Based on the WIDA English Performance Definitions and at a given level of English language proficiency, English Language Learners will process, understand, produce, or use, language:
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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</table>
| 6- Reaching | - specialized or technical language reflective of the content areas at grade level  
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level  
- oral or written communication in English comparable to proficient English peers |
| 5- Bridging | - specialized or technical language of the content areas  
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports  
- oral or written language approaching comparability to that of proficient English peers when presented with grade level material |
| 4- Expanding | - specific and some technical language of the content areas  
- a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs  
- oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support |
| 3- Developing | - general and some specific language of the content areas  
- expanded sentences in oral interaction or written paragraphs  
- oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support |
| 2- Emerging | - general language related to the content areas  
- phrases or short sentences  
- oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support |
| 1- Entering | - pictorial or graphic representation of the language of the content areas  
- words, phrases or chunks of language when presented with one-step commands, directions,  
WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support |
The amount of time that it will take for an ELL student to acquire the new language by going through the different stages will depend on:

1. **student’s strength of first language skills**
2. **quality of instruction** that the student receives

Language researchers such as Jim Cummins, Catherine Snow, Lily Wong Filmore and Stephen Krashen have studied this topic in a variety of ways for many years. The general consensus is:

- It takes between **five to seven years** for an individual to achieve advanced **fluency if the student has strong first language and literacy skills**.
- If the student has **not fully developed first language and literacy skills**, it may take between **seven to ten years** to reach **level 6 Reaching**.

It is very important to note that every ELL student comes with his or her own unique language and educational background, and this will have an impact on their process of learning the English language.

A student may develop the fluency to speak the new language and perform satisfactorily in a social environment because the **BICS** (Basic Interpersonal Communication Skills) have been developed, but that does not mean that the student has fully acquired the new language. The student must also develop the **CALPS** (Cognitive and Academic Language Proficiency Skills), which includes fluency in academic contexts. Teachers often get frustrated when ELL students appear to be fluent because they have strong social English skills, but then they do not participate well in academic projects and discussions.

**How to Identify Your Students’ Language Acquisition Stage?**

In order to facilitate instruction in a way that will address all the students’ academic/linguistic skills, the teacher must implement differentiated instruction. In a classroom of ELL students, the teacher will have students at a variety of stages in the language acquisition process. The first step for a teacher is to identify the students’ language stages through the use of **Performance Definitions for the Levels of English Language Proficiency in Grades K-12 on the WIDA Consortium**.

Aural/Oral IPT results, as well as ELP/ACCESS for ELLs 2.0 are also effective tools to help the teacher identify the students’ language stage.

**Using IPT and ELP/ACCESS for ELLs 2.0 Results to Identify a Student’s Language Acquisition Stage**

Depending upon the level of English proficiency, the ELL student will be able to manage a certain amount of material in your class. Remember, ELL students are going through a temporary stage and are intelligent and really want to learn what you are teaching!
If the ELL student is new and has been identified as NES or very limited in English proficiency, the teacher may use the IPT (language assessment) results to help her/him determine the student's level of language proficiency. Interviewing the student and working one on one with him/her will help the teacher more accurately identify the student’s needs. If the student has been in the ESOL program for more than a year, another tool that is helpful in determining the level of language acquisition is the ELP/ACCESS for ELLs 2.0

The Aural/Oral IPT identifies the language levels as:

- **NES** = Non English Speaker
- **LES** = Limited English Speaker
- **FES** = Fluent English Speaker

ACCESS for ELLs 2.0 identifies the English language proficiency levels as:

- Entering: 1.0 – 1.9
- Emerging: 2.0 – 2.9
- Developing: 3.0 – 3.9
- Expanding: 4.0 – 4.9
- Bridging: 5.0 – 5.9
- Reaching: 6.0

Below is a table to help you use the Aural/Oral IPT and ACCESS for ELLs 2.0 results as a tool to identify the student's language stages.

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<th>Aural/Oral IPT Results</th>
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<tr>
<td><strong>NES</strong> (Non-English Speakers)</td>
<td>Entering, Emerging</td>
</tr>
<tr>
<td><strong>LES</strong> (Limited English Speakers)</td>
<td>Developing, Expanding</td>
</tr>
<tr>
<td><strong>FES</strong> (Fluent English Speakers)</td>
<td>Bridging, Reaching</td>
</tr>
</tbody>
</table>

Once you identify the student's language level, then the next step is to plan the lesson taking into consideration the student's linguistic needs.
What Instructional Supports/Strategies Can be used Based on Language Proficiency Levels?

Based on the students’ level of English proficiency, the teacher must determine which instructional supports/strategies to use as part of the instruction (a more effective instruction planning). WIDA highly recommends teachers use instructional supports/strategies in one of the following categories:

WIDA framework suggests the creation of Model Performance Indicators (MPIs) for appropriate instruction according to the stages of language acquisition. Here is an example:
How to adapt instruction?

The first thing that must be done is to define the word “adaptation”. Adaptation means to simplify something that already exists, not to create something new. Adapted instruction requires a strategic pre-planning time. If you adapt the lesson, the ELL student will be able to actively participate during the instructional time and start showing progress.

There are three components that can be adapted for an ELL student:

- **Content** (the curriculum, essential ideas, key understandings, vocabulary, terms, etc.)
- **Instruction** (the method of presentation, class work expected of the student, and materials provided to the student)
- **Assessment** (the manner in which student knowledge is evaluated and graded)

The three components must be taken into consideration in the lesson planning for ELL students. Here are some recommendations when planning your lessons:

**Students at a Beginning and Entering levels of English language proficiency:**

Teaching these students can be a challenge due to their limited communication skills.

- Simplifying directions as much as possible.
- Provide graphic organizers.
- Pre-copy class notes and provides students the notes before the lesson
- Use highlighters and sticky notes to identify the material you expect them to focus on
- Use as many visual aids and manipulatives as possible
- Provide realia (real objects)
- Use gestures to convey meaning non-verbally
- Use basic vocabulary list- keep in mind that they are building the basic vocabulary in English
- Reduce the number of concepts introduced at any one time (identify two or three essential ideas/concepts for student to learn)
- Allow additional time to complete task as well as significant assistance (one on one).

**Students at a Developing level of English language proficiency:**

- Identify the main ideas/goals for students to learn
- Reduce the number of concepts introduced at any one time
- Develop a shorter vocabulary list based on the unit to be instructed and according to their needs
- Use gestures to convey meaning non-verbally
- At this level, visual aids are still very helpful.
Allow additional time to complete task as well as some assistance

**Students at the Expanding and Bridging levels of English language proficiency:**

At this level the ELL students should be expected to learn the majority or all of the content that you teach to regular education students. However, they may:

- Need more time to complete assignments and demonstrate their knowledge
- Need more support and structure during lessons and assignments

The trick to working with these students is to continually monitor them regarding how much they understand. Because these students have strong social language skills, it is easy to assume that they understand much more than they do and/or that they have the background knowledge needed to make adequate progress. Since these students have spent the past few years learning English, they may not have the same background knowledge as your non-ELL students.

**Adapting Assessments for ELL Students**

How to fairly assess an ELL student is a “complicated” topic due to state and district expectations for our students, but it is inaccurate and unfair to assess an ELL student (especially NES) the same way other students are evaluated to demonstrate academic progress. Using the same assessment for a student that is in Entering/Emerging stages of language acquisition would not be accurate because the student may not be able to respond to this kind of assessment. However, that does not mean that the student is not learning the content and is not making any progress. The best practice is to identify how you are going to assess the student based on the student’s language proficiency level. Here are some basic guidelines to help you determine which kind of assessment to use for your ELL students:

- **Entering and Emerging:** you may use **alternate** assessments
- **Developing:** simplified assessments
- **Expanding:** **Adapted** and/or **accommodated** assessments

All ELL students may receive **extended time to complete assessments** and also the Bilingual paraprofessional may assist with **translation for core subject assessments** (for example math assessment).

