**ESOL Contact Meeting**

**Face to Face:** Wednesday, August 17, 2016  
**Adobe Connect:** Thursday, August 18, 2016

**School Participation:**
The list of schools represented below may not be all-inclusive. Participants that entered their name and school information on the login screen of the Adobe Connect sessions are reflected.

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**Centers**

- **Be Right Back**
- **Cross Creek**
- **Cypress Run**

**VOTEC**n

- **Atlantic Tech**
- **McFatter Technical**

**District**

- **Talent Development**

[SB/VBS 8/31/16]
Present from the Department:

Administrators:
Victoria Saldala • Stephanie Bustillo • Melinda Jones • Leyda Sotolongo • Celina Chavez (CSMS)

Instructional Facilitators:
Miriam Acevedo • Annette Ramos • Rosie Richard • Sonia Rodriguez • Jennifer Desmidt • Cristal Concepcion

ESOL Support Staff
Jeanie Mesler • Martha Villa-Rosa

The information below is a brief recap of the meeting. For detailed information please refer to the PowerPoint slides found at http://www.quia.com/pages/browardesoltraining/page27.

I. Welcome and Agenda (slides 1-6)
- Welcome (slide 1)
- Edu Resource Solutions- Supplemental resources (slide 2)
- Agenda (slide 3)
- Bilingual ESOL Department Staff (slides 4-6)

II. Getting to know you. (slides 7-14)
- The ESOL Contacts were polled for various questions related to meetings
III. What do I need to know for 2016-17? (slides 15-19)
   - District Enrollment (slide 15)
   - Welcome Video (slide 16)
   - How does your school welcome ELLs? (slide 17)

-Do you speak ESOL? (slide 20)
   - WIDA
   - ACCESS for ELLs 2.0
   - ELD Standards= English Language Development Standards
   - ELP = English Language Proficiency Levels
   - ELLevation Platform vs ELLevation InClass
   - ESSA = Every Student Succeeds Act

-ESOL Contact Meetings (slides 21-27)
   - The ESOL Contacts were polled for various questions related to meetings

-Overall Organization of Standards (slides 28-43)
   - Can Do Philosophy (Slide 29)
   - Can Do Booklets (Slide 30)
   - Can Do Descriptors Grade Level Clusters Level 3-5 (Slide 31)
   - How can a Level 1 student show what they know? Pull out the key verbs. (Slide 32)
   - WIDA ELD Standards (Slide 33)
   - Four Language Domains (Slide 34)
   - English Language Proficiency Levels (Slide 35)
   - Elements of Modeled Performance Indicators-MPI (Slide 36)
   - Organization of MPI’s within Standards (Slide 37)
   - ELD Standard Strand: Mathematics (Slide 38)
     - MPI: Language Function (Slide 39)
     - MPI: Content Stem (Slide 40)
     - MPI: Support or Strategy (Slide 41)
   - Where can I learn more? (Slides 42-43)

-How do we know if ELLs are achieving the standards? ACCESS for ELLs 2.0 (slides 44-47)
   - Why are we required to administer ACCESS for ELLs 2.0? (slide 45)
     - Monitor annual progress English Language Proficiency
     - Provide valid and reliable information for decision-making and accountability.
     - Inform classroom instruction and assessment
     - One Criterion to aid in determining when ELLs exit the ESOL program.
   - ACCESS for ELLs 2.0 paper (slide 46)
     - Grade Clusters
     - Tiers
     - Writing responses are handwritten in by DRC
     - Speaking responses are locally scored.
   - WIDA AMS (slide 47)
     - Schools can generate additional reports in multiple languages, and Parent/Guardian Reports
   - Score Reports (slide 48)
     - Schools will receive one hardcopy of the different score reports in English
For Grades 1-12 the score report is sent home. For Kindergarten, the score report is filed in the student’s ELL folder.

- **Individual Student Report ACCESS for ELLs 2.0 (slide 49)**
  - Demographics, Language Proficiency scores by domain and composite and description of ELD Levels are visualized

- **Student Roster Report (slide 50)**
  - Available on WIDA AMS

- **English Language Proficiency Levels (slide 51)**
  - New Classification Codes

- **What do the proficiency levels mean? (slide 52)**
  - Proficiency levels are represented by whole numbers followed by a decimal
  - Whole numbers = Student’s language proficiency level based on WIDA ELD standards.
  - Decimal = proportion within the proficiency level range that student’s scale score represents.
  - Numbers CANNOT be rounded up.

