



# English Language Learners Update May 2015

Florida Association of Bilingual and English for Speakers of  
Other Languages Supervisors (FABES) Institute

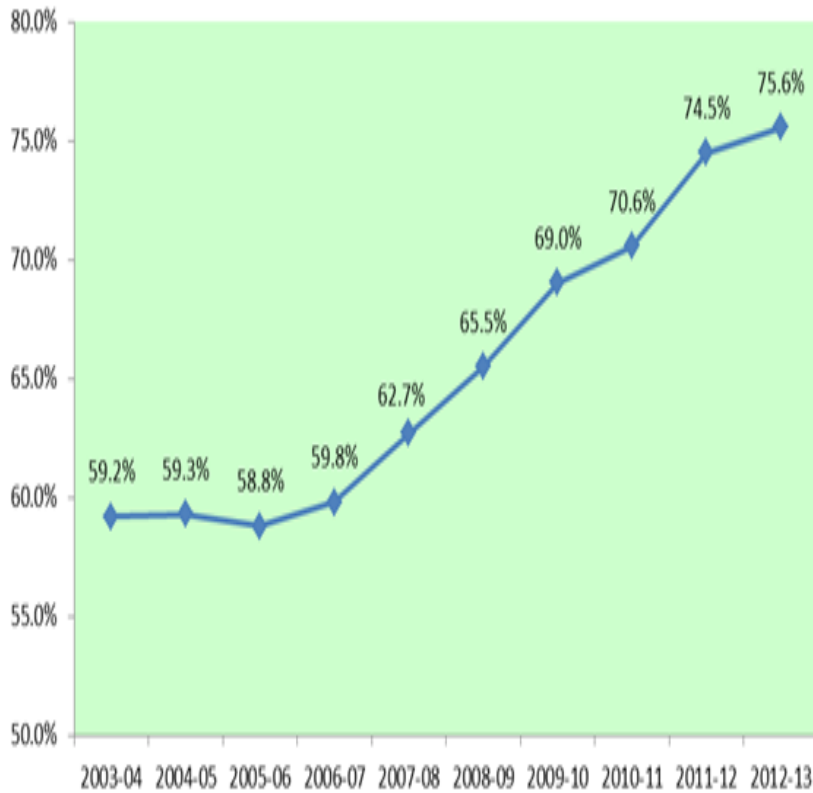


[www.FLDOE.org](http://www.FLDOE.org)

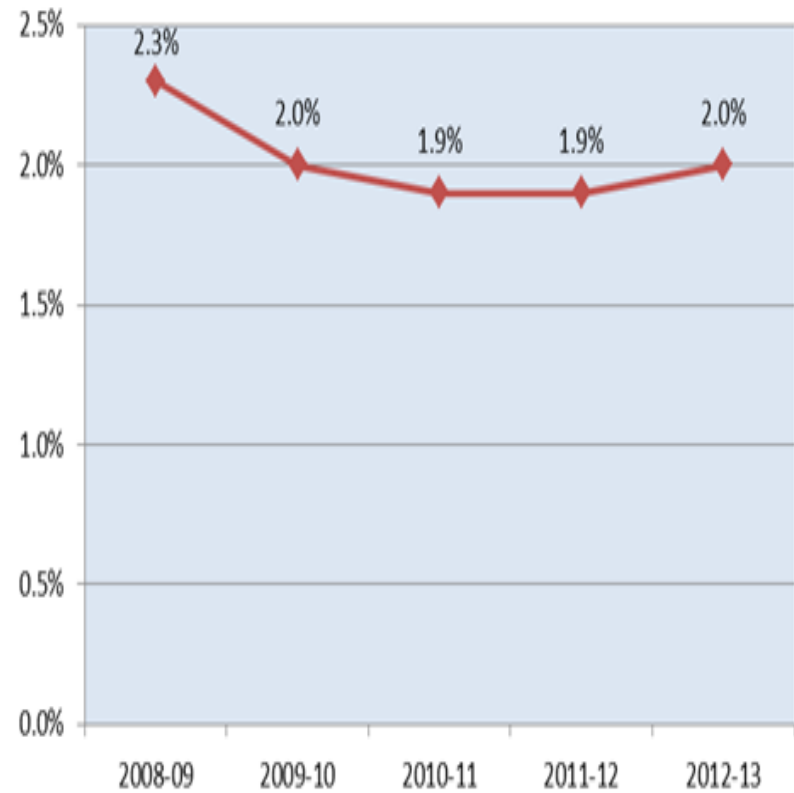
# Recommended Technical Assistance Topics for FABES at the FASFEPA Spring Forum

- WIDA ELD Standards
- Assessment Replacing CELLA
- New AMAOs
- Effective Strategies to Meet AMAOs
- Required Teacher Training
- META Consent Decree
- Legal Issues Surrounding Serving Immigrant Students
- ELL Student and Retention

## Florida High School Graduation Rates



## Florida High School Dropout Rates

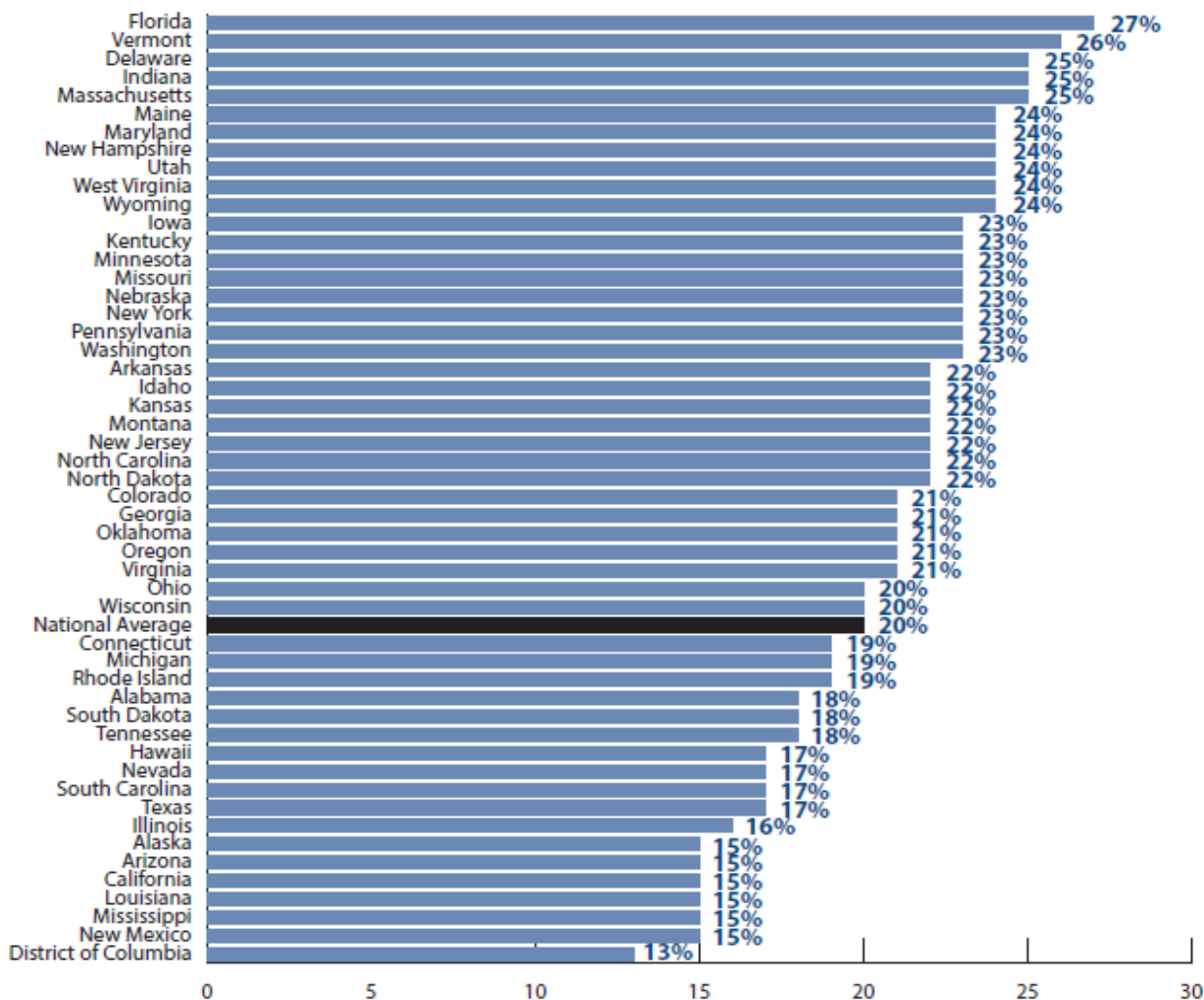




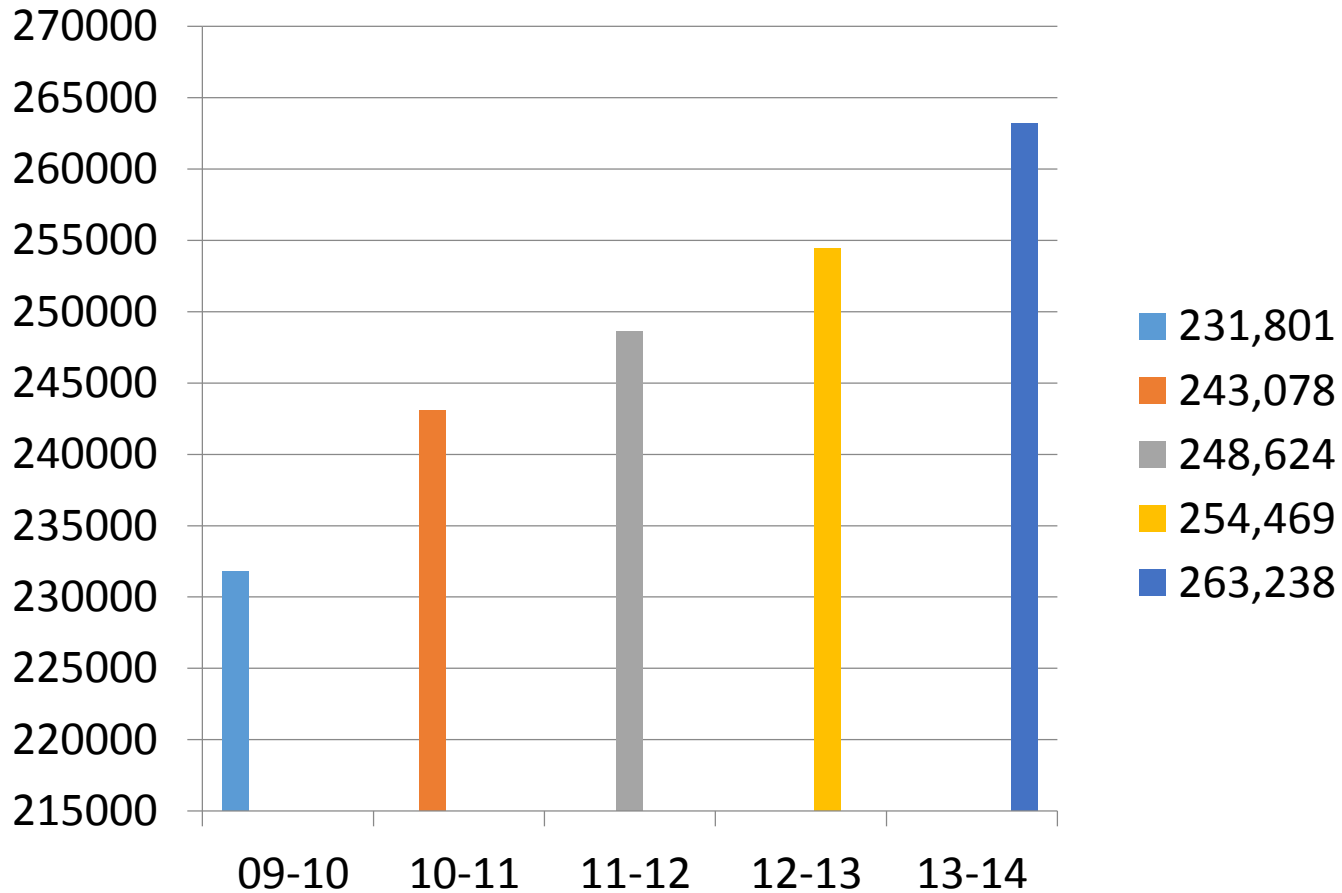
# A Decade of Data on State Academic Achievement

The American Legislative Exchange Council’s (ALEC) *Report Card on American Education*, October 2014, Florida had the largest percent of free and reduced-price lunch eligible students scoring “proficient” or better on the NAEP fourth-grade reading exam in 2013 (page 21) . Florida also was one of only six states that made statistically significant progress in eight-grade reading and mathematics between 2011 and 2013 (page 7).

FIGURE 3 | PERCENTAGE OF FREE AND REDUCED-PRICE LUNCH ELIGIBLE STUDENTS SCORING “PROFICIENT” OR BETTER ON THE NAEP FOURTH-GRADE READING EXAM FOR 2013