**Type of Assessments to Be Used According to the Student’s Language Level:**

**Alternate:** Allow the ELL student to demonstrate their knowledge in a completely different format. Generally, for beginning students with limited proficiency in English, pictures, drawings, and short verbal explanations work best. At this stage, the student is generally only graded on content, and not on spelling, grammar, or stylistics.
• Label a picture or diagram
• Draw a picture that demonstrates a key idea
• Explain an idea orally not evaluating the limitations in grammar
• Answer a few questions orally (yes - no questions)
• Draw lines between vocabulary terms and pictures
• Allow students to submit a project in lieu of an in-class test. The project might take a week or more for the student to complete.

**Simplified:** Develop a short assessment that evaluates only the essential ideas and core vocabulary that the ELL student was required to learn.

• True/false
• Multiple-choice with only two possible answers
• Matching with a limited number of choices

**Adapted:** Use the same test that you prepared for your regular education students, but shorten it and focus on essential ideas and core vocabulary.

• Cross out half the questions
• Require students to complete only certain portions of the test
• Provide a word bank (write it on the test)
• Allow students to choose to answer 5 of 10 questions
• Provide multiple choice answers for questions that would normally require students to create an answer
• Turn short answer into multiple-choice
• Shorten the length of the required answer
• For multiple choice, cross out one or two of the incorrect answers

**Accommodated:** Use the same test as used for regular education students, but allow ELL accommodations such as extended time and the use of bilingual translators/dictionaries.

**How to Grade ELL Students**

No grading policy or guidelines shall adversely affect a student based solely on language proficiency. As we have previously established, teachers must take into consideration the student’s level of English proficiency when planning assessments and assigning grades to their students because the student’s level of English proficiency may affect his or her ability to communicate content knowledge. ELL students have a right to receive grades that represent an
accurate evaluation of their achievement and that, reflect their academic and linguistic progress.

ELL students should receive grades based on accommodations or alternative assignments appropriate to the student's language proficiency level, and receive the same report card that is used in general education.

Please note that WATERING DOWN the curriculum IS NOT an option.

Therefore, ELL students grading should reflect daily instructional accommodations as well as testing accommodations, and the teacher should not penalize the student for not yet being fully fluent in English. Grading should be a “combination of process and product” for all students. Grades should reflect a variety of performances, such as participation, projects, portfolios, and oral explanations. Using only “product criteria” for grading would not recognize some of the students for their effort, and for things they do well, which are an equally legitimate and relevant part of the criteria for grading them.

The following is a summary of specific guidelines for teachers to follow when grading ELL students:

- Explain grading criteria and expectations to parents and provide them with samples of student work meeting these performance expectations.
- Adapt the curriculum by reducing the language demands of instruction, without compromising the content of instruction.
- Provide comprehensible instruction to ELL student. This can be accomplished through the use of ESOL instructional support/strategies, supplementary materials and native language assistance.
- Document the use of ESOL instructional support/strategies in the teacher plan-book.
- Document other adaptations, accommodations and parent contacts made for each ELL student. Interventions should be based on the student's level of English proficiency.

WHEN GRADING ENGLISH LANGUAGE LEARNERS:

The teacher should not assign a student a lower grade based solely on lack of English proficiency, or use a single assessment to determine mastery of skills and concepts taught.

Make sure that the student's report card indicates that the student is ELL, and write comments explaining how the student was graded. Comments should be used to explain that grades are based on instructional accommodations, adapted materials, or alternative assessments (as applicable).
Can a Teacher Gives Failing Grades to an ELL Student?

It is illegal to give failing grades to or retain an ELL student if the student’s lack of mastery is due to limited English proficiency. (Refer to state mandate SBR 6-A-1.09421 (6) for details.)

ELL students should only receive a failing grade if the contributing factor for failure is unrelated to second language acquisition, for example poor attendance, unwillingness to try or incomplete work (after implementing the needed accommodations and adaptations).

- The classroom teacher must document that content area materials and assignments have been adapted to meet the needs of the ELL student (including classroom work and assessments).
- If, after implementing the classroom adaptations and accommodations according to the student’s language level, the student does not master the content concepts, then a failing grade may be justified.

An ELL student should not receive failing grades and even be considered for retention, if the teacher has not implemented the ESOL support/strategies, accommodations and modifications of instruction and assessments as previously described. If the instruction and evaluation accommodations and adaptations were not implemented during the school year, it means that the teacher did not provide the comprehensible instruction that is required based on the META Consent Decree and other state mandates. The student should not be penalized for the teacher’s mistakes (lack of planning/facilitating differentiated instruction).

State Mandates

META Consent Decree:

Florida State has implemented state mandates based on the META Consent Decree to protect ELL students.

- SBR 6-A-1.09421 (6), which states: “No promotion or retention decision may be made for any individual student classified as LEP based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district’s formal assessment process. A formal retention recommendation regarding a LEP student may be made through action of a LEP Committee.”
- Under no circumstances should lack of language proficiency determine whether a student should be retained.

“Comprehensible Instruction” is part of the state mandates:
On the META Consent Decree Agreement Section II of Equal Access to Appropriate Programming, section A1 states the following:

- “Equal access to appropriate programming shall include both access to intensive English language instruction and instruction in basic subject matter areas of math, science, social studies, computer literacy which is

  1. **Understandable to the LEP student given his or her level of English language proficiency,** and

  2. Equal and comparable in amount, scope, sequence and quality to that provided to English proficient students.”

**Every Student Succeeds Act (ESSA):**

The Every Student Succeeds Act (ESSA) requires states to increase English language proficiency and acquisition of academic content in reading, mathematics, and science for limited English proficient students.

ELL students are to be provided with **comprehensible instruction through the use of ESOL strategies/instructional supports and the implementation of accommodations and modifications as part of the instruction and assessment procedures.**

- Comprehensible Instruction is instruction that reaches the level of understanding for an individual.
- ELL students who are limited in English need support with grade level instruction in order to reach a level of understanding.

**Why Do We Need to Implement ALL these Accommodations and Adaptations for ELL Students?**

First of all, because as educators, our goal is to help our students be successful in the classroom and provide them the opportunity to have a brighter future by offering high quality education.

Secondly, because the state mandates are very clear on what is expected for the instruction of ELL students’ in the classroom, and it is summarized in two words: **Comprehensible Instruction.**
SCHOOL – HOME COMMUNICATION
"The Florida Department of Education shall monitor regularly to ensure that all communications (written and oral) between school district boards and personnel and parents of current or former English Language Learner (ELL) students are undertaken in the parents' primary language or other mode of communication commonly used by the parents, unless clearly not feasible." (Section 233.058, F.S.; Rules 6A-6.0902, 6A-6.0904, 6A-6.0906, 6A-6.0908, F.A.C.; and Section I-IV, 1990 LULAC et. al. vs. State Board of Education Consent Decree.)

A. Procedures need to be established and made available at every school to ensure that Codes of Student Conduct, bus rules, disciplinary forms, suspension letters, registration procedures, ELL Committee Meetings, IEP meetings, magnet programs, gifted programs and other such documents/procedures are available in the native languages of the students served and that staff member(s) be/are available to provide translation services.

B. Requirements under the Florida 1990 Consent Decree specify that school-home "communications to parents of current (LY) or former (LF) ELL must be in the primary language or mode used by parents unless clearly not feasible." (Technical Paper 010-ESOL-92)

School principals shall maintain a binder for the current school year of all school-home communications which have been translated (i.e. newsletters, school brochures, PTA flyers, SAC flyers, PLC invitations, etc.). These files will be monitored periodically to make sure that school-home communication is being carried out at the school level in a language that the parents can understand.

C. Resources for assistance with school-home communication include foreign language teachers, ESOL and/or bilingual teachers, and parents of ELL, especially those on the school-based Parent Leadership Council.

D. School staff may not ask students to serve as translators. The responsibility for ensuring home-school communication rests with school employees. All translation efforts shall be coordinated by the school first. If this is not feasible, the school may contact the Multilingual Student Education Services office.

E. ELL in basic subject area classrooms shall have access to an individual proficient in their languages in addition to a trained ESOL teacher pursuant to Section IV of the Florida Consent Decree. Schools with at least 15 students speaking the same native language shall provide at least one aide or teacher proficient in the language of the students and trained to assist in ESOL basic subject area instruction to make instruction comprehensible.