**Activity: The Expert and the Novice. (slide 53)**

- Adapted from ELLevation InClass
- How can we use this information? (slide 53)
- Charting for Instruction (slide 54-60)

**New Classification Codes (slide 61)**

- Students were successfully administered all sections on ACCESS for ELLs 2.0

**Why do students still have the former Language Classification codes? (slide 62-63)**

- Students who have an A1, A2, B1, B2 or C1 were not successfully administered ALL sections of ACCESS for ELLs 2.0 or Are new to BCPS
- Language Proficiency Levels Chart (slide 63)

**How do you classify new students to BCPS? (slide 64)**

- The process remains the same...
- IDEA Oral Proficiency Test I (IPT-I) – Form G - Grades K-5 or IDEA Oral Proficiency Test II (IPT II) – Form E – Grades 6-12
  - Used to determine program eligibility for ESOL program services
  - Used for annual progress monitoring
  - Used for REEVALs after October 1st
- IPT Reading and Writing- IPT I-Grades 2-3; IPT II- Grades 4-6; IPT III- Grades 7-12
  - Used for REEVALs after October 1st
- KTEA- Reading/ Writing assessment used for students in grades 3-12 who score FES on IPT Oral (District assessed, request form is available on esol.browardschools.com under Forms tab)

**REEVALS/Extension of Services (slide 65-76)**

- The process remains the same...Except Do Not change the Language Classification.

**Exit Criteria (slide 77)**

- Grades KG-12
- Let’s Practice (slide 78)

**Where do I begin? (slide 79)**

- Run Reports on ELLevation
- Exit eligible students – Section 6
- Identify New Students – Section 2
- Extension of services (REEVALS) – Section 7
V. What else do I need to know? (slides 80-106)

- Ordering ELL Folders (slide 81)
  - To request ELL folders email your name, school name and the # of folders to esolrequests@browardschools.com
  - ELL Folders are updated annually and contain required documentation

- Placement Test (slide 82)
  - IPT Assessment will be changing to the WIDA Screener
  - School locations will need to purchase the Kindergarten screener
  - Tentative date of November 2016
  - IPT Assessment is still being utilized for placement and Extension of services (REEVALS) until further notice
  - There will be choices of language assessments to administer for REEVALS
  - Spring administration of IPT is TBD.

- Purchase IPT Materials from Ballard & Tighe (slide 83)
  - Order and Price List are available at esol.browardschools.com under the Resources tab

- Registration Form- Home Language Survey (slide 84)
  - The student Registration form has been revised to include a statement before the Home Language Survey.

- META Consent Decree requirement (slide 85)
  - Examples and Non-examples

- ESOL Program Handbook (slide 86)
  - Sections have been updated to reflect changes.
  - Posted on Department website.
  - We welcome feedback.

- ELLevation Platform (slide 88)
  - All documentation in ELLevation is required in order to meet State and District program requirements.
  - How do I assess ELLevation? ELLevation Access Form

- ELLevation InClass & Instructional Strategies (slide 89-93)
  - Provides classroom teachers with tools to identify their ELLS, meet their language acquisition needs and ensure instructional decisions.
  - 100 schools will be offered this opportunity

- Title III Grant Opportunities (slide 94-98)
  - Language Enrichment Camp
  - Title III & Digital DLA Professional Learning Communities
  - Supplemental Instructional Materials Allocation
  - Professional Development Offerings
  - ESOL Academic Competition
  - NearPod

- Immigrant Grant Initiatives (Slide 99)
  - Students who are (a) ages 3-21 and (b) were not born on any state or U.S. territory and (c) have not been attending one or more schools in any one or more States for more than 3 academic years.

- Date of Entry in U.S. School (DEUSS) used for: (slides 100-105)
  - Used for State Accountability
  - Extension of Services
Promotion/Retention – Good Cause
Immigrant Information (slide 102)
Immigrant Report available on ELLevation – will be automated prior to FTE
Can be pulled from the Export Wizard on the Reports Tab on ELLevation

- ESSA (slide 105-106)
  - Video

V. Other Bilingual ESOL Department Programs (slides 107-119)
- Dual Language (slide 107)
- Expansion of Program- locations (slide 108)
- Dual Language on TERMS (slide 109)
- World Languages (slide 110)
- Bilingual Intake Office (slide 112)
  - Services offered
  - Request form available at esol.browardschools.com under ESOL Forms tab.
  - Submit to esolrequests@browardschools.com
- Parent Outreach Office (Slides 113-114)
  - Services offered (slide 113)
  - ESOL Leadership Meetings: Next Meeting Wednesday, September 28th, 6:30 – 8:30 at Indian Ridge Middle School. (slide 114)
- ESOL Academic Competition (slide 115)
  - Information will be forthcoming.
  - InSync Education (slide 116)
  - Ebooks (slide 117)
  - Bilingual ESOL Department Website (slide 118)
  - Follow-us on Social Media (slide 119)
    - Twitter: @BrowardESOL
    - Facebook: Broward Bilingual ESOL Department
    - Pinterest: BrowardESOL

VI. ELLevation
- Reports will be automated forthcoming (Active ELLs, Immigrant Students, Missed/Overdue Meetings)
- How to use the Exit Center
- Procedure for identifying and exiting a student using ELLevation.

Questions & Answers

Q: Is WIDA for everyone?
A: Yes. WIDA Standards are for K-12.

Q: Will ELLevation be available for Charter Schools?
A: Yes. Every location has two licenses.

Q: The DEUSS date and ENTRY date for a PreK student are the day the student started PreK. Do the DEUSS and ENTRY date change when he/she enters kindergarten?
A: Yes. The DEUSS, ENTRY, and PLAN dates are all updated to the first day of kindergarten.