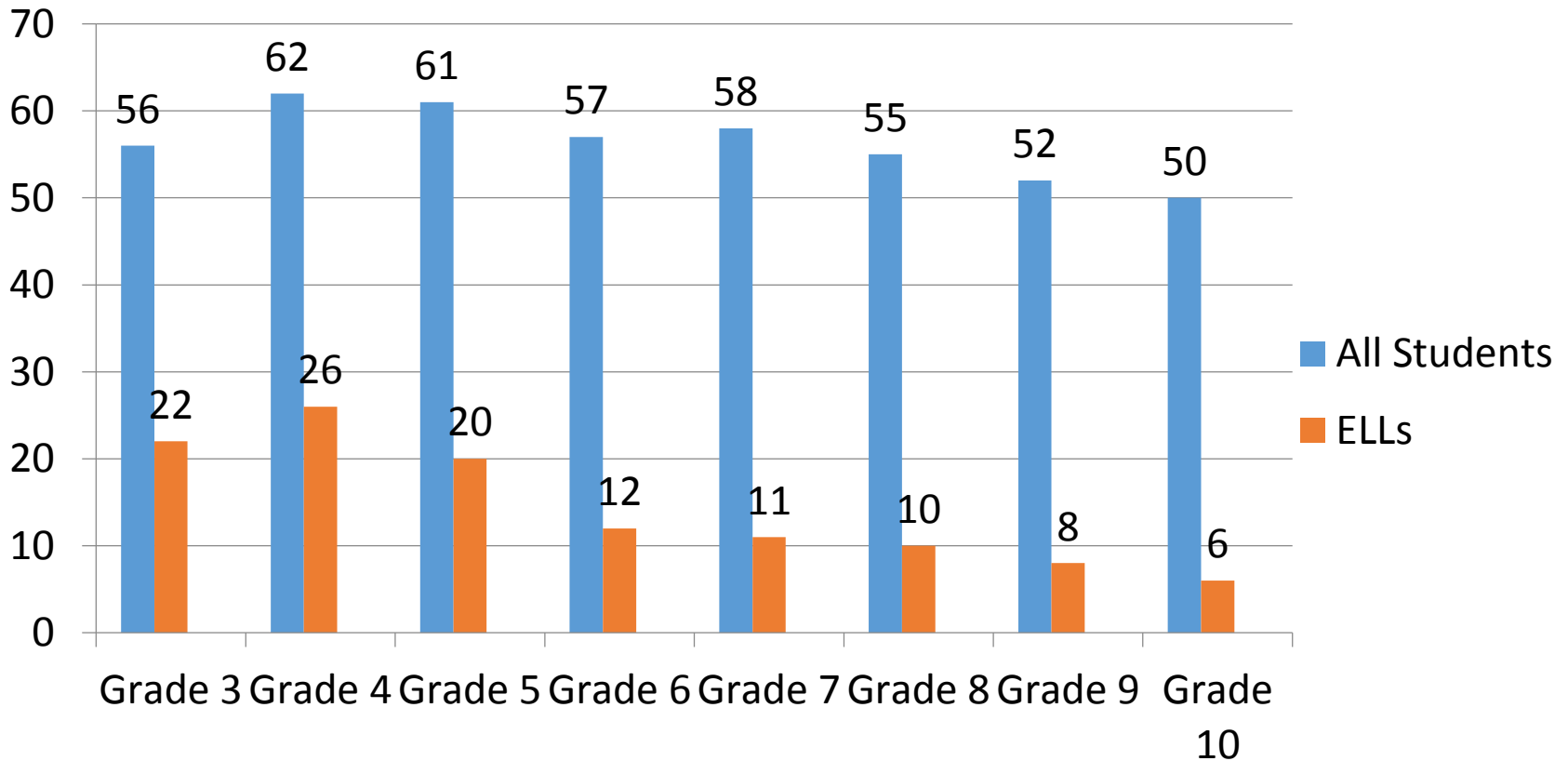


# English Language Learner Population



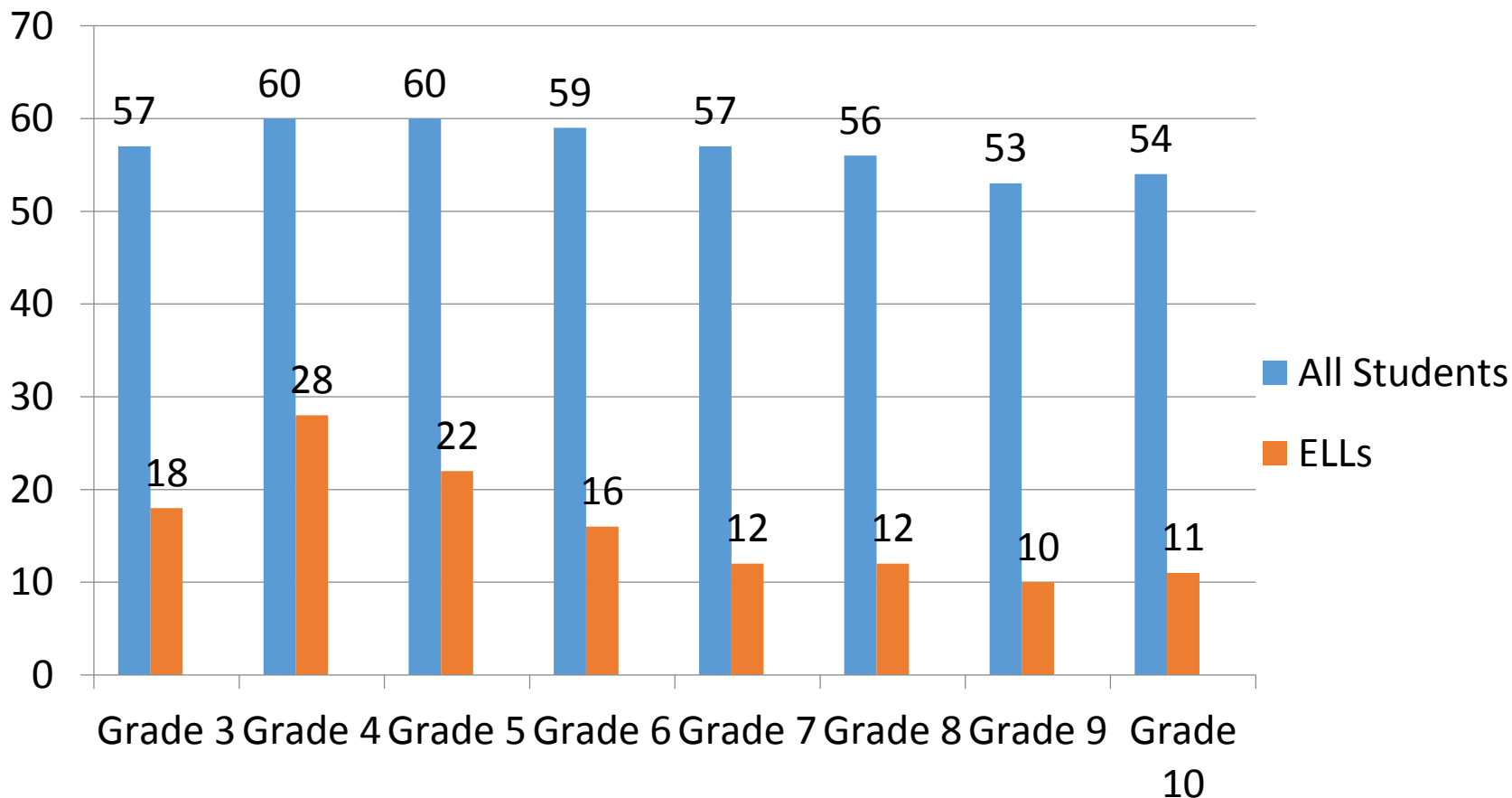
# 2012

## Percent of Students Scoring Proficient on FCAT 2.0 Reading



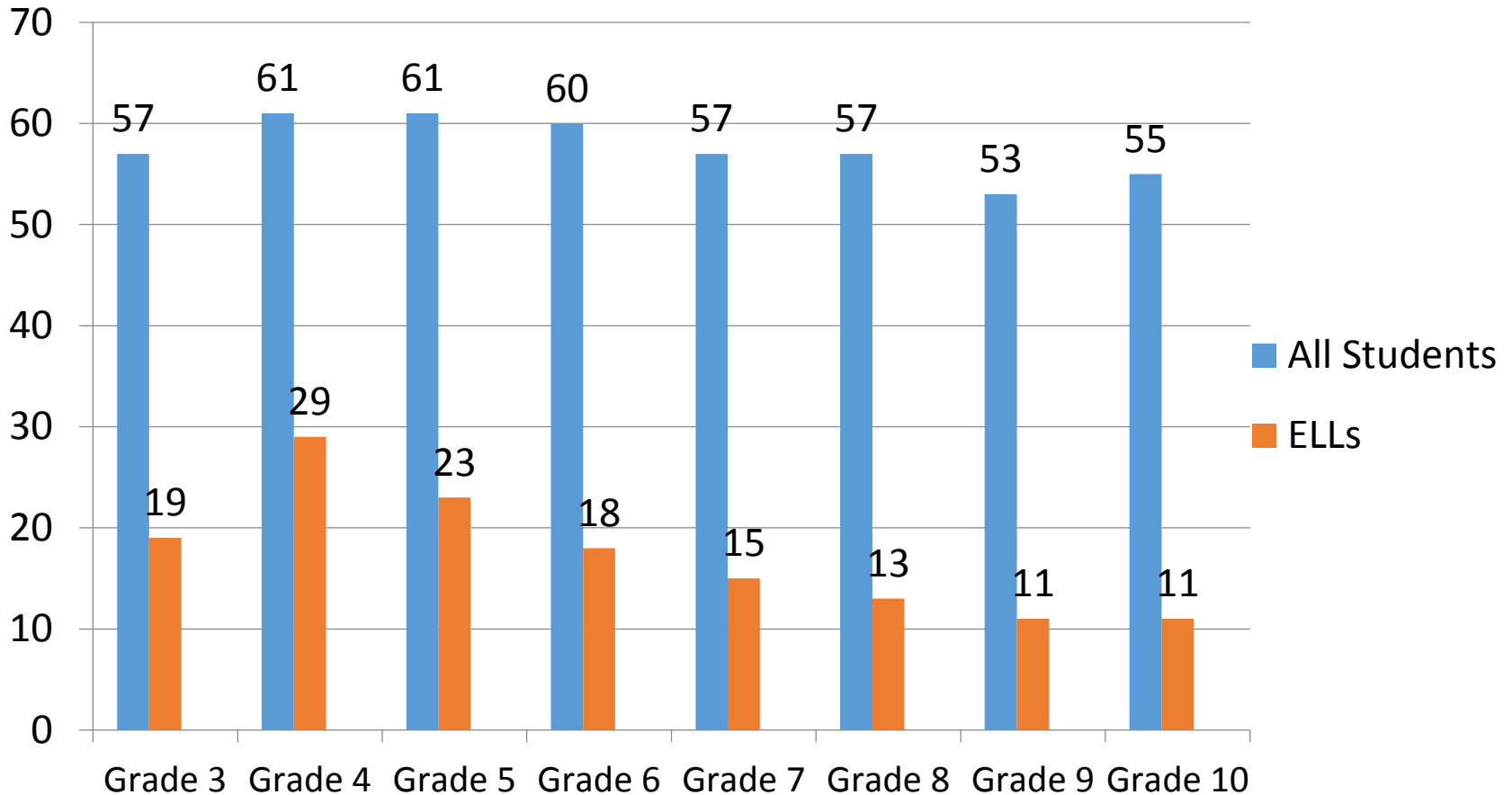
# 2013

## Percent of Students Scoring Proficient on FCAT 2.0 Reading



# 2014

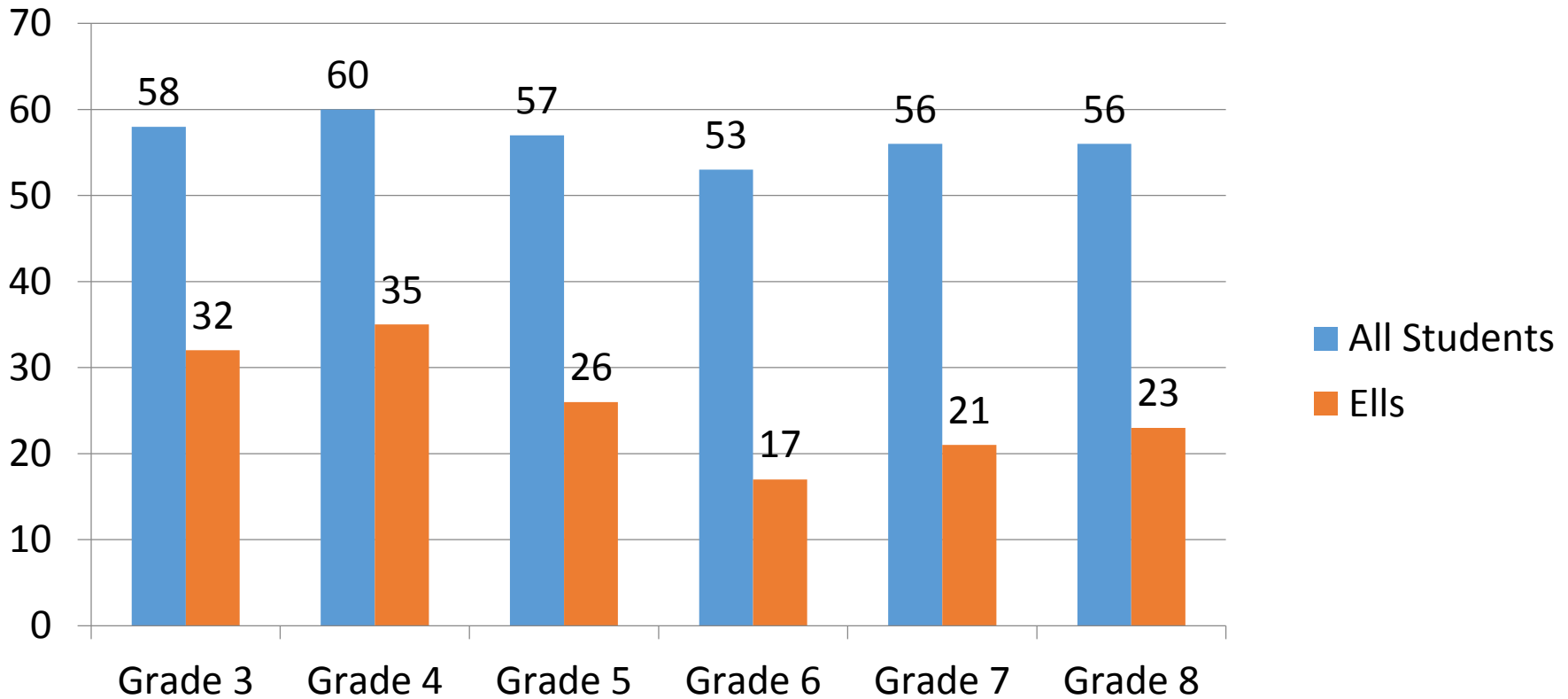
## Percent of Students Scoring Proficient on FCAT 2.0 Reading