F. The Multilingual Student Education Services office at the district provides translation of required district documents in Spanish, Vietnamese, Portuguese, Arabic and Haitian Creole. Interpreters in these languages are available from the district when services cannot be provided by the school. When an interpreter is needed, schools must call at least two weeks prior to the date the interpreter’s services are needed at your school.
MULTILINGUAL
PARENT
LEADERSHIP
COUNCIL
(MPLC)
Parents play an important part in the success of English language learners. Parents’ involvement in their child’s education is a major step to success in the classroom and future endeavors. Parental involvement begins as soon the student enrolls, and procedures shall be implemented to ensure that parents/guardians of ELLs receive, whenever feasible, all communication in their primary language and are represented on various district and school committees that require parents’ participation (Section 233.058, F.S.; Rules 6A-6.0902, 6A-4.0904, 6A-4.0906, 6A-0908, F.A.C.; and Section I-IV, 1990 LULAC et. al vs. State Board of Education Consent Decree)

**Purpose**
The purpose of the MPLC is to encourage parental involvement and participation in the implementation of ELL programming and academic achievement initiatives. The school-based MPLC shall be provided resources to provide leadership training and orientation of the district’s ELL program services, monitoring procedures and involvement procedures available to parents of ELLs. Parents of ELL students shall be informed of their opportunities to be represented at existing school and district advisory committees. Furthermore, parents must be involved in revisions and implementation of the district’s ELL plan and in the monitoring of its implementation. (Section 233.058, F.S.; Rules 6A-6.0900-6A-4.0909, F.A.C.; and Section I-IV, 1990 LULAC et. al vs. State Board of Education Consent Decree).

- Each school that reports ESOL students for weighted FTE under program number 130 shall have a Multilingual Parent Leadership Council (MPLC) and maintain a list of names of members, addresses and telephone numbers, minutes of meetings, and notices sent in the language(s) of the parents, unless the latter communication is clearly not feasible. It is the principal’s responsibility to ensure that the establishment and maintenance of the records of meetings (invitations, sign in sheets, minutes) and agendas regarding this council are kept up to date and on file at the school site
- The Florida Consent Decree for ELL also known as the META agreement requires that the membership of the school based Multilingual Parent Leadership Council (MPLC) is composed of at least 51% of parents of English Language Learners
- It is recommended that among the faculty representatives on the MPLC there be a staff person who speaks the predominant language of the majority ELL population of the school
- The school based Multilingual Parent Leadership Council shall be established at the beginning of each school year and at least 2 meetings (one per semester - preferably more) will be conducted throughout the school year at the school
- Documentation of invitations, flyers, sign-in sheets, and topics/issues discussed shall be filed for compliance purposes. The chairperson represents the school at the district level MPLC meetings. In addition, the chairperson and co-chairperson representing each school must be parents of ELL students within the system.
School MPLC Chairperson Responsibilities:
(The school MPLC Chairperson must be a parent of an ELL)
- Meets and collaborates with the school principal to ensure that the parents of ELL are actively involved in school
- Conducts the MPLC meetings for the school year (2 required; additional meetings are recommended)
- Prepares the agenda in collaboration with the compliance teacher for all MPLC meetings during the school year
- Appoints the MPLC Secretary to ensure that the minutes of the meeting are properly documented
- Participates in the implementation of the District ELL Plan in the school
- Assists parents of ELLs in clarifying misunderstandings or concerns
- Participates in due process meetings for ELL at the school, if applicable

School MPLC Co-Chairperson Responsibilities:
(The school MPLC Co-Chairperson must be a parent of an ELL)
- Assists the school MPLC Chairperson in the planning and the implementation of all meetings and parent involvement activities throughout the school year
- Represents the MPLC Chairperson in meetings, as applicable

Recommended Topics for School MPLC Meetings
- Cultural adaptation
- Homework help
- District Curriculum/Florida State Standards
- Florida Consent Decree
- Instructional models for ELL
- Understanding Proficiency Levels – ACCESS for ELLs 2.0 scores
- Understanding the school system
- FSA and EOC’s
- Graduation Requirements
- Protocol for summer school offerings
- Scholarship opportunities to be applied to while in high school
- Every Student Succeeds Act (ESSA)
- Parent Involvement and Leadership Skills
- Promotion/Retention
- Other topics as determined by the school MPLC
Assessment Requirements
Florida Standards Assessments (FSA) Accommodations for English Language Learners (ELLs)

School districts are required to offer accommodations to ELLs who are currently receiving services in a program operated in accordance with an approved District ELL Plan. The FSA may be administered with any, or a combination of, accommodations that are determined to be appropriate for the particular needs of the ELL. However, all testing, with or without accommodations, must be completed during the prescribed testing dates shown on the inside cover of the FSA testing manual.

All high school students, including English Language Learners (ELL), must take the high school state required test(s) in English. No versions of the test(s) exist in other languages. Provisions under Florida Statute 229.57 allow for accommodations as necessary for students in ESE programs who have limited English proficiency.

Districts are required to offer accommodations to students identified as ELLs. Listed below are allowable accommodations for ELLs participating in the FSA Writing Field Test.

A. Flexible Setting
   - ELLs may be offered the opportunity to be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher acting as test administrator. Parents/guardians must be informed of this option for students not of legal age and shall be given the opportunity to select the preferred method of test administration.

B. Flexible Scheduling
   - ELLs may take a test during several brief periods within one school day; however, each test session must be completed within one school day.
   - ELLs may be provided additional time; however, each test session must be completed within one school day.

C. Assistance in Heritage Language
   - ELLs may be provided limited assistance by an ESOL or heritage language teacher using the student’s heritage language for directions and for the Writing prompts. This should not be interpreted as permission to provide oral presentation of the Writing prompts in English or in the student’s heritage language. Assistance may NOT be provided for passages.
   - The ESOL or heritage language teacher may answer questions about the general test directions in the student’s heritage language. If the test is administered to a group of students, the teacher may answer questions about directions for the benefit of the group. Questions of clarification from individual students must be answered on an individual basis without disturbing other students.
● The ESOL or heritage language teacher may answer specific questions about a word or phrase in a Writing prompt that is confusing the student because of limited English proficiency but is prohibited from giving assistance that will help the student produce, correct, or edit a response.

D. Approved Dictionary
● ELLs must have access to an English-to-heritage language translation dictionary and/or heritage language-to-English translation dictionary, such as those made available to ELLs in an instructional setting. However, a dictionary providing definitions written exclusively in the heritage language or in English may not be provided. Electronic translation dictionaries that are standalone devices without the ability to access the Internet may be used.

ACCESS for ELLs 2.0
The state of Florida uses ACCESS for ELLs 2.0 to measure the growth of students classified as English Language Learners (ELLs) in mastering the skills in English they will need to succeed in school.

ACCESS for ELLs 2.0 is a secure large-scale English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as English language learners (ELLs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English. ACCESS for ELLs 2.0 is only available to Consortium member states. ACCESS for ELLs 2.0 is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing.

Evidence of program accountability in accordance with Title III grant and Every Student Succeeds Act (ESSA), which calls for schools and districts to meet state accountability objectives for increasing the English language proficiency of English Language Learners.

● Data useful for charting student progress over time and, for the newly arrived students, charting progress over the first year
● Information about the language proficiency levels of individual students that can be used in making decisions regarding placement into, or exit from English for Speakers of Other Languages (ESOL) programs
● Diagnostically useful information about students’ strengths and weaknesses in English (with as much specificity as possible within the limitations of a large-scale standardized test)
Grade-level Clusters for ACCESS for ELLs 2.0

ACCESS for ELLs 2.0 includes the following clusters:

- Grade 1
- Grade 2,
- Grade 3,
- Grades 4-5
- Grades 6-8,
- Grades 9-12.

ACCESS for ELLs is divided into three tiers: A, B, and C and while the tiers overlap, each tier assesses a different range of language proficiency.

