Florida Department of EDUCATION

Title III, Integration and Collaboration

2013-14 FASFEPA/ECTAC Spring Technical Assistance Forum

Presenter:
Chane Eplin, Bureau Chief
Student Achievement through Language Acquisition

Florida Department of EDUCATION

Title III – Language Instruction for Limited English Proficient and Immigrant Students

The *No Child Left Behind Act of 2001* requires states to increase English language proficiency and mastery of content in core academic subjects (e.g., reading, mathematics, and science) for limited English proficient students.

NCLB, Section 1111(b), 3102

Florida Department of EDUCATION

Title III – English Language Learner – Defined F.S. 1003.56(2) <http://flsenate.gov/Laws/Statutes/2011/1003.56>

- Not born in the United States, or
- Native language is not English, or
- From home environment where a language other than English is spoken in the home, or
- An American Indian or Alaskan native, or
- From non-English speaking environment that has significant impact on individual's ability to speak, read, write or listen to English, therefore denies opportunity to learn successfully in classroom where language of instruction is English.

Florida Department of EDUCATION

Title III – English Language Learner (ELL) Brief Description

- ELL who is a beginner in English
- ELL who possesses limited English skills
- ELL who is nearly proficient and literate in English
- ELL who is proficient and literate in English
- ELL with a disability
- ELL with interrupted formal education
- ELL with native language proficiency and literacy
- ELL with no native language proficiency and literacy

Florida Department of EDUCATION

Where are the ELLs?

- What percent of ELLs in the US were born in the US?
  - 74%
  - Yes, these are our children, our neighbors
  - Source: USDOE Webinar on ELLs 3-14-14
- What percent of ELLs in Florida were born in the US?
  - 67%
  - Yes, these are our children, our neighbors
  - Source: Survey 3 SY 2012-13

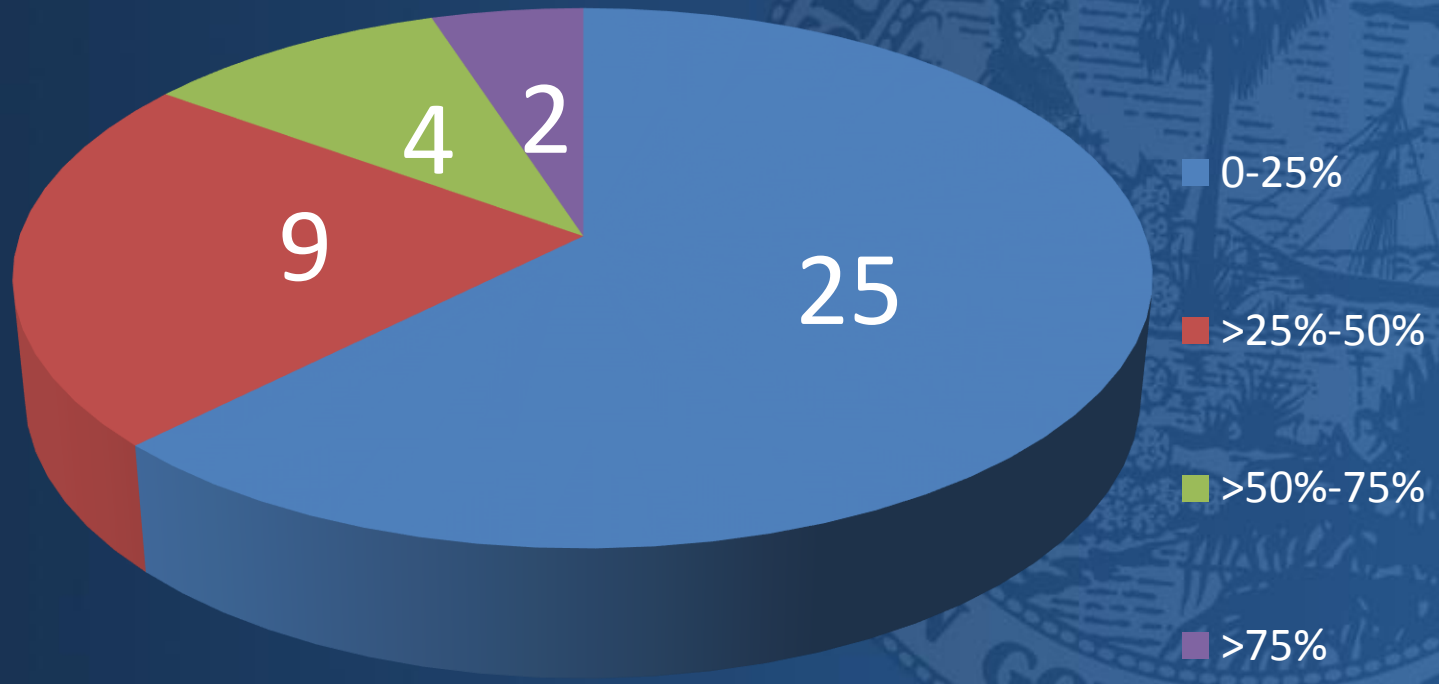
Florida Department of EDUCATION

Where are the ELLs?

- The ELLs are already in all of your classes
- Approximately 80% of ELLs in Florida receive instruction in courses using mainstream/inclusion as the primary instructional model
- The number of ELLs is increasing in Florida

Florida Department of EDUCATION

Districts with increasing ELL populations from 2009-2014



Florida Department of EDUCATION

Districts where the ELL population increased by 0% - 25% from 2009-2014

- Alachua
- Bay
- Brevard
- Broward
- Clay
- Miami-Dade
- Duval
- Escambia
- Hardee
- Highlands
- Hillsborough
- Lafayette
- Levy
- Liberty
- Manatee
- Monroe
- Okeechobee
- Osceola
- Palm Beach
- Polk
- Putnam
- St. Johns
- St. Lucie
- Santa Rosa
- Volusia

Florida Department of EDUCATION

Districts where the ELL population increased by >25% - 50% from 2009-2014

- Calhoun
- Glades
- Hamilton
- Jackson
- Leon
- Okaloosa
- Pinellas
- Walton
- Lake Wales

