



Bilingual ESOL Department

Quarterly ESOL Contact Meeting

September 27, 2017

Agenda

- Reminders
- State/District Updates
- What needs to happen before October FTE?
- Resources



Reminders





Registration Form

BROWARD
County Public Schools

Student Registration Form

Only the parent/guardian (F.S. §1000.21(5)) who registers the student may withdraw the student from his/her current school, unless there is documentation of extenuating circumstances indicating otherwise. If the parent/guardian's responsibility to notify the school in writing within 10 school days. The information you provide on this form will be kept confidential and only used and discussed by school and District staff on a need-to-know basis.

Student's Last Name (Legal)		First Name (Legal)	Middle Name	Affirmed Name	
Student's Primary Home Address		Apt #	City	State	Zip Code
Home Phone #		Student's Cell Phone #		Student's E-mail Address	
SSN <small>*Not required for enrollment or graduation. F.S. §1000.3106 requires SBBC to request the SSN for its information management system.</small>		Date Student First Entered School in USA	Date of Birth	Birthplace (City/State/Country)	
Student Lives With		Ethnicity		Race (Check all that apply)	
<input type="checkbox"/> One Parent <input type="checkbox"/> Both Parents (same address) <input type="checkbox"/> Both Parents (different address)		<input type="checkbox"/> Non-Hispanic or Non-Latino <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Other: _____		<input type="checkbox"/> White <input type="checkbox"/> Black/African-American <input type="checkbox"/> Asian <input type="checkbox"/> Native American/Native Alaskan <input type="checkbox"/> Native Hawaiian/Pacific Islander	
Registering Parent's Last Name (Legal)		Suffix	First Name (Legal)	Driver License #	Relationship to Student
Registering Parent's Work Phone #		Registering Parent's Cell Phone #		Registering Parent's E-mail Address	
Home Language Survey (If the answer is "Yes" to any of these questions, the student must be tested for English proficiency.)					
<input type="checkbox"/> Yes <input type="checkbox"/> No		Is a language other than English used in the home?		If "yes", which language? _____	
<input type="checkbox"/> Yes <input type="checkbox"/> No		Does the student have a first language other than English?		If "yes", which language? _____	
<input type="checkbox"/> Yes <input type="checkbox"/> No		Does the student most frequently speak a language other than English?		If "yes", which language? _____	

Date Entered on A03



DEUSS is used for:
 State Accountability Extension of Services (REEVALS)
 Good Cause Promotion
 Immigrant Funding

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



DEUSS

FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATABASE REQUIREMENTS VOLUME I:
AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS

Year: 2012-13

Data Element Number: **197237**

Data Element Name: **Date Entered United States School**

The month, day and year the student entered school in the United States (any of the 50 states and the District of Columbia, excluding U.S. territories and possessions).



TIER PLACEMENT FIELD GUIDELINES

- The Tier Placement field information on the A23 panel of TERMS will be **captured during FTE Survey 2 (October 2017)**.
- The purpose of this field is to **determine the test TIER the student will be assessed on the 2017-18 ACCESS for ELLs 2.0 assessment in the spring**.
- The TIER will also determine the appropriate **number of 2017-18 ACCESS for ELLs 2.0 tests in each Tier that will be sent to each school location**.

How to enter the Tier Placement (Panel A23)

Active ELL Students (LY) in Grades 01-12.

Tier Placement (TERMS A23 Panel)	2016-17 ACCESS for ELLs 2.0 Overall Proficiency Scores	Date Entering U.S School *
A	1.0-2.0	07/01/2017 or after
B	2.1-3.0	Between 07/01/2015 and 06/30/17
C	3.1-6.0	Before 07/01/2015

* ESOL Contact should take into account student's interruption of services when assigning Tier Placement based on the DEUSS date.

Active ELL Students (LY) in Grades 01-12 with Severe Cognitive Disability.

Tier Placement field should be coded "D" – Alternate Tier if the active ELLs (LY) is enrolled in grades 01-12 and has **significant cognitive disabilities**.

IMPORTANT: Alternate ACCESS for ELLs assessment participation must be based on accommodation described in the IEP. **The majority of ESE students are not eligible to take the alternate form and should be placed in Tier "A", "B", or "C".** Please contact the ESE Specialist at your schools or the student's teacher to confirm the placement

All Kindergarten Students

Tier Placement field should be coded "Z".

Former ELL Students (LF or LZ)

Tier Placement field should be coded "Z".

IMPORTANT: When exiting ELL students, you may have to enter a valid TIER placement code ("A", "B", or "C") for the current LEP status of the student (LY) before being able to enter the appropriate tier placement code "Z". **You will only be able to change the TIER placement field to "Z" after you successfully changed the student's LEP status code to LF.**

FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATABASE REQUIREMENTS
AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS
Year: 2017-18

Data Element Number: 197279

Data Element Name: English Language Learner

A code to indicate the tier placement for a student receiving services for ELL students (LY) for proficiency assessment.

Code	Definition/Example
A	Tier A – placement based on •Placement determined from •Student arrived in the U.S. instruction in English. •Student currently receives •Student recently achieved a proficiency assessment.
B	Tier B – placement based on •Placement determined from •Student has social language English. •Student has acquired some •Student recently achieved a proficiency assessment.
C	Tier C – placement based on •Placement determined from •Student is approaching grade •Student will likely meet the •Student recently achieved a proficiency assessment.
D	Alternate Tier – placement based on •Student has a significant cognitive disability •Student requires extensive gains in the grade and age •Student is enrolled in grade
Z	Not Applicable - Use for all Language Learners, PK-12

Notes: This code should be reported for all ELL students only. All others should be reported as "Z".

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use DEUSS date if the student did not take ACCESS for ELLs 2.0 or missed any subtests in the previous school year.

entering U.S School *
07/01/2017 or after
07/01/2015 and 06/30/17
before 07/01/2015

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Janet is a
She score
in 2016 –

What is
correct



TIER

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How to enter the Tier Placement (Panel A23)

Active ELL Students (LY) in Grades 01-12.

	First , check if the student was assessed on the ACCESS for ELLs 2.0 in the previous school year and use the overall composite scores to assign the current tier placement.	Second , use DEUSS date if the student did not take ACCESS for ELLs 2.0 or missed any subtests in the previous school year.
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c, FL.
last year



Tier report from ELLevation



Broward County

Search for students or groups



Hi Stephanie ▾

Home Students ▾ Schools Teachers Reports ▾ Instruction ▾ Resources ▾ Admin ▾

Export Wizard

With the Export Wizard, you can generate a comma-separated (CSV) export of your student data. This file can be opened in Excel or similar spreadsheet program. Simply select which student data fields you would like to include in your file and click *Run Export*. Your file will appear at the bottom of this page when it is ready.

Additionally, you may save your export parameters as an Export Template, and generate an updated file from this page at any time.

Saved Export Templates

These are your saved export templates. Select one below to run, edit or schedule an export.

2017-2018 Tier First Graders ▾

Run Export

Delete Template

Modify Template

- Creator: Bustillo, Stephanie (you)
- Description: LY Students whom were in KG during the 2016-2017 School Year and have a "Z" tier in TERMS requiring a tier update.
- Scheduled: -- (edit schedule)

Help



State/District Updates



Immigrant Identification/Report

IMMIGRANT STATUS BULLETIN

The District has identified approximately 1,400 students with **potential errors in the Immigrant Status code and/or DEUSS.**

Please ask your ESOL Contact for the Immigrant Student Report from ELlevation in order to identify any mistakes at your school location.

- 1) The immigrant status field (IM) should have a “Y” for all students who meet the following requirements:
 - Between the ages 3-21; and
 - Were not born in any State or U.S. territory or possession; and
 - Have not been attending one or more schools in any one or more States for more than 3 full academic years (KG-12) based on DEUSS date.
- 2) The Date Entered United States School should be based on the month, day, and year the **student (KG-12) entered a school in the United States** (in any of the 50 states and the District of Columbia, excluding U.S. territories and possessions).
If the student was transferred from another district, the DEUSS date should be the first day in the previous school district. As a reminder, every effort should be made to retrieve previous school records.

Please feel free to e-mail (Martha.Villa@browardschools.com) or contact Martha Villa-Rosa (754 321-2590) if you need further assistance.





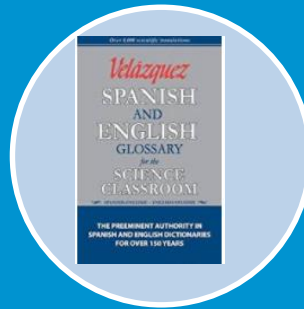
	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Last Name	Middle Name	First Name	School Name	School LEA	Test ID #	Birthday	Immigrant	Grade Level	Birth Country	Lang. Class	Date Entered US Schools	
2	HERNANDEZ		ELIZABETH	W. J. B...	3074	615004774	5/10/2002	Yes	10	Cuba		4	8/18/2014
3	Are ages 3-21												
4	Were not born in any State or U.S. territory or possession (PR)												
5	Have not been attending one or more schools in any one or more States for more than 3 full academic years.												
6							8/24/2001	Yes	11	Venezuela	B2		8/24/2015
7							9/30/2000	Yes	12	Guyana			1/5/2015
8							12/28/1999	Yes	12	Colombia	A1		8/22/2016
9							7/27/2002	No	10	Pakistan	A1		3/6/2017
10							8/27/2001	Yes	10	Argentina		5	8/24/2015
11							8/30/2002	Yes	10	Turkey		4	9/16/2015
12							6/27/2002	Yes	9	Peru		2	2/1/2017
13							3/7/2003	Yes	9	Ecuador		3	8/22/2016
14							1/25/2000	Yes	12	Jamaica			8/22/2016
15							1/27/2003	Yes	9	Venezuela		2	8/22/2016
16							6/11/2002	Yes	9	Korea, Rep		3	1/20/2015
17							11/26/1999	Yes	12	Korea, Rep		3	1/20/2015
18							9/8/2001	Yes	10	Argentina	A1		4/7/2017
19							8/31/2002	Yes	10	Venezuela	A1		1/31/2017
20							9/14/1999	Yes	12	Cuba	A1		1/17/2017
21							1/2/2001	Yes	11	Cuba		3	8/18/2014