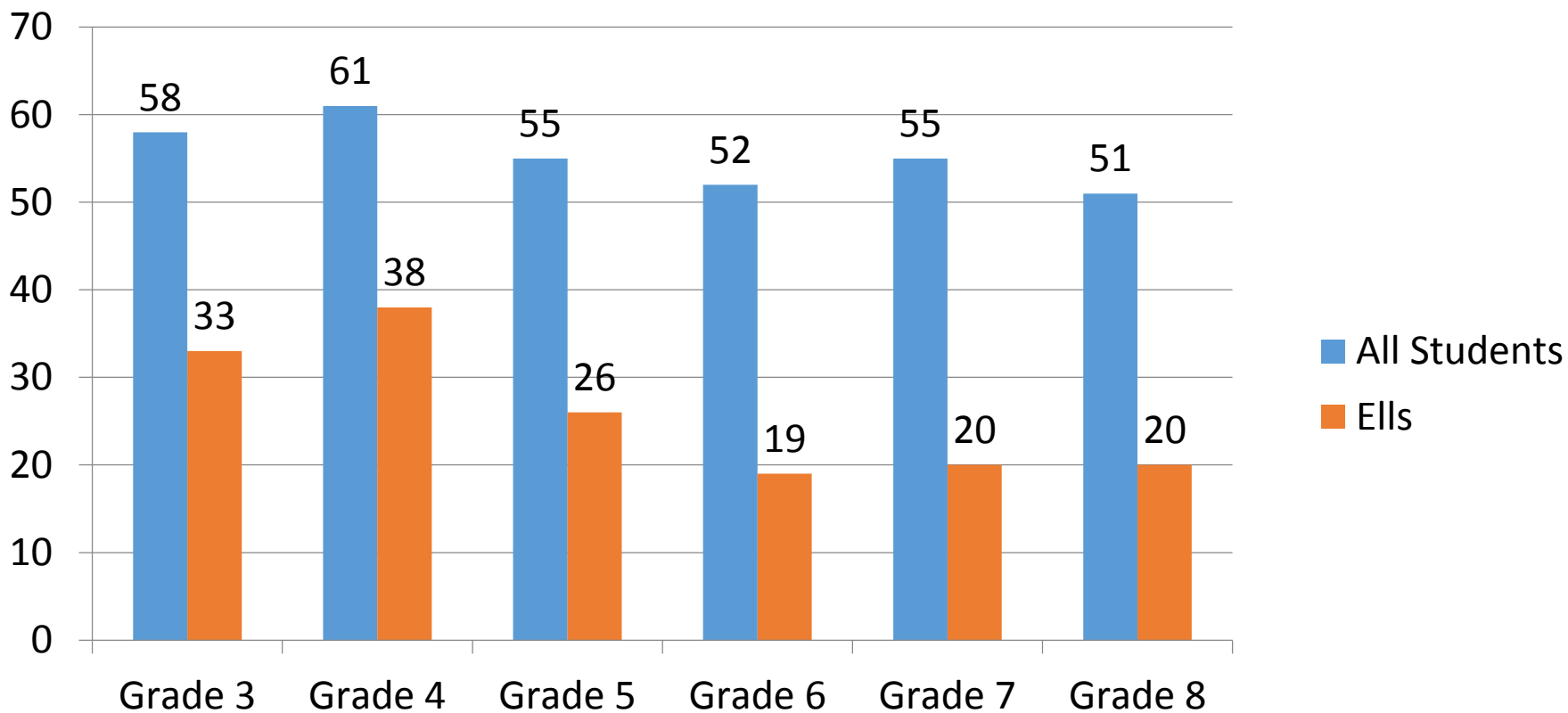
# 2012

## Percent of Students Scoring Proficient on FCAT Math



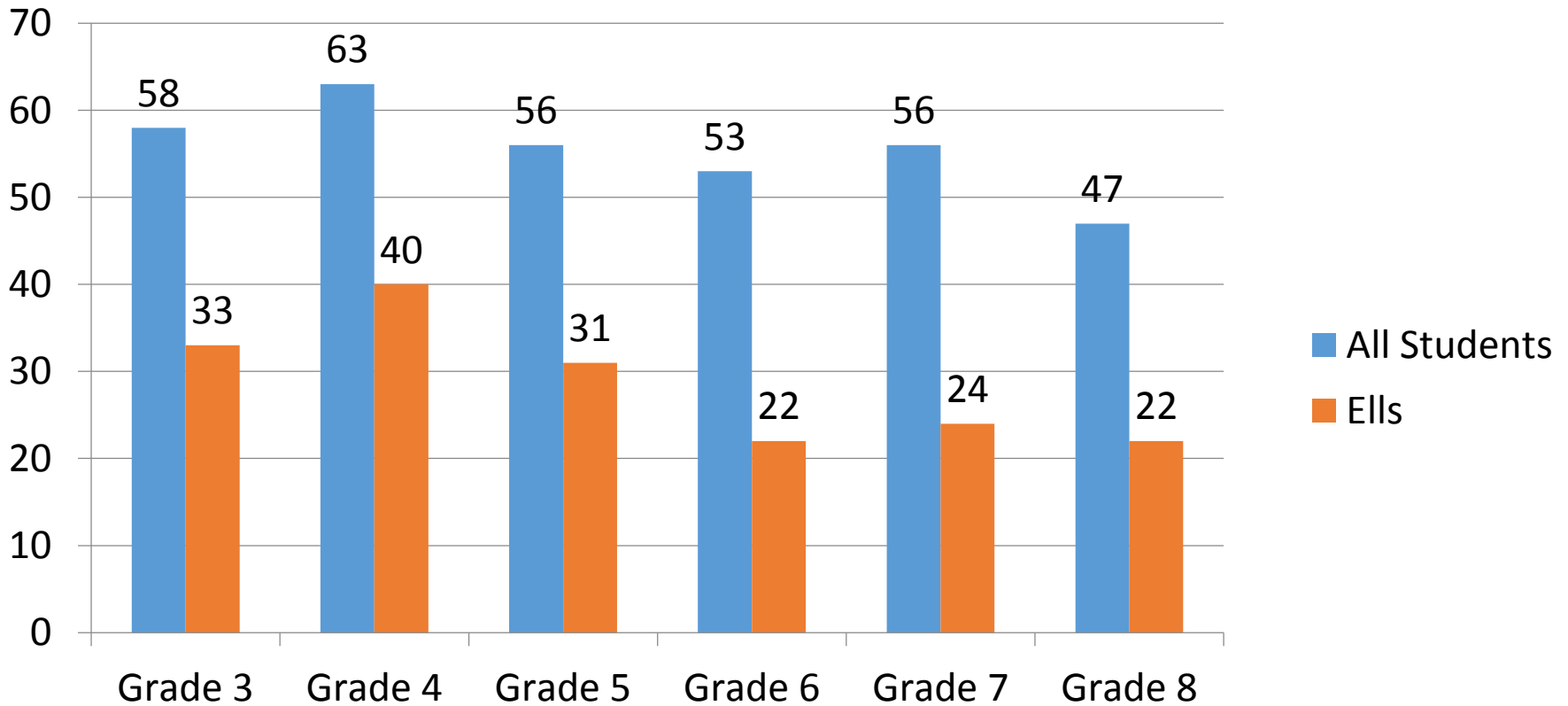
# 2013

## Percent of Students Scoring Proficient on FCAT Math



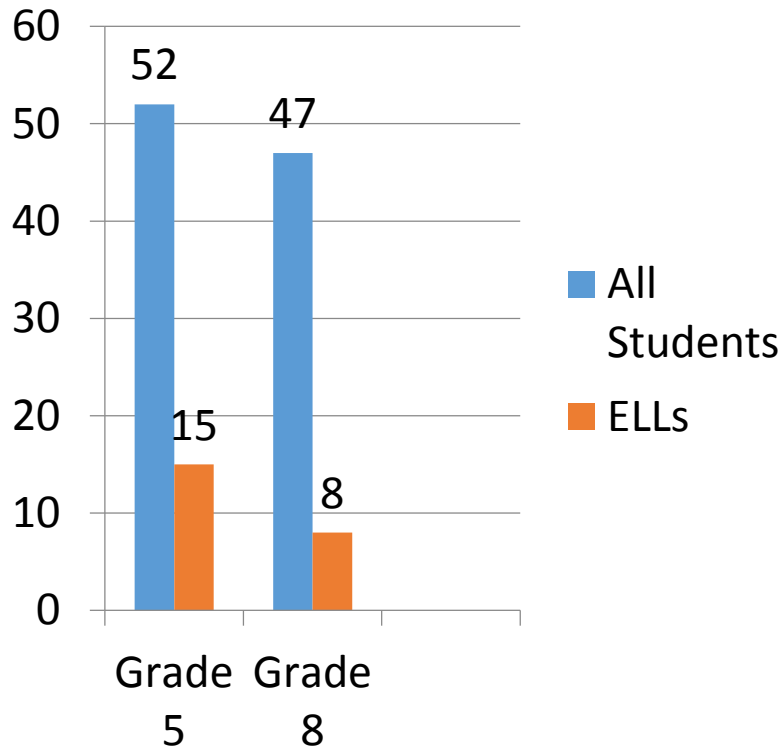
# 2014

## Percent of Students Scoring Proficient on FCAT Math

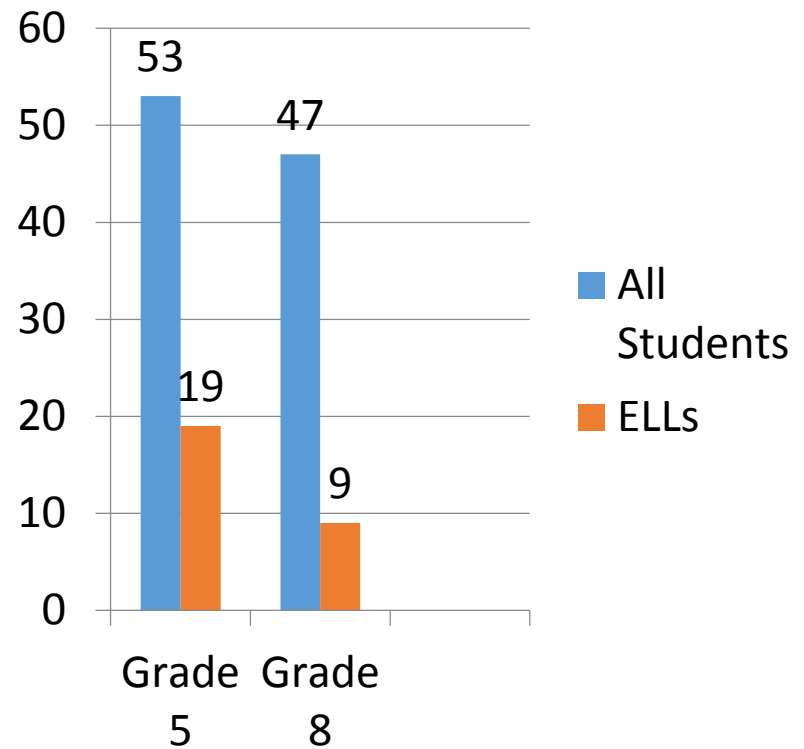


# Percent of Students Scoring Proficient on FCAT Science

**2011-2012**

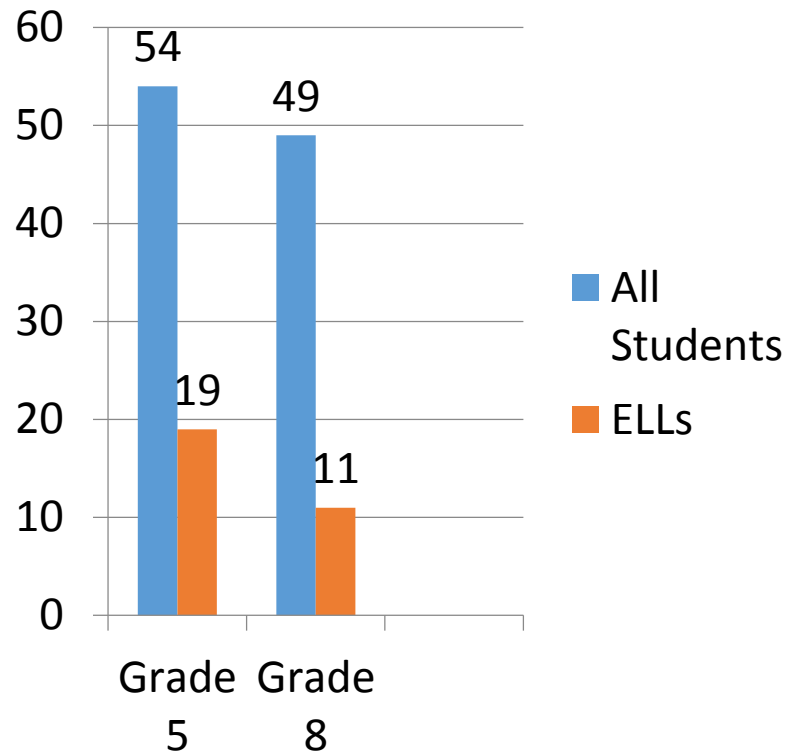


**2012-2013**



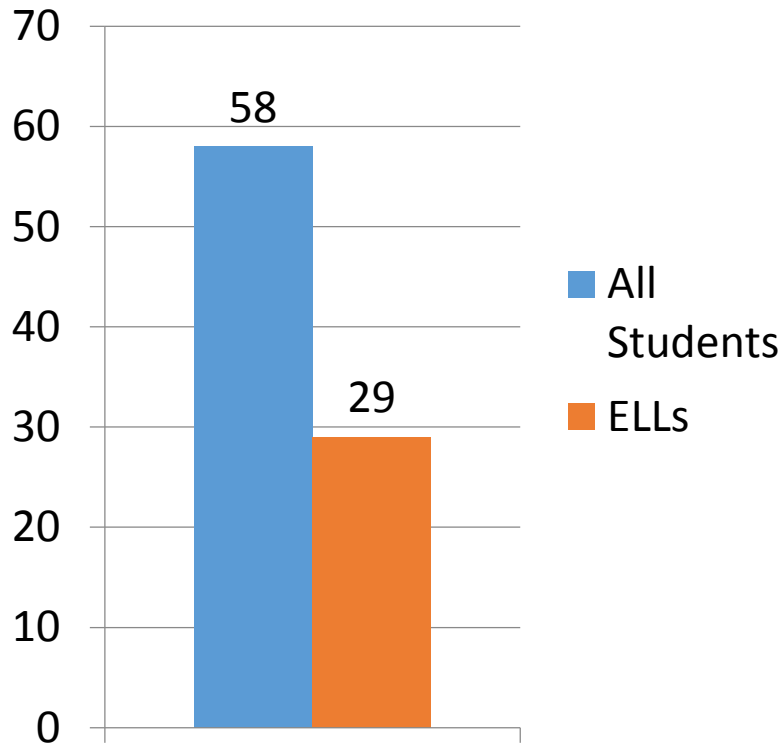
# Percent of Students Scoring Proficient on FCAT Science

**2013-2014**

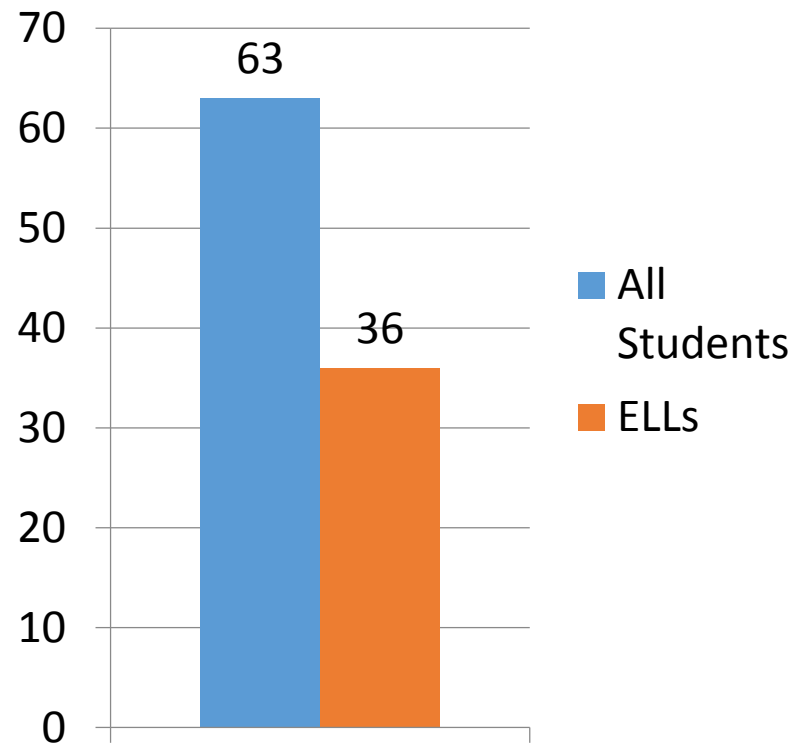


# Percent of Students Passing Algebra 1 EOC

**2011-2012**

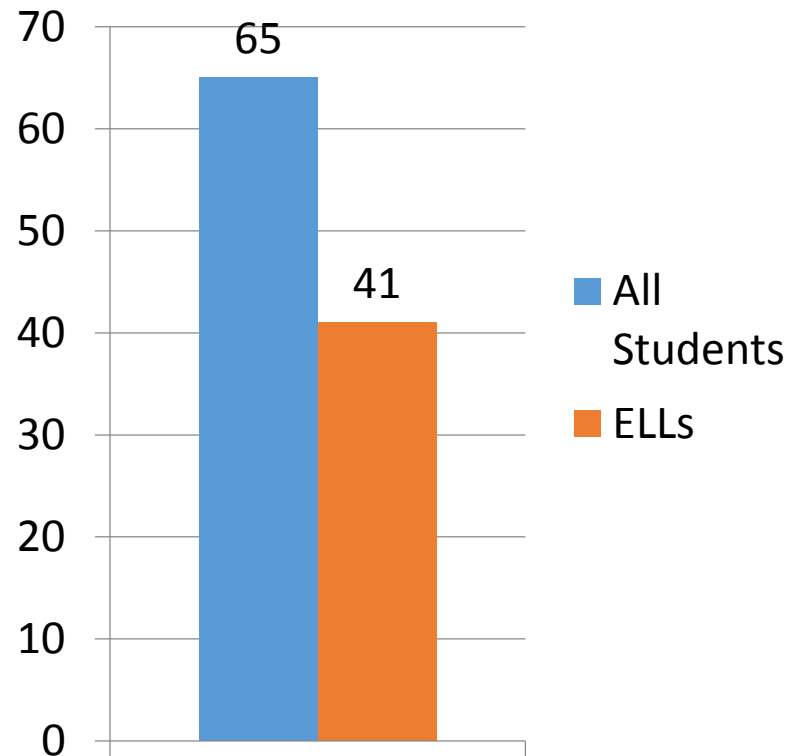


**2012-2013**



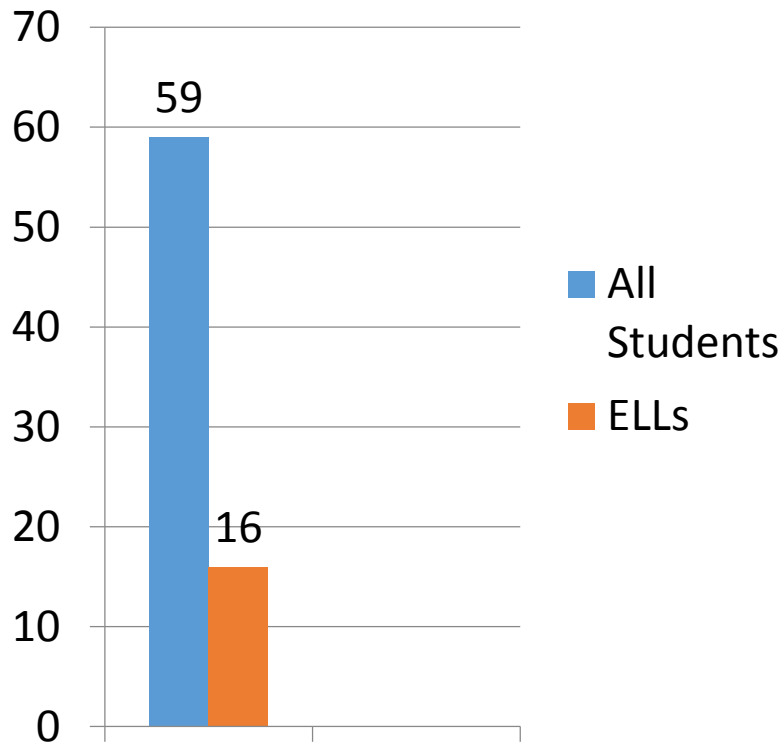
# Percent of Students Passing Algebra 1 EOC