Under the new ACCESS for ELLs 2.0, an ELL is considered proficient when the students receive a 5.0 overall (composite score) or greater and at least a score of 4.0 in each domain (listening, speaking, reading and writing). For students with significant cognitive disabilities taking the 2015-2016 administration of the Alternate ACCESS for ELLs 2.0 assessment, the proficiency level shall be a P1 composite score or greater. (Rule 6A-6.09021, F.A.C.)
• For students in grades K-2, the statewide English Language Proficiency Assessment is the only assessment required.
• Students in grades 3-9 must earn a passing score on the grade level FSA in ELA or FSAA, pursuant to Rule 6A-1.09430, F.A.C.
• For students in grades 10-12, a score on the 10th grade FSA in ELA, or a score on the FSAA, pursuant to Rule 6A-1.09430, F.A.C., or a score on the 10th grade FCAT in Reading, pursuant to Rule 6A-1.09422, F.A.C., sufficient to meet applicable graduation requirements, or an equivalent concordant score pursuant to Section 1008.22, F.S.

In addition, upon the request of a student’s teacher, counselor, administrator, or parent, a student who has been classified as an ELL and enrolled in an English for Speakers of Other Languages (ESOL) program may be re-evaluated for English language proficiency by convening an ELL Committee Meeting at any time. When using “proficient” scores on the ELP and FSA ELA score sufficient to meet applicable graduation requirements, schools must exit students within two (2) weeks after the beginning of the next school year (2016-2017) and must use the last day of the school year in which the FSA in ELA examination was administered as the exit date.

APRENDA

APRENDA Measures the academic achievement of K-3 Spanish speaking students in their native language. It is administered to:
• Assess and follow academic yearly progress for ELLs in a bilingual program (One-Way) receiving grade level instruction
• It complies with Federal mandates under Every Student Succeeds Act (ESSA) and Title III
WIDA ELD Standards

NEW English Language Development Standards for Florida were adopted June 2014

https://www.wida.us/

WIDA's standards framework distinguishes five levels of language proficiency, defined by specific criteria. Level 6, Reaching, represents the end of the continuum rather than another level of language proficiency. In other words, level 6 represents language performance that meets all the criteria for level 5.

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WIDA organizes social, instructional, and academic language into three levels: discourse level, sentence level, and word/phrase level. The FEATURES OF ACADEMIC LANGUAGE in Figure F delineate academic language at each of these levels, which correspond to the criteria of Linguistic Complexity, Language Forms and Conventions, and Vocabulary Usage. These three criteria represent WIDA’s view of the language of school. Notice that the criteria are framed within the sociocultural context that highlights the purpose of the communication and, most importantly, the participants and their experiences.

The three criteria used to define each level of language proficiency are displayed in two sets of PERFORMANCE DEFINITIONS. One set of Performance Definitions (see Figure G) is for receptive language and represents how ELLs process language to comprehend information, ideas, or concepts in either oral or written communication. The other set of Performance Definitions (see Figure H) is for productive language and shows how students use language to express information, ideas, or concepts in either oral or written communication.

### Figure E: Domain and Levels

<table>
<thead>
<tr>
<th>Level</th>
<th>Level 1 Entering</th>
<th>Level 2 Emerging</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

- Register
- Genre/Test type
- Topic
- Task/Situation
- Participants’ identities and social roles

The Features of Academic Language operate within sociocultural contexts for language use.

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discourse Level</td>
<td>Linguistic Complexity (Quantity and variety of oral and written text)</td>
</tr>
<tr>
<td></td>
<td>Amount of speech/written text</td>
</tr>
<tr>
<td></td>
<td>Structure of speech/written text</td>
</tr>
<tr>
<td></td>
<td>Density of speech/written text</td>
</tr>
<tr>
<td></td>
<td>Organization and cohesion of ideas</td>
</tr>
<tr>
<td></td>
<td>Variety of sentence types</td>
</tr>
<tr>
<td>Sentence Level</td>
<td>Language Forms and Conventions (Types, array, and use of language structures)</td>
</tr>
<tr>
<td></td>
<td>Types and variety of grammatical structures</td>
</tr>
<tr>
<td></td>
<td>Conventions, mechanics, and fluency</td>
</tr>
<tr>
<td></td>
<td>Match of language forms to purpose/perspective</td>
</tr>
<tr>
<td>Word/Phrase Level</td>
<td>Vocabulary Usage (Specificity of word or phrase choice)</td>
</tr>
<tr>
<td></td>
<td>General, specific, and technical language</td>
</tr>
<tr>
<td></td>
<td>Multiple meanings of words and phrases</td>
</tr>
<tr>
<td></td>
<td>Formulate and idiomatic expressions</td>
</tr>
<tr>
<td></td>
<td>Nuances and shades of meaning</td>
</tr>
<tr>
<td></td>
<td>Collocations</td>
</tr>
</tbody>
</table>

### Figure G: WIDA Performance Definitions Listening and Reading, Grades K–12

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

#### Discourse Level

<table>
<thead>
<tr>
<th>Level 6 – Reaching</th>
<th>Language that meets all criteria through Level 5, Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 5 Bridging</td>
<td>• Multiple, complex sentences&lt;br&gt;• Organized, cohesive, and coherent expression of ideas</td>
</tr>
<tr>
<td>Level 4 Expanding</td>
<td>• Short, expanded, and some complex sentences&lt;br&gt;• Organized expression of ideas with emerging cohesion</td>
</tr>
<tr>
<td>Level 3 Developing</td>
<td>• Short and some expanded sentences with emerging complexity&lt;br&gt;• Expanded expression of one idea or emerging expression of multiple related ideas</td>
</tr>
<tr>
<td>Level 2 Emerging</td>
<td>• Phrases or short sentences&lt;br&gt;• Emerging expression of ideas</td>
</tr>
<tr>
<td>Level 1 Entering</td>
<td>• Words, phrases, or chunks of language&lt;br&gt;• Single words used to represent ideas</td>
</tr>
</tbody>
</table>

#### Sentence Level

<table>
<thead>
<tr>
<th>Level 6 – Reaching</th>
<th>Language that meets all criteria through Level 5, Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 5 Bridging</td>
<td>• A variety of grammatical structures matched to purpose and nearly consistent use of conventions, including for effect&lt;br&gt;• A broad range of sentence patterns characteristic of particular content areas</td>
</tr>
<tr>
<td>Level 4 Expanding</td>
<td>• A variety of grammatical structures and generally consistent use of conventions&lt;br&gt;• Sentence patterns characteristic of particular content areas</td>
</tr>
<tr>
<td>Level 3 Developing</td>
<td>• Repetitive grammatical structures with occasional variation and emerging use of conventions&lt;br&gt;• Sentence patterns across content areas</td>
</tr>
<tr>
<td>Level 2 Emerging</td>
<td>• Formulasic grammatical structures and variable use of conventions&lt;br&gt;• Repetitive grammatical and sentence patterns across content areas</td>
</tr>
<tr>
<td>Level 1 Entering</td>
<td>• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives)&lt;br&gt;• Phrasal patterns associated with common social and instructional situations</td>
</tr>
</tbody>
</table>

#### Word/Phrase Level

<table>
<thead>
<tr>
<th>Level 6 – Reaching</th>
<th>Language that meets all criteria through Level 5, Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 5 Bridging</td>
<td>• Technical and abstract content-area language&lt;br&gt;• Words and expressions with precise meaning related to content area topics</td>
</tr>
<tr>
<td>Level 4 Expanding</td>
<td>• Specific and some technical content-area language&lt;br&gt;• Words and expressions with multiple meanings or collocations and idioms across content areas</td>
</tr>
<tr>
<td>Level 3 Developing</td>
<td>• Specific content words and expressions (including cognates)&lt;br&gt;• Social and instructional words and expressions across content areas</td>
</tr>
<tr>
<td>Level 2 Emerging</td>
<td>• General content words and expressions (including content-specific cognates)&lt;br&gt;• Words or expressions related to content areas</td>
</tr>
<tr>
<td>Level 1 Entering</td>
<td>• General content-related words&lt;br&gt;• Everyday social and instructional words and expressions</td>
</tr>
</tbody>
</table>

...within sociocultural contexts for language use.
Certification
Requirements
Teacher Certification

In August, 1990, the United States District Court, Southern District of Florida, issued a Consent Decree giving the court power to enforce an agreement between the Florida State Board of Education and a coalition of eight groups represented by Multicultural Education, Training and Advocacy, Inc. (META).