Florida Department of EDUCATION

Districts where the ELL population increased by >50% - 75% from 2009-2014

- Charlotte
- Columbia
- Hendry
- FSUS

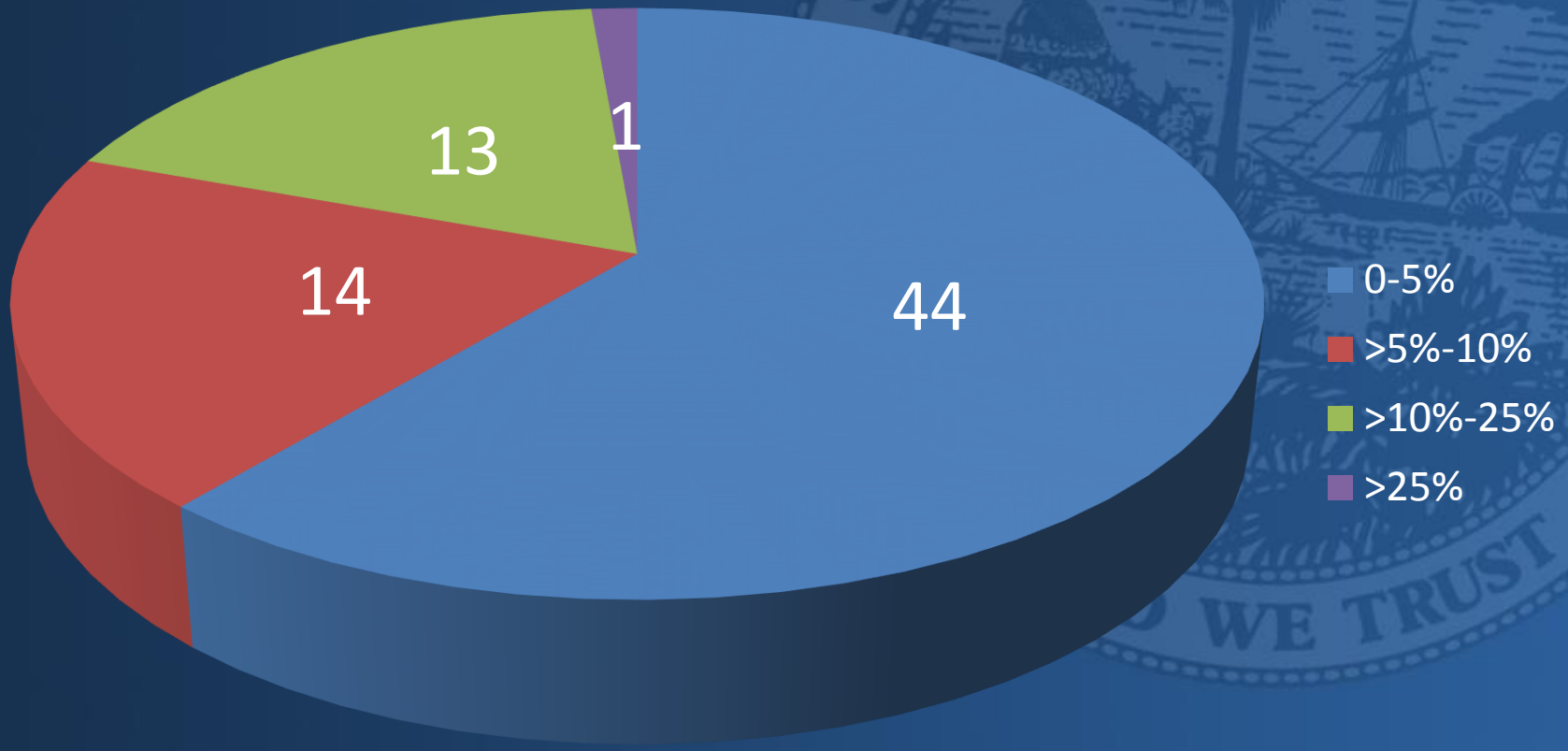
Florida Department of EDUCATION

Districts where the ELL population increased by >75% from 2009-2014

- Franklin
- FAU

Florida Department of EDUCATION

ELLs as a Percentage of District Population



Florida Department of EDUCATION

District ELL Data

- Alachua – 496 LY (1.79%) + 98 LF
- Baker – 9 LY (.19%) + 1 LF
- Bay – 494 LY (1.89%) + 113 LF
- Bradford – 4 LY (.13%) + 0 LF
- Brevard – 2,184 LY (3.11%) + 621 LF
- Broward – 26,635 LY (11.02%) + 8,791 LF
- Calhoun – 13 LY (.59%) + 6 LF
- Charlotte – 300 LY (1.85%) + 57 LF
- Citrus – 147 LY (.96% + 37 LF

Source: Survey 3, 2014

Florida Department of EDUCATION

District ELL Data

- Clay – 593 LY (1.68%) + 159 LF
- Collier – 6,078 LY (15.22%) + 2,428 LF
- Columbia – 93 LY (.94%) + 17 LF
- Miami-Dade – 73,167 LY (25.51%) + 20,162 LF
- Desoto – 505 LY (11.82%) + 263 LF
- Dixie – 2 LY (.10%) + 0 LF
- Duval – 4,465 LY (3.61%) +788 LF
- Escambia – 456 LY (1.14%) + 161 LF
- Flagler – 292 LY (2.28%) + 0 LF

Source: Survey 3, 2014

Florida Department of EDUCATION

District ELL Data

- Franklin – 18 LY (1.45%) + 2 LF
- Gadsden – 314 LY (5.94%) + 113 LF
- Gilchrist – 53 LY (2.23%) + 0 LF
- Glades – 87 LY (5.98%) + 40 LF
- Gulf – 0 LY + 0 LF
- Hamilton – 119 LY (7.75%) + 0 LF
- Hardee – 537 LY (11.15%) + 163 LF
- Hendry – 1,018 LY (16.93%) + 179 LF
- Hernando – 612 LY (2.75%) + 137 LF

Source: Survey 3, 2014

Florida Department of EDUCATION

District ELL Data

- Highlands – 763 LY (6.42%) + 213 LF
- Hillsborough – 24,865 LY (13.48%) + 6,398 LF
- Holmes – 2 LY (.06%) + 0 LF
- Indian River – 1,029 LY (5.83%) + 477 LF
- Jackson – 61 LY (.92%) + 6 LF
- Jefferson – 16 LY (1.78%) + 5 LF
- Lafayette – 76 LY (6.59%) + 0 LY
- Lake – 1,922 LY (4.74%) + 506 LF
- Lake Wales – 351 LY (8.44%) +45 LF