Exit Criteria

- **ACCESS for ELLs 2.0**
- 4.0 or above in **Reading**
- 4.0 or above in **Overall**



Accommodations

- Use of content glossaries
- Word to word content dictionary and
- Word to word dictionary



Parent Notification

- Notices shall include services provided
- **No** extension for 20-day assessment period
- **Now 20-day** assessment period

State Rule: 6A-6.09021; 6A-6.09091; 6A-6.0902



ESOL Compliance for Administrators

2017-2018

August/September	October	November/December	January
<ul style="list-style-type: none"> <input type="checkbox"/> Exiting Procedures (ACCESS/FSA) <input type="checkbox"/> Registration, Testing & Placement Procedures (Update A03, A21, A23) <input type="checkbox"/> Update ELL Folders for LY students (Assign Accommodations, check schedule, Update ELL PLAN*) <input type="checkbox"/> Annual Reviews* (DEUSS Aug./Sept. 2015 and 2016) <input type="checkbox"/> Re-Evaluations* (DEUSS Aug./Sept 2014 and before) <input type="checkbox"/> Update PLAN DATE on A23 <input type="checkbox"/> Send notification of placement/continuation* <input type="checkbox"/> File ELL Plan/Parent Letter <input type="checkbox"/> Run ELLevation Reports* to verify Data Entry 	<ul style="list-style-type: none"> <input type="checkbox"/> Registration, Testing & Placement Procedures new students (Update A03, A21, A23) <input type="checkbox"/> Annual Reviews* (DEUSS Oct. 2015 and 2016) <input type="checkbox"/> Re-Evaluations* (DEUSS Oct. 2014 and before) Requires ELL Committee Meeting* and L/S/R/W Assessment <input type="checkbox"/> Update PLAN DATE on A23 <input type="checkbox"/> Send notification of placement/continuation* <input type="checkbox"/> File ELL Plan/Parent Letter <input type="checkbox"/> Update ELL Folders and ELL Plans* <input type="checkbox"/> FTE Verification Survey 2 - Run ELLevation Reports* to verify Data Entry 	<ul style="list-style-type: none"> <input type="checkbox"/> Registration, Testing & Placement Procedures new students (Update A03, A21, A23) <input type="checkbox"/> Annual Reviews* (DEUSS Nov./Dec. 2015 and 2016) <input type="checkbox"/> Re-Evaluations* (DEUSS Nov./Dec. 2014 and before) Requires ELL Committee Meeting* and L/S/R/W Assessment <input type="checkbox"/> Send notification of placement/continuation* <input type="checkbox"/> File ELL Plan/Parent Letter <input type="checkbox"/> Update PLAN DATE on A23 <input type="checkbox"/> Update ELL Folders and ELL Plans* <input type="checkbox"/> Run ELLevation Reports* to verify Data Entry 	<ul style="list-style-type: none"> <input type="checkbox"/> Registration, Testing & Placement Procedures new students (Update A03, A21, A23) <input type="checkbox"/> Annual Reviews* (DEUSS Jan. 2016 and 2017) <input type="checkbox"/> Re-Evaluations* (DEUSS Jan. 2015 and before) Requires ELL Committee Meeting* and L/S/R/W Assessment <input type="checkbox"/> Send notification of placement/continuation* <input type="checkbox"/> File ELL Plan/Parent Letter <input type="checkbox"/> Update PLAN DATE on A23 <input type="checkbox"/> Update ELL Folders and ELL Plans* <input type="checkbox"/> Run ELLevation Reports* to verify Data Entry <input type="checkbox"/> Begin planning for ACCESS admin/FSA
<p style="text-align: center;">February</p> <ul style="list-style-type: none"> <input type="checkbox"/> Registration, Testing & Placement Procedures new students (Update A03, A21, A23) <input type="checkbox"/> Annual Reviews* (DEUSS Feb. 2016 and 2017) <input type="checkbox"/> Re-Evaluations* (DEUSS Feb. 2015 and before) Requires ELL Committee Meeting* and L/S/R/W Assessment <input type="checkbox"/> Send notification of placement/continuation* <input type="checkbox"/> File ELL Plan/Parent Letter <input type="checkbox"/> Update PLAN DATE on A23 <input type="checkbox"/> Update ELL Folders and ELL Plans* <input type="checkbox"/> FTE Verification Survey 3 - Run ELLevation Reports* to verify Data Entry 	<p style="text-align: center;">March/April</p> <ul style="list-style-type: none"> <input type="checkbox"/> Registration, Testing & Placement Procedures new students (Update A03, A21, A23) <input type="checkbox"/> Annual Reviews* (DEUSS March/Apr. 2016 and 2017) <input type="checkbox"/> Re-Evaluations* (DEUSS March/Apr. 2015 and before) Requires ELL Committee Meeting* and L/S/R/W Assessment <input type="checkbox"/> Send notification of placement/continuation* <input type="checkbox"/> File ELL Plan/Parent Letter <input type="checkbox"/> Update PLAN DATE on A23 <input type="checkbox"/> Update ELL Folders and ELL Plans* <input type="checkbox"/> Run ELLevation Reports* to verify Data Entry 	<p style="text-align: center;">May/June</p> <ul style="list-style-type: none"> <input type="checkbox"/> Registration, Testing & Placement Procedures new students (Update A03, A21, A23) <input type="checkbox"/> Annual Reviews* (DEUSS May/June 2016 & 2017) <input type="checkbox"/> Re-Evaluations* (DEUSS May/June 2015 and before) Requires ELL Committee Meeting* & L/S/R/W Assessment <input type="checkbox"/> Send notification of placement/continuation* <input type="checkbox"/> File ELL Plan/Parent Letter <input type="checkbox"/> Update PLAN DATE on A23 <input type="checkbox"/> Update ELL Folders & ELL Plans* <input type="checkbox"/> Run ELLevation Reports* to verify Data Entry <input type="checkbox"/> Retention Meetings* 	<p style="text-align: center;">Please refer to the ESOL Website for detailed procedures located in the ESOL Program Handbook</p> <p style="text-align: center;">For Support Contact Bilingual/ESOL Dept. 754-321-2590</p>

*To be completed on ELLevation
CC-6/13/17



Exiting ELLs



ESOL Program Exit Criteria - ACCESS

Requirements for EXITING English Language Learners from the ESOL Program These options are valid until October 1, 2017

Option I Grades K-2	Option I Grades 3-10	Option I Grades 10-12
ACCESS for ELLs 2.0, English language proficiency level shall be a 4.0 overall or greater AND at least 4.0 in the domain of Reading .	ACCESS for ELLs 2.0, English language proficiency level shall be a 4.0 overall or greater AND at least 4.0 in the domain of Reading .	ACCESS for ELLs 2.0, English language proficiency level shall be a 4.0 overall or greater AND at least 4.0 in the domain of Reading .
Alternate ACCESS for ELLs proficiency level shall be a P1 overall (composite score) score or greater	Alternate ACCESS for ELLs proficiency level shall be a P1 overall (composite score) score or greater	Alternate ACCESS for ELLs proficiency level shall be a P1 overall (composite score) score or greater
	AND Passing score on the FSA in ELA (level 3) or FSAA score	AND One of the following graduation requirements: - Level 3 on the 10 th grade FCAT (Reading) OR - Level 3 on 10 th grade FSA in ELA or FSAA (Reading) OR - A score of 19 on the ACT (Reading) OR - A score of 430 on the SAT (Reading)
Basis of Exit: H is entered on the A23 panel on TERMS, Exit date is 6/8/17	Basis of Exit: I is entered on the A23 panel on TERMS, Exit date is 6/8/17	Basis of Exit: J is entered on the A23 panel on TERMS, Exit date is 6/8/17
PLAN Date is updated to match EXIT date	PLAN Date is updated to match EXIT date	PLAN Date is updated to match EXIT date

Option II Grades K-2	Option II Grades 3-10	Option II Grades 10-12
Any student being considered for exit by an ELL committee shall meet at least 2 of the criteria established in the ESOL Handbook section 8. ELL Committee meeting must be generated in ELLevation.	Any student being considered for exit by an ELL committee shall meet at least 2 of the criteria established in the ESOL Handbook section 8. ELL Committee meeting must be generated in ELLevation.	Any student being considered for exit by an ELL committee shall meet at least 2 of the criteria established in the ESOL Handbook section 8. ELL Committee meeting must be generated in ELLevation.
ACCESS scores are valid until 10/1/17 For ESE/ELLs the committee shall consider the disability and include the IEP Team.	ACCESS scores are valid until 10/1/17 For ESE/ELLs the committee shall consider the disability and include the IEP Team.	ACCESS scores are valid until 10/1/17 For ESE/ELLs the committee shall consider the disability and include the IEP Team.
Basis of Exit for ELL committee: L is entered on the A23 panel on TERMS. Exit date is the date of the meeting.	Basis of Exit for ELL committee: L is entered on the A23 panel on TERMS. Exit date is the date of the meeting.	Basis of Exit for ELL committee: L is entered on the A23 panel on TERMS. Exit date is the date of the meeting.
PLAN Date is updated to match EXIT date	PLAN Date is updated to match EXIT date	PLAN Date is updated to match EXIT date

NOTE: EXIT Notification letter must be generated on ELLevation for all students exited from the ESOL program.

