The IEP and ESOL Compliance
Bilingual/ESOL SPED Program

BILINGUAL ESOL/SPED PROGRAM
ESOL COMPLIANCE ISSUES

- The IEP is the ESOL SPED student’s Individual ELL Student Plan (WLEP).

- The WLEP Plan is not completed for ESOL SPED students.

- Prior to developing the new IEP print the J-screen for ESOL Levels 1-4 and both the J-screen and the I-screen for ESOL Level 5.
The IEP of the ELL SWD (ESOL Levels 1-4)

Assessments

Programs for English Language Learners (ELL) Student with Disabilities (SWD)

Present Levels and Goals

Classroom Accommodations

State & District Testing

Educational Services

Assurances

Placement
The IEP of the ELL SWD (ESOL Levels 1-4)

Assessments

- Under this section will appear ESOL assessments (CELLA) that have transferred from ISIS.
- Will need to add assessments from Continuum (e.g., Relative Language Dominance Assessments)
- These assessments will also transfer to Present Levels and Goals tab.
The IEP of the ELL SWD (ESOL Levels 1-4)

Programs for English Language Learners (ELL) Students with Disabilities (SWD):

- Home language of student
- Annual Language Dominance Proficiency Assessment
- ESOL Entry Type and location of ELL Services (See PLACEMENT tab)
The IEP of the ELL SWD (ESOL Levels 1-4)

- **Present Levels and Goals:**

A table showing assessments appears in the workspace.

Click on the ESOL assessments that are current and relevant to the IEP being developed.
The IEP of the ELL SWD (ESOL Levels 1-4)

- Present Levels and Goals:
  Under Curriculum & Learning Environment domain must have a Priority Educational Need (PEN)
  From drop-down menu select:
    - English Language Acquisition skills in Reading
    - English Language Acquisition skills in Language Arts
    - English Language Acquisition skills in Writing
    - English Language Acquisition skills in Content Areas

At this point, add Goals and Benchmarks, as needed, based on student’s curriculum needs: standard vs. modified
The IEP of the ELL SWD (ESOL Levels 1-4)

Classroom Accommodations:

Add ESOL classroom accommodations from a list (drop-down menu):

- Flexible Presentation – Approved Dictionary
- Flexible Presentation – Assistance in Heritage Language
- Flexible Presentation – ESOL Strategies
- Flexible Presentation – Home Language Strategies
The IEP of the ELL SWD (ESOL Levels 1-4)

- **State & District Testing:**
  Accommodations for testing are based on the classroom accommodations previously selected.
The IEP of the ELL SWD (ESOL Levels 1-4)

- Educational Services:
  The PEN selected on the Present Levels and Goals tab will automatically appear as Educational Services
  - For the ELL/SWD the PENS were:
    - English Language Acquisition skills in Reading
    - English Language Acquisition skills in Lang. Arts
    - English Language Acquisition skills in Writing
    - English Language Acquisition skills in Content Areas
The IEP of the ELL SWD (ESOL Levels 1-4)

- Present Levels and Goals, Cont.

Transition IEP

- The transition fields appear based on the student’s age and the IEP begin and end dates
- This section must reflect the communication needs of English Language Learners
Assurances:
Answer “yes” to the following category:

Language needs for students with Limited English Proficiency
The IEP of the ELL SWD (ESOL Levels 1-4)

- **Placement:**
  Complete type and location of ELL Services
  For further clarification refer to link: Directions regarding ESOL Services
Matrix of Services

Complete as follows for ESOL 1-4:
Domain A:
(Curriculum and Learning)
ESOL/SPED Compliance ESOL Level 5

Post Program Review – (PPR)

- Students monitored for 2 years after exit – exact dates found in ISIS on “I”-Screen

- Student exited ESOL prior to entering SPED and PPR started on WLEP Plan – complete PPR on WLEP Plan
The IEP of the ELL SWD (ESOL Level 5)

*Post Program Review – (PPR)*

Programs for English Language Learners (ELL) Students with Disabilities (SWD):

Student exited ESOL while in SPED –
complete ESOL exit information and PPR on IEP

- Home Language of Student
- Annual Language Dominance/Proficiency Assessment
- Entry Date
- Exit Date (same as IEP date)
The IEP of the ELL SWD (ESOL Level 5)

**Post Program Review – (PPR)**
Programs for English Language Learners (ELL) Students with Disabilities (SWD):

- On the hard copy of finalized IEP and next to the PPR populated dates teacher indicates **No change in status**, signs it, and faxes the PROGRAMS FOR ENGLISH LANGUAGE LEARNERS (ELL) with DISABILITIES page with the original barcode page to SPED-EMS.