Source: Survey 3, 2014

Florida Department of EDUCATION

District ELL Data

- Lee – 6,127 LY (7.60%) + 1,352 LF
- Leon – 613 LY (1.83%) + 102 LF
- Levy – 224 LY (4.17%) + 38 LF
- Liberty – 22 LY (1.58% + 0 LF
- Madison – 3 LY (.12%) + 5 LF
- Manatee – 4,747 LY (11.30%) + 1,188 LF
- Marion – 2,122 LY (5.27%) + 580 LF
- Martin – 2,280 LY (13.70%) + 484 LF
- Monroe – 677 LY (8.88%) + 135 LF

Source: Survey 3, 2014

Florida Department of EDUCATION

District ELL Data

- Nassau – 78 LY (.69%) + 23 LF
- Okaloosa – 807 LY (2.72%) + 157 LF
- Okeechobee – 800 LY (14.24%) + 249 LF
- Orange – 24,777 LY (14.84%) + 12,360 LF
- Osceola – 9,803 LY (20.16%) + 3,629 LF
- Palm Beach – 20,919 LY (12.51%) + 6,342 LF
- Pasco – 2,553 LY (3.88%) + 832 LF
- Pinellas – 5,685 LY (5.76%) + 926 LF
- Polk – 10,634 LY (12.74%) + 2,111 LF

Source: Survey 3, 2014

Florida Department of EDUCATION

District ELL Data

- Putnam – 741 LY (7.14%) + 84 LF
- St. Johns – 218 LY (.63%) + 122 LF
- St. Lucie – 2,827 LY (7.51%) + 842 LF
- Santa Rosa – 161 LY (.63%) + 73 LF
- Sarasota – 2,479 LY (6.17%) + 857 LF
- Seminole – 2,550 LY (3.97%) + 856 LF
- Sumter – 224 LY (2.83%) + 145 LF
- Suwannee – 249 LY (4.35%) + 45 LF
- Union – 3 (.12%) + 0 LF

Source: Survey 3, 2014

Florida Department of EDUCATION

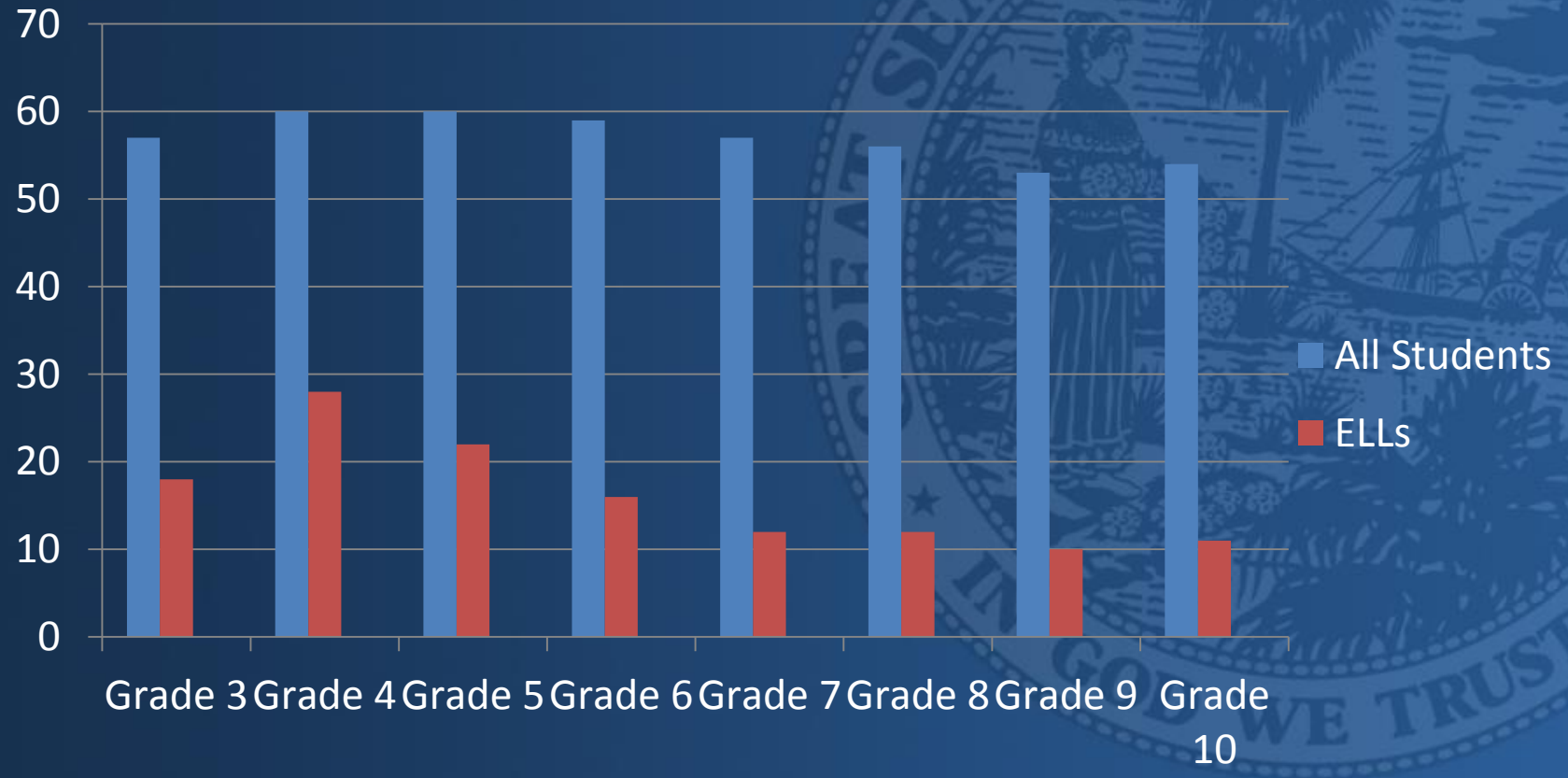
District ELL Data

- Taylor – 6 LY (.22%) + 1 LF
- Volusia – 3,372 LY (5.66%) + 804 LF
- Wakulla – 2 LY (.04%) + 1 LF
- Walton – 252 LY (3.25%) + 66 LF
- Washington – 18 LY (.54%) + 2 LF
- FSDB – 25 LF (4.13%) + 0 LF
- FAU – 67 LY (2.81%) + 37 LF
- FAMU – 0 LY + 0 LF
- FSUS – 38 LY (1.55%) + 29 LF
- FLVS – 4 LY (.08%) + 0 LF