05/03/17

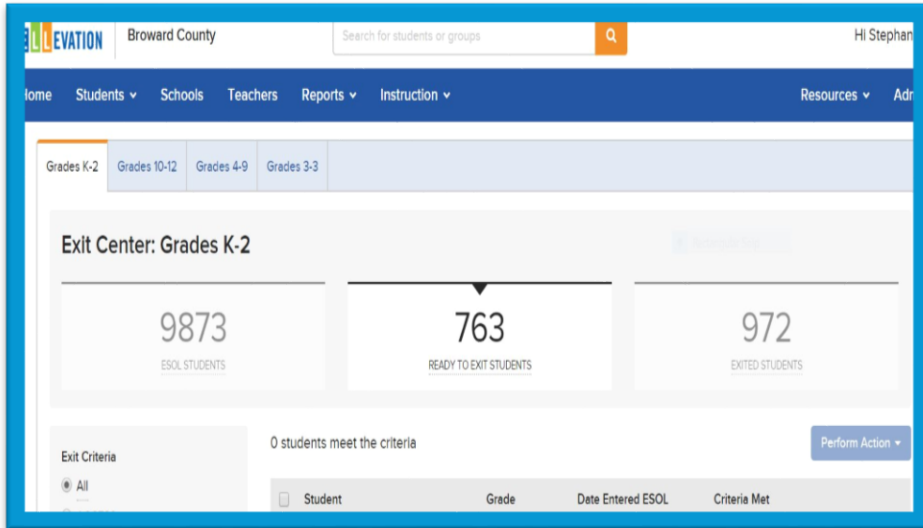


IDENTIFYING ELLS FOR EXIT



*Be mindful of retained 3rd grade ELLs
Review their data using 3rd grade criteria
(ACCESS 2.0 for ELLs and level 3 on FSA).

Exiting the ESOL Program



TERMS:

- A23 Panel: IMT updates **PLAN Date** and **EXIT Date 6/8/17**-last day of school
- Enter Basis of Exit (**H, I, J**)
- ELL Status changes **automatically** from LY to LF

ELLevation

- Generate ELL Plan once ELLevation is up to date
- Generate Parent Letter – *Notification of Program Exit*
- Print the ELL Plan and file in the ELL folder
- Monitor LF students for 2 years

**Deadline for using
ACCESS for ELLs and
State Assessment
data is:
OCTOBER 1, 2017**



Exit Center on ELLevation

Step 1: Identify ELLs in the Exit Center who met exit criteria.

Step 2: Generate and Export a list of ELLs eligible to exit

Step 3: Provide list of ELLs who are exiting to IMT/IMS for processing in TERMS. Once the exit date is entered in the A23 panel, ELL will become LF in TERMS

Step 4: Wait 48 hours for ELL status to update to ELLevation

Step 5: Print 2 copies of Notification of English Program Exit Letter

Step 6: Send home one copy of the Notification of English Program Exit Letter to parent, and file 2nd copy in the ELL Folder



Exit Center on ELLevation

Grades K-2 | Grades 10-12 | Grades 3-3 | **Grades 4-9**

11499 ESOL STUDENTS | **282** READY TO EXIT STUDENTS | 111015 EXITED STUDENTS

Exit Criteria

Criteria Set 4 - 9 #1

- Composite Level Gre...
- Reading Level Great...
- Writing Level Grea...
- Speaking Level Grea...
- Listening Level Great...
- FSA Reading Achiev...

282 students selected

282 students meet the search criteria

Perform Action

<input checked="" type="checkbox"/>	STUDENT	GRADE	DATE ENTERED ESOL	CRITERIA MET
<input checked="" type="checkbox"/>	[REDACTED]	4	9/16/2015	●●●●●●●●

Exit Criteria

Exit Criteria 10 - 12: 1

- Composite Level Gre...
- Reading Level Great...
- Writing Level Grea...
- Listening Level Great...
- Speaking Level Grea...
- ACT Reading Scale ...

Student Name

Filter by name or ID

School

All

Grades

All

Date Entered LEP

From [today] To [today]

[Clear Filters]

6 students selected

6 students meet the search criteria

Perform Action

- Generate Listing
- Add Student(s) to Group

<input checked="" type="checkbox"/>	STUDENT	GRADE	DATE ENTERED ESOL	CRITERIA MET	
<input checked="" type="checkbox"/>	[REDACTED]	12	8/18/2014	●●●●●●●●	⚙
<input checked="" type="checkbox"/>	[REDACTED]	12	5/20/2010	●●●●●●●●	⚙
<input checked="" type="checkbox"/>	[REDACTED]	12	3/2/2015	●●●●●●●●	⚙
<input checked="" type="checkbox"/>	[REDACTED]	12	1/23/2012	●●●●●●●●	⚙
<input checked="" type="checkbox"/>	[REDACTED]	12	8/19/2014	●●●●●●●●	⚙
<input checked="" type="checkbox"/>	[REDACTED]	12	10/7/2010	●●●●●●●●	⚙

Showing 1 of 6 records

« First < Previous 1 Next > Last »

Generate Listing



Communication with IMT

Provide Information from Exit Center to IMT in order to capture in TERMS

The School Board of Broward County, Florida
 BILINGUAL/ESOL DEPARTMENT
 Grades 3-12 CLASSIFICATION UPDATE/EXIT FORM

Date: _____ School Year _____

School: _____

Name and Title of Person Completing this Form: _____

NOTE: Schools must update the following information in the appropriate TERMS panels.

Exited students are coded LF during the 2-year monitoring period.

Last Name, First Name	Grade	FSI #	Progress Monitoring			BASIS OF EXIT CODES*	
			IPT Listening/Speaking Percentile Scores	Classification and ELL Code	IPT Reading/Writing Designation Scores (Only required for Extension of services)**	I J L	Exit Date

*Current Grade Placement

Copy: Information Management Technician

Form 2590L (Revised 08/16)
 VBS

***BASIS OF EXIT CODES:**
 I – ACCESS for ELLs 2.0 + FSA
 L – ELL Committee
 J - ACCESS for ELLs 2.0 + FCAT or ACT or SAT

****Reading & Writing Designation Scores**
 Non-English Reader/Writer – NER/NEW
 Limited English Reader/Writer – LER/LEW
 Competent English Reader/Writer – CER/CEW



What needs to be done before October FTE?



ESOL Compliance for Administrators

2017-2018

August/September	October	November/December	January
<ul style="list-style-type: none"> <input type="checkbox"/> Exiting Procedures (ACCESS/FSA) <input type="checkbox"/> Registration, Testing & Placement Procedures (Update A03, A21, A23) <input type="checkbox"/> Update ELL Folders for LY students (Assign Accommodations, check schedule, Update ELL PLAN*) <input type="checkbox"/> Annual Reviews* (DEUSS Aug./Sept. 2015 and 2016) <input type="checkbox"/> Re-Evaluations* (DEUSS Aug./Sept. 2014 and before) <input type="checkbox"/> Update PLAN DATE on A23 <input type="checkbox"/> Send notification of placement/continuation* <input type="checkbox"/> File ELL Plan/Parent Letter <input type="checkbox"/> Run ELlevation Reports* to verify Data Entry 	<ul style="list-style-type: none"> <input type="checkbox"/> Registration, Testing & Placement Procedures new students (Update A03, A21, A23) <input type="checkbox"/> Annual Reviews* (DEUSS Oct. 2015 and 2016) <input type="checkbox"/> Re-Evaluations* (DEUSS Oct. 2014 and before) Requires ELL Committee Meeting* and L/S/R/W Assessment <input type="checkbox"/> Update PLAN DATE on A23 <input type="checkbox"/> Send notification of placement/continuation* <input type="checkbox"/> File ELL Plan/Parent Letter <input type="checkbox"/> Update ELL Folders and ELL Plans* <input type="checkbox"/> FTE Verification Survey 2 - Run ELlevation Reports* to verify Data Entry 	<ul style="list-style-type: none"> <input type="checkbox"/> Registration, Testing & Placement Procedures new students (Update A03, A21, A23) <input type="checkbox"/> Annual Reviews* (DEUSS Nov./Dec. 2015 and 2016) <input type="checkbox"/> Re-Evaluations* (DEUSS Nov./Dec. 2014 and before) Requires ELL Committee Meeting* and L/S/R/W Assessment <input type="checkbox"/> Send notification of placement/continuation* <input type="checkbox"/> File ELL Plan/Parent Letter <input type="checkbox"/> Update PLAN DATE on A23 <input type="checkbox"/> Update ELL Folders and ELL Plans* <input type="checkbox"/> Run ELlevation Reports* to verify Data Entry 	<ul style="list-style-type: none"> <input type="checkbox"/> Registration, Testing & Placement Procedures new students (Update A03, A21, A23) <input type="checkbox"/> Annual Reviews* (DEUSS Jan. 2016 and 2017) <input type="checkbox"/> Re-Evaluations* (DEUSS Jan. 2015 and before) Requires ELL Committee Meeting* and L/S/R/W Assessment <input type="checkbox"/> Send notification of placement/continuation* <input type="checkbox"/> File ELL Plan/Parent Letter <input type="checkbox"/> Update PLAN DATE on A23 <input type="checkbox"/> Update ELL Folders and ELL Plans* <input type="checkbox"/> Run ELlevation Reports* to verify Data Entry <input type="checkbox"/> Begin planning for ACCESS admin/FSA
<p style="text-align: center;">February</p> <ul style="list-style-type: none"> <input type="checkbox"/> Registration, Testing & Placement Procedures new students (Update A03, A21, A23) <input type="checkbox"/> Annual Reviews* (DEUSS Feb. 2016 and 2017) <input type="checkbox"/> Re-Evaluations* (DEUSS Feb. 2015 and before) Requires ELL Committee Meeting* and L/S/R/W Assessment <input type="checkbox"/> Send notification of placement/continuation* <input type="checkbox"/> File ELL Plan/Parent Letter <input type="checkbox"/> Update PLAN DATE on A23 <input type="checkbox"/> Update ELL Folders and ELL Plans* <input type="checkbox"/> FTE Verification Survey 3 - Run ELlevation Reports* to verify Data Entry 	<p style="text-align: center;">March/April</p> <ul style="list-style-type: none"> <input type="checkbox"/> Registration, Testing & Placement Procedures new students (Update A03, A21, A23) <input type="checkbox"/> Annual Reviews* (DEUSS March/Apr. 2016 and 2017) <input type="checkbox"/> Re-Evaluations* (DEUSS March/Apr. 2015 and before) Requires ELL Committee Meeting* and L/S/R/W Assessment <input type="checkbox"/> Send notification of placement/continuation* <input type="checkbox"/> File ELL Plan/Parent Letter <input type="checkbox"/> Update PLAN DATE on A23 <input type="checkbox"/> Update ELL Folders and ELL Plans* <input type="checkbox"/> Run ELlevation Reports* to verify Data Entry 	<p style="text-align: center;">May/June</p> <ul style="list-style-type: none"> <input type="checkbox"/> Registration, Testing & Placement Procedures new students (Update A03, A21, A23) <input type="checkbox"/> Annual Reviews* (DEUSS May/June 2016 & 2017) <input type="checkbox"/> Re-Evaluations* (DEUSS May/June 2015 and before) Requires ELL Committee Meeting* & L/S/R/W Assessment <input type="checkbox"/> Send notification of placement/continuation* <input type="checkbox"/> File ELL Plan/Parent Letter <input type="checkbox"/> Update PLAN DATE on A23 <input type="checkbox"/> Update ELL Folders & ELL Plans* <input type="checkbox"/> Run ELlevation Reports* to verify Data Entry <input type="checkbox"/> Retention Meetings* 	<p>Please refer to the ESOL Website for detailed procedures located in the ESOL Program Handbook</p> <p>For Support Contact Bilingual/ESOL Dept. 754-321-2590</p>