- Must be done for each PPR date.
ESOL/SPED Compliance - Testing

- ESOL SPED students participate in the CELLA administration based on their participation in state assessments as indicated on their IEP
ENTRY: New SPED students whose home language is other than English must be assessed 20 days after enrolling into M-DCPS:

For students participating in state assessments:
Incoming Kindergarten students will be assessed with the M-DOLPS-R for entry purposes.

Use CELLA On-line: Access to CELLA On-line – http://bilingual.dadeschools.net then click on CELLA On-line
- Grades 1 Administer only Listening/Speaking sections
- Grades 2-12 Administer four sections – Listening/Speaking, Reading/Writing
* Download and print the Directions for Administration (DFA)
* If student scores PROFICIENT on the CELLA On-line – no further testing is needed
ESOL/SPED Compliance – Testing, cont.

For students participating in alternate assessments:

Use *Modified-M-DCOLPS-R* from *Continuum of ESOL Placement Tests for Exceptional Students*

Relative Language Dominance Assessment (RLDA) test from *Continuum of ESOL Placement Tests for Exceptional Students*
ESOL/SPED Compliance – Testing (ESOL Levels 1-4)

INITIAL STAFFING:

- The ESOL Level will be based on the results of the CELLA Spring administration. Use ESOL level and the ESOL Level Update date found on the J-screen.
ESOL/SPED Compliance - Testing
(ESOL Levels 1-4) UPDATE

ESOL level must be assessed and updated on the IEP on an **annual** basis:

1) Use CELLA administration results for SWD who participate in statewide assessments. CELLA results yield ESOL levels. Interim IEP’s will need to be held to update the ESOL level based on the results of the CELLA administration if the IEPs are due after October FTE.

2) Use *Continuum of ESOL Placement Tests for Exceptional Students* for SWD who do not participate in statewide assessments
SWD on Alternate Assessment (ESOL Levels 1-4)

- Does not participate in statewide assessment no CELLA
- Continue using tests from the *Continuum of ESOL Placement Tests for Exceptional Students*
- Continue current exiting procedures
ESOL Level Change & Exiting of SWD with the CELLA

- IEP’s must be documented with CELLA as the test used for ESOL Level updates and for exiting students.
- ESOL Level change on annual IEP – Interims must be held to update a student’s ESOL Level and ESOL Level update date based on CELLA administration.
- ESOL Program exit on annual IEP – Interims must be held before October FTE to exit students based on results of CELLA. ESOL Exit date must be the same as the IEP/Interim date.
Exiting of ELL/SWD with the CELLA

The CELLA exit criteria used with ELL in the general education program will be used with ELL SWD (refer to Overview of CELLA and CELLA ON-LINE power point presentation).

**NOTE:** Six Semesters or More

The error report that is generated for ELL in the general education program at six semesters or more does not apply to ELL SWD.
# 2011 ESOL Exit Codes

<table>
<thead>
<tr>
<th>Grade</th>
<th>Basis of Exit 1</th>
<th>Basis of Exit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>B</td>
<td>CELLA</td>
</tr>
<tr>
<td>1-2</td>
<td>B</td>
<td>CELLA</td>
</tr>
<tr>
<td>3-5</td>
<td>B</td>
<td>CELLA – listening, speaking &amp; writing</td>
</tr>
<tr>
<td>6-8</td>
<td>B</td>
<td>CELLA – listening, speaking &amp; writing</td>
</tr>
<tr>
<td>9</td>
<td>B</td>
<td>CELLA – listening, speaking &amp; writing</td>
</tr>
<tr>
<td>10-12</td>
<td>B</td>
<td>CELLA – listening, speaking &amp; writing</td>
</tr>
</tbody>
</table>
New “J” Screen Update Procedures

For SWD who participate in statewide assessment:

ESOL levels and exit information will be automatically updated by ITS on the “J” screen in ISIS using current results of the CELLA administration.