Source: Survey 3, 2014

Florida Department of EDUCATION

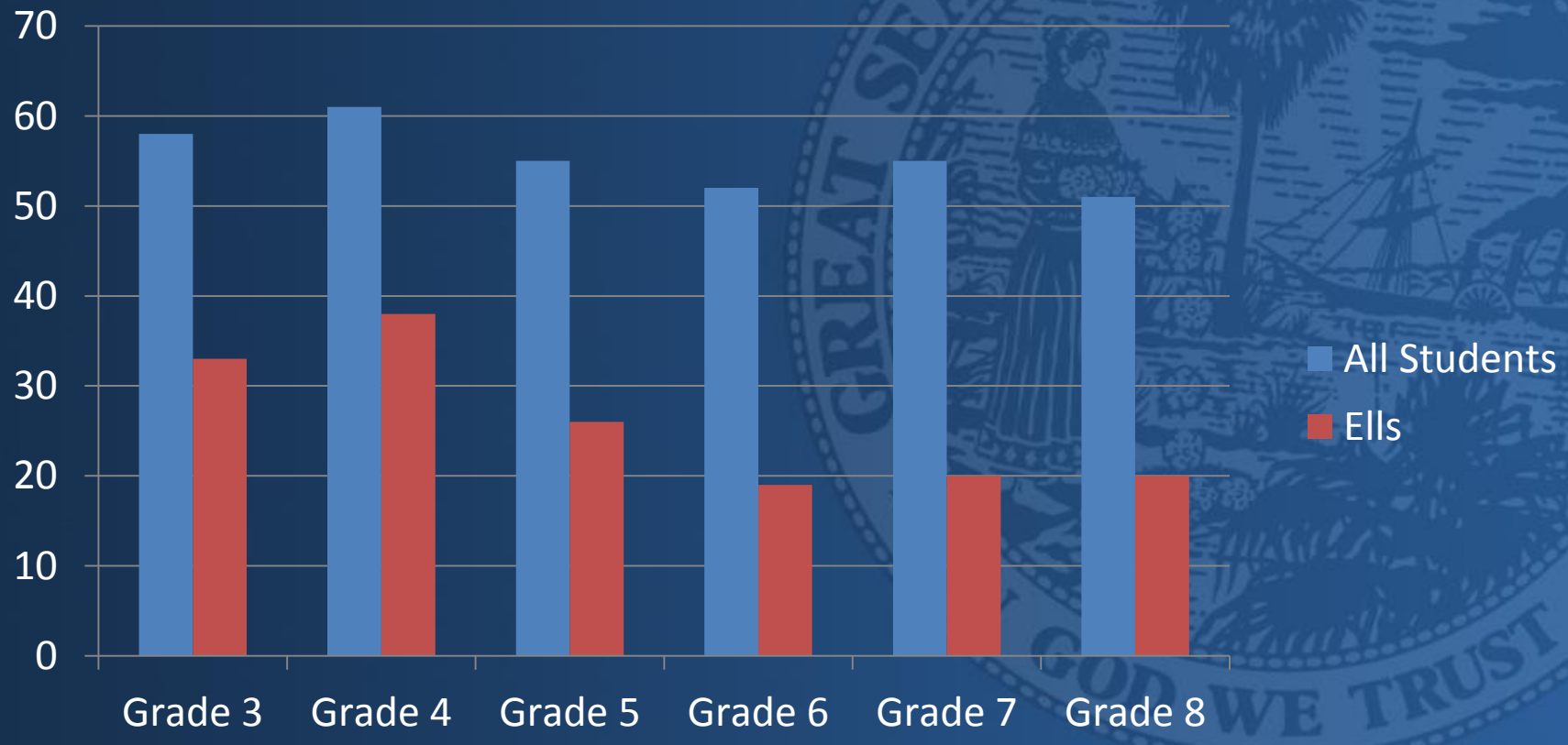
2013 Percent of students scoring proficient on FCAT Reading



Source: Survey 3, 2013

Florida Department of EDUCATION

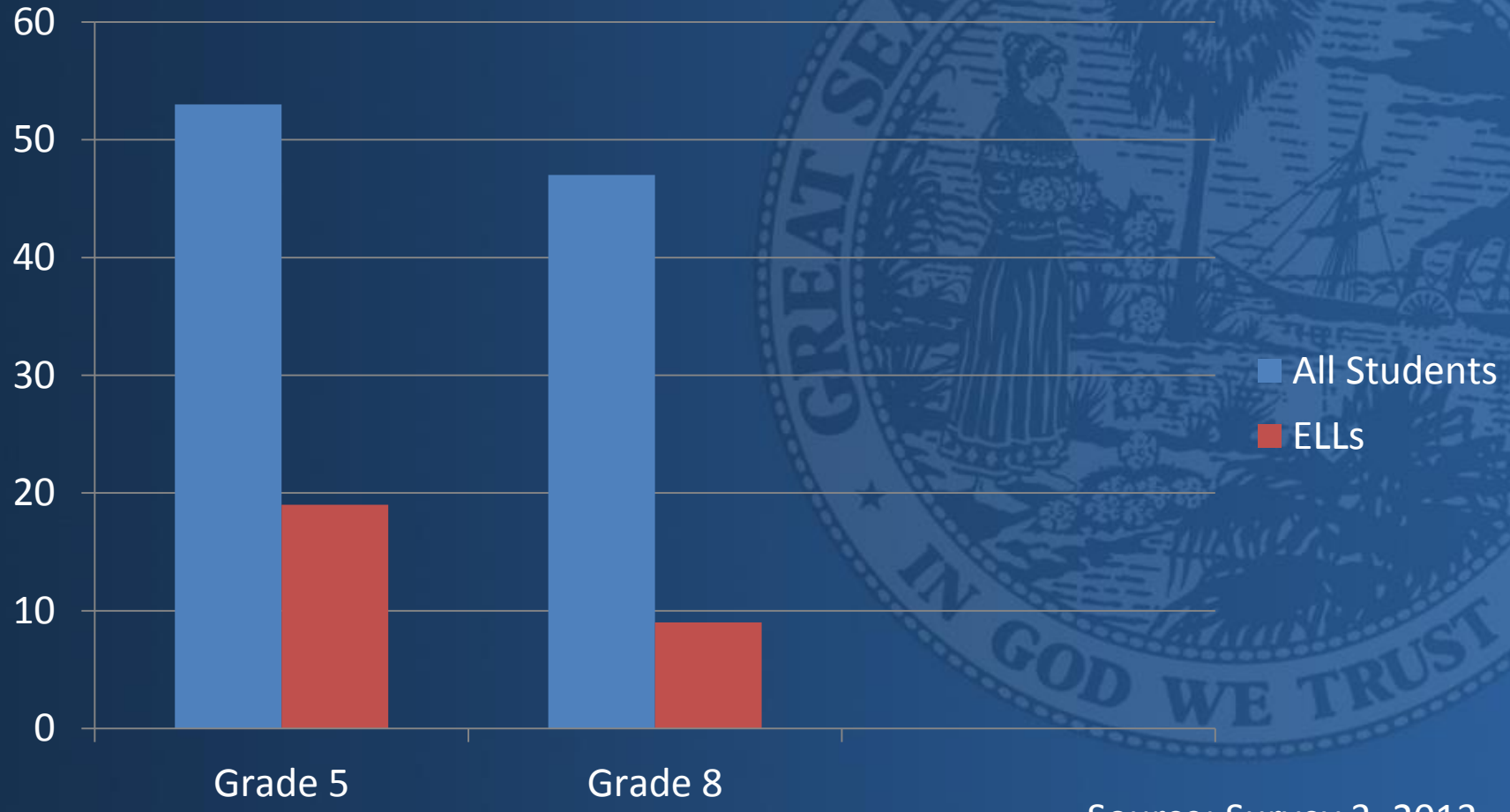
2013 Percent of students scoring proficient on FCAT Math