**2013-2014**

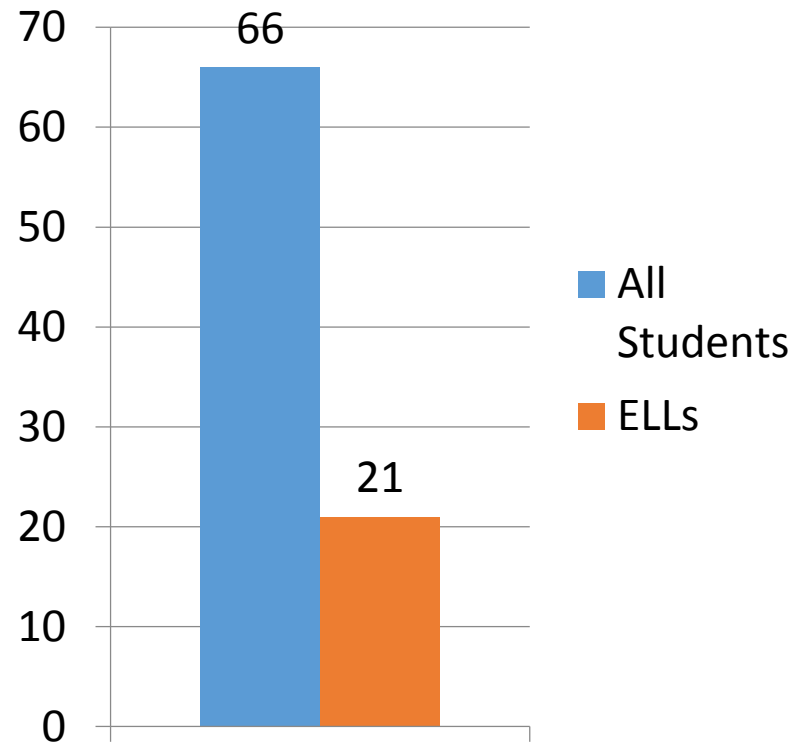


# Percent of Students Passing Biology 1 EOC

**2011-2012**



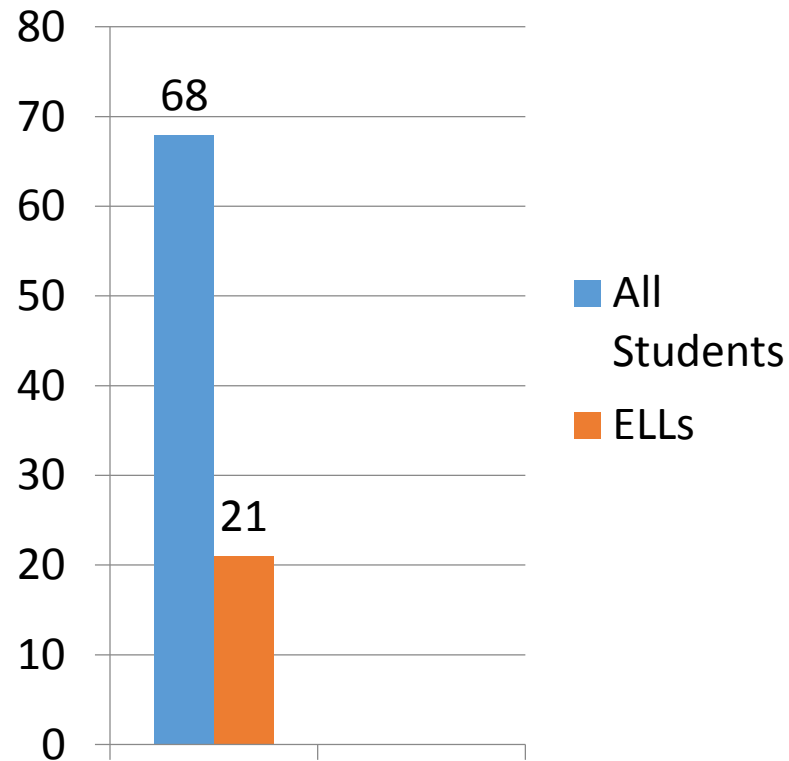
**2012-2013**





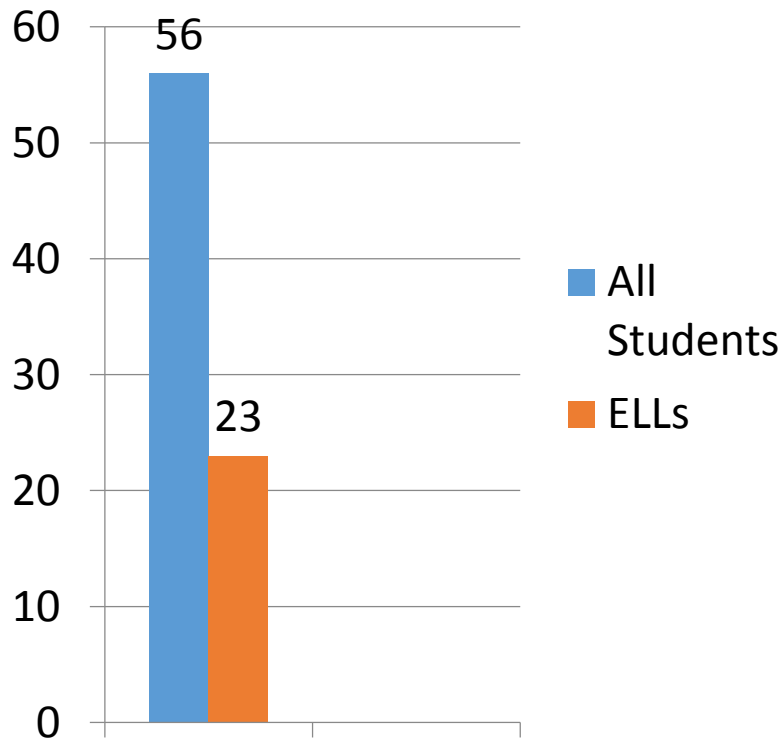
# Percent of Students Passing Biology 1 EOC

**2013-2014**

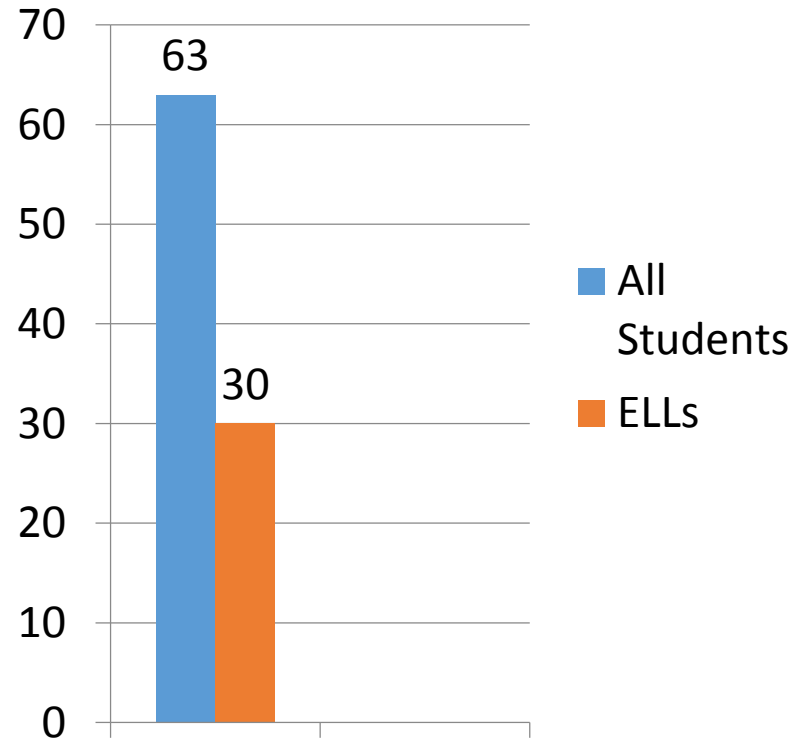


# Percent of Students Passing Geometry EOC

**2011-2012**

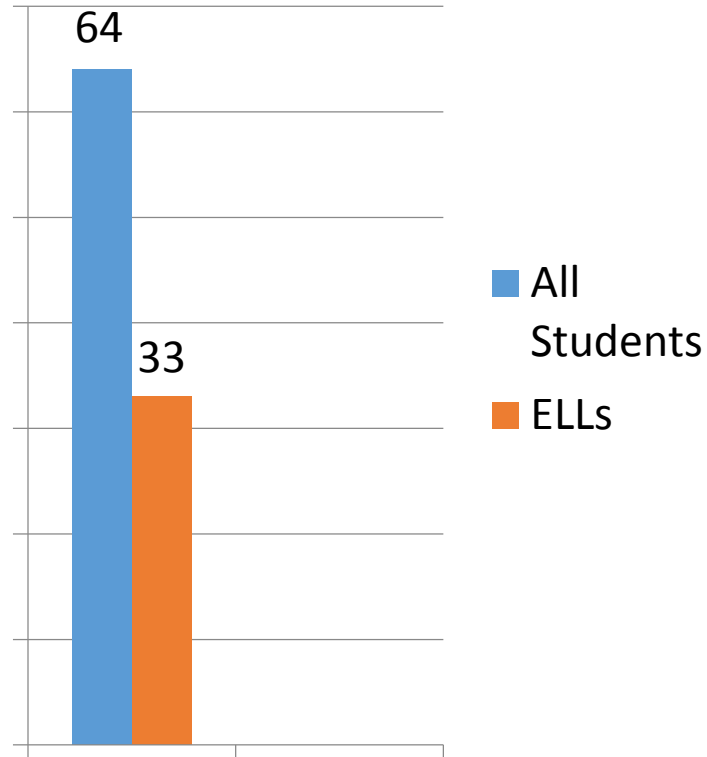


**2012-2013**



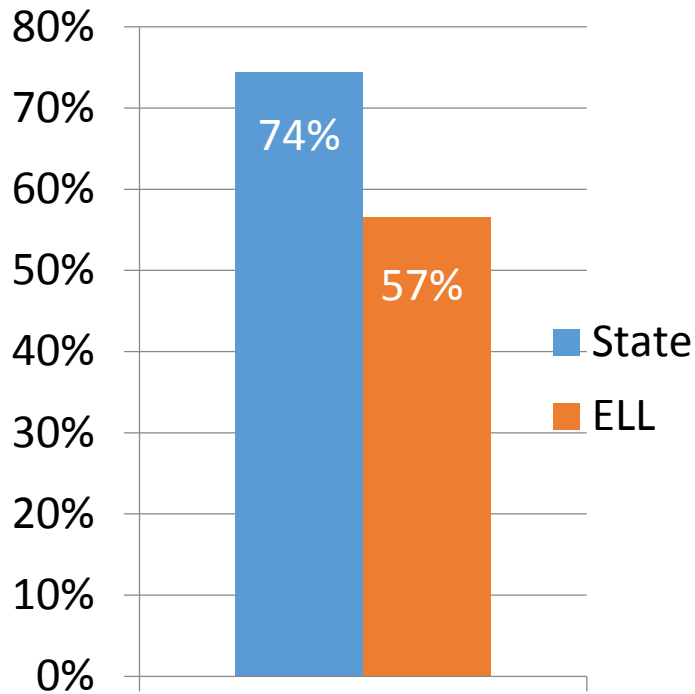
# Percent of Students Passing Geometry EOC

**2013-2014**

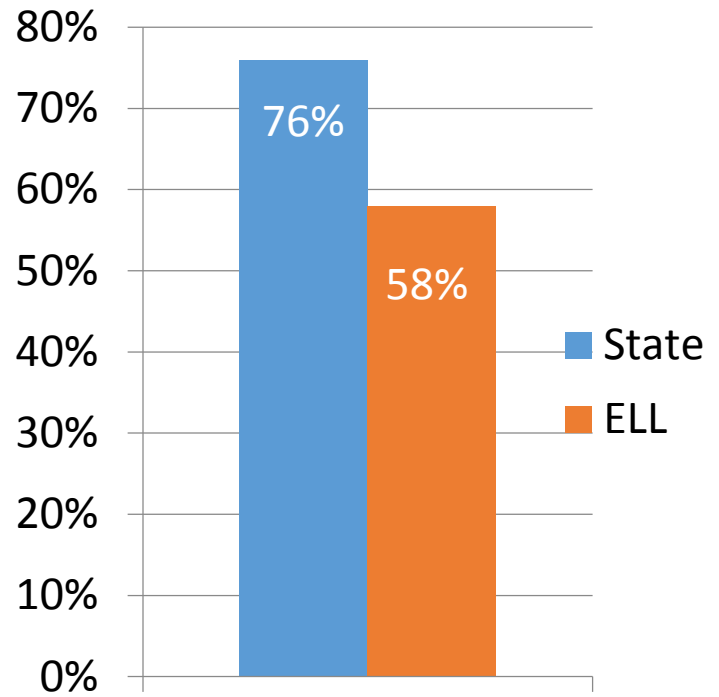


# Federal Uniform Graduation Rate

**2011-2012**

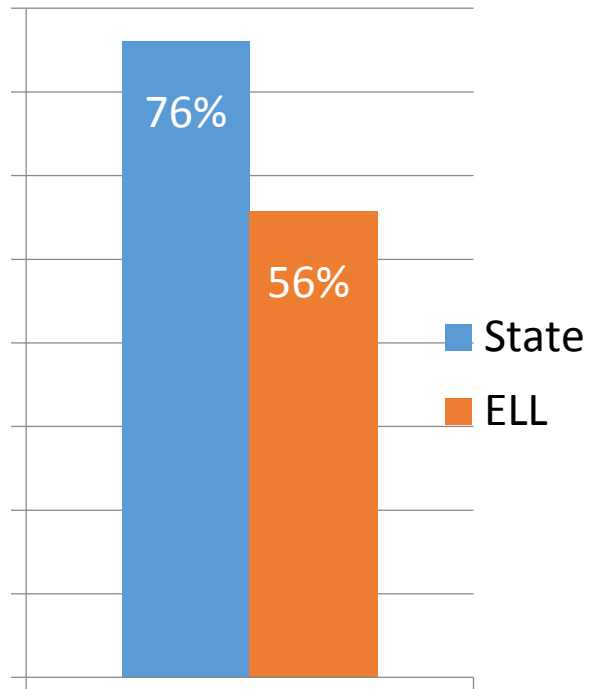


**2012-2013**

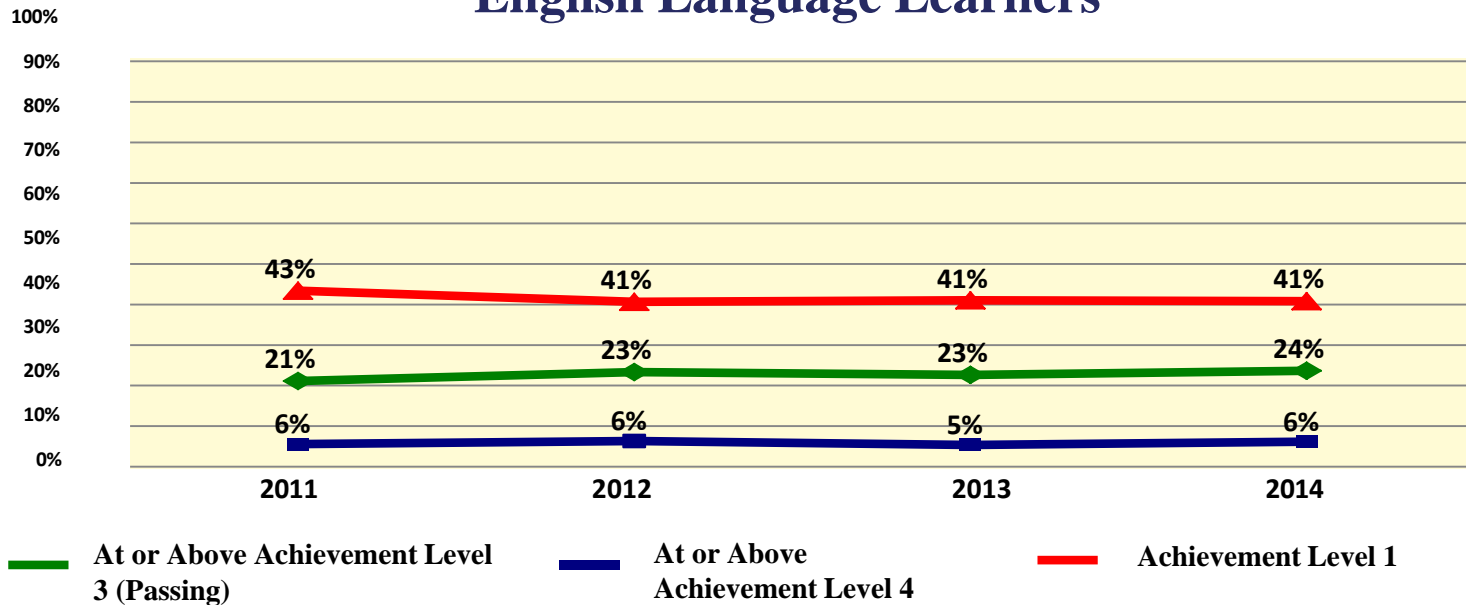


# Federal Uniform Graduation Rate

**2013-2014**



## Grades 3, 4 and 5 FCAT 2.0 Reading By Achievement Level English Language Learners

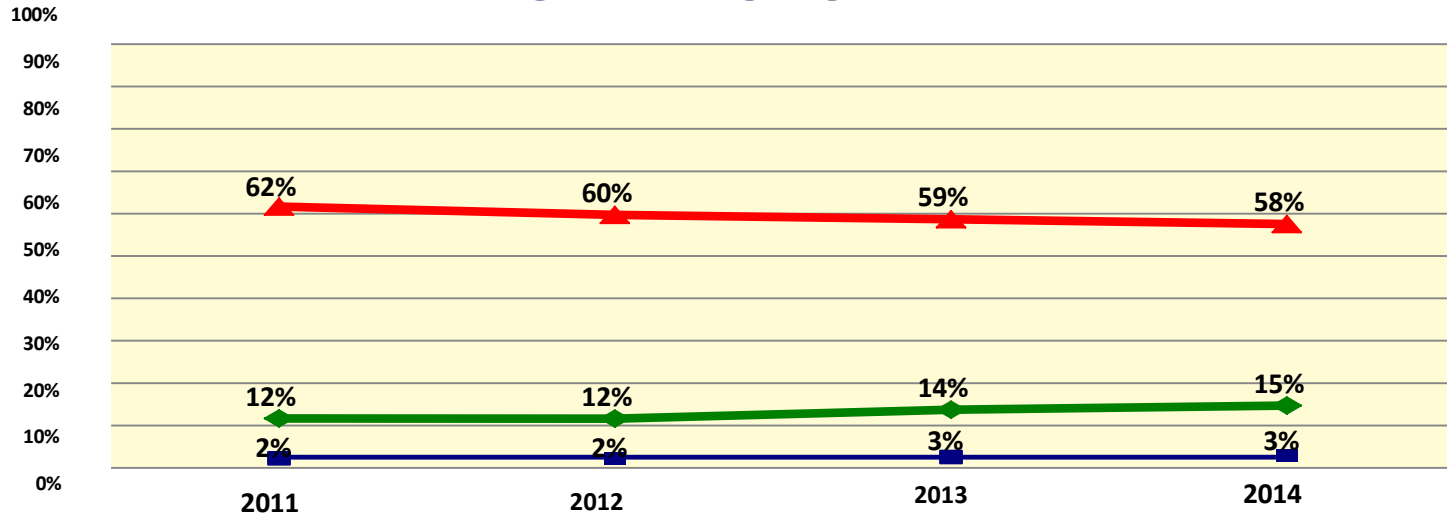


Since 2011, the percentage of English Language Learners in grades 3, 4 and 5 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading has increased 3 percentage points. Over that same time period, the percentage of English Language Learners in grades 3, 4 and 5 performing at Achievement Level 1 on FCAT 2.0 Reading has decreased 2 percentage points.