Information is transferred to the SPED system and located in the Assessment section.
Exiting ELL/SWD – IEP Committee

- However, the ELL SWD’s progress will be monitored at **eight semesters** (four years) after being identified as ELL (ESOL Levels 1-4).

- Progress of ELL SWD in ESOL for **eight semesters** (four years) shall be reviewed by IEP Committee through annual or interim conference

  - IEP Committee reviews performance on CELLA and other assessment data to consider exiting.
Exiting ELL SWD – IEP Committee

- The student must achieve a proficient level on Oral Section (listening and speaking) of the CELLA and a minimum score (see chart) at the High Intermediate level on the grade cluster scale scores of the Reading and Writing Sections of the CELLA

<table>
<thead>
<tr>
<th>Grade Cluster</th>
<th>Reading - High Intermediate</th>
<th>Writing – High Intermediate</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2</td>
<td>629</td>
<td>K-2</td>
</tr>
<tr>
<td>3-5</td>
<td>715</td>
<td>3-5</td>
</tr>
<tr>
<td>6-8</td>
<td>742</td>
<td>6-8</td>
</tr>
<tr>
<td>9-12</td>
<td>762</td>
<td>9-12</td>
</tr>
</tbody>
</table>
# CELLA Achievement Levels: Oral Skills (Listening/Speaking)

<table>
<thead>
<tr>
<th>Grade Cluster</th>
<th>Beginning</th>
<th>Low Intermediate</th>
<th>High Intermediate</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-5</td>
<td>560-675</td>
<td>676-697</td>
<td>698-719</td>
<td>720-805</td>
</tr>
<tr>
<td>6-8</td>
<td>565-680</td>
<td>681-712</td>
<td>713-732</td>
<td>733-830</td>
</tr>
<tr>
<td>9-12</td>
<td>580-681</td>
<td>682-713</td>
<td>714-738</td>
<td>739-835</td>
</tr>
</tbody>
</table>
Exiting ELL/SWD – IEP Committee

For clarification, see link “Directions regarding CELLA scores and exiting ESOL” found under tab “Programs for English Language Learners ELL with Disabilities” in SPED EMS system.
Pre-K SWD transitioning to Kindergarten

New Kindergarten SWD will be assessed within 20 days of enrollment using either:

- M-DOLPS-R [if they take state assessment (e.g., FAIR)]
- Test from the Continuum of ESOL Placement Tests for Exceptional Students (if they take alternate assessment) [http://ese.dadeschools.net]
ESOL/SPED Compliance

Procedures for entry of information into J-Screen
ESOL/SPED Compliance

- J-Screen
  Home Language Survey – must match copy in cumulative folder

- PF1, PF4, and “J”-Screen – all must match; and must match IEP
Students Entering the ESOL Program

<table>
<thead>
<tr>
<th>Grade</th>
<th>Basis of Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1</td>
<td>A (Aural/Oral)</td>
</tr>
<tr>
<td>2-12</td>
<td>A (Aural/Oral) or R (Reading &amp; Writing)</td>
</tr>
</tbody>
</table>

NOTE: For student in grades 2-12, ask test assessor/ESOL Chair for the appropriate code to enter.
NEW Students Who Score Proficient in CELLA On-line

What to enter in ISIS - “J” Screen:

- Assessment Date
  - Based on CELLA Online individual Student Report
- Aural/Oral/CELLA _ _ _ _ (four digits)
  - Grade K-1 (must add “0” in front of the score)
- LEP (Y/N) Enter “N”
- ESOL Level – Nothing Entered
Students Initially Entering the ESOL Program

What to enter in ISIS - “J” Screen:

- Assessment Date = Entry Date
  - Based on CELLA Online individual Student Report

- Aural/Oral/CELLA _ _ _ _ _ (four digits)
  - Grades K-1 (must add “0” in front of the total score)
  - Grades 2-12 enter the total score

- LEP (Y/N) Enter “Y”

- ESOL Level: Enter “1”, “2”, “3” or “4” Grades K-1
- ESOL Level: Enter “1”, “2”, or “3” Grades 2-12

- BASIS OF ENTRY – Enter “A” or “R”
New “J” Screen Update Procedures

- For ELL/SPED (Levels I – IV) on alternate assessment:
  “J” screen must be updated manually
  If there is No ESOL Level change ---
  Type over the level in the screen; for new students the raw score needs leading zeros “0004”
Exiting Elementary SWD on Alternate Assessment:

“J” screen must be updated manually

- NRT Line Raw Score Reading: N/A
  Language: N/A

- Basis of Exit: L
- Raw Score: 0020
Exiting Secondary SWD on Alternate Assessment:

- Error:
  
  Courses on file!!!

  ESOL Courses need to be removed
Procedures to follow for ELL/SPED
(Levels I – IV) Elementary Students

- **No longer needed** – input of Special Education teacher’s employee number into J-Screen for SPED student receiving ESOL in SPED classroom; information will **automatically** crossover from PF1

- Elementary School Academic Program Codes (ESAP) need to be used for ESOL SPED students

- Use the **Users Guide for the Elementary School Academic Programs (ESAP) Selection for Students with Disabilities K-6** to assist you in making appropriate program code selections

http://tlc.dadeschools.net/scheduling
PROCEDURES TO FOLLOW FOR ELL/SPED (Levels 1-4) STUDENTS IN MIDDLE AND HIGH SCHOOLS

- Secondary Level – ESOL SPED student being provided instruction in general education should be enrolled in general education ESOL courses; the courses will be reflected on the student’s schedule and will crossover to the J-Screen.

- Students receiving ESOL in SPED must have the Intensive Reading course double-coded with the appropriate Developmental Through ESOL course.
RE-ENTRY of ELL STUDENTS

ELL students who have been inactive for 30 or more consecutive school days must be re-assessed to determine English Language Proficiency level using the CELLA Online. If the student scores Proficient on the CELLA Online, then administer the IOWA.
Re-Entry of Students from Other Counties in Florida

1. Contact previous county/school for copy of the student’s CELLA report.
2. Submit report to the Division of Bilingual Education for updating the “J” screen.
3. Once information is processed, a “99” as a score for CELLA will appear on the “J” screen with the corresponding ESOL level.
What to enter in ISIS - “J” Screen:

Students who Re-Enter M-DCPS are administered the CELLA Online

<table>
<thead>
<tr>
<th>Grade</th>
<th>ISIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12</td>
<td>Enter: ESOL Level (update even if level does not change) ESOL LEVEL UPDATE will automatically update</td>
</tr>
</tbody>
</table>

For Students Who Score Proficient on the CELLA Online:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Basis of Exit</th>
<th>ISIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1</td>
<td>L ELL Committee</td>
<td>If the student has six semesters or more, Enter: Exit Date, basis of exit &amp; ESOL Level 5</td>
</tr>
<tr>
<td>2-12</td>
<td>L ELL Committee</td>
<td>If the student has less than six semesters, Submit information to the Division of Bilingual Education for updating in ISIS – “J” Screen.</td>
</tr>
</tbody>
</table>
ESOL/SPED Compliance

CLASSROOM:

- Lesson Plans must reflect ESOL Strategies - Comprehensible Instruction

Available on-line: ESOL Strategies Matrix
http://bilingual.dadeschools.net/BELWL/documents.asp

META REQUIREMENTS:

- Teachers must be appropriately trained or in the process of completing the training
  (LA teachers: 300 MPP or ESOL Subject Area Test and completion of 2 courses;
  Content Area teachers: 60 MPP;
  Others: 18 MPP)
For further information, please contact:
Bilingual/ESOL Special Education Program
305.274.8889

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