Source: Survey 3, 2013

Florida Department of EDUCATION

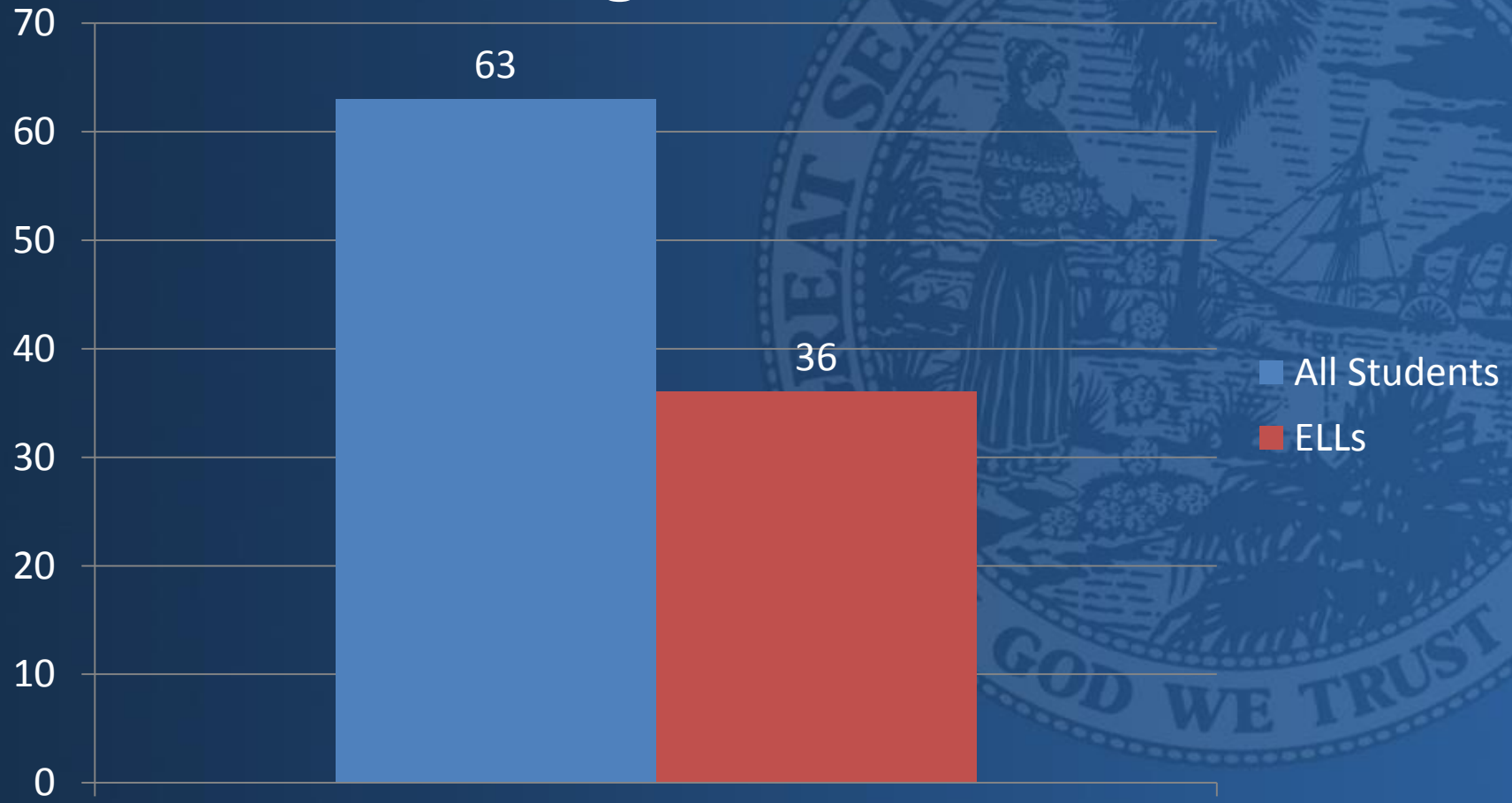
2013 Percent of students scoring proficient on FCAT Science