In 2014, 24 percent of English Language Learners in grades 3, 4 and 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is an increase from 23 percent in 2013 and 2012 and 21 percent in 2011. In 2014, 6 percent of English Language Learners in grades 3, 4 and 5 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 5 percent in 2013 and consistent with 6 percent in 2012 and 2011. In 2014, 41 percent of English Language Learners in grades 3, 4 and 5 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is equal to 41 percent in 2013 and 2012 and a decrease from 43 percent in 2011.

Source: K20 Education Data Warehouse Florida Department of Education, June 2014

## Grades 6, 7 and 8 FCAT 2.0 Reading By Achievement Level English Language Learners



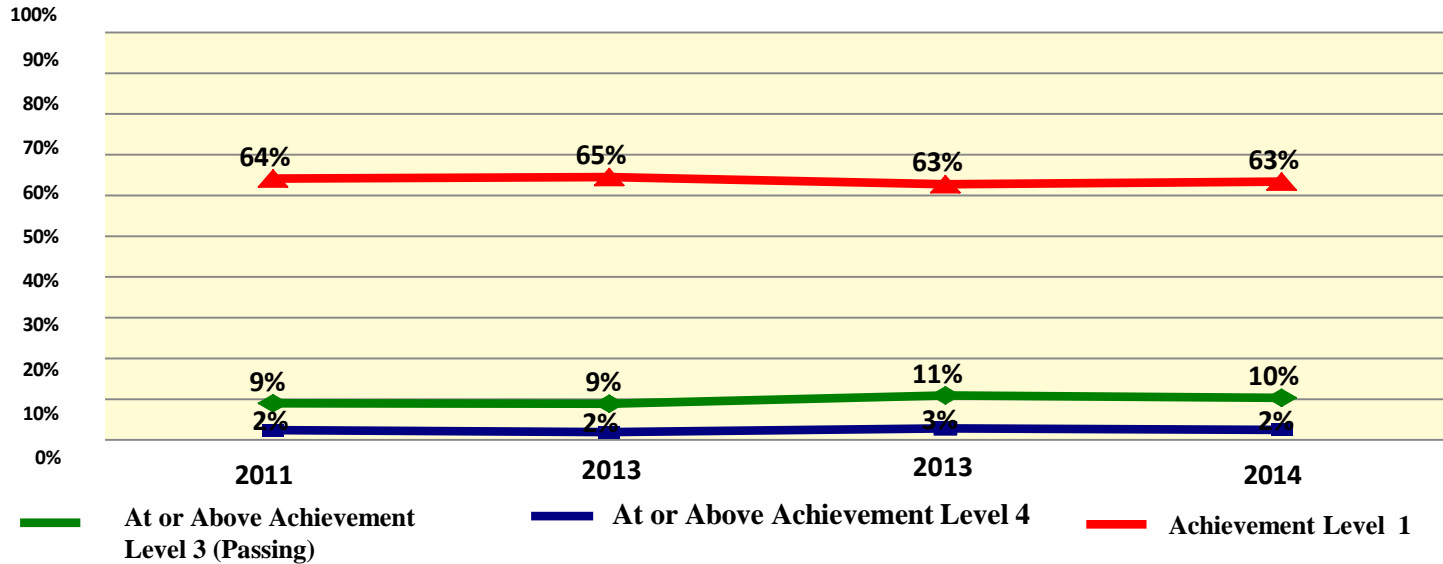
■ **At or Above Achievement Level 3 (Passing)**    
 ■ **At or Above Achievement Level 4**    
 ■ **Achievement Level 1**

Since 2011, the percentage of English Language Learners in grades 6, 7 and 8 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading has increased 3 percentage points. Over that same time period, the percentage of English Language Learners in grades 6, 7 and 8 performing at Achievement Level 1 on FCAT 2.0 Reading has decreased 4 percentage points.

In 2014, 15 percent of English Language Learners in grades 6, 7 and 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is an increase from 14 percent in 2013 and 12 percent in 2012 and 2011. In 2014, 3 percent of English Language Learners in grades 6, 7 and 8 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is equal to 3 percent in 2013 and an increase from 2 percent in 2012 and 2011. In 2014, 58 percent of English Language Learners in grades 6, 7 and 8 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is a decrease from 59 percent in 2013, 60 percent in 2012 and 62 percent in 2011.

Source: K20 Education Data Warehouse Florida Department of Education, June 2014

## Grades 9 and 10 FCAT 2.0 Reading By Achievement Level English Language Learners



In 2014, the percentage of English Language Learners in grades 9 and 10 performing at or above Achievement Level 3 (Passing) decreased 1 percentage point in comparison to 2013; however, the percentage of English Language Learners in grades 9 and 10 performing at Achievement Level 1 remained consistent in comparison to 2013.

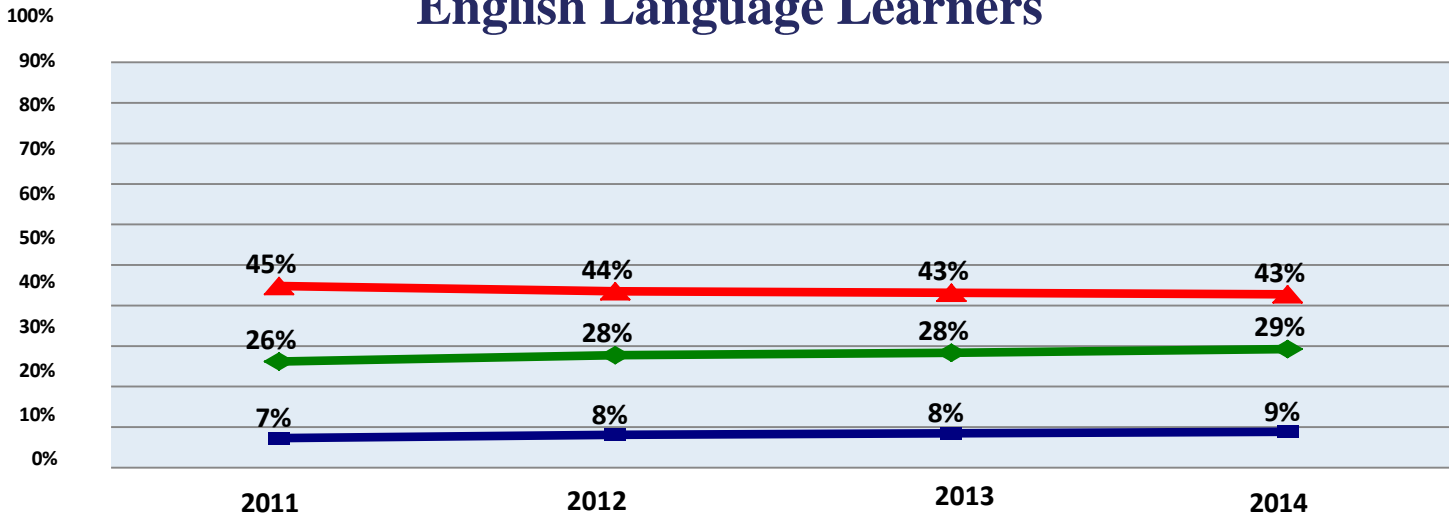
In 2014, 10 percent of English Language Learners in grades 9 and 10 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is a decrease from 11 percent in 2013 and an increase from 9 percent in 2012 and 2011. In 2014, 2 percent of English Language Learners in grades 9 and 10 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is a decrease from 3 percent in 2013 and consistent with 2 percent in 2012 and 2011. In 2014, 63 percent of English Language Learners in grades 9 and 10 were performing at Achievement Level 1 on FCAT 2.0 Reading.

This is equal to 63 percent in 2013 and a decrease from 65 percent in 2012 and 64 percent in

2011. Source: K20 Education Data Warehouse Florida Department of Education, June 2014



## Grades 3-8 FCAT 2.0 Mathematics By Achievement Level English Language Learners



**At or Above Achievement Level 3 (Passing)**

**At or Above Achievement Level 4**

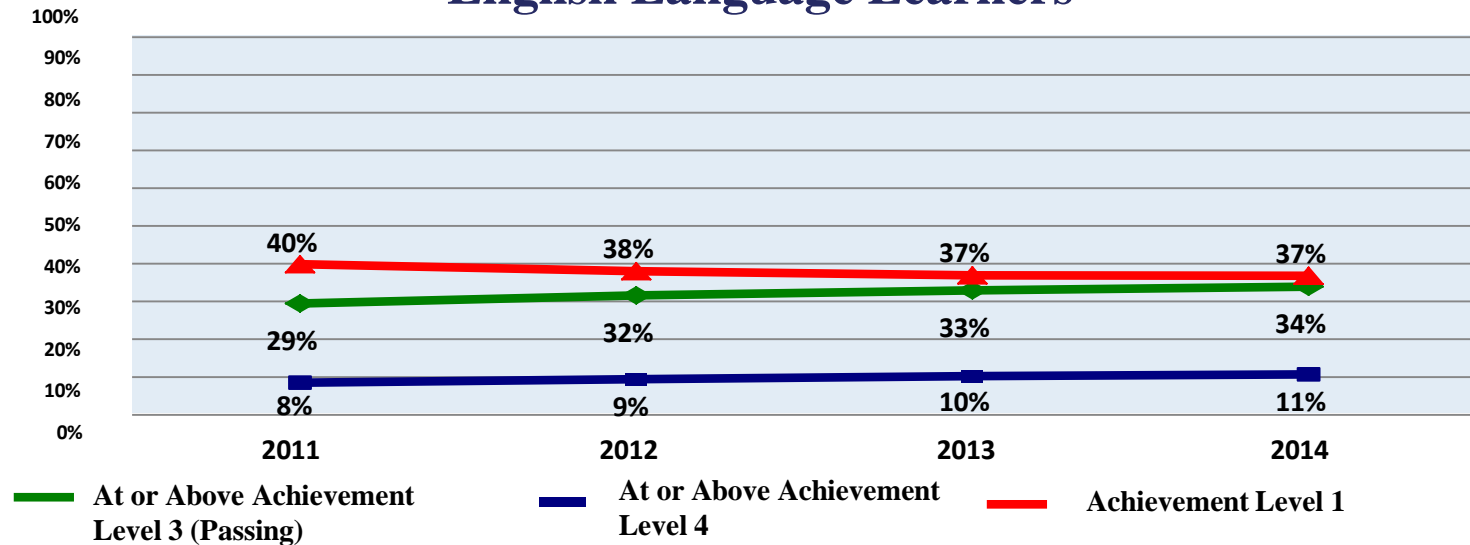
**Achievement Level 1**

Since 2011, the percentage of English Language Learners in grades 3-8 scoring at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics increased 3 percentage points. In comparison to 2013, English Language Learners scoring at or above Achievement Level 3 (Passing) and at or above Achievement Level 4 increased 1 percentage point.

In 2014, 29 percent of English Language Learners in grades 3-8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is an increase from 28 percent in 2013 and 2012 and 26 percent in 2011. In 2014, 9 percent of English Language Learners in grades 3-8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 8 percent in 2013 and 2012 and 7 percent in 2011. In 2014, 43 percent of English Language Learners in grades 3-8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is equal to 43 percent in 2013 and a decrease from 44 percent in 2012 and 45 percent in 2011.

Source: K20 Education Data Warehouse Florida Department of Education, June 2014

## Grades 3, 4 and 5 FCAT 2.0 Mathematics By Achievement Level English Language Learners

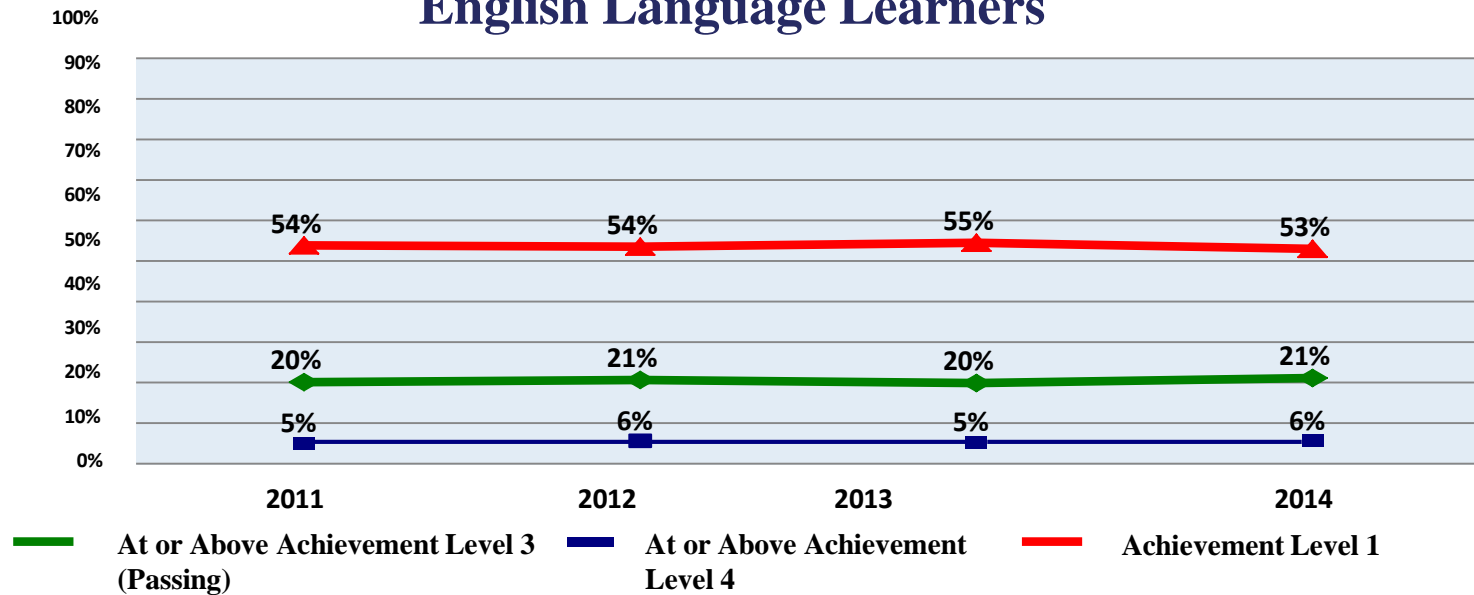


English Language Learners in grades 3, 4 and 5 have made steady improvement in performance at or above Achievement Level 3 (Passing) and at or above Achievement Level 4 since 2011. In 2014, the percentage of English Language Learners in grades 3, 4 and 5 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics increased 1 percentage point in comparison to 2013.

In 2014, 34 percent of English Language Learners in grades 3, 4 and 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is an increase from 33 percent in 2013, 32 percent in 2012 and 29 percent in 2011. In 2014, 11 percent of English Language Learners in grades 3, 4 and 5 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 10 percent in 2013, 9 percent in 2012 and 8 percent in 2011. In 2014, 37 percent of English Language Learners in grades 3, 4 and 5 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is equal to 37 percent in 2013 and a decrease from 38 percent in 2012 and 40 percent in 2011.

Source: K20 Education Data Warehouse Florida Department of Education, June 2014

## Grades 6, 7 and 8 FCAT 2.0 Mathematics By Achievement Level English Language Learners

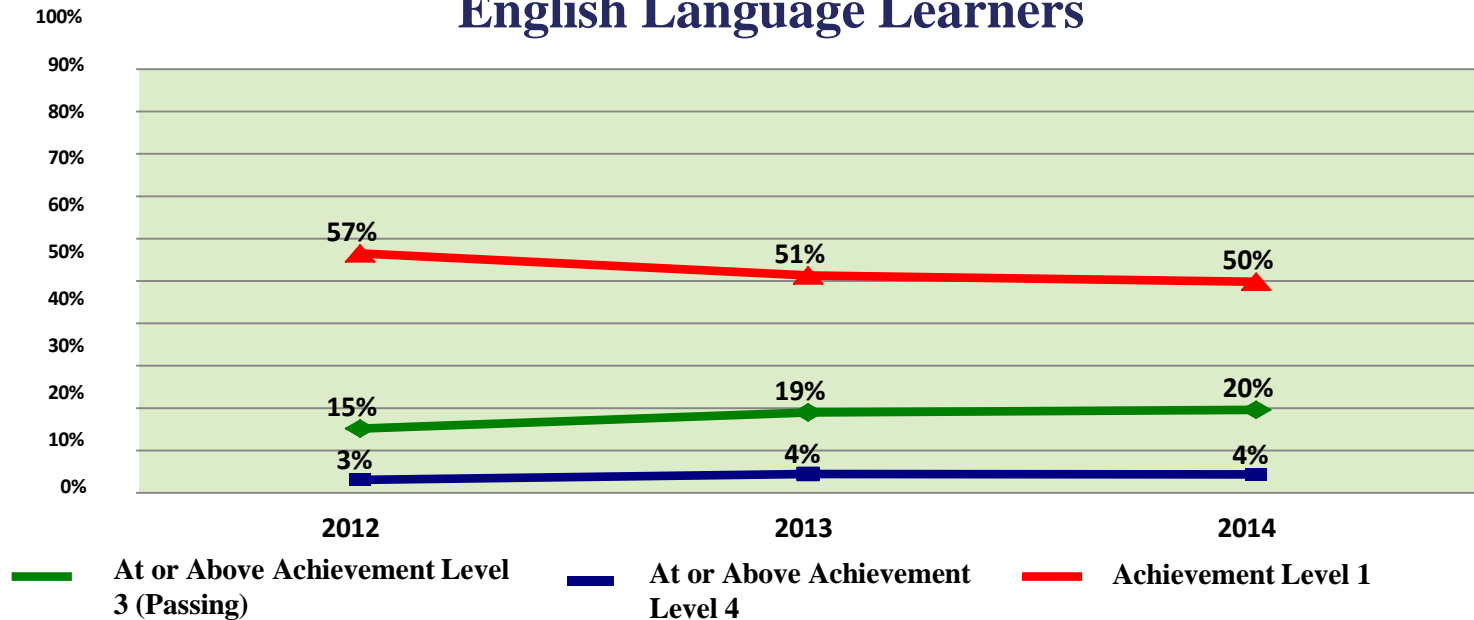


In 2014, the percentage of English Language Learners in grades 6, 7 and 8 performing at or above Achievement Level 3 (Passing) and at or above Achievement Level 4 on FCAT 2.0 Mathematics increased 1 percentage point in comparison to 2013, while the percentage scoring at Achievement Level 1 decreased 2 percentage points in comparison to 2013.