The Consent Decree settlement terms focus on the following six issues:

- Identification and assessment
- Equal access to appropriate programming
- Equal access to appropriate categorical and other programming for English Language Learners
- Personnel
- Monitoring
- Outcome measures

The META Agreement states that Florida teachers are required to participate in training when they have an English Language Learner assigned to their class. Training is available at local colleges and universities and through in-service provided by the Multilingual Student Education Services department.

There are three categories for teachers (Category I, II, and III), each with its own training requirements. When determining the appropriate category, keep in mind that the teaching assignment, not the area of certification, is the deciding factor.

A certificate holder may bank in-service points or college credit completed in ESOL during the validity period of a temporary certificate to use towards the first renewal of a professional certificate, as long as there was no break in continuity of certificates and the training was not part of a degreed program. A certificate holder may bank all ESOL in-service or college credit earned while on a professional certificate to use for subsequent renewal periods.

A modification was made to the Consent Decree in 2003 that requires all administrators and school guidance counselors (Category IV) to attend ESOL training.

ESOL Endorsement/Certification Guide

https://www.ocps.net/intranet/cs/Multilingual/Pages/Resources.aspx
ESOL Requirements - Category I

This category is for teachers responsible for teaching language instruction or reading, such as Elementary, English, Language Arts, Reading, and Exceptional Education.

Category I requires proof of completion of the following 5 content areas, either with in-service and/or college courses, or by completing two courses, passing the ESOL Subject Area Test, and adding either the ESOL Endorsement or ESOL K-12 Certification (respectively) to your teaching certificate.

- Domain 1: Culture (Cross-Cultural Communication and Understanding)
- Domain 2: Language and Literacy (Applied Linguistics)
- Domain 3: Methods of Teaching ESOL
- Domain 4: ESOL Curriculum and Materials Development Domain
- Domain 5: Assessment (Testing and Evaluation of ESOL)

The teacher has six years to complete the courses. The timeline for completing the requirements for Category I begins the day and month the teacher is assigned an ESOL student. In cases were the teaching assignments changes, the teacher must continue to complete requirements per the timeline below:

- Years 1-2: 3 semester hrs. /60 in-service pts
- Year 3: 3 semester hrs. /60 in-service pts totaling 6 semester hrs. /120 in-service points
- Year 4: 3 semester hrs. /60 in-service pts totaling 9 semester hrs. /180 in-service points
- Year 5: 3 semester hrs. /60 in-service pts totaling 12 semester hrs. /240 in-service points
- Year 6: 3 semester hrs. /60 in-service pts totaling 15 semester hrs. /300 in-service points

Teacher must submit either official transcripts or in-service printout (clearly marked, “For ESOL Credit”) to the Certification Office.

Upon completion of 15 college credits or 300 in-service points or a combination of both, request that the ESOL Endorsement be added to the teaching certificate by submitting an official transcript and the appropriate application and fees to the District Certification Office.
Requirements for ESOL Subject Area Coverage K-12

- Using a degree to add ESOL to the teaching certificate will need to submit the following documentation to the Certification Office:
  - Bachelor’s or Master’s Degree in TESOL, and
  - Official Score Report reflecting a passing score on the ESOL Subject Area Exam.

- Using a passing score on the ESOL Subject Area Exam the teacher will need to submit the following documentation to the Certification Office:
  - Official Score Report reflecting a passing score on the ESOL Subject Area Exam and adding ESOL to the teaching certificate by completing an application and attaching the appropriate fee,
  - Completing two courses equaling 6 semester hours or 120 in-service points within three years of passing the ESOL Subject Area Exam and adding ESOL to the certificate.

The teacher will be out-of-field for ESOL until completion of all requirements.

ESOL Requirements - Category 2, 3, 4
The timeline for completing ESOL requirements begins the day and month the teacher is assigned to serve a Limited English Proficient student. Once the requirements are met, submit an official transcript or in-service printout to the Certification Office.

Category II (ESOL Compliance)
In order to be in compliance, teachers of Math, Social Studies, Science, or Computer Literacy need 60 ESOL in-service points or one of the approved ESOL college courses. Experienced teachers have one year and beginning teachers have two years to complete the requirements.

Training Requirements
  - Hold certification in a subject appropriate to the teaching assignment, and
  - Complete 60 in-service points or 3 semester hours of college credit in ESOL strategies.

Category III (ESOL Compliance)
In order to be in compliance, teachers who teach subjects not listed in Category I, II, or IV, such as Art, Music, Physical Education, or Media Specialists need 18 ESOL in-service points or one of the approved ESOL college courses. Experienced teachers have one year and beginning teachers have two years to complete requirements.
Training Requirements
• Hold certification in a subject appropriate to the teaching assignment, and
  • Complete 18 in-service points or 3 semester hours of college credit in ESOL strategies.

NOTE: OCPS Management Directive A-7 calls for ALL teachers to take 60 hour courses NOT 18

Category IV (ESOL Compliance)
In order to be in compliance, Administrators or Guidance Counselors need 60 ESOL in-service points or one of the approved ESOL college courses.

  • Administrators or Guidance Counselors hired prior to September 9, 2003 must complete the requirements within three years.
  • People hired after September 9, 2003 must complete the requirements within three years of the hire date as a school administrator or guidance counselor.

Training Requirements
• Complete 60 in-service points or 3 semester hours of college credit in an approved ESOL course or in-service component.

Note: Any ESOL-approved in-service hours and coursework taken prior to September 9, 2003 or prior to being hired as a school administrator or guidance counselor may be counted toward the required 60 points.
ELL Terms
**Acquisition:** A process by which children develop their first language through informal, implicit learning

**Balanced Bilingual:** When a person can communicate effectively and equally well in two languages

**Basic ESOL:** Instruction in English/Language Arts, regardless of delivery model approach

**Basic Interpersonal Communication Skills (BICS):** Those language skills which comprise cognitively undemanding or everyday aspects of communication, such as social language. Research shows that most second-language learners become proficient in BICS in about two years

**Basic Subject Areas:** Instruction in computer literacy, mathematics, science and social studies

**Bilingual Education (One-Way Dual Language):** The use of two languages for the purposes of academic instruction consisting of an organized curriculum which includes at a minimum: 1) continued primary language (L1) development; 2) English (L2) acquisition; and 3) subject matter instruction through (L1) and (L2). Bilingual education programs assist limited English proficient (LEP) students in acquiring literacy both in English and primary language development to a level where they can succeed in an English-only classroom. Programs may also include native speakers of English

**Bi-literacy:** Literacy that has been developed well in two languages

**Cognitive Academic Language Proficiency (CALP):** Proficiency in the use of language for difficult and abstract topics that have little or no concrete context. Language used in academic settings usually requires this type of proficiency. According to research, it takes 5-7 years for a second language learner to develop CALP

**Comprehensible Input:** Language that is comprehensible to the listener. Input can be made comprehensible when simplified speech is used along with concrete referents. Krashen uses the term l+1 (comprehensible input plus 1) to refer to language that is just slightly above one’s level of functioning

**Context Embedded:** Language which is supplemented by contextual clues or visual stimuli that assists comprehension, e.g., pictures, gestures, realia, facial expressions

**Context Reduced:** Language which is not supplemented by contextual clues or visual stimuli, e.g., lectures, some types of textbooks, telephone conversations, etc.
**Cooperative Learning:** The structuring of learning activities so students work cooperatively in groups. The structures must be designed to foster five basic elements - positive interdependence, individual accountability, face-to-face interaction, collaborative skill development and group processing. Cooperative learning structures for second language learners optimize opportunities for meaningful interactions and language use.