Source: Survey 3, 2013

Florida Department of EDUCATION

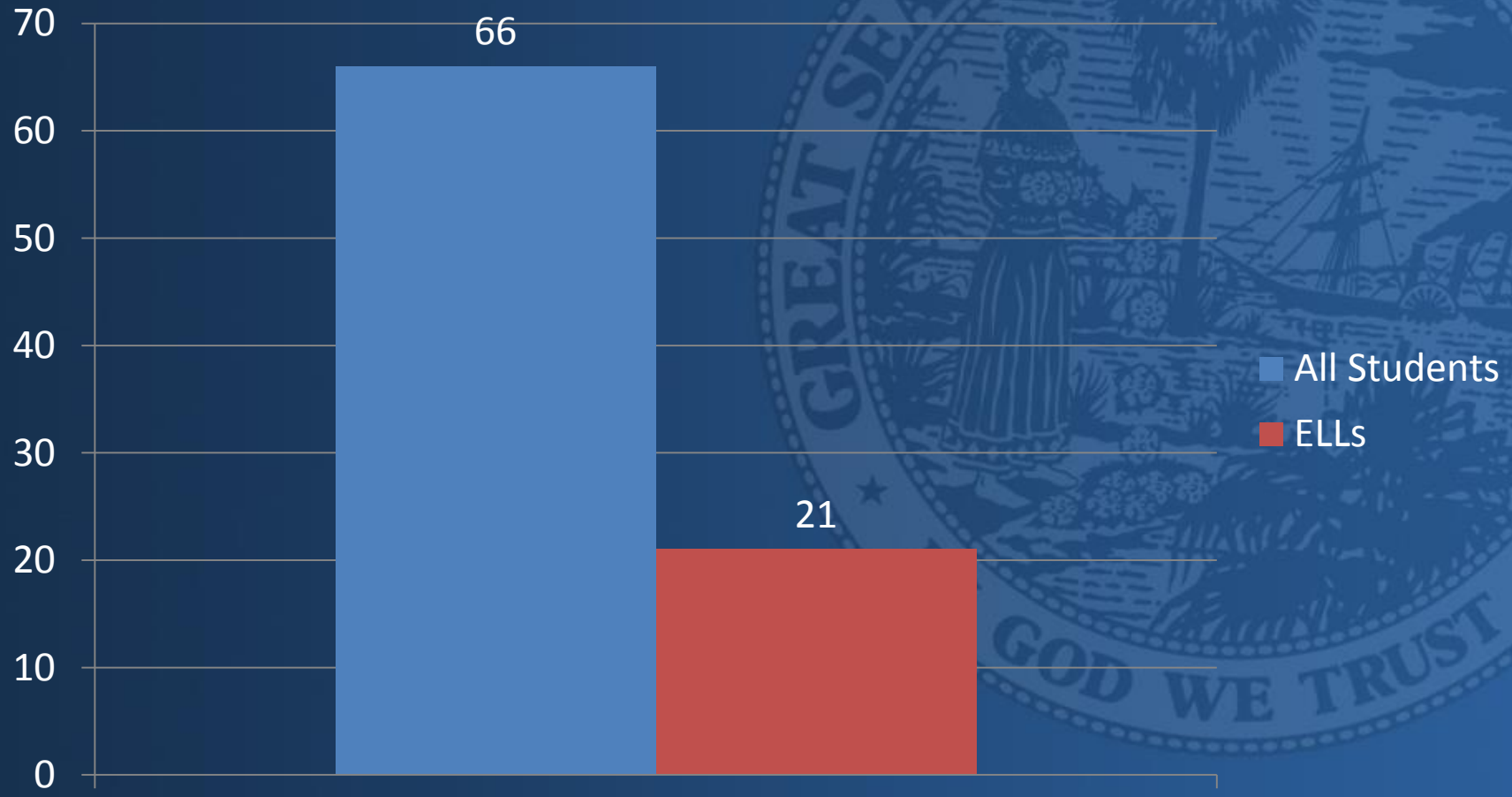
2013 Percent of students scoring passing Algebra 1 EOC



Source: Survey 3, 2013

Florida Department of EDUCATION

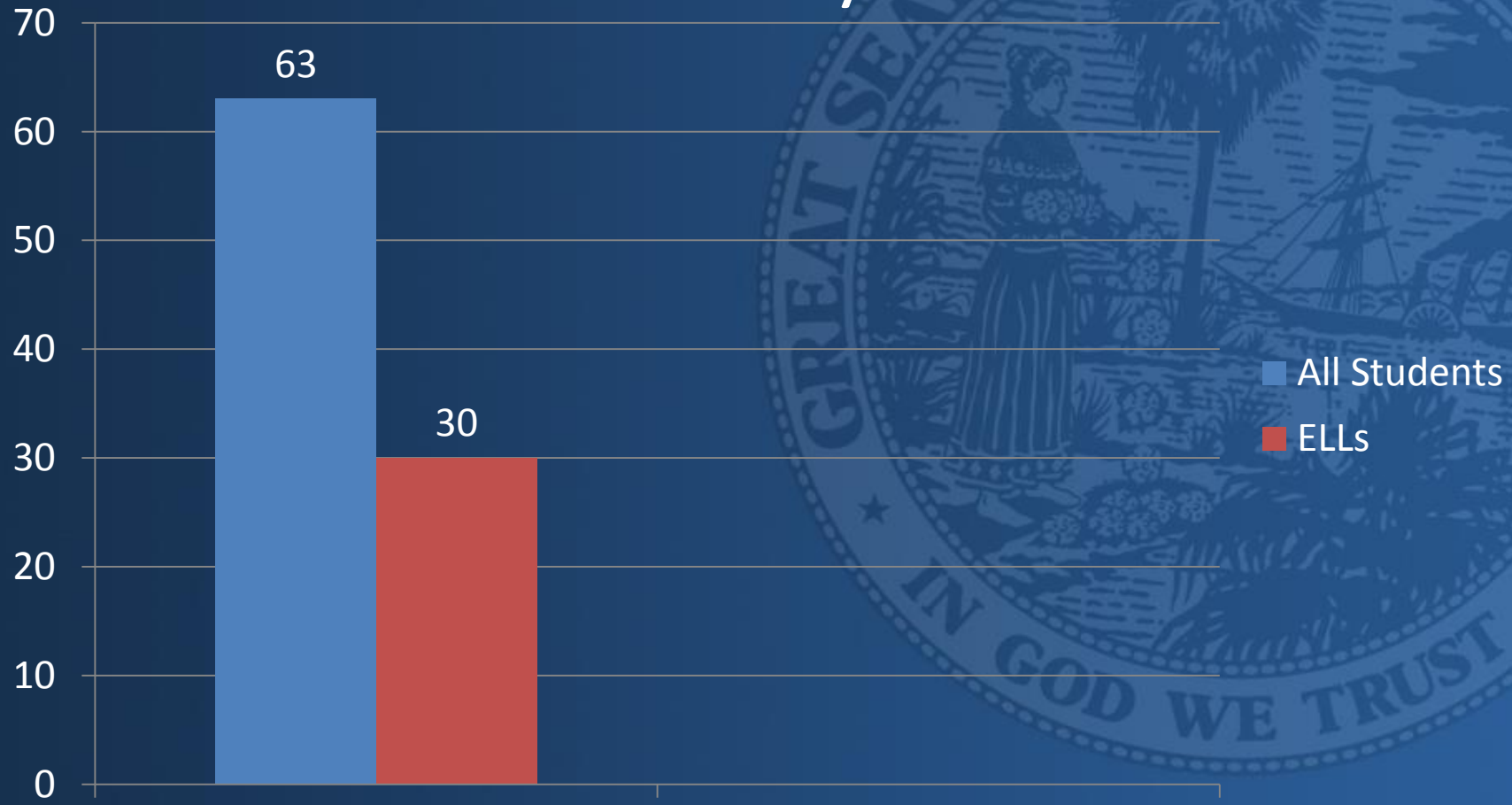
2013 Percent of students scoring passing Biology 1 EOC