In 2014, 21 percent of English Language Learners in grades 6, 7 and 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is an increase from 20 percent in 2013, consistent with 21 percent in 2012 and an increase from 20 percent in 2011. In 2014, 6 percent of English Language Learners in grades 6, 7 and 8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 5 percent in 2013, consistent with 6 percent in 2012 and an increase from 5 percent in 2011. In 2014, 53 percent of English Language Learners in grades 6, 7 and 8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is a decrease from 55 percent in 2013 and 54 percent in 2012 and 2011.

Source: K20 Education Data Warehouse Florida Department of Education, June 2014

## Grade 5 FCAT 2.0 Science By Achievement Level English Language Learners

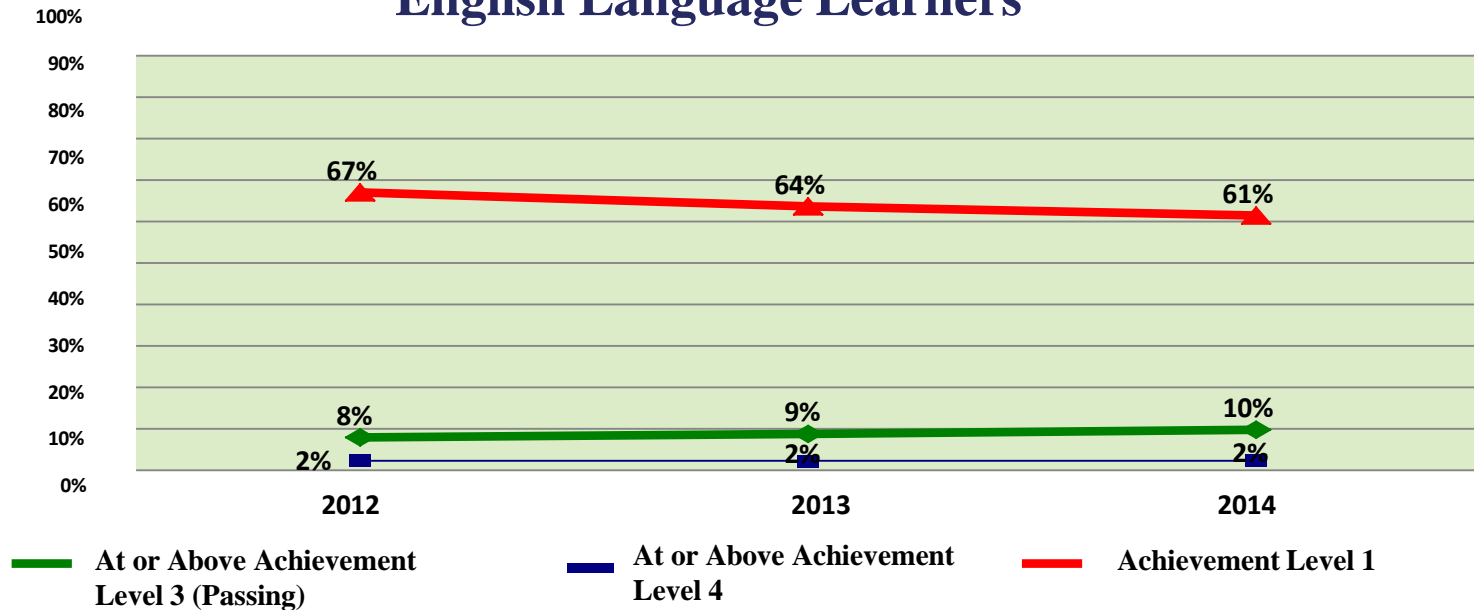


Since 2012, the percentage of English Language Learners in grade 5 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science has increased 5 percentage points, while the percentage performing at Achievement Level 1 has decreased 7 percentage points.

In 2014, 20 percent of English Language Learners in grade 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science. This is an increase from 19 percent in 2013 and 15 percent in 2012. In 2014, 4 percent of English Language Learners in grade 5 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is equal to 4 percent in 2013 and an increase from 3 percent in 2012. In 2014, 50 percent of English Language Learners in grade 5 were performing at Achievement Level 1 on FCAT 2.0 Science. This is a decrease from 51 percent in 2013 and 57 percent in 2012.

Source: K20 Education Data Warehouse Florida Department of Education, June 2014

## Grade 8 FCAT 2.0 Science By Achievement Level English Language Learners



In 2014, the percentage of English Language Learners in grade 8 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science increased 1 percentage point in comparison to 2013. In addition, the percentage of English Language Learners in grade 8 performing at Achievement Level 1 on FCAT 2.0 Science decreased 3 percentage points in comparison to 2013, which is a decrease of 6 percentage points since 2012.

In 2014, 10 percent of English Language Learners in grade 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science. This is an increase from 9 percent in 2013 and 8 percent in 2012. In 2014, 2 percent of English Language Learners in grade 8 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is consistent with 2 percent in 2013 and 2012. In 2014, 61 percent of English Language Learners in grade 8 were performing at Achievement Level 1 on FCAT 2.0 Science. This is a decrease from 64 percent in 2013 and 67 percent in 2012.

Source: K20 Education Data Warehouse Florida Department of Education, June 2014

## Subgroup Performance

- Grades 5 and 8 FCAT 2.0 Science had the most increases in subgroup performance. For grade 5, White students had a 2 percentage-point increase and Hispanic students and English language learners had a 1 percentage-point increase at Level 3 and above. For grade 8, African-American students had a 2 percentage-point increase at Level 3 and above and African-American students and English language learners had a 3 percentage-point decrease at Level 1.
- For FCAT 2.0 Reading, the percentage of Hispanic students, students with disabilities and English language learners scoring Level 3 and above increased by 1 percentage point.

For FCAT 2.0 Mathematics, the percentage of White and African-American students and English language learners scoring Level 3 and above increased by 1 percentage point.

**Table 3. Subgroup Performance: Grades 3 – 10 FCAT 2.0 Reading, 2013 to 2014**

Grades	Subgroup	Level 1		Percentage Passing (Level 3 and Above)	
		2013	2014	2013	2014
3-10	All Students	17	17	57	58
	White	10	10	69	69
	African-American	29	29	38	38
	Hispanic	20	20	53	54
	Students with Disabilities	45	45	26	27
	English Language Learners	50	50	18	19

## Subgroup Performance (continued)

**Table 4. Subgroup Performance: Grades 3 – 8 FCAT 2.0 Mathematics, 2013 to 2014**

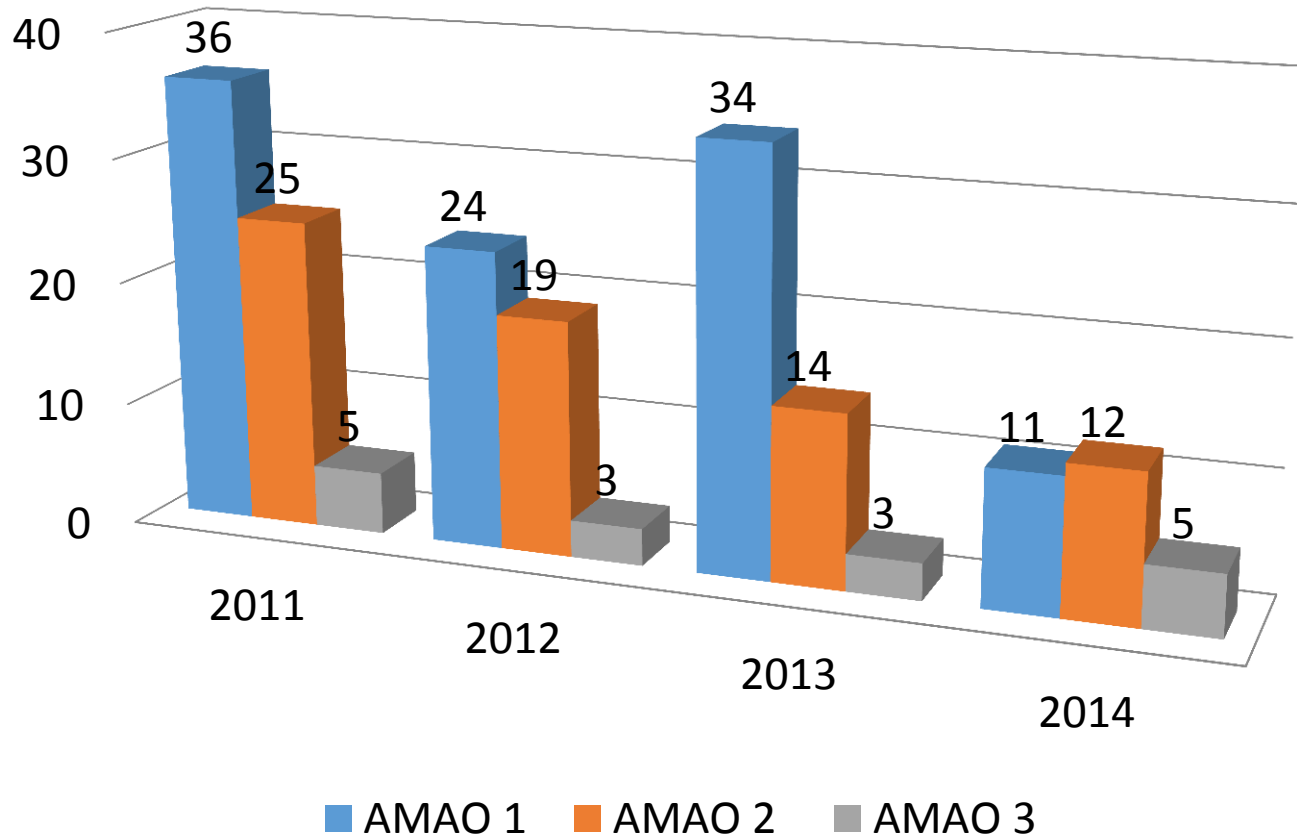
Grades	Subgroup	Level 1		Percentage Passing (Level 3 and Above)	
		2013	2014	2013	2014
3-8	All Students	21	21	56	56
	White	13	13	66	67
	African-American	34	34	37	38
	Hispanic	22	22	53	53
	Students with Disabilities	47	47	29	29
	English Language Learners	43	43	28	29

**Table 5. Subgroup Performance: Grades 5 and 8 FCAT 2.0 Science, 2013 to 2014**

Grade	Subgroup	Level 1		Percentage Passing (Level 3 and Above)	
		2013	2014	2013	2014
5	All Students	21	21	53	54
	White	13	12	65	67
	African-American	35	34	34	34
	Hispanic	24	23	49	50
	Students with Disabilities	46	46	28	27
	English Language Learners	51	50	19	20
8	All Students	22	21	47	49
	White	12	12	61	61
	African-American	38	35	27	29
	Hispanic	25	24	42	44
	Students with Disabilities	50	49	20	20
	English Language Learners	64	61	9	10

Florida Department of Education/Bureau of K-12 Student Assessment Revised 06/06/14

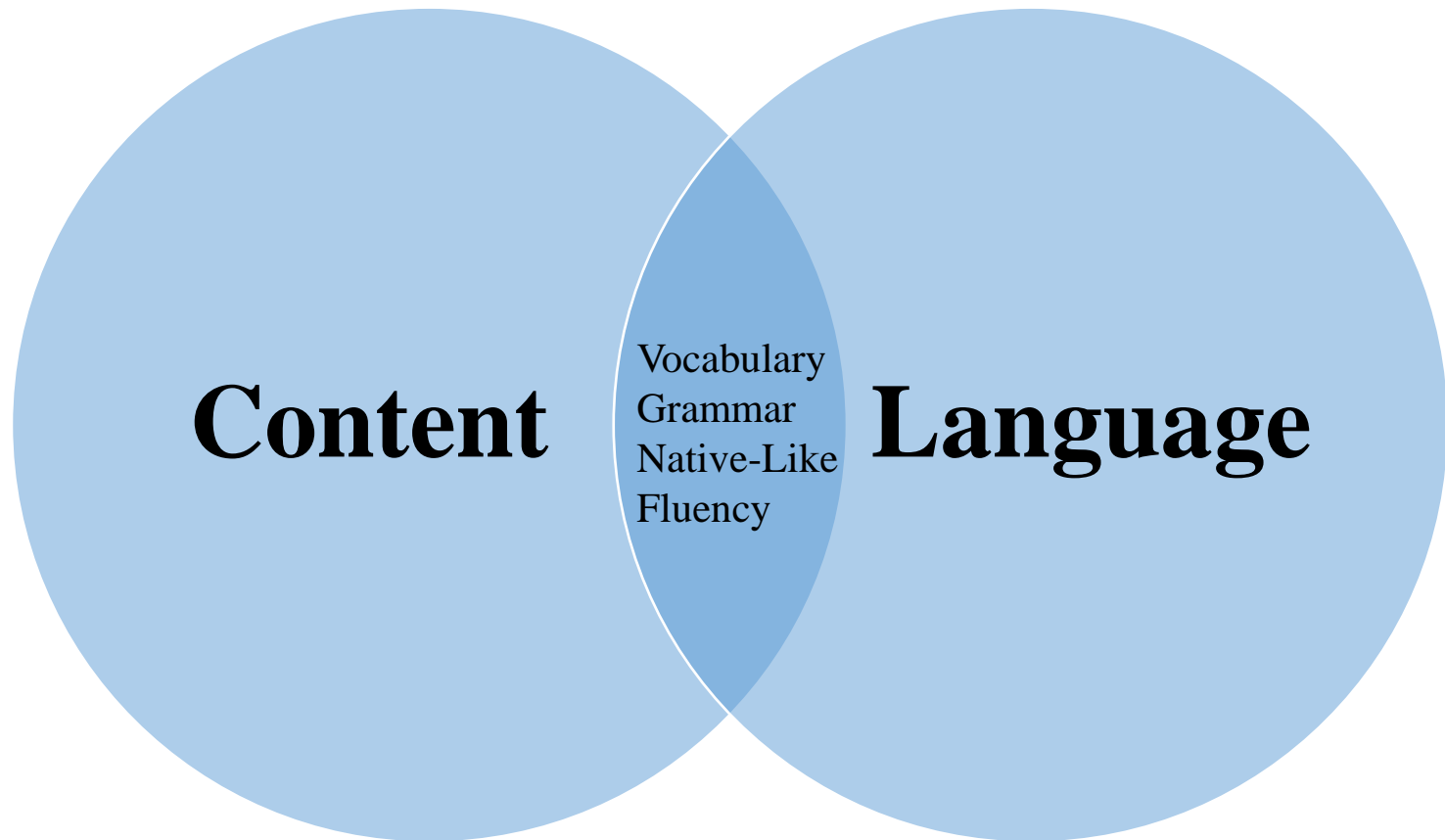
# Number of Districts Making AMAOs



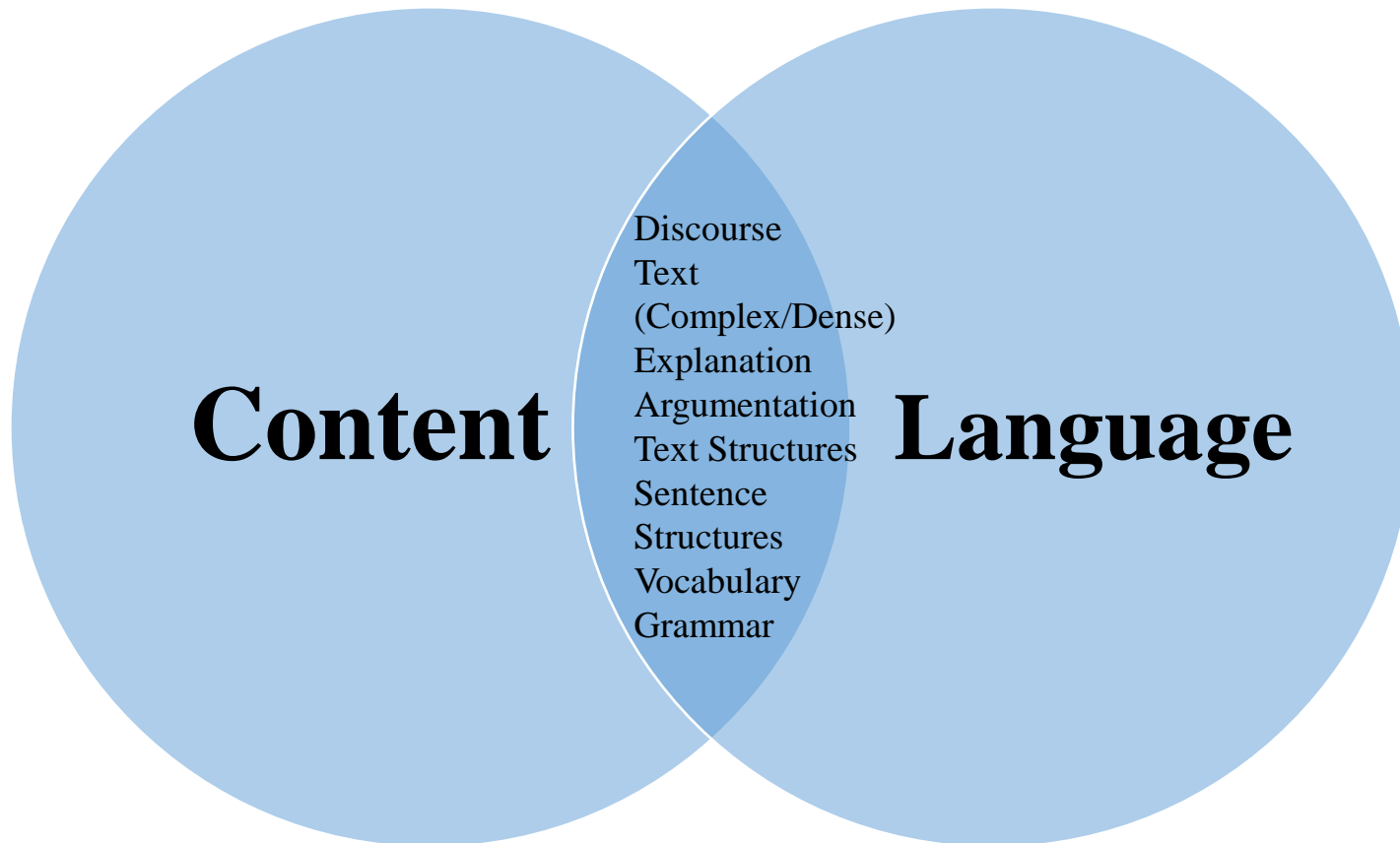




It is like this: two pieces of the puzzle for ELLs:  
content and language. Both need to be  
integrated for ELL academic success.