Q: Does the DEUSS date include private schooling or is it when they were in public schools only?
A: DEUSS represents any school in the US.
Q: If a student was in a Broward school last year and was not classified as ESOL but we think he should be, can we assess him?
A: You should honor the original Home Language Survey; however, if there are any questions, you can contact the parent and convene the ELL Committee to discuss whether placement in the ESOL Program is appropriate.

Q: Do we give IPT Oral for REEVALs, too?
A: Yes. You must administer IPT Reading, Writing, and Listening/Speaking for any student who is in need of a REEVAL after October 1, 2016.

Q: What is the turn around time when requesting the KTEA-II?
A: Once you submit the KTEA request, an ESOL Department assessor will contact you within 24 hours to schedule the assessment. (The request form is available on esol.browardschools.com under Forms tab)

Q: When a student re-enters from another country beyond 90 days, do we test him with just the IPT Oral or do we need to give the Reading and Writing, as well?
A: If the student is due for a REEVAL (the student is entering his/her 4th year or beyond in the program), then you will have to administer all of the tests, including IPT Reading and Writing. If it is only the 2nd or 3rd year in the program, you only need to administer the IPT Oral.

Q: A parent called after I sent home the Notification of Placement/Continuation Letter indicating initial ESOL eligibility. The parent said that the child only speaks English. Is the phone call enough for me to change the student’s ESOL status from LY to ZZ?
A: No. ESOL is not an opt-out program. If there are concerns about the child’s placement, you must convene the ELL Committee. If the ELL Committee decides to exit the child, make sure to document 2 of the 5 state-approved criteria.

Q: If we notice that we have a student who speaks another language in the home and was not tested (2 or more years ago), what should I do?
A: You should honor the original Home Language Survey. If the parent answered “Yes” to any of the questions on the HLS, then you must test the child. Remember to include the 20 day letter located on our website under the Appendices section of the Handbook.

Q: Where can we get conference forms in the other languages?

Q: What if a student came to us from another school and should have had a REEVAL in January. Should I do the REEVAL now?
A: Yes. You should complete the REEVAL and use the current date. Remember that the student will probably need another REEVAL in January of 2016 once he/she enters a new year in the ESOL Program.

Q: Do kindergartens need the Accommodations?
A: You must document Accommodations for all students KG-12) on ELLevation. Make sure that you consider the grade level and individual student when selecting appropriate accommodations.

Q: What do you classify a student if he/she is FES pending K-TEA?
A: You should wait until the KTEA is administered before you can determine the language classification. You can also use the questionnaire on the Initial Classification form to determine if the student is a Dominant English Speaker (DZZ).

Q: What should I do when schools do not send the green or blue folders even after several requests?
A: If you have waited and have not been able to obtain the ELL Folder, you can create a replacement folder for the student. Make sure that the information you include on the folder matches the original dates in TERMS and follow the procedures outlined in Section 3 of our ESOL Department Handbook. Most of the student information can be retrieved and reviewed on the ELLevation platform.

Q: If the ELL Committee determines that a student should be exited, do I still have to test the student or is the Committee and at least 2 valid explanations enough?
A: You are required to administer the IPT Reading, Writing, and Listening/Speaking before convening the ELL Committee. This data must be available in order for the ELL Committee to conduct the REEVAL and make an informed decision.

Q: I have a new student from another Florida County. Do I make a new folder and use the dates from the other Florida County?
A: Yes. A new ELL folder must be created. Try to obtain as much information as you can from Dade and use their REFDT, CLASS, ENTRY, and DEUSS dates. You must assess the student with the IPT in order to determine his/her language classification because a different assessment is used in Dade. Keep in mind, if the student does have ACCESS for ELLs 2.0 scores you will not assess but rather use the ACCESS scores for the Language Classification (ACCESS for ELLs 2.0 composite score).

Q: What grade levels should the Flexible Setting Accommodation letter be sent home for?
A: The letter is sent home with any ELLs that are pulled out of the classroom for testing.

Q: Do I assess a student who comes in from another Florida county with a numerical Language Classification on the IPT?
A: The first plan of action is to request and review the students ELL information from the transferring county. Next, determine if the student received ACCESS scores. If the student received a composite ACCESS score, this becomes their Language Classification (LC). If the student does not have any ACCESS scores then an IPT will be administered to identify the LC until further notice.

Q: Do the Individualized student reports go home and not in their folders?
A: Students in Grades 1-12 should go home and the Kindergarten report should go in folder. Their score are already in ELLevation therefore will be on the ELL Student Plan, On WIDA-AMS you can print the Kindergarten Parent/Guardian report. This was not delivered to you. It has to be printed from WIDA AMS in the home language if available.

Q: How do I classify a student who is entering the ESOL program and is an A1/LY? Do I classify the student as Level 1?
A: For brand new students the process remains the same. There are entered into TERMS as A1/LY

Q: What is the Language Classification in TERMS; do students have the IPT codes or the Access numbers?
A: All of the students that took all sections of ACCESS for ELLs 2.0 have the ACCESS composite code in TERMS as their Language Classification

Q: To whose attention were the ACCESS 2.0 Individual Student Reports sent?
A: Contact Student Assessment for clarification on the shipment of the reports. 754-321-4250.