**Cultural Bias:** Favoring one cultural group through ethnocentric interpretations, actions or references. In assessment, cultural bias occurs when success on a test depends upon understanding specific aspects of the dominant language and culture.

**Culturally Diverse:** Anyone whose culture is different from the culture of the country in which he resides.

**Culture Shock:** Feelings of disorientation often experienced in instances of contact with other cultures.

**Culture:** The way of life of a group of people who share a common historical experience and who share attitudes, values, traditions, and a language that identifies the group as a people.

**Deep vs. Surface Culture:** Deep culture refers to the non-tangible aspects of culture such as feelings, attitudes, and rules of interaction while surface culture refers to the visible aspects such as food, art, dress, and others.

**Dialect:** Forms of a language which differ in systematic ways and are spoken by particular regional or social groups.

**English Language Learner:** A student who:
- Was not born in the U.S. and whose native language is other than English; or
- Was born in the U.S. but who comes from a home in which a language other than English is most relied upon for communication; or
- Is an American Indian or Alaskan Native and comes from a home in which a language other than English has had a significant impact on his or her level of English Language Proficiency; and
- Who as a result of the above, has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in classrooms in which the language of instruction is English.

**Fluent-English Proficient (FEP):** English proficiency comparable to that of peers of the same grade or age whose primary language is English.
**Heritage Language:** Is a native, home, and/or ancestral language. It may be an indigenous language (e.g., Navajo) or the language of immigrants or migrants (e.g., Spanish or Hungarian in the U.S.). It is a language spoken at home or in a cultural community that is different from the dominant language of the mainstream culture. In the United States, heritage speakers may include ELL or fluent bilingual speakers; they may be newcomers, indigenous peoples, or second or later generations of immigrants

**Immigrant Student:** Individuals who: (a) are aged between 3 through 21; (b) were not born in any state, District of Columbia or Puerto Rico and (c) have not been attending one or more schools in any one or more states for more than 3 full academic years. [Note: beginning in 2009-10 the data element Immigrant Student will be used to determine the Immigrant Children and Youth Grant allocation.”]

**Language Proficiency:** An individual's level of accuracy and fluency of communication in a specific language as measured by his/her performance

**Linguistic Bias:** The use of lexical items which are part of the language of the dominant group but which may not be understood by others, thereby favoring the dominant group

**Literacy, categories of:**
- **Pre-Literate:** Individuals who have not learned to read and write in any language
- **Literate:** Individuals who can read and write in their native language at the fourth grade level or higher
- **Post-literate:** Individuals who can read and write in their native language at a post-high-school level, and have a broad knowledge of subject matter and content
- **Non-alphabetic:** Individuals who are literate in a language that does not use an alphabet with letter to sound correspondence, such as Chinese or Japanese

**Literacy:** The ability to derive meaning and to communicate effectively through print. Kinds of literacy that have been described include:
- **Functional Literacy:** Ability to read and write well enough to function in society, e.g., fill out forms
- **Cultural Literacy:** Literacy based on a foundation of shared knowledge and experience within a culture
- **Critical Literacy:** Ability to assess the ideology of individual texts. This is the highest level of literacy
Maintenance/ Developmental Bilingual Program: A program funded by a school district which incorporates both English and student's native language and culture in instruction. The primary objective is to develop literacy skills in each language. The goal is a student who is proficient in both languages and cultures.

Mainstream: In the field of bilingual education, this term refers to the monolingual English curriculum or classroom.

Multicultural education: The infusion of varying cultural viewpoints, ideas, and perspectives into the curriculum and learning environment. It is designed to enhance and develop appreciation for the contributions of all ethnic groups of humankind's accumulated knowledge, ideas, skills and philosophy.

Native Language/Primary Language: The first language acquired by a person.

Psycholinguistics: An interdisciplinary field of study that focuses on how individuals acquire and use language. It includes information from many branches of psychology, sociology, and linguistics.

Realia: Concrete objects from the everyday world which is used during instruction in order to make input comprehensible.

Second Language Acquisition Theory: Consists of a set of related hypotheses put forth to account for observed phenomena in second language acquisition. Those hypotheses are: acquisition vs. learning hypothesis, the monitor hypothesis, the (comprehensible) input hypothesis, the affective filter hypothesis and the natural order hypothesis.

Second Language Acquisition/Learning: The development of second language proficiency through either structured instruction or interaction with native speakers of that language.

Sheltered Academic Instruction: A mode of teaching regular content area courses (in English) in ways which are designed to make them comprehensible to students who are learning English as a second language at various levels of English proficiency. Techniques include simplified speech, contextualization, task-function orientation, and interactional activities.

Sheltered English: English Language Learners are separated from native speakers of English for purposes of ESOL and content-area instruction. This program type provides limited instruction in content areas through English. Content-area teachers use simplified English (slower rate of speech, controlled vocabulary and structures, visual aids, demonstrations, mime,
gestures, and conversational interaction techniques) to teach both content and language skills. This approach is considered effective at secondary school levels

**Silent Period:** A period of time during which students are adjusting to a new language and may refrain from attempts to produce the language. They are developing listening comprehension skills and sorting out such things as the sound system, vocabulary, and other. Not all students go through a silent period, but those who do should be allowed such a period and not be forced to produce oral language until they begin to feel comfortable with their initial attempts. The length of this period varies with the individual

**Target-Language:** The second language being acquired or learned. In ESL instruction, this is English

**Test Bias:** When variables such as gender, ethnicity, or culture influence the results of a test by favoring one group over another, and render it invalid for the testing purpose

**The Natural Approach (NA):** A topic-centered language program designed to develop basic communication skills in accord with the way children naturally acquire language through the following developmental stages: pre-production, early production, speech emergence, and intermediate fluency.

- **Pre-Production** - the first developmental stage of the NA where the focus is on listening comprehension. Student responses are non-verbal
- **Early Production** - the second developmental stage of the NA, where the focus is on expanding receptive vocabulary and initial production
- **Speech Emergence** - the third developmental stage of the NA, when the student begins to speak in simple sentences.
- **Intermediate Fluency** - the fourth developmental stage when the student engages in discourse

**Title III:** Replaces Title VII requirements. Also known as the English Language Acquisition, Language Enhancement and Academic Achievement Act

**Two-Way (Developmental) Bilingual Program:** A bilingual program designed to serve both language majority and language minority students. In this type of program, the two language groups are purposefully mixed so that they can learn from each other in cooperative language exchange activities. In lower elementary grades, all content instruction takes place in the home language of the language minority student, with a period devoted to oral English development. In the upper elementary grades, approximately half the curriculum is taught in English. A two-way bilingual program has among its goals native and second language literacy, growth in content-area knowledge, and promotion of intercultural understanding.
ACRONYMS

**CCT:** Curriculum Compliance Teacher

**DBE:** Developmental Bilingual Education Program

**DCS:** District Compliance Specialist

**ELD:** English Language Development Standards

**ELL:** English Language Learner (replaced LEP)

**ELP:** English Language Proficiency

**ESL:** English as a Second Language

**FES:** Fluent English Speaker

**IPT:** IDEA Proficiency Test

**LEA:** Local Education Agency

**LEP:** Language Enriched Pupil (*We now use ELL*)

**LES:** Limited-English-Speaking

**LTEL:** Long Term English Language Learners

**MPI:** Model Performance Indicators

**NABE:** National Association For Bilingual Education

**NES:** Non-English Speaking

**SDAIE:** Specially Designed Academic Instruction in English

**SLA:** Second Language Acquisition

**TESOL:** Teachers of English to Speakers of Other Languages

**WIDA:** World-Class Instructional Design and Assessment
ELL COMPLIANCE FORMS

https://www.ocps.net/intranet/cs/Multilingual/Pages/Forms.aspx
## ELL COMPLIANCE FORMS