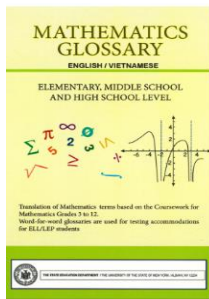
*To be completed on ELlevation
CC:6/13/17



Accommodations and Instructional Practices for English Language Learners (ELLs) for Classroom Observation

Use of a bilingual glossary in addition to a bilingual dictionary

An approved glossary, word-to-word and math content specific glossary



District and Statewide Testing: Flexible Setting Accommodation

(School Letterhead)

Date _____

Dear Parents or Guardians of _____:

Schools districts are providing accommodations to ELLs who are currently receiving services in accordance with an approved district English Language Learner Policy. The accommodation recommended for your child is that he/she be given the opportunity to take the test in a room with the English for Speakers of Other Languages (ESOL) teacher serving as test administrator.

If you have a question or preference regarding this method of test administration, please contact _____ at _____.

Sincerely,

Principal/Designee

SB

Original: Parent
Copy: ELL folder

Revised 10/15

Flexible Setting requires Parent Notification

Lowest-Level ELLs
Lesson
Lesson Plans
Development
Plans
of ELL Levels of

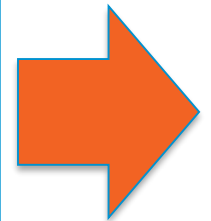
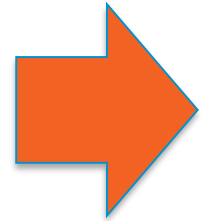


Meetings and Decisions

Run an **Active ELL Report** and cross reference in the **Meeting Center** to identify the student's eligible meeting.



Annual Review
For students entering a US school in 2015-2016 or 2016-2017
REEVALS
For students entering a US school in 2014-2015 or earlier



Meetings and Decisions

Annual Review

For students entering a US school in 2015 -2016 or 2016 - 2017



On ELlevation:

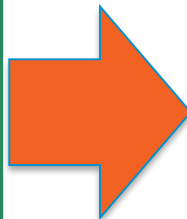
- Complete Me, Myself & I Meeting
- Generate ELL Plan within the required 30 day timeline and file in ELL Folder
- Generate Parent Letter (Notification of Continuation)
- Generate Student Meeting Report at time of meeting

On TERMS

- Update ELL PLAN Date

REEVALS

For students entering a US school in 2014-2015 or earlier



On ELlevation:

- ELL Committee **is** required (Meeting Center)
- Review Current student data
- Generate ELL Plan within the required 30 day timeline and file in ELL Folder
- Generate Parent Letter (Notification of Continuation)
- Generate Student Meeting Report at time of Meeting (signature's required)

On TERMS

- Update ELL PLAN & REEVAL Date



Meetings and Decisions

The screenshot displays the ELLEVATION software interface. At the top, there are navigation tabs for various evaluation types: 2nd Year Annual Evaluation (selected), 3rd Year Annual Evaluation, 4th Year Reevaluation, 5th Year Reevaluation, 6th Year Reevaluation, Additional Reevaluation Meeting, Initial Placement Meeting, Post-Exit Monitoring Meeting, Additional Meeting, Retention Meeting, and Exiting Meeting. Below these tabs, a summary for the 2nd Year Annual Evaluation shows 2180 UNSCHEDULED, 204 SCHEDULED, 548 OPEN, and 10375 FINALIZED meetings.

On the left, there are filter options for Student Name, Schools (Silver Lakes Element...), Grades (All), Teacher (All), Meeting Attendees (me) (All), Groups (All), and Status (All).

The main content area shows 3 students meeting the search criteria. A table lists the following students:

<input checked="" type="checkbox"/>	STUDENT	GRADE	MEETING DATE	FINALIZE DATE	Perform Action
<input checked="" type="checkbox"/>	JIANG, LISA #0615042019	2	9/18/2015	6/15/2016	Student Meeting Report Meeting Minutes View Meeting Delete Meeting(s)
<input checked="" type="checkbox"/>	JIANG, KEVIN #0616049289	1	9/23/2016	9/8/2016	
<input checked="" type="checkbox"/>	LAURENT, GERMINA #0616077259	1	9/23/2016	9/8/2016	

Showing 1 to 3 of 3

Remember to generate **Student Meeting Report** at time of meeting.



Deadline Extended for Extension of Services (REEVALs)

Attached is the official letter from the FLDOE granting districts an extension for Extension of Services (REEVALs) meetings until **October 13th**.

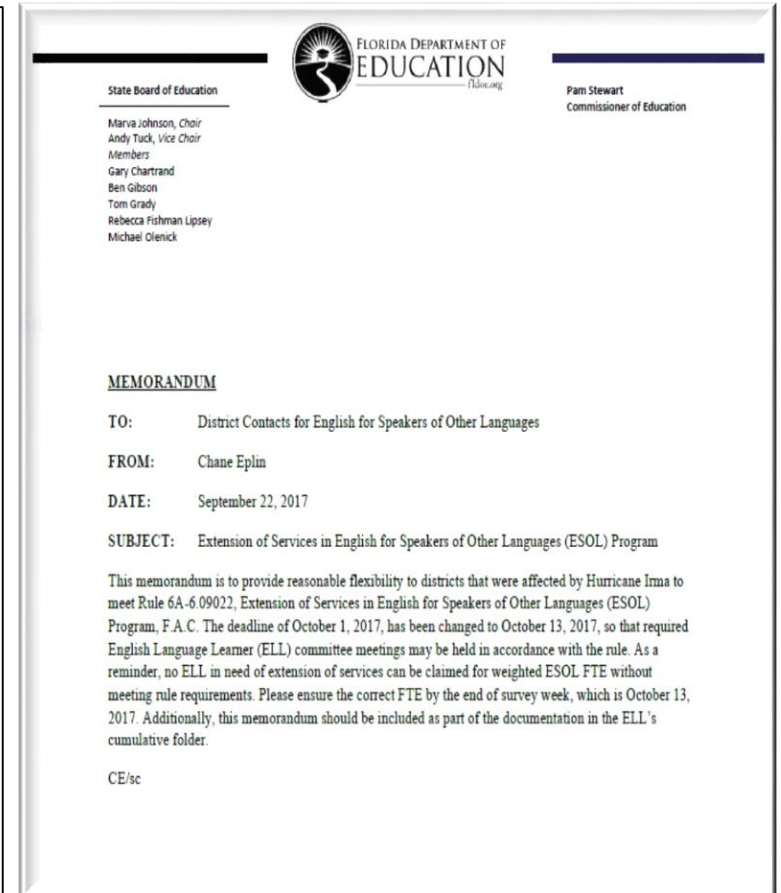
This only applies to students with a **DEUSS date on or before October 1st**.

Please note:

- Exit students by **October 1st**
- Annual Reviews must still be finalized by **October 1st**
- Initial placement testing (**IPT**) must still be completed within **20 schools** days from the point of registration.

This extension is only for REEVAL meetings.

According to the memorandum, you must **print and include the attached State letter for those students for whom the extension is applicable.**



The memorandum is titled "MEMORANDUM" and is dated September 22, 2017. It is addressed to District Contacts for English for Speakers of Other Languages. The subject is "Extension of Services in English for Speakers of Other Languages (ESOL) Program". The text explains that due to Hurricane Irma, the deadline for ESOL services has been extended from October 1, 2017, to October 13, 2017. It also notes that no English Language Learner (ELL) committee meetings may be held in accordance with the rule. The memorandum is signed by Pam Stewart, Commissioner of Education.

State Board of Education

Marva Johnson, Chair
Andy Tuck, Vice Chair
Members
Gary Chartrand
Ben Gibson
Tom Grady
Rebecca Fishman Lipsey
Michael Olenick

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart
Commissioner of Education

MEMORANDUM

TO: District Contacts for English for Speakers of Other Languages

FROM: Chane Eplin

DATE: September 22, 2017

SUBJECT: Extension of Services in English for Speakers of Other Languages (ESOL) Program

This memorandum is to provide reasonable flexibility to districts that were affected by Hurricane Irma to meet Rule 6A-6.09022, Extension of Services in English for Speakers of Other Languages (ESOL) Program, F.A.C. The deadline of October 1, 2017, has been changed to October 13, 2017, so that required English Language Learner (ELL) committee meetings may be held in accordance with the rule. As a reminder, no ELL in need of extension of services can be claimed for weighted ESOL FTE without meeting rule requirements. Please ensure the correct FTE by the end of survey week, which is October 13, 2017. Additionally, this memorandum should be included as part of the documentation in the ELL's cumulative folder.

CE/sc



ELL Committee

Members (minimum of 4)

Administrator or designee
ESOL teacher
Home language teacher (if applicable)
Classroom/subject area teacher(s)
School counselors, school social workers, school psychologists, and other educators as appropriate

Main Function

Resolve any issues that affect instructional program of an ELL

ELL
Committee
Meeting

Parent/Guardian
MUST be invited

May make program placement recommendations



Parent Notification Update

Our school district provides a program of language instruction for English Language Learners (ESOLs) to attain English proficiency, and meet the same challenging academic content and student achievement standards expected of all students.

Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the ACCESS for ELLs 2.0, a state-approved assessment for measuring English language proficiency, we are pleased to inform you that your child is eligible for services for English Language Learners. Below, please find results that have informed our decision, information about our language programs, and your rights as a parent.

ALI took the **ACCESS for ELLs 2.0** on **1/30/2017** and their results are listed below:

Listening 6	Writing 2.7	Reading 5.6	Speaking 4.4	Literacy 3.4	Composite 3.8
-----------------------	-----------------------	-----------------------	------------------------	------------------------	-------------------------

The ACCESS for ELLs test results are ranked into the following categories:

- Proficiency Level - Description

- 1 - **Entering** - Knows and uses minimal social language and minimal academic language with visual support
- 2 - **Emerging** - Knows and uses some social English and general academic language with visual support
- 3 - **Developing** - Knows and uses social English and some specific academic language with visual support
- 4 - **Expanding** - Knows and uses social English and some technical academic language
- 5 - **Bridging** - Knows and uses social and academic language working with grade level material
- 6 - **Reaching** - Knows and uses social and academic language at the highest level measured by this test



Parent Acceptance Area

Yes, I approve of this placement for my child.

I would like to decline this placement for my child and will contact the school to discuss the options available for my child's English language acquisition. My child will be tested annually or reassessed if my child does not attain English proficiency.

Please sign and date this letter below and return it to _____.

Parent/Guardian Signature: _____ Date: _____

This letter informs you of certain rights you have as a parent or guardian. Contact your school administrator if you have specific questions concerning these rights.



Step 3: Parent Letter Options



Letter Version Initial

Number of ELP tests: Most Recent

Testing Period From 08/19/2013 to 02/28/2018

Letter Mailing Date: 08/07/2017

Language All translations Include English version

Test Types: All ELP Tests

ESOL Services Offered Page: Show

ESOL Services Year/Semester Most Recent

Return Letter To

Contact Name

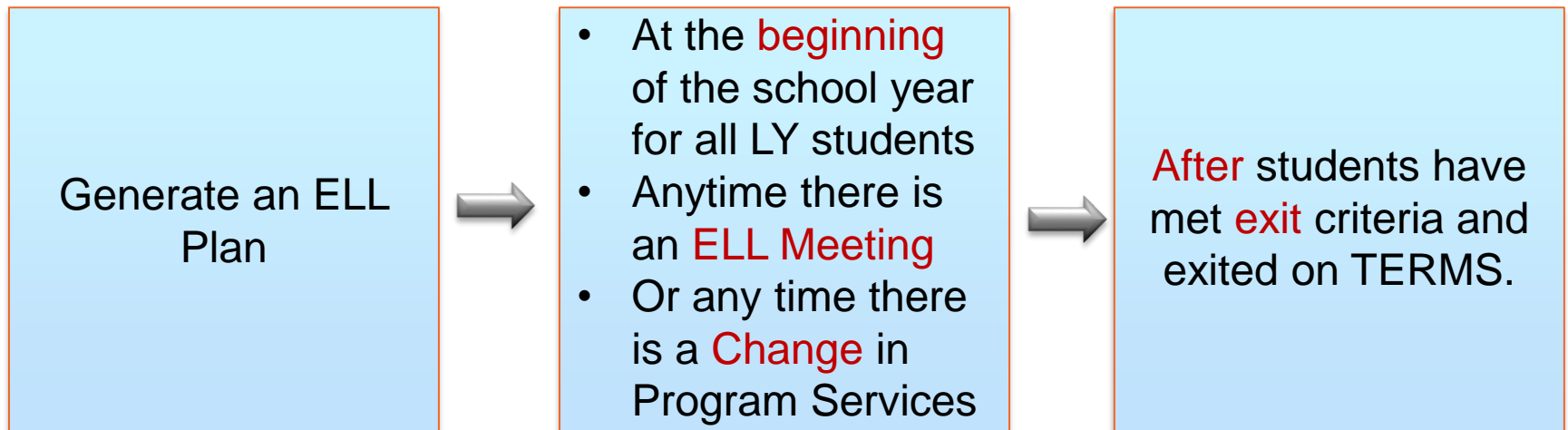
Contact Phone:

Display Size Reduced

Double-sided Printing Yes



Generating ELL Plans



Please wait until all data is updated and accurate on TERMS before generating ELL Plans.



ELL Plan

Program 130, accommodations, plan date and test scores should be updated before printing.

Student Information

Student: EMILY BRINA LIMA BRETZ **Test ID #:** 0615090837 **Student #:** 1300529386
Gender: Female **Date of Birth:** 7/31/2008 **School:** Tradewinds Elementary
Hispanic/Latino: Yes **Address:** 4692 NW 86 LANE, CORAL SPRINGS, FL 33067 **Teacher:** Indira Quezada
Phone/Cell: -- **Birthplace:** BRAZIL **Grade Level:** 3
Language: Portuguese **Birth Country:** Brazil **Homeless:** No
Active: Yes **Immigrant:** No **Migrant:** No
IEP: No **Homebound:** No **Bilingual:** No
504: No **Dual Language:** No

ELL Plan Date: 6/8/2017 **Re-Eval Date:** 9/15/2016 **Lang. Classification:** 4
Basis of Entry: A-Aural/Oral

ELP Designation: Non ELL **ESOL Status:** LF (Formerly ELL) **Tier:** Receiving ESOL Svcs: No

2016/2017 - Year	Teacher/Provider	Schedule
Service #1: C - Mainstream/Inclusion - Core/Basic Subject Areas		-
2015/2016 - Year		
Service #1: C - Mainstream/Inclusion - Core/Basic Subject Areas		-
Service #2: I - Mainstream/Inclusion - English		-

LP (Pending Proficiency):
Program Participation:
Basis of Entry: A-Aural/Oral
Basis of Exit (First): 1- Met state established criteria for exit 3-10
Basis of Exit (Second):
Title III/Immigrant Ser.:
Other Exceptionality:
Lang. Classification: 4
Diploma Description: N/A
2nd Date Exited ESOL:

Father: **Work:** **Phone:** **Interpreting?** No
Mother: **Work:** **Phone:** 305-915-8264 **Interpreting?** No
Home Language: Portuguese

Came into US:
Date Entered US Schools: 8/19/2013
District Enrollment: 11/6/2014
ESOL Program Entry Date: 11/6/2014
Exit Date: 6/8/2017
Home Language Survey Date: 8/29/2013
Parent Denial Date:
Classification Date:
Re-Eval Date: 9/15/2016

Years in US School: 4
Graduated:
Withdrawn: 6/9/2017
Dropped Out:
Monitored Since:
Monitoring Status: Monitored Year 1
Parent Granted Permission to Exit:
ELL Plan Date: 6/8/2017
Re-Class Date:

Graduated: No **Withdrawn:** Yes **Dropped Out:** No **Deceased:** No
504: No **SIFE:** No
Extended Instruction > 3 Years: No **Pre-AP/AP:** No
Gifted and Talented: No **ELL Plan Out of Date:** No

Special Education:
Comment:

Chronology

Start	Stop	Activity	Start	Stop	Activity
1. 7/31/2008		9 Years	10. 2/8/2016		ACCESS for ELLs 2.0, 2-3, Grd: 2
2. 8/19/2013		Date Entered US Schools	11. 8/1/2016	5/31/2017	Accommodations/Exemptions used ALL State and District Assessments
3. 11/6/2014		ESOL Program Entry Date	12. 9/15/2016		Re-Eval Date
4. 11/6/2014		Enrolled in Broward County	13. 9/15/2016	9/15/2016	Meeting: 4th Year Reevaluation
5. 11/6/2014		IPT Grd: 1	14. 11/20/2017		ACCESS for ELLs 2.0, 2-3, Grd: 3
6. 2/1/2015		CELLA, K-2, Grd: 1	15. 6/8/2017		Exit Date
7. 3/16/2015		IPT Grd: 1	16. 6/8/2017		ELL Plan Date
8. 8/1/2015	5/31/2016	Accommodations/Exemptions used ALL State and District Assessments	17. 6/9/2017		Withdrawn
9. 10/5/2015	10/5/2015	Meeting: 3rd Year Annual Evaluation			