Former Thinking of the Integration  
of Content and Language



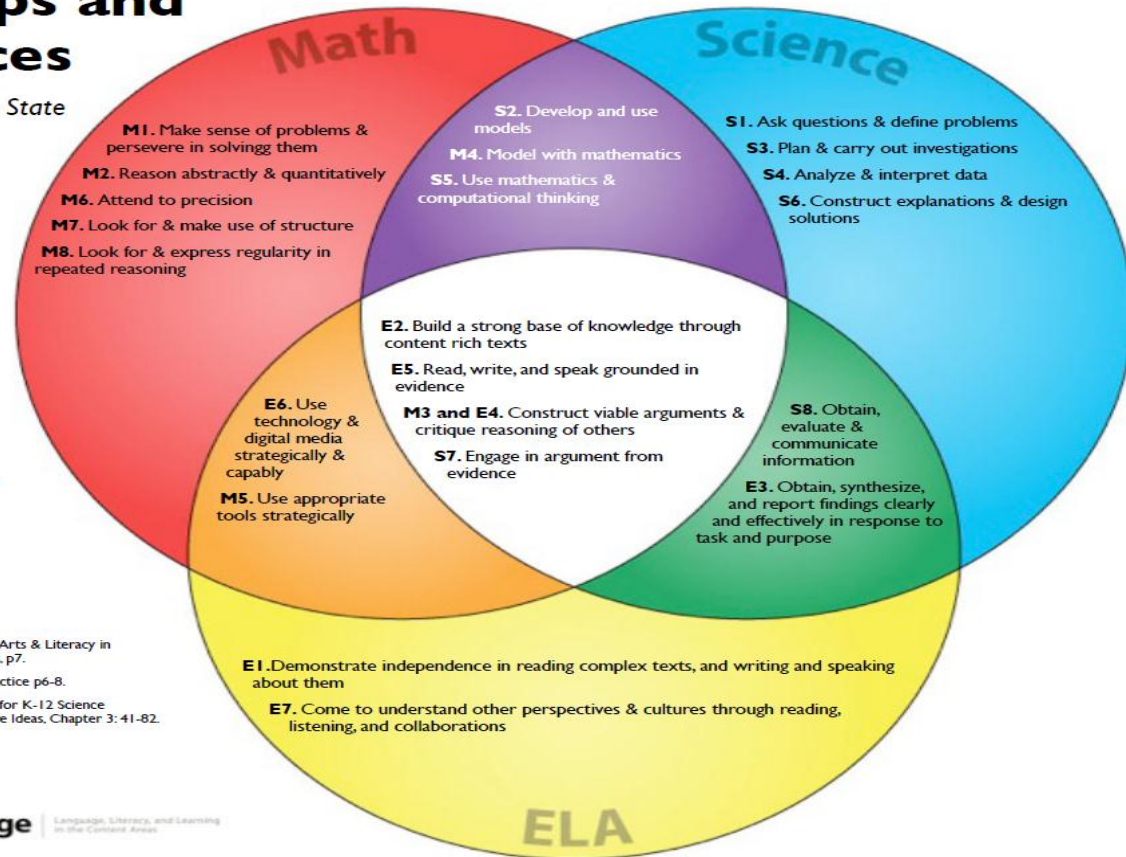
## Current Thinking of the Integration of Content and Language

# Integration of Content and Language 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](mailto:tcheuk@stanford.edu)

# Integration of Language and Content for ELL Academic Success

## Florida's New Standards – Suggested Strategies

- Raise the bar for language, i.e., they are language intensive
- Demand a high level of discourse (oral and written) across all content areas for all students
- Demand high academic rigor for all students
- Include language demands but also learning opportunities for all students
- Require changes in teacher knowledge, strategies and practices to enable all students to master the academic content

# Integration of Language and Content for ELL Academic Success (cont'd)

## Florida's New Standards – Suggested Strategies

- Need more rigorous instruction in all content areas for all children, integrating language and content
- Need to increase student academic achievement in both English and content areas through a focus on quality
- Need to be critical of the content we put in front of students – does the content match the standard?
- Need to help students manage the challenge, give them the tools/skills to be academically successful
- Need to ask ourselves: is this text or lesson helping? If so, why? Then, cite evidence and share...

# Integration of Language and Content for ELL Academic Success (cont'd)

## Florida's New Standards – Suggested Strategies

- Need to identify the barriers to ELLs' education and reduce them – do we base our lessons on student needs? Do we provide appropriate accommodations and other instructional supports?
- Need to improve core instruction – research still supports increased effective core instruction is the strongest predictor of student academic success
- Need to review our instruction as well as our student test results

# Integration of Language and Content for ELL Academic Success (cont'd)

## Florida's New Standards – Suggested Strategies

- Increase text complexity and reading stamina development
- Increase opportunities to justify and explain answers to ensure true comprehension of a concept
- Increase activities to develop writing, for learning, for research and under time pressure



# Florida's English Language Development (ELD) Standards from WIDA

## Five Standards from WIDA

- Social and Instructional Language
- Language of Language Arts
- Language of Math
- Language of Science
- Language of Social Studies
- Web Resources: [www.wida.us](http://www.wida.us)
- Especially WIDA's 2012 Amplification of the ELD Standards

# Florida's English Language Development (ELD) Standards from WIDA



Social &  
Instructional  
Language



Language of  
Language  
Arts



Language of  
Mathematics



Language of  
Science



Language of  
Social Studies

**Academic Language**

# Florida's English Language Development (ELD) Standards from WIDA

## Five Standards from WIDA

- Social and Instructional Language - English language learners communicate for social and instructional purposes within the school setting.
- Language of Language Arts - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
- Language of Math - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Math.
- Language of Science - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
- Language of Social Studies - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
- Web Resources: [www.wida.us](http://www.wida.us)
- Especially WIDA's 2012 Amplification of the ELD Standards

# Florida's English Language Development (ELD) Standards from WIDA-Resources

- ELD Standards are now available on CPALMS at [cpalms.org](http://cpalms.org) in course descriptions and under the standards tab.
- For 2015 and beyond, every course description will include the language of social and instructional purposes standard.
- For 2015 and beyond, the content specific standard (language arts, math, science or social studies) has been added where appropriate.
- An explanation has been added in the notes section of each course.
- A link to a document delineating performance definitions and descriptors has been added.

# Florida's English Language Development (ELD) Standards from WIDA-Resources

- The supporting document, performance definitions and descriptors, contains descriptions of what an English Language Learners (ELLs) know and can do in listening, speaking, reading and writing at five different English proficiency levels.
- This supporting document also includes global strategies to assist instruction
- In the future I hope to have links to documents with greater specificity within a particular discipline, like science, and training opportunities also
- See Link to Video Interview for Florida Science Educators:  
<https://fldoe.wistia.com/medias/ggdr13fg21>

# Florida's English Language Development (ELD) Standards from WIDA – Resources

- Outstanding Resources Available at Stanford University's *Understanding Language* Web Site: <http://ell.stanford.edu/>
- Massive Online Open Courses (MOOCs)
- Teaching Resources for ELA, Math and Science
- Research Papers
- Recent Video with Okhee Lee, Researcher from New York University on the Language Demands and Opportunities in Relation to Science Standards for English Language Learners



# CPALMS

# CPALMS

[www.cpalms.org](http://www.cpalms.org)

- Course Descriptions
- Standards
- Vetted Resources
- Interactive Tools



# English Language Arts Formative Assessment System (ELFAS)

- Teacher support tools for implementation of the Language Arts Florida Standards (LAFS)
- Goal: to develop, review, and align formative assessment activities to the LAFS
- Vetted Resources
- Interactive Tools
- Florida educator log in through FLDOE Single Sign On (SSO) available
- <https://portal.fldoesso.org/PORTAL/Sign-on/SSO-Home.aspx/>

# Amendments to Rules Approved November 2014

- [6A-6.0900](#) Programs For English Language Learners (ELLs)
  - Update list of rules applicable to ESOL programs to add recently adopted rules and correct the titles of rules in the existing list
- [6A-6.09022](#) Extension of Services
  - Update references to the statewide standardized assessment (formerly FCAT) and the statewide English Language Proficiency Assessment; make necessary changes in grammar to clarify the deadline for reevaluation of a student's progress towards English language proficiency for purposes of extension of services

# Amendments to Rules

## Approved November 2014 (cont'd)

- [6A-6.0905](#) Requirements for the District ELL Plan
  - Clarify the Department's obligation to consider objections by any school district parent leadership councils to any district ELL Plan under Department review; revise requirement to submit the district ELL Plan via an online template to instead require submission on an incorporated form
- [6A-6.0909](#) Exemptions Provided to ELLs
  - Update references to the statewide standardized assessment (formerly FCAT) and the statewide English Language Proficiency Assessment; amend citations to state statutes

# Amendments to ESOL Exit Rule

## Approved April 2015

- [6A-6.0903](#) Requirements for Exiting English Language Learners from the English for Speakers of Other Languages Program
  - The references to the Comprehensive English Language Learning Assessment (CELLA) are changed to statewide English Language Proficiency Assessment and references to the Florida Comprehensive Achievement Assessment (FCAT) in Reading are changed to the Florida Standards Assessment in English Language Arts (FSA in ELA).
  - For the 2014-15 school year, this amendment also adds exit criteria to include a required score at or above the 50th percentile on the grade level FSA in ELA to exit from the English for Speakers of Other Languages (ESOL) Program for grades 3-11.
  - Not in effect until 30 days after board approval

# Amendments to ESOL Exit Rule Approved April 2015 (cont'd)

- [6A-6.0903](#) Requirements for Exiting English Language Learners from the English for Speakers of Other Languages Program
  - Not in effect until 30 days after board approval
  - ELL Committee Exit Discussion – [Rule 6A-6.0902](#)

# Rule Development for Accommodations Rule for English Language Learners

- [6A-6.09091](#) Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners.
  - A new rule development and draft language will be published that will include a list of all the accommodations available to English language learners – in process

## **Annual Measurable Achievement Objectives (AMAOs) 2014**

- **Districts Making AMAO 1 – Percent Making Progress in English Language Acquisition**
  - Alachua, Bay, Gilchrist, Glades, Nassau, Osceola, Santa Rosa, Sarasota, Seminole, Sumter and FAU Lab
- **Districts Making AMAO 2 – Percent Proficient in English**
  - Alachua, Bay, Clay, Columbia, Gilchrist, Hernando, Leon, St. Johns, Santa Rosa, Sarasota, Seminole and FAU Lab
- **Districts Making AMAO 3 – Attainment of Academic Content Standards**
  - Gilchrist, St. Johns, Santa Rosa, Walton and FSU Lab

# Annual Measurable Achievement Objectives (AMAOs) 2014 (cont'd)

- Districts Making AMAOs 1, 2 and 3
  - Gilchrist and Santa Rosa
- Web: <http://www.fldoe.org/aala/amao.asp>



## 2014-2015 Monitoring for ESOL and Title III

- On-site: Manatee, Franklin, FAU, Charlotte, Flagler and Orange
- Desktop: Hillsborough, Levy, FLVS and Clay
- All others were self-monitored.
- Districts who received Title III completed Title III and ESOL work papers for onsite, desktop, or self. Districts who did not receive Title III completed only the ESOL work papers.
- Plan to include Title III Improvement Plan in Title III Monitoring Process

## Florida Assessments and New ELLs

- The only exemption from testing is for ELLs with DEUSS less than 1 year, and it is an exemption from the FSA ELA assessment
- ELLs take all other tests immediately
- ELLs count in learning gains immediately
- For 2014-15, the school grades achievement components will not include ELLs' assessment scores until they have been in the US (based on DEUSS) for 2 years
- **Bottom Line: all ELLs in US schools 1 year or more (based on DEUSS) must be assessed on all statewide assessments**

# USED 2013 Title III Monitoring of Florida

- All 8 Findings Resolved within 14 Months
- English Language Proficiency (ELP) Assessment
  - Invalid Assessment
  - Students not Assessed
- Parent Right to Decline Title III Services
- Annual Measurable Achievement Objective (AMAO) Calculation
- Immigrant Calculation
- State Allocations, Reallocations and Carryover

# USED 2013 Title III Monitoring of Florida

- Activities not Permitted by Title III – Must Be Allowable, Allocable, Necessary and Reasonable
- Supplement not Supplant
  - Not to Purchase Textbooks for Reading Classes Required by State Law
  - Not to Support Oral Translation of General District Communications, Including Emergency Messages
  - Not for Media Carts without Evidence the Purchase is Supplemental
  - Districts Need to Provide Title III-Funded Personnel Specific Job Descriptions in Writing to Guarantee the Activities and Work Performed is Supplemental

## Important CELLA Reminders

- 2015 CELLA Score Reporting Window: May 15 – June 30, 2015
  - 2015 CELLA Electronic Files will be posted to ServicePoint on May 15th.
  - 2015 CELLA Electronic Score Reports will be posted to ServicePoint on May 22nd.
  - 2015 CELLA Individual Student Report shipment is scheduled to arrive to the district office on May 22nd.
  - 2015 Secure Materials Missing Reports will be posted to ServicePoint on June 12th.

## Important CELLA Reminders

- If there are any CELLA secure materials located, please contact Questar's Customer Service immediately at 877-852-3552 to obtain return shipping labels.
- If there are questions or concerns regarding the 2015 CELLA administration, please contact [Sabrina.Read@fldoe.org](mailto:Sabrina.Read@fldoe.org).

## Immigrant Data

- Check the country of birth – cannot be United States (US) or Puerto Rico (PR)
- Verify immigrants' time in US schools based on initial Date Entered a US School (DEUSS) – reports available to assist:
  - District report available through Northwest Regional Data Center (NWRDC)
  - Report request through your district's Management Information Services (MIS) Office
  - Report#: DPSdd.GQ.F71302.Y14153 (Your district number replaces the dd.)

## **Training Requirement for Teachers of English Language Learners Who Are Also Students with Disabilities**

- For Access Courses for Language Arts (student's core language arts course): Category 1 - 300 hours. Access courses are considered to be core courses. The teacher of record will have to take the appropriate in-service training.
- For Access Courses for Computer Literacy, Math, Social Studies or Science (student's core academic content area course): Category 2 - 60 hours
- For Fundamental Skills Courses or Elective Courses (not a student's core course) : Category 3 - 18 hours
- For any Therapist on an ELL's Schedule: Category 3 - 18 hours. If the therapist is on the student's schedule, the therapist must complete the training. It does not matter if the therapist is contracted.