Source: Survey 3, 2013

Florida Department of EDUCATION

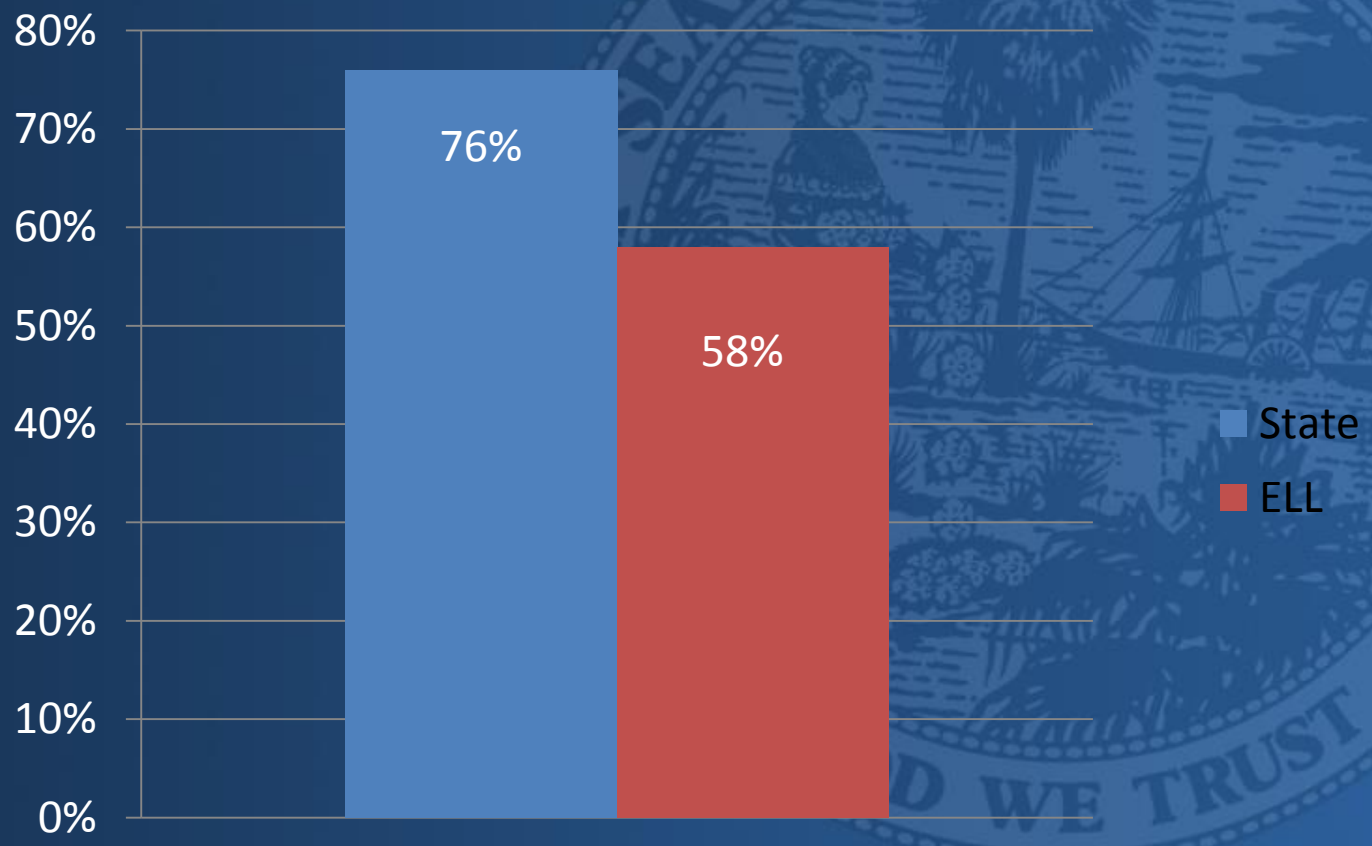
2013 Percent of students scoring passing Geometry EOC



Source: Survey 3, 2013

Florida Department of EDUCATION

Federal Uniform Graduation Rate



Source: Survey 3, 2013

It is not like this, considering language or content separately like a Cyclopes through one eye!

It is like this: two pieces of the puzzle for ELLs: content and language. Both need to be integrated for ELL academic success.