ESOL at a Glance Detailed Requirements

<p>Identification/Placement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Upon registration, parents complete the HLS. If Affirmative response to any of the 3 questions on the HLS assess students <input type="checkbox"/> Administer the IPT L/S <input type="checkbox"/> Students that score LES or NES are placed in the ESOL Program <input type="checkbox"/> Provide your IMT scores to be entered and open an A23 panel <input type="checkbox"/> Update LC and DEUSS Date on A03 along with Language status and IM status <input type="checkbox"/> After 48 hours, check data on ELLevation <input type="checkbox"/> Generate ELL Plan with date* <input type="checkbox"/> Print and file in ELL Folder <input type="checkbox"/> Send notification of placement* A copy of the letter is filed in ELL Folder <p style="text-align: center;">See section 1 & 2 of ESOL Handbook</p>	<p>ELL Folders/ELL Plans</p> <ul style="list-style-type: none"> <input type="checkbox"/> Generate ELL Folders for all students who qualify for the program <input type="checkbox"/> Complete bio information and one box per year indicating the required documentation is enclosed <input type="checkbox"/> Generate ELL Plans to demonstrate current services* (current schedule, accommodations, assessment scores, etc.) <input type="checkbox"/> Sign and date the ELL Folder every year <input type="checkbox"/> Use checklist on ELL folder to ensure all required documents are filed <input type="checkbox"/> To order folders email esolrequests@browardschools.com <p style="text-align: center;">See section 3 of ESOL Handbook</p>	<p>Annual Reviews</p> <ul style="list-style-type: none"> <input type="checkbox"/> Based on student's DEUSS Dates (within 30 days - August 2016 and August 2015) for years 2 and 3 <input type="checkbox"/> Conduct "Me, Myself and I" meetings* on ELLevation <input type="checkbox"/> Generate and print Student Meeting Report* and file in ELL Folder <input type="checkbox"/> IMT is provided updated PLAN Date to enter on A23.PLANn DATE is the day of the "meeting" <input type="checkbox"/> After 48 hours, check that data is updated on ELLevation <input type="checkbox"/> Generate ELL Plan* with date <input type="checkbox"/> Print and file in ELL Folder <input type="checkbox"/> Send notification of continuation of services* File a copy of the letter in the ELL Folder. <p style="text-align: center;">See section 7 of ESOL Handbook</p>	<p>REEVALS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Based on student's DEUSS Dates (within 30 days - August 2014, 2013, 2012, etc...) for years 4 and beyond <input type="checkbox"/> Schedule and invite parents to an ELL Committee meeting <input type="checkbox"/> Conduct a meeting* on ELLevation <input type="checkbox"/> Use ACCESS and FSA scores to make determination of continued placement <input type="checkbox"/> Generate, print Student Meeting Report*, all present sign and file in ELL Folder <input type="checkbox"/> IMT updates the PLAN Date on A23 to the day of the meeting <input type="checkbox"/> After 48 hours, check data on ELLevation <input type="checkbox"/> Generate ELL Plan in a timely manner <input type="checkbox"/> Print and file in ELL Folder <input type="checkbox"/> Send notification of continuation of services* File a copy in the ELL Folder. <p style="text-align: center;">See section 7 of ESOL Handbook</p>
<p>Accommodations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> are provided to LYs on a regular basis (for teacher created tests, chapter tests, as well as statewide assessments) <input type="checkbox"/> are assigned on ELLevation* <input type="checkbox"/> are documented on teachers lesson plans <input type="checkbox"/> State approved accommodations are: Flexible Scheduling, Assistance in the heritage language, Approved Dictionary, Flexible Setting <input type="checkbox"/> Flexible setting requires parent notification <p style="text-align: center;">See section 5 of ESOL Handbook</p>	<p>Exit</p> <ul style="list-style-type: none"> <input type="checkbox"/> K-2 (ACCESS level 4 on Rdg and Composite) 3-9 (ACCESS level 4 on Rdg and Composite + FSA level 3) 10-12 (ACCESS level 4 on Rdg and Composite + Graduation req.) <input type="checkbox"/> Provide IMT basis of exit and exit date (6/8/17). Plan and exit date must match <input type="checkbox"/> Generate Parent Notification of EXIT <input type="checkbox"/> Once data is updated and on ELLevation, print ELL Plan and file in ELL folder <input type="checkbox"/> Students that have inconsistent may be exited via ELL Committee) <p style="text-align: center;">Section 6 of the ESOL Handbook</p>	<p>Post Exit Monitoring</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitor LF students for 2 yrs <input type="checkbox"/> Monitoring is completed at four specified times based on the exit date: 1st report card, End of 1st semester, End of 1st year, and End of 2nd year <input type="checkbox"/> Conduct a "Me, myself and I" meeting* <input type="checkbox"/> Gather information from classroom teacher (grades, progress, etc.) <input type="checkbox"/> File current report card along with a signed and dated Student Meeting Report <p style="text-align: center;">Section 7 of the ESOL Handbook</p>	<p>ELLevation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Run Export Wizard reports to identify your ELLs on a monthly basis <input type="checkbox"/> Export Wizard reports can be downloaded as an Excel to sort data (Sort by DEUSS date to identify annual reviews and REEVALS) <input type="checkbox"/> Use EXIT center to identify the students met criteria <input type="checkbox"/> Use Data Dashboard to identify languages represented number of LYs and LFs. <p style="text-align: center;">Section 12 of the ESOL Handbook</p>

*To be completed on ELLevation
CC:6/13/17



Essential Updates for FTE

- Exit ELLs who have met the state criteria
- Update PLAN dates for active ELLs to their first day of school
- Conduct Annual Reviews: Make recommendations for ELLs entering years 1 and 3 (Continue or Exit?)
- Conduct ELL Committee Meetings for Extension of Services (EVALs) for ELLs entering years 4, 5, 6, and beyond



2017-2018 ACCESS for ELLs 2.0

Testing Window for 2017- 2018 :
1/29/18 – 3/29/18

JANUARY				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

FEBRUARY				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

MARCH				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Login:
Florida
Password:
Sunshine



www.wida.us

WIDA Website www.wida.us

The screenshot shows the WIDA website homepage. At the top left is the WIDA logo. To the right are links for 'MY ACCOUNT & SECURE PORTAL', 'LOG OUT', and social media icons (Facebook, Twitter, YouTube, LinkedIn). Below these are search options for 'Google Custom S' and a 'SEARCH' button. A navigation bar contains links for 'ABOUT US', 'STANDARDS & INSTRUCTION', 'ASSESSMENT', 'PROFESSIONAL LEARNING', 'RESEARCH', 'CONFERENCE', and 'CONSORTIUM'. The 'ASSESSMENT' dropdown menu is open, listing: 'ACCESS for ELLs 2.0', 'Kindergarten ACCESS', 'Alternate ACCESS for ELLs', 'Accessibility & Accommodations', 'W-APT', 'WIDA MODEL', 'WIDA Screener', 'Institute for Innovative Assessment', 'WIDA Assessment Comparison', and 'WIDA AMS'. On the right side, there are promotional boxes for 'ACCESS for ELLs® Sample Items', 'DOWNLOAD LIBRARY PDFs, PPTs, videos and more', and 'ONLINE STORE'. At the bottom, there are sections for 'WIDA Score Online', 'Consortium Members' (with a map of the US), and 'LATEST NEWS' (with 'MORE' and 'SUBSCRIBE' buttons). A large orange callout box points to the 'ACCESS for ELLs 2.0' menu item.

**For more information
on WIDA
Assessments**



Florida's WIDA Webpage

The screenshot shows the Florida WIDA webpage. At the top, there is a navigation bar with links for 'ABOUT US', 'STANDARDS & INSTRUCTION', 'ASSESSMENT', 'PROFESSIONAL LEARNING', 'RESEARCH', 'CONFERENCE', and 'CONSORTIUM'. The main content area is titled 'Florida' and includes a dropdown menu for 'Select state education agency:'. Below this is a 'Contact Information' section with a table listing various organizations and their contact details. To the right of the table is a map of Florida and a 'Questions Need Help?' section with contact information for the Client Services Center and the Data Recognition Corp. (DRC). At the bottom of the page, there is a footer with a 'NEED HELP?' section and copyright information.

WIDA MY ACCOUNT & SECURE PORTAL LOG OUT
 f t b in Google Custom S SEARCH
 Download Library | Recursos en Español | News | Online Store

ABOUT US STANDARDS & INSTRUCTION ASSESSMENT PROFESSIONAL LEARNING RESEARCH CONFERENCE CONSORTIUM

Florida Select state education agency: [dropdown]

Contact Information

Organization	Name	Email	Phone	External Links
State Education Agency (Florida Dept of Ed)	Sabrina Read, Florida ACCESS Test Trainer	Sabrina_Read@fldoe.org	(850) 245-0843	www.fldoe.org
WIDA Consortium	WIDA Client Services Center	help@wida.us	Toll Free 1-866-276-7735	www.wida.us
Data Recognition Corp. (DRC)	DRC WIDA Customer Support	WIDA@datarecognitioncorp.com	Toll Free 1-855-787-9615	Data Recognition Corp

Florida

ACCESS for ELLs 2.0 Checklist

Questions Need Help?
 Contact our Client Services Center
 Email help@wida.us, or
 call toll free 1-866-276-7735 M-F 8am-5pm CST.

Contact DRC
 Email WIDA@datarecognitioncorp.com
 or call toll free 1-855-787-9615 M-F 6am-8pm CST.

Assessment Materials & Training

Frequently Asked Questions

Parent Information

ACCESS for ELLs 2.0 2017-18 Dates

State Specific Guidance for ACCESS for ELLs 2.0

Professional Learning

HOME | SITEMAP | CONTACT US
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YOUR SOURCE FOR FLORIDA-SPECIFIC INFORMATION ABOUT THE ACCESS FOR ELLS 2.0 SUITE OF ASSESSMENTS IS LOCATED ON FLORIDA'S WIDA WEBPAGE AT: [HTTPS://WWW.WIDA.US/MEMBERSHIP/STATES/FLORIDA.ASPX](https://www.wida.us/membership/states/florida.aspx)

WIDA Secure Portal

My Account & Secure Portal



My Training
CERTIFICATE



My Training & Quiz
HISTORY

ACCESS for ELLs 2.0 Training Course



Kindergarten



Alternate ACCESS
Grades 1-12



PAPER-BASED
Grades 1-12



~~ONLINE
Grades 1-12~~



ACCESS for ELLs
Account Creator

State or District Administrator Resources



**Account
Management &
Training Status**

My Account Info

Please contact the [WIDA Help Desk](#) to correct or update your username. All other info can be edited using this form. Don't forget to click save!