<table>
<thead>
<tr>
<th>Name of ELL Form</th>
<th>When to use</th>
<th>Purpose</th>
<th>Additional tips</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PARENT’S RIGHTS LETTER</strong></td>
<td>This form must be provided to the parents during registration procedures if the parent answer affirmative to any of the HLS questions.</td>
<td>According to META Consent Decree parent must be immediately informed of the eligibility and placement process that will take place.</td>
<td>Original form must be <strong>signed by the parent</strong>, and filed in the student’s cum (ELL PLAN/PORTFOLIO). Provide parent with a copy.</td>
</tr>
<tr>
<td><strong>PROGRAMMATIC ASSESSMENT CHECKLIST</strong></td>
<td>This form must be completed every time a student is registered at an OCPS school or when is transferred from one OCPS school to another. At time of registration the registrar or CCT will complete this form by asking some additional questions to the parent.</td>
<td>This questionnaire will help the ELL Committee to make the best placement recommendation.</td>
<td>Original form must be filed in the student’s ELL PLAN/PORTFOLIO.</td>
</tr>
<tr>
<td><strong>PARENTAL CHOICE OF ESOL PROGRAM MODEL OPTIONS</strong></td>
<td>Complete after testing OR during placement meeting. This form is provided to the parents after the student has qualified for ESOL services.</td>
<td>This form documents that the school has honored the parent’s rights as described on the state mandate. <strong>It is the parent’s right to select the instructional model they prefer for their child (based on availability and eligibility criteria for the specific program model) if they DONOT agree with the option selected for their child.</strong></td>
<td>Original form must be filed in the student’s ELL PLAN/PORTFOLIO and parent’s signature is required. School responsibility is to provide the best professional placement recommendation, but parent may refuse the recommendation and select another instructional model. The school should honor parent’s selection based on availability and qualifications for program.</td>
</tr>
<tr>
<td><strong>ESE LANGUAGE PROFICIENCY REFERRAL</strong></td>
<td>Must be completed before testing (IPT), an ESE Student for ELL services</td>
<td>Request the Staffing Specialist or psychologist to complete the form and instruct of any specific accommodations during testing.</td>
<td>In cases were the student cannot take the IPT, an Informal Assessment must be completed during an ELL Committee meeting. Original must be filed in the student’s ELL PLAN/PORTFOLIO.</td>
</tr>
<tr>
<td><strong>INFORMAL ASSESSMENT OF LANGUAGE DOMINANCE FOR ESE STUDENTS</strong></td>
<td>This is an interview assessment to be used during an ELL Committee meeting for potential ELL students who are unable to take a language assessment</td>
<td>This tool is used as an assessment substitute in cases of ESE students with a mental age lower than 5 or any special condition that is not allowing the child to be evaluated with IPT.</td>
<td>It is an interview to the parents conducted during an ELL Committee meeting. Original must be filed in the student’s ELL PLAN/PORTFOLIO.</td>
</tr>
<tr>
<td><strong>LY TESTING REFERRAL</strong> (IPT scores and final decision)</td>
<td>This form must be completed when a student is tested with the IPT per parents/teacher’s request.</td>
<td>The purpose of this form is to document the specific scores after testing with IPT and the final decision based on test results.</td>
<td>Original must be filed in the student’s ELL PLAN/PORTFOLIO.</td>
</tr>
</tbody>
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<tr>
<td><strong>IPT SCORE REPORT</strong></td>
<td>This form must be completed after administration of initial assessment or reevaluation.</td>
<td>These scores will also be documented on the Identification/Exit PK-12 Data Element form or Reevaluation Data Elements</td>
<td>This form must be filed in the Testing log binder to maintain records of all students that were tested.</td>
</tr>
<tr>
<td><strong>LETTER OF DELAY (TESTING BEYOND 20 DAYS)</strong></td>
<td>This form must be completed when the initial assessment was not administered within the 20 school days of enrollment</td>
<td>The purpose of this form is to document the reason for the delay in the initial assessment process</td>
<td>In cases where the reason was student’s absence, print the attendance report and attach it to the form as evidence of the absences. Original must be filed in the student’s ELL PLAN/PORTFOLIO.</td>
</tr>
<tr>
<td><strong>REQUEST FOR RETESTING FOR ESOL SERVICES</strong></td>
<td>This form must be used in cases were the parent or teacher is not satisfied with the initial testing results and is requesting the child to be retested.</td>
<td>Not for a student that is already LY. Use LY Testing Referral in those cases.</td>
<td>Before completing a request for retesting, an ELL Committee meeting must take place to discuss and document the specific concerns and reasons for the re-testing request.</td>
</tr>
<tr>
<td><strong>PARENTAL NOTICE OF ENGLISH LANGUAGE LEARNER (ELL) COMMITTEE MEETING (Invitation to ELL Committee Meeting)</strong></td>
<td>This invitation form must be sent to the parent prior to the ELL Committee meeting (scheduling process) (invite ELL Committee members)</td>
<td>This form documents that the parent was properly invited to participate in the student’s academic decisions.</td>
<td>Original must be filed in student’s ELL PLAN/PORTFOLIO.</td>
</tr>
<tr>
<td><strong>TEACHER INPUT FORM INTERPERSONAL AND ACADEMIC LANGUAGE SKILLS CHECKLIST</strong></td>
<td>This form must be used to document the teacher’s observations and should be completed prior to the ELL Committee meeting.</td>
<td>This form purpose is to document the specific teacher’s observations, and as evidence of the data used to make the academic decisions for the student.</td>
<td>This form is very helpful; especially in situations where the teacher is not able to attend the meeting. Original must be filed in student’s ELL PLAN/PORTFOLIO.</td>
</tr>
<tr>
<td><strong>ELL COMMITTEE MEETING NOTES FORM</strong></td>
<td>This form will also be used as an Academic Needs Identification/academic plan (ANI).</td>
<td>All the academic details discussed during the meeting must be documented (notes) in the ELL Conference form as evidence, including the ELL Committee recommendations and parent’s opinions (agree or disagree with recommendations). This form must also be completed as an ANI for students at risk of retention or unsatisfactory academic/linguistic progress.</td>
<td>A minimum of three professional signatures is required (in addition to parent’s signature) and only can sign if they attended the meeting. Original form must be filed in the student’s ELL Plan. Provide parent with a copy. An administrator or designee is required.</td>
</tr>
<tr>
<td><strong>ENGLISH LANGUAGE LEARNER (ELL) COMMITTEE REFERRAL (summarize the ELL Committee decision)</strong></td>
<td>This form must be completed every time an ELL Committee meeting takes place.</td>
<td>This form specifies the final decision and indicates from the 5 main criteria established by the state, which ones were used to make the final decision.</td>
<td>A minimum of two criteria options must be used to make any academic decision for the ELL students. Original form must be filed in the student’s ELL Plan.</td>
</tr>
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<tr>
<td><strong>NOTIFICATION OF ELIGIBILITY/ANNUAL PLACEMENT IN THE ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM</strong></td>
<td>This is one of the placement documentation to be used for initial placement or continuation of ELL services for the current school year. Complete after testing to indicate if the student is eligible or not for ELL services.</td>
<td>This form documents that the parent was informed that his child qualified for ESOL Services or will continue receiving ELL services for the current school year. Must be completed within 30 days of enrollment for initial placement. Must be completed at the beginning of the school year for annual placement purposes.</td>
<td>This document must be presented to the parent with the ELL Conference form (if placement meeting is necessary), and Parental Choice form for initial placement.</td>
</tr>
<tr>
<td><strong>IDENTIFICATION/EXIT DATA ELEMENTS GRADES PK-12</strong></td>
<td>This form must be used to collect the information that has identified the student as LY, TN, or LF (when applicable)</td>
<td>This purpose of this form is to document the information used to identify the student.</td>
<td>This form is ONLY used as an EXIT form if the student has information from a previous county. It would be used to document the identification information and exit information for that student. In any other cases it is ONLY the Identification Form.</td>
</tr>
<tr>
<td><strong>NOTIFICATION OF EXTENSION OF INSTRUCTION AND / OR PROGRAM EXIT</strong></td>
<td>This form is only applicable for students with three or more years of instruction in a US school (based on DEUSS date) AND/OR students who EXIT the ESOL Program</td>
<td>This form is used to document that the student falls under the Extension of Instruction or will be exited based on reevaluation with ELP/ ACCESS for ELLS 2.0/FSA or IPT. Complete the form if the student did not pass ELP/ ACCESS for ELLS 2.0/FCAT criteria or IPT, or after an ELL Committee decision.</td>
<td>ELL Committee meeting is mandatory for Extension of Instruction in cases were the student did not meet the exit criteria. It will also be used to document the exit decision after reevaluation with ELP/ ACCESS for ELLS 2.0/FSA or IPT. These exit procedures also require a mandatory ELL Committee meeting.</td>
</tr>
<tr>
<td><strong>REEVALUATION/EXIT DATA ELEMENT K-12</strong></td>
<td>This form is only applicable for students with three or more years of instruction in a US school (based on DEUSS date), reentry scenarios, AND/OR students who EXIT the ESOL Program.</td>
<td>This form must be completed after the reevaluation process is completed to document the specific scores used to determine extension of ELL services or exit.</td>
<td>This form is used as part of the reevaluation procedures, in addition to: *Notification of Extension of instruction/Exit form *Parental Notice of ELL Committee Meeting (Invitation form) *ELL Committee Meeting Notes form. *ELL Committee Referral form</td>
</tr>
</tbody>
</table>