## Bi-Annual Evaluations

- “SEC. 3121. EVALUATIONS.”
- “(a) IN GENERAL.—Each eligible entity that receives a subgrant from a State educational agency under subpart 1 shall provide such agency, at the conclusion of every second fiscal year during which the subgrant is received, with an evaluation, in a form prescribed by the agency, that includes—
  - “(1) a description of the programs and activities conducted by the entity with funds received under subpart 1 during the two immediately preceding fiscal years;

## Bi-Annual Evaluations

- “(2) a description of the progress made by children in learning the English language and meeting challenging State academic content and student academic achievement standards;
- “(3) the number and percentage of children in the programs and activities attaining English proficiency by the end of each school year, as determined by a valid and reliable assessment of English proficiency; and
- “(4) a description of the progress made by children in meeting challenging State academic content and student academic achievement standards for each of the 2 years after such children are no longer receiving services under this part.

# District ELL Plans Update

- All Current Except the Following Districts:
  - Baker
  - Calhoun
  - Desoto
  - Dixie
  - Jefferson
  - P.K. Yonge Developmental Research School
  - Please see me if you are on this list, thanks
- Plans will have to be amended once the ESOL Exit Rule becomes effective, hopefully later this month
- Charter school requirements discussion – awaiting legal for final answer in writing

# Auditor General Request

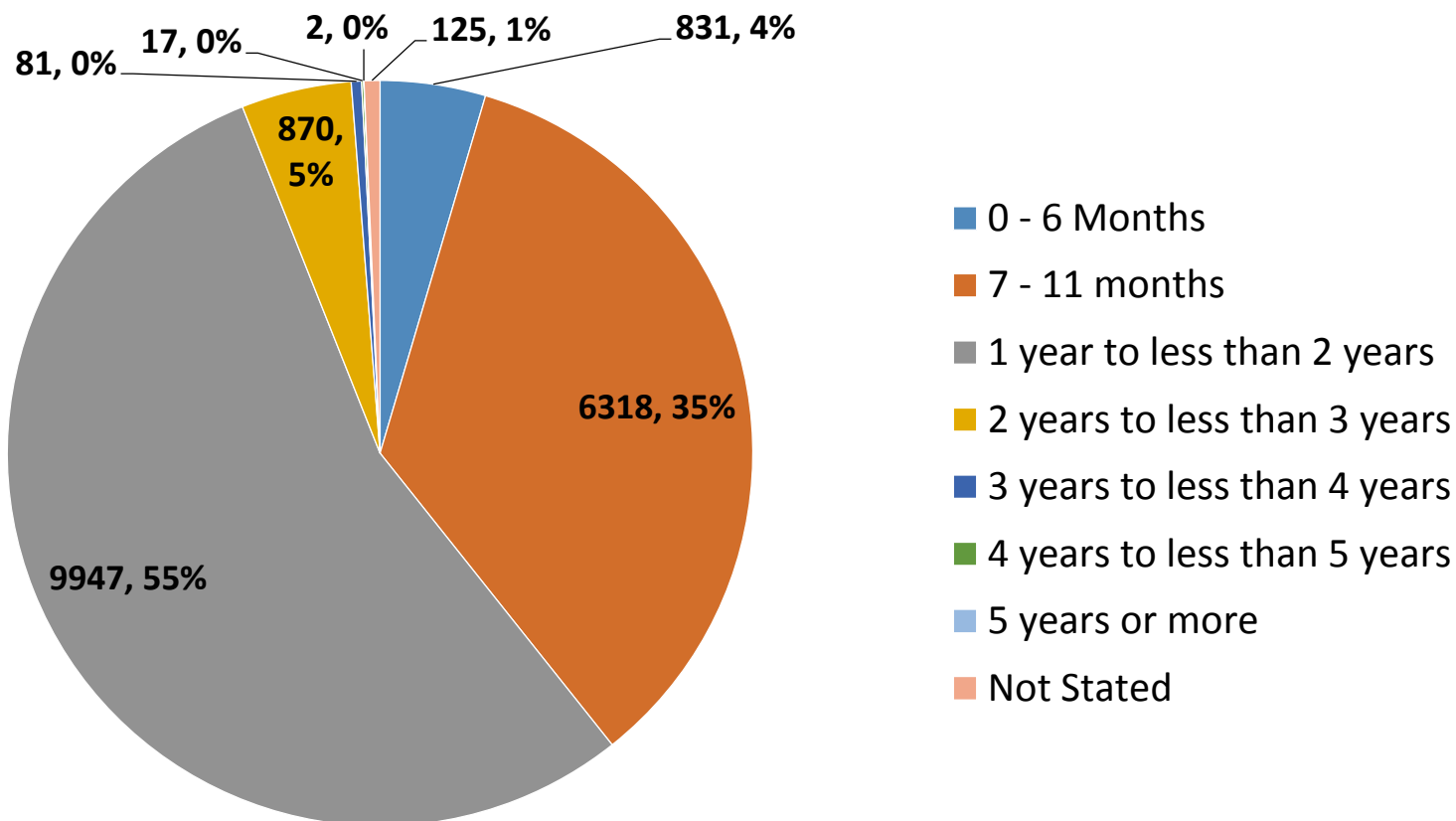
- Call FDOE not Auditor General for Questions

## Time to Proficiency on CELLA

- Consider time in the ESOL program as a consideration for increasing ELL academic achievement
- Data in the following slides based on ELL: Entry Date to proficiency level on all subtests of CELLA: listening/speaking, reading and writing

# Level A

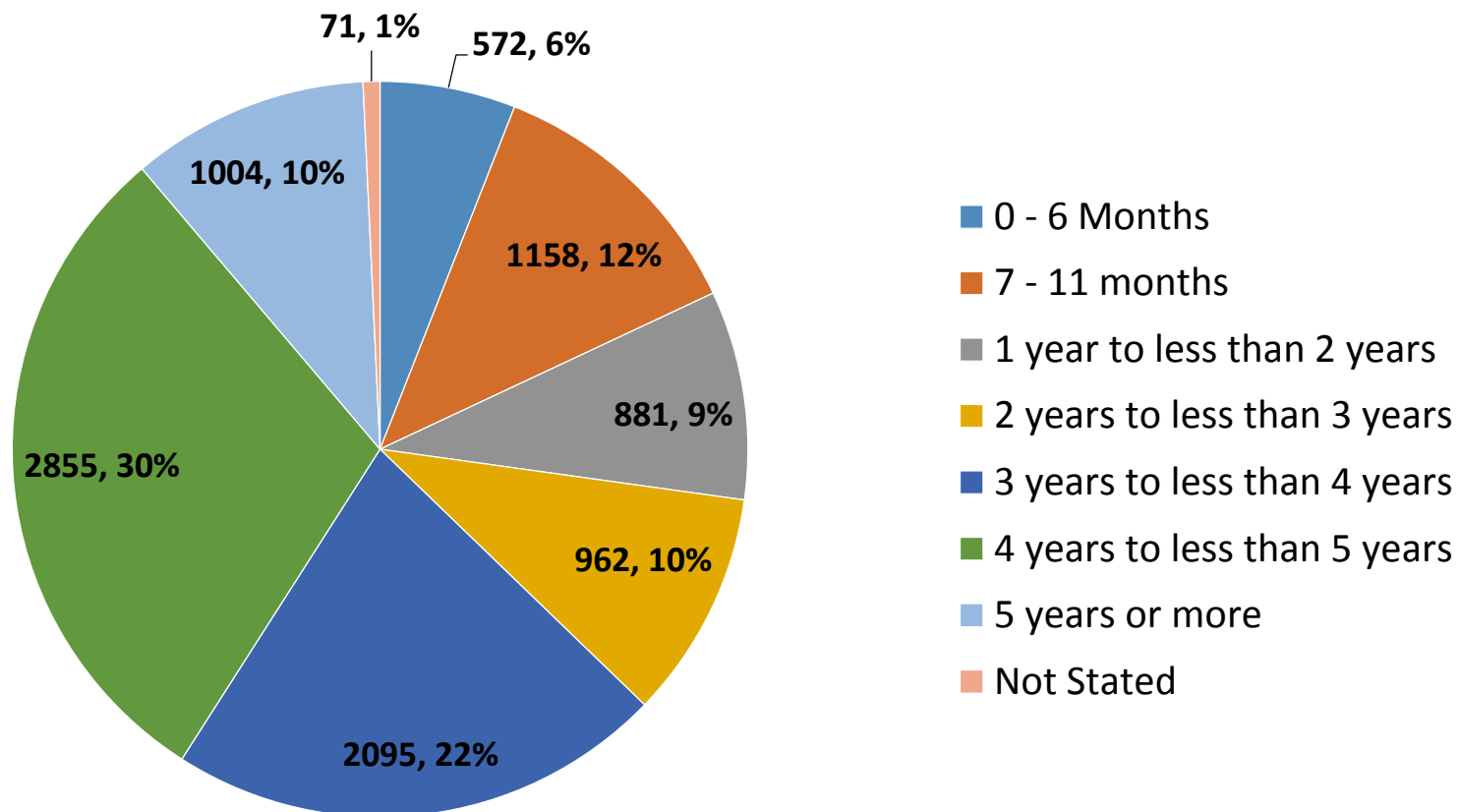
## *Proficient in All Domains of the CELLA*



Source: Spring 2014 CELLA Score Reports

# Level B

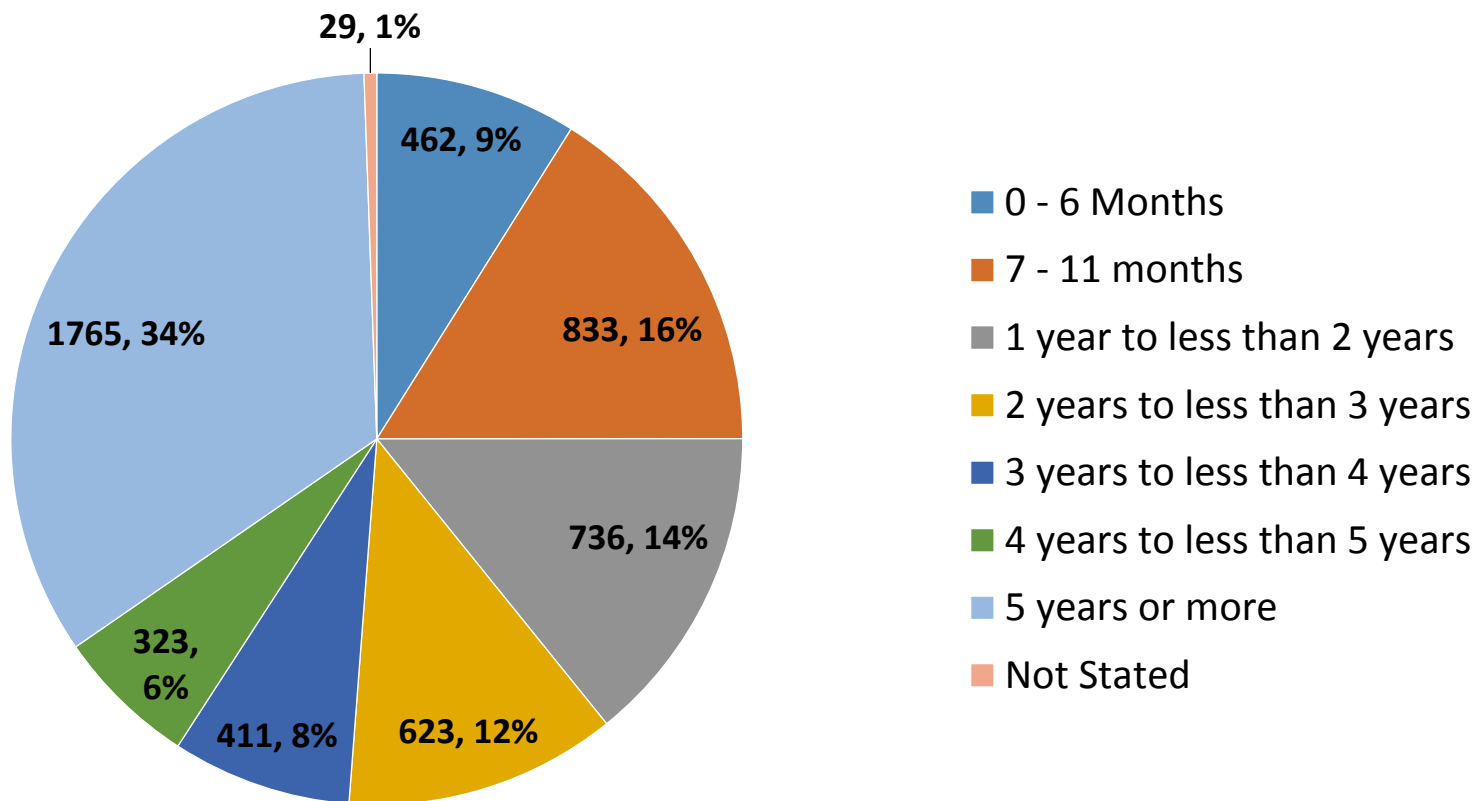
## *Proficient in All Domains of the CELLA*



Source: Spring 2014 CELLA Score Reports

# Level C

## *Proficient in All Domains of the CELLA*

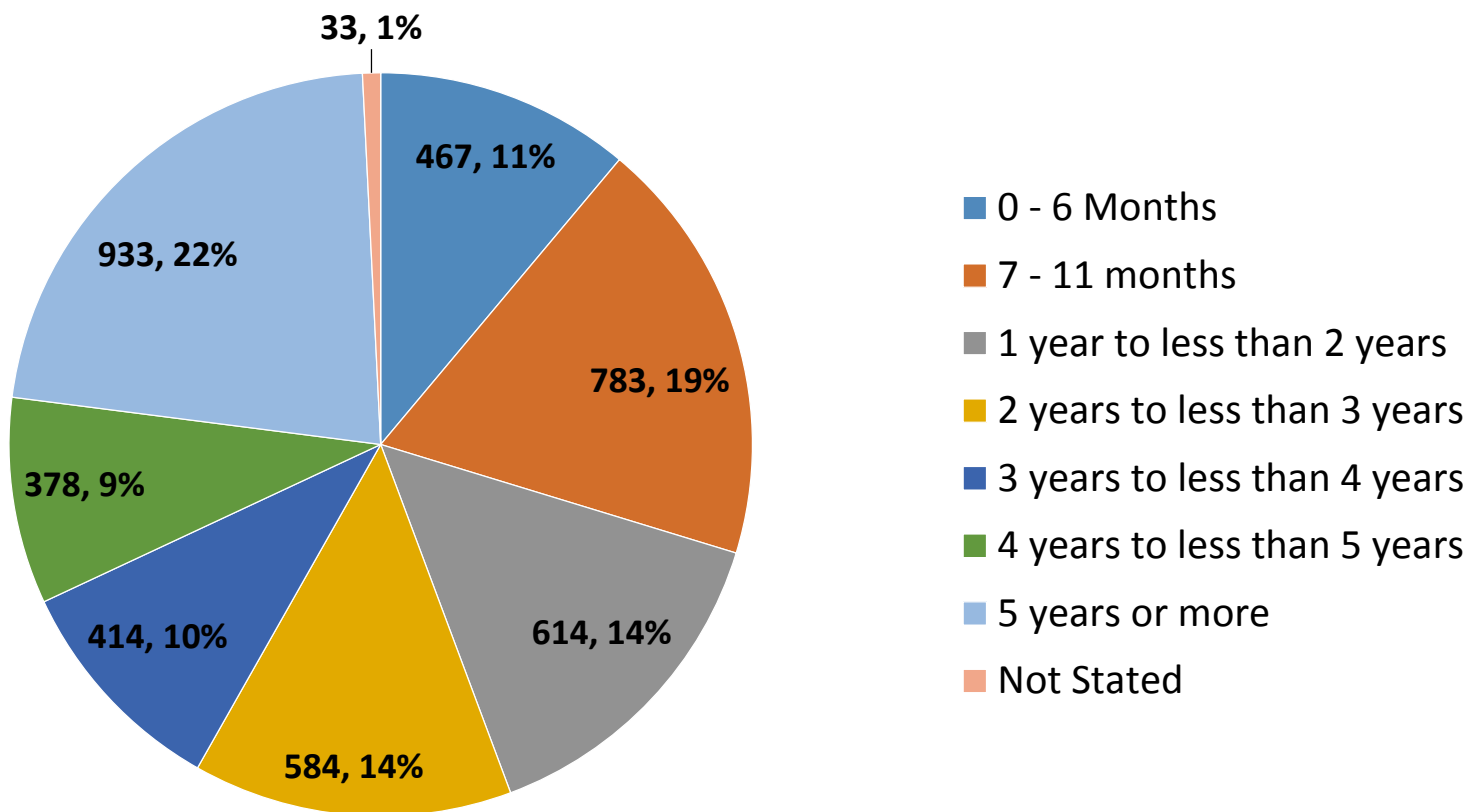


Source: Spring 2014 CELLA Score Reports



# Level D

## *Proficient in All Domains of the CELLA*



Source: Spring 2014 CELLA Score Reports

## Viewpoints from the CELLA Data Slides

- Proficient on all CELLA domains in less than two years
  - K-2 – 94%
  - 3-5 – 27%
  - 6-8 – 39%
  - 9-12 – 44%
- Proficient on all CELLA domains in five years or more
  - K-2 – Less than 1%
  - 3-5 – 27%
  - 6-8 – 39%
  - 9-12 – 22%

## Surveys

- District Needs Survey 2014-15
- Bureau Chief Survey
- Your feedback is appreciated.

# Contact Information

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Acquisition

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