Username: [Change Password](#)

First Name

Last Name

Email ←

State:

District ←

School ←

Position Title

[Manage Subscriptions](#)



English Language Learner
English Language Proficiency Levels - Codes

LANGUAGE CLASSIFICATION IS A LOCAL ELEMENT. THE CODES ARE AS FOLLOWS:

Language Classification Level based on IPT			Language Classification based on ACCESS for ELLS 2.0 Composite (Overall) English Language Proficiency Levels		
LC Code (TERMS)	LC Definition	LC Full Definition	LC Code (TERMS)	LC Definition	LC Full Definition
A1	NON-ENGLISH SPEAKER OR MINIMAL KNOWLEDGE OF ENGLISH	Beginning English Speaker Non-English Speaker or minimal knowledge of English. Demonstrates very little understanding. Cannot communicate meaning orally. Unable to participate in regular classroom instruction.	Level 1 (Ranges from 1.0 to less than 2.0)	ENTERING	ENTERING - Pictorial or graphic representation of the language of the content areas; produces words, phrases, or chunks of language; processes single statements or questions.
A2	LIMITED ENGLISH SPEAKERS; DEMONSTRATES LIMITED UNDERSTANDING	Early Intermediate English Speaker Demonstrates limited understanding. Communicates orally in English with one or two word responses.	Level 2 (Ranges from 2.0 to less than 3.0)	EMERGING	EMERGING - General language related to the content areas; produces phrases or short sentences; processes multiple related simple sentences.
B1	INTERMEDIATE ENGLISH SPEAKER, COMMUNICATES ORALLY IN ENGLISH, MOSTLY WITH SIMPLE PHRASES AND/OR SENTENCE RESPONSES	Intermediate English Speaker Communicates orally in English, mostly with simple phrases and/or sentence responses. Makes significant grammatical errors which interfere with understanding.	Level 3 (Ranges from 3.0 to less than 4.0)	DEVELOPING	DEVELOPING - General and some specific language of the content areas; produces short and some expanded sentences in oral interaction or written paragraphs; processes discourse with a series of related extended sentences.
B2	INTERMEDIATE ENGLISH SPEAKER, COMMUNICATES IN ENGLISH ABOUT EVERYDAY SITUATIONS WITH LITTLE DIFFICULTY	Early Advanced English Speaker Communicates in English about everyday situations with little difficulty but lacks the academic language terminology. Experiences some difficulty in following grade level subject matter assignments.	Level 4 (Ranges from 4.0 to less than 5.0)	EXPANDING	EXPANDING - Specific and some technical language of the content areas; produces and processes a variety of sentence lengths of varying linguistic complexity in oral discourse.
C1	ADVANCED ENGLISH SPEAKER; UNDERSTANDS AND SPEAKS ENGLISH FAIRLY WELL	Advanced English Speaker Understands and speaks English fairly well. Makes occasional grammatical errors. May read and write English with variant degrees of proficiency.	Level 5 (Ranges from 5.0 to less than 6.0)	BRIDGING	BRIDGING - Specialized or technical language of the content areas; oral or written language approaching comparability to that of proficient English peers when presented with grade level material
C2	FULL ENGLISH SPEAKER; UNDERSTANDS AND SPEAKS ENGLISH WITH NEAR FLUENCY	Fluent English Speaker Understands and speaks English with near fluency. Reads and writes English at a comparable level with native English-speaking counterparts. May read and write the native language with variant degrees of proficiency.	Level 6 (6.0)	REACHING	REACHING - Specialized or technical language reflective of the content areas at grade level; oral or written communication in English comparable to proficient English peers.
D	FULL ENGLISH SPEAKER; SPEAKS ENGLISH FLUENTLY	Dominant English Speaker Speaks English fluently. Reads and writes English at a comparable level with English-speaking counterparts.	D	FULL ENGLISH SPEAKER; SPEAKS ENGLISH FLUENTLY	Dominant English Speaker Speaks English fluently. Reads and writes English at a comparable level with English-speaking counterparts.
E	MONOLINGUAL ENGLISH SPEAKER	Monolingual English Speaker	E	MONOLINGUAL ENGLISH SPEAKER	Monolingual English Speaker
U	UNABLE TO CLASSIFY	UNABLE TO CLASSIFY	U	UNABLE TO CLASSIFY	UNABLE TO CLASSIFY
T	TEMPORARY	TEMPORARY	T	TEMPORARY	TEMPORARY



On March 7, 2017, the School Board of Broward County, FL., adopted Resolution No. 17-98 designating BCPS as an inclusive, safe and welcoming district. The We Are Broward Immigrant Support Plan was developed to guide discussions about diversity and culture which will instill in all students the opportunity to validate, respect and benefit from the reward of living in a rich cultural society. Protecting the safety and privacy of our students is a top priority for Broward County Public Schools. The development of the We Are Broward Immigrant Support Plan has been a collaborative effort between various departments and the community. The Bilingual/ESOL Department, Student Support Initiatives, and Office of School Performance & Accountability (OSPA) have taken the lead to ensure all stakeholders have input and their voice is heard through the process.

The We Are Broward Immigrant Support Plan can be found on CANVAS for Broward County Public School staff. The plan is a live document and will continue to be revised to ensure all resources are included. Documents intended for parents/guardians will be translated in the district’s top three languages of Spanish, Haitian Creole, and Portuguese. The We Are Broward pamphlet highlights available community resources and programs. Families can contact the agencies for information on topics and services available to them.

Components of the Immigrant Support Plan

- The leadership team (district and school-based) provides all staff with information related to immigrant students.
- Talking Points and a memorandum with frequently asked questions about Resolution 17-98 are included.
- A video message will be shared at the beginning of the school year.
- Training will be available for leadership teams.

Leadership Resources

- The toolkit of resources, offered to leadership teams and teachers, include lessons allowing all students to experience and embrace the culture of their peers. These lessons explore the concepts of culture, diversity, and immigration.
- Lessons and additional resources are available on CANVAS.

Instructional Resources

- Students from various schools form the We Are Broward student component.
- Students will meet regularly to share initiatives “I Am Broward” “We Are Broward” Public Service Announcements and campaign/assemblies.
- In Your Pocket pamphlet provides students with resources and contact information for community agencies.

Student Resources

- The community resources includes information such as Know Your Rights, Family Preparedness Plan, Intensive Case Management, and Outreach Marketing.
- This section of the plan is in collaboration with multiple agencies. The Broward Children of Immigrant Families work group meets regularly to ensure the community aligns all resources with BCPS in order to provide support to immigrant families.

Community & Family Resources

- This section of the plan includes resources for school counselors, social workers, and family counselors to share with students regarding Deferred Action for Childhood Arrivals (DACA) and college and career readiness opportunities.
- Training will be available for student support staff.

Student Support Resources



Home

 Edit

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Modules

Announcements

Assignments

Discussions

Course Progress

Pages

Files

Quizzes

Syllabus

Outcomes

People

Conferences

Collaborations

Discovery
Education

Nearpod

Settings

Broward County Public Schools Immigrant Support Plan



Leadership Team Resources

Instructional Resources

Student Resources

Community and Family Resources

Student Support Services



IPT MATERIALS

Ballard
Tighe &

Schools purchase using General Funds

- IPT Oral
- IPT Reading and Writing:
 - IPT 1 Grades 2-3
 - IPT 2 Grades 4-6
 - IPT 3 Grades 7-12



ESOL Program HANDBOOK 2017 - 2018





ESOL

- [ESOL Program Information](#)
- [ACCESS for ELLs 2.0](#)
- [District ELL Plan](#)
- [End of Year Updates 2016-17](#)
- [ESOL Contact Meetings](#)
- [ESOL Contact Meetings - Archived](#)
- [ESOL Program Handbook](#)
- [K-12 ESOL Plan](#)
- [State Database Guidelines for ELLs Handbook](#)
- [Title III Database](#)
- [WIDA](#)

ESOL Program Information

Leadership Team

Victoria B. Saldala, Director
Leyda Sotolongo, Curriculum Supervisor
Melinda Mayers, Educational Specialist
Stephanie Bustillo, Educational Specialist
Celina Chavez, Charter School Educational Specialist

Everything You Need to Know About the ESOL Program

The goal of the program is to ensure that all students, entering Broward County Public Schools with varying levels of limited English proficiency, receive comparable and comprehensible instruction. This instruction helps these students to develop communicative and academic skills necessary for meeting national, state, and district educational standards.

All schools with students classified as English Language Learners (ELL) must provide an appropriate ESOL program to meet the specific students' needs in language learning, academic achievement, and in cultural integration.





BrainShark
Presentations

Free Online Resources

[Welcome](#)

[Free Online Resources](#)

[Free Online Resources in Spanish](#)

[Free Online Resources in Haitian Creole](#)

[Free Online Resources Portuguese](#)

- [META](#)
- [5.1 Enrollment & Withdrawal](#)
- [6000.1 Student Progression Plan](#)
- [Click here for SBBC Policy Listings](#)
- [17-18 IPT Price List](#)
- [17-18 IPT Order Form](#)
- [Free Online Resources for ESOL Students/Teachers](#)
- [Suggested Bilingual Dictionaries](#)

ACCESS for ELL Read CCSS! December 2013



[District Website](#)

[Choose Your School](#) ↓

CONTACT US



[Procedures for Requesting an Oral Interpreter pdf](#)

[Request for Oral Interpreter Fillable Form](#)

[Request for Written Translation Fillable Form](#)

To request ELL Folders, please e-mail your request to: esolrequests@browardschools.com

IPT Forms

[2017-2018 IPT Price List](#)

[2017-2018 Order Form](#)

Events

Vision
Support our culturally diverse population to compete in a global workforce.

Mission
The Bilingual/ESOL Department is committed to providing rigorous academics, promoting community involvement, and delivering quality services to English Language Learners, multilingual families, schools, and district offices.