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<tbody>
<tr>
<td>POST-RECLASSIFICATION MONITORING (LF Students Monitoring form)</td>
<td>After exiting the ELL Program, the student will be monitored for two years.</td>
<td>This form documents that the school is monitoring the student’s academic progress to ensure no additional support is needed. Complete the four Monitoring Periods as required based on exit date.</td>
<td>Every time a monitoring period is completed, a copy of the report card must be attached to the form and filed in the ELL PLAN/PORTFOLIO. Once Monitor D is completed, LEP Code must be changed to LZ.</td>
</tr>
<tr>
<td>RECLASSIFICATION</td>
<td>This form must be used every time that a student is reclassified as LY again, after been exited and coded LF.</td>
<td>This form will document the reclassification decision and the LEP/ELL Indicators updated.</td>
<td>A student can be reclassified as LY after an ELL Committee meeting takes place and only during the two years of monitoring process. After a student is coded LZ, reclassification cannot take place.</td>
</tr>
<tr>
<td>ELL PORTFOLIO COVER</td>
<td>This form must be completed once an ELL Plan is initiated. This form must be updated every school year until the student is coded LZ</td>
<td>The purpose is to show a quick reference of the student’s academic history.</td>
<td>This form must be filed in the student’s ELL PLAN/PORTFOLIO and must be located at the top of all ELL documentation.</td>
</tr>
<tr>
<td>REFUSAL OF TITLE III SERVICES</td>
<td>This form is only to be used in cases where the parent is refusing any additional support provided through Title III.</td>
<td>This form documents any parental refusal to Title III services. This does not mean that the parent can refuse the ESOL services.</td>
<td>Title III services may include computerized Language Programs, Bilingual Paraprofessionals, tutoring program paid by Title III. An ELL Committee Meeting must take place to document parental decision.</td>
</tr>
<tr>
<td>CHANGES IN DATA ELEMENTS</td>
<td>This form should be used every time there is a correction in the LEP indicators screen.</td>
<td>The purpose of this form is to keep documentation of any corrections entered on the main LEP Indicators page or the Federal Info (DEUSS or HLS information).</td>
<td>This form does not need to be used for regular updates, like yearly Plan date update. Is only to document specific corrections that were errors.</td>
</tr>
<tr>
<td>Situation</td>
<td>Forms Needed</td>
<td></td>
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</tr>
</tbody>
</table>
| ELL Committee Meetings | Parental Notice of ELL Committee Meeting  
ELL Committee Referral Form  
ELL Committee Notes  
Teacher Input Form – ANI, Exit decision, EOI, etc.  
*Note: Use the correct Data Elements Forms if there was a decision made in regards to placement/exit* |
| Extension of Instruction and/or Exit ELL Committee Meetings | Parental Notice of ELL Committee Meeting  
ELL Committee Referral Form  
ELL Committee Notes  
Teacher Input Form  
Notification of Extension of Instruction and/or Program Exit  
Re-evaluation/Exit Data Elements |
| New Registration/New to OCPS | Home Language Survey  
Programmatic Assessment  
Parent Rights Letter  
*After Testing:*  
IPT Score Report – To Program Assistant within 24 hours  
Notification of Eligibility/Annual Placement Form  
Parental Choice Form – If qualified for ESOL  
Identification/Exit Data Elements  
Portfolio Cover  
Print Correct Student Schedule – Left side of ELL Portfolio |
| New Registration/Other Florida County | Home Language Survey  
Programmatic Assessment  
Parent Rights Letter  
*After Receiving Information:*  
Notification of Eligibility/Annual Placement Form  
Parental Choice Form – If LY student  
Identification/Exit Data Elements  
Portfolio Cover  
Print Correct Student Schedule – Left side of ELL Portfolio |
| New Registration/Other Florida County | Home Language Survey  
Programmatic Assessment  
Parent Rights Letter  
*After Testing:*  
IPT Score Report – To Program Assistant within 24 hours  
Identification/Exit Data Elements  
Notification of Eligibility/Annual Placement Form  
Parental Choice Form – If qualified for ESOL  
Portfolio Cover  
Print Correct Student Schedule – Left side of ELL Portfolio |
| Transferring from within OCPS | Home Language Survey  
Programmatic Assessment  
Notification of Eligibility/Annual Placement Form  
Parental Choice Form – If LY student  
Print Correct Student Schedule – Left side of ELL Portfolio  
Update ELL Portfolio Cover and Plan Date |
| Transferring from within OCPS  
*Marked different answers than original HLS* | DO NOT CHANGE ORIGINAL HLS  
HONOR ORIGINAL INFORMATION  
Student was NNN and parent now marks any Yes |
### Multilingual Student Education Services Department

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<tr>
<th>ELL District Compliance Support</th>
<th>ELL Instructional Coaches</th>
<th>ELL Resource Teachers</th>
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</thead>
<tbody>
<tr>
<td>Ana Ramos - E</td>
<td>Ana Orsini</td>
<td>Adam Bollhoefer</td>
</tr>
<tr>
<td>Anthony Biggs - N</td>
<td>Deborah Johnson</td>
<td>Ines Veronica Cordero</td>
</tr>
<tr>
<td>Chaneiqua Williams - SW</td>
<td>Esther Perez</td>
<td></td>
</tr>
<tr>
<td>Diane Davitt - E</td>
<td>Godwin Prospere</td>
<td>Parent Liaisons</td>
</tr>
<tr>
<td>Frances Melecio - W</td>
<td>Lara Tran</td>
<td>Rebecca Millan - Lead</td>
</tr>
<tr>
<td>Ismary Cuellar – SE</td>
<td>Maria Torres</td>
<td>PA – Parent Liaison</td>
</tr>
<tr>
<td>Myriam Flores - W</td>
<td>Mayra Santiago</td>
<td>Vacant</td>
</tr>
<tr>
<td>Shirley Barnes - SW</td>
<td>Sonia Barcelo</td>
<td>Vacant</td>
</tr>
<tr>
<td>Tamara Lopez - N</td>
<td>Stephanie Wilcox</td>
<td>Vacant</td>
</tr>
<tr>
<td>Walleska Figueroa - SE</td>
<td></td>
<td>Vacant</td>
</tr>
<tr>
<td></td>
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<td>Parent Liaisons</td>
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<thead>
<tr>
<th>Program Assistants</th>
<th>Bilingual/Dual Language Centers</th>
<th>VPK Instructional Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angela Berrios – Data Entry</td>
<td>Carmen Santiago</td>
<td>Vacant</td>
</tr>
<tr>
<td>Antonia Gonzalez</td>
<td>David Burns</td>
<td></td>
</tr>
<tr>
<td>Bernice Santiago</td>
<td>Nolia Rodriguez</td>
<td></td>
</tr>
<tr>
<td>Clarisa Corujo</td>
<td>Olga Olivera</td>
<td></td>
</tr>
<tr>
<td>Maribel Carcano</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sonia Sanchez</td>
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</tbody>
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