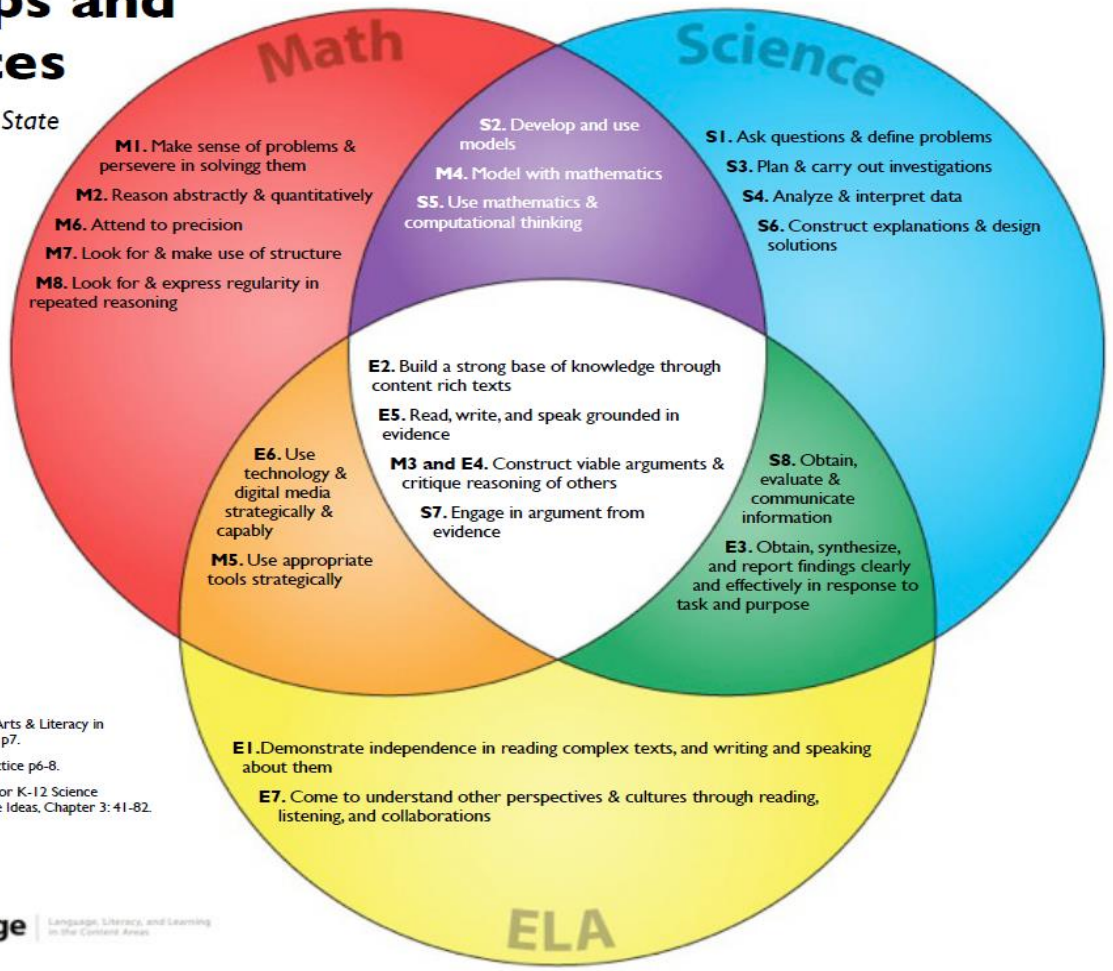
Florida Department of EDUCATION

Integration of Language and Content for ELL Academic Success

Relationships and Convergences

found in the *Common Core State Standards in Mathematics* (practices), *Common Core State Standards in ELA/ Literacy* (student portraits), and the *Next Generation Science Standards* (science & engineering practices)

These student practices and portraits are grouped in a Venn diagram. The letter and number set preceding each phrase denotes the discipline and number designated by the content standards in ELA/ Literacy, Mathematics, and Science.



Sources:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, p7.

Common Core State Standards for Mathematical Practice p6-8.

Next Generation Science Standards & A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas, Chapter 3: 41-82.

Stanford GRADUATE SCHOOL OF EDUCATION

Understanding Language | Language, Literacy, and Learning in the Content Areas

Credit: Tina Cheuk, tcheuk@stanford.edu

Florida Department of EDUCATION

What do we need to do with Florida's new standards?

- Stress the importance of all levels of more rigorous instruction in all content areas for all children, integrating language and content
- Increase student academic achievement in both English and content areas through a focus on quality
  - Are there any lessons we are teaching that would not help a child?
  - We need to be critical of the content we put in front of students and teachers. Does the content match the standard?
  - We need to help the students manage the challenge
  - Questions to ask: is this text or lesson helping? If so, why is it working? Cite evidence and share.
  - Are we using our entitlement dollars for the wrong things?
  - How do we know that our entitlement funds are increasing student academic achievement and (in the case of Title III) also increasing English skills in listening, speaking, reading and writing?
- Some districts get only Title I dollars, no Title III – how are you serving your English language learners with your Title I dollars? Who is at the table? Do you include your ELL expert?

Florida Department of EDUCATION

What do we need to do with Florida's new standards?

- For those districts that receive both Title I and Title III dollars – how are you coordinating services so that you are not duplicating services?
  - Are you working in concert or in conflict?
  - Collaboration is critical with intentional practices and approaches to help ELLs because of the barriers of language and culture
  - Who is at the table? Do you include your ELL expert?
- How many ELLs are participating in district programs?
  - Gifted
  - Advanced Placement Classes
  - International Baccalaureate Program
  - Dual Enrollment
  - Career and Technical Education
  - Does your district's policies and procedures address students with these kinds of barriers?
  - MTSS is not working if the distribution is not equal

Florida Department of EDUCATION

Is your district an academically high-performing school district?

- From 12-13 school year, among the 19 districts, the largest achievement gaps continue across all grade levels for ELLs, SWDs and Black students in reading, mathematics and science.
- Longitudinal data indicates a persistent problem
  - Source: Annual Reports from the 2012-2013 School Year
- Are there exemptions (waivers) of statute or state board rule we could exercise to close the achievement gap for ELLs?

Florida Department of EDUCATION

For school improvement planning, are ELLs included in the process?

- Do you agree that students know what changes are needed for school improvement? Are they included in our processes?
- Research still supports increased effective core instruction is the strongest predictor of student academic success
  - Source: Intensive Interventions Workshop 2-21-14
- What do you hear at the schools in your district?
  - "I have one of your kids…"
  - "We need to RTI them…"
  - "We need to Read 180 them…"
  - "That kid is a/n…" (negative labelling)

Florida Department of EDUCATION

For school improvement planning, are ELLs included in the process?

- Unfortunately in the examples above there is no connection to the core instruction. These comments are not based on student needs but on test results only – we need to review our instruction as well as our student test results

Florida Department of EDUCATION

Have you considered Dual Language Immersion Programs?

- Enhances ELLs and native speakers academic success
- Significant Research to support its success
- Students become bilingual and bi-literate by the early grades
- Language development enhances cognitive development
- Recommendation to me from the Student Achievement through Language Acquisition (SALA) state advisory committee for ELLs as one way to increase the academic achievement and English language skills of ELLs

Florida Department of EDUCATION

Contact Information

- Chane Eplin, Bureau Chief, Student Achievement through Language Acquisition
- Email: chane.eplin@fldoe.org
- Phone: 850-245-0417
- If you contact me, I will do my best to assist you to help your students.