[Quick Links](#)

Student Registration Form

[\(English, Spanish, Haitian Creole, Portuguese\)](#)

Parent Notification of a 20-day Oral Language Assessment Expiration

[\(English, Spanish, Haitian Creole, Portuguese\)](#)

ELL Committee Meeting Invitation Letter

[\(English, Spanish, Haitian Creole, Portuguese\)](#)

Flexible Setting Accommodation Letter

[\(English, Spanish, Haitian Creole, Portuguese\)](#)

Classification Update/Exit Form

[Grades K-2 Exit Form](#)

[Grades 3-12 Exit Form](#)

ELL Elevation Access Form [Fillable Form](#)

Request for Assessment [Fillable Form](#)

Correlations of IDEA Oral Language Proficiency Test Score Levels with Broward County Language Classifications [pdf](#)

Language Level Classifications [pdf](#)

Initial Language Classification Assessment [pdf](#)



Guidelines for ESE and ELLs



Bilingual/ESOL Department
Broward County Public Schools

Translate Sign In

District Website

Choose Your School ↓

ESOL

[ESOL Program Information](#)

[Guidelines for ESE and ELLs](#)

[ACCESS for ELLs 2.0](#)

[Parent Information Form \(English, Spanish, Haitian Creole, Portuguese\)](#)

[District ELL Plan](#)

[Special Populations School Form](#)

[End of Year Updates 2016-17](#)

[ESOL Contact Meetings
2017-2018](#)

[Procedures for Using the Special Populations Language Dominance Questionnaire](#)

[ESOL Contact Meetings -
Archived](#)

[Teacher Information Form](#)

[ESOL Program Handbook](#)

[Procedures for Requesting an Oral Interpreter](#)

[Guidelines for ESE and ELLs](#)

[Request for Oral Interpreter](#)

[K-12 ESOL Plan](#)

[State Database Guidelines
for ELLs Handbook](#)

[Title III Database](#)

[WIDA](#)



ESOL Instructional Strategies Matrix

(*How We Teach* is as Important as *What We Teach*)

A Accommodations	B Clear Communication	C Assessments	D Vocabulary	E Collaboration & Conversation	F Metacognitive & Metalinguistic
A1 Heritage Dictionary A2 Heritage Language (L1) Support A3 Flexible Scheduling A4 Flexible Setting A5 Flexible Timing	B1 Concise Language B2 Clear Directions B3 Enunciation B4 Pauses & Pacing B5 Pointing B6 Repeating/Paraphrasing B7 Gestures B8 Show Examples & Non-Examples B9 Demonstrations B10 Anecdote/Storytelling	C1 Rubrics C2 Presentation C3 Portfolio C4 Checklist C5 Labeling C6 Interview C7 Response Cards C8 Oral Assessment C9 Observation C10 Context-Embedded Text C11 Voting Devices C12 Cloze Test C13 Visual Representations C14 Self/Peer Assessment C15 Samples C16 Sentence Frames	D1 Etymology/Cognates D2 Semantic Feature Analysis D3 Context Clues D4 Tier II/Tier III Analysis D5 Interactive Word Walls D6 Vocabulary Games D7 Multiple Meanings D8 Phonology D9 Vocabulary Banks	Grouping Configurations: E1 Heterogeneous Grouping (Language/Content Readiness; Learner Profiles; Interests) E2 Homogeneous Grouping (Language/Content Readiness; Learner Profiles; Interests) E3 Jigsaw E4 Peer Pair E5 Reader's Theater E6 Think/Pair/Share E7 Academic Games E8 Group Presentations/Projects E9 Socratic Seminar E10 Panel Discussion E11 Debate/Defend with Evidence	F1 L1 Transfer F2 Mnemonic Devices F3 Dialogue Journals F4 Self-Correction F5 Self-Evaluation F6 Self-Monitor F7 Peer Editing F8 Associations
G Context Embedded Supports & Close Reading			H Multimodal & Multimedia	I Advance Organizers	J Additional Resources
G1 Activating and/or Building Prior Knowledge G2 Chunking Text G3 Annotations & Symbols G4 Ask Inferential & HOT Questions G5 Ask Clarifying Questions G6 Modeling G7 Read Aloud G8 Think Aloud G9 Multimodal Texts G10 Visualization/Illustrations G11 Summarizing G12 Dramatic Enactments/Role Play G13 Identify Key Concepts G14 Similarities & Differences G15 Language Experience Approach		G16 Note-Taking/Outline Notes G17 Question-Answer-Relationship (QAR) G18 Reading with Specific Purpose G19 Reread Text G20 Text Features & Structural Analysis G21 Survey, Question, Read, Recite, Review (SQ3R) G22 Text Connections G23 Total Physical Response (TPR) G24 Vary Complexity of Assignment G25 Realia/Manipulatives G26 Captioning	H1 Audio-Visual Applications H2 Digital Books H3 Computer Software H4 Document Camera H5 Interactive White Board H6 Tablet/Interactive Devices H7 Language Master H8 Video/Film/CD/MP3 H9 Digital Simulations H10 Translation Devices	I1 Charts (Flowcharts, T-Charts, etc.) I2 Anticipation Guide I3 Cornell Notes I4 Digital Tools/Software I5 Foldables I6 Graphs/Diagrams I7 K-W-L I8 Reading and Analyzing Non-Fiction (RAN) I9 Notes TM I10 Webbing/Mapping I11 Story Maps I12 Timelines I13 Venn Diagrams I14 Vocabulary Improvement Strategy (VIS)	J1 Art Integration J2 Community Resources J3 Cultural Sharing J4 Celebrations J5 Field Trips J6 Guest Speakers J7 Holiday Programs J8 Multicultural Resources J9 Music/Songs/Jazz Chants

Reading Placement

Elementary	Secondary
For ELLs classified as A1 , A2 and B1 (if necessary)	For ELLs classified as A1 , A2 and B1 (if necessary)
Schools that have 18 or more K-3 or 22 or more 4 th and 5 th grade ELLs who meet the criteria of A1-A2 in the same grade must provide sheltered instruction using identified curriculum and materials	Schools that have 22 or more ELLs who meet the criteria of A1-A2 language classification and have level 1 or 2 on the FSA, or no FSA scores, must receive Intensive Reading through Developmental Language Arts ESOL-Reading using identified curriculum and materials.
Schools that have fewer than 18 or K-3 or fewer than 22 4 th and 5 th grade A1-A2 , language classification, ACCESS 1 or 2 in the same grade , must receive basic mainstream instruction using differentiated instruction and identified curriculum. Clustering students is strongly recommended.	Schools that have fewer than 22 ELLs who meet the criteria of A1-A2 , ACCESS 1 or 2 language classification and have level 1 or 2 on the FSA, or no FSA scores , must receive Intensive Reading through programs listed in the K-12 Comprehensive Reading Plan/Intensive Reading Placement Chart .

For ELLs classified as intermediate (**Bs, Cs, 3-6**) may receive basic mainstream instruction using differentiated instruction and identified curriculum.

Per META, schools with at least 15 students speaking the same language shall provide at least one aide or teacher proficient in the same language and trained to assist in ESOL basic subject area instruction.



SIGN UP FOR PROFESSIONAL DEVELOPMENT



Title	Audience	Location/Dates
ESOL Developmental Language Arts 6-12	DLA Educators	Plantation MS, Room 507 3 Days: October 4, 11 & 25
Building Foundations for ELLs K-5	K-5 Educators	Village Elementary School Media Center 3 Days: October 4, 11, & 18
WIDA Framework for Elementary Educators K-5	K-5 Educators	Rock Island Professional Devt. Center October 20
WIDA Framework for Secondary Educators 6-12	6-12 Educators	Rock Island Professional Devt. Center October 20
ESOL Strategies for Paraprofessionals	Paraprofessionals	Rock Island Professional Devt. Center October 6



Register on My Learning Plan

ESOL Parent Leadership Council Meeting



ESOL Parent Leadership Council Meeting

Reunión de Consejo de Padres ESOL
Reyinyon Konsèy Egzekitif ESOL
Reunião de Conselho de Liderança do ESOL

"EVERYTHING YOU NEED TO KNOW ABOUT THE ESOL PROGRAM"

Todo lo que usted debe saber sobre el programa ESOL
Tout bagay ke ou bezwen konnen de pwogram ESOL
Tudo que você precisa saber sobre o programa ESOL

Two different locations – You ONLY need to attend One!

Wednesday, October 4, 2017

Miércoles, 4 de octubre de 2017

Mèkredi, 4 Oktòb 2017

Quarta-feira, 4 de Outubro de 2017

Indian Ridge Middle School
1355 Nob Hill Road
Davie, FL 33324

6:30pm – 8:30pm / Large Cafeteria

OR

Thursday, October 5, 2017

Jueves, 5 de octubre de 2017

Jedi, 5 Oktòb 2017

Quinta-feira, 5 de Outubro de 2017

Coral Springs High School
7201 W Sample Road
Coral Springs, FL 33065
6:30pm – 8:30pm / Large Cafeteria



The School Board of Broward County, Florida: Robin Bartisman • Heather P. Brinkworth • Abby M. Freedman • Patricia Good • Donna P. Korn
Laurie Rich Levinson • Ann Murray • Dr. Rosalind Osgood • Nora Rupert • Robert W. Runcie, Superintendent of Schools

The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sex or sexual orientation. The School Board also provides equal access to the Boy Scouts and other designated youth groups. Individuals who wish to file a discrimination and/or harassment complaint may contact the Director, of the Equal Educational Opportunities/NCA Compliance Department & District's Equity Coordinator/Title IX Coordinator at 754-321-2150 or Toleype Machine (TTY) 754-321-2158. Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), may contact the Equal Educational Opportunities/NCA Compliance Department at 754-321-2150 or Toleype Machine (TTY) 754-321-2158. browardschools.com



Upcoming ESOL Contact Meetings



<p align="center"><u>Face-to-Face</u></p> <p>Young at Art Museum & Broward County Library 751 SW 121st Avenue Davie, FL 33325</p> <p align="center">ELEMENTARY, MIDDLE & HIGH 3:30 p.m. – 4:30 p.m.</p>	<p align="center"><u>Adobe Connect</u></p> <p align="center">(Adobe Connect links will be sent via email)</p> <p align="center">Attend only <u>one</u> of the two sessions 10:00 a.m. or 3:00 p.m.</p>
Wednesday, September 27, 2017	Thursday, September 28, 2017
Wednesday, January 10, 2018	Thursday, January 11, 2018
Wednesday, April 18, 2018	Thursday, April 19, 2018

Touch-Base Tuesdays
First Tuesday of each month
via Adobe Connect
 10:00 a.m. or 3:00 p.m.

CANCELED

- Tuesday, September 5, 2017
- Tuesday, October 3, 2017
- Tuesday, November 7, 2017





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Vicky B. Saldala, Director

Leyda Sotolongo, ESOL Curriculum Supervisor

Stephanie Bustillo, Educational Specialist

Melinda Mayers, Educational Specialist

TBA, Parent Outreach Specialist

Blanca Guerra, Curriculum Supervisor, World Language
Supervisor

Idalina Orta, Dual Language Specialist

Reina Murray, Bilingual Guidance Counselor

Celina Chavez, Educational Specialist, Charter School
Support

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754-321-2950 Pembroke Pines

<http://esol.browardschools.com>

