

STATE BOARD OF EDUCATION
Presentation
March 22, 2017

SUBJECT: Updating Four English for Speakers of Other Languages Rules

PROPOSED BOARD ACTION

None at this meeting. Four rules will be presented at the next meeting.

AUTHORITY FOR STATE BOARD ACTION

Rule 6A-6.0902, Requirements for Identification, Eligibility, and Programmatic Assessment of English Language Learners
Rule 6A-6.09021, Annual English Language Proficiency Assessment for English Language Learners (ELLs)
Rule 6A-6.0905, Requirements for the District English Language Learners Plan
Rule 6A-6.09091, Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners

EXECUTIVE SUMMARY

Rule 6A-6.0902, F.A.C., needs to be revised to meet the requirements of the Every Student Succeeds Act of 2015 (ESSA), namely that prospective ELLs are assessed and placed in the English for Speakers of Other Languages (ESOL) program within 30 days and that parents receive timely notices that include information required under ESSA. The rule currently allows for up to 40 days. Rule 6A-6.0905, F.A.C., needs to be updated because it is incorporated by reference.

Rule 6A-6.09091, F.A.C., will be revised to include the use of a bilingual glossary in addition to a bilingual dictionary as an approved accommodation.

Rule 6A-6.09021, F.A.C., currently establishes the annual English language proficiency assessment only for the 2015-16 school year. The proposed revision would adopt the assessments as an ongoing requirement. In addition, the name of the Kindergarten assessment will be updated, and the proposed rule will clarify the current English language proficiency level. The WIDA consortium has updated the ACCESS for ELLs 2.0 suite of assessments proficiency levels resulting from standard-setting activities. Scores will be different, meaning it will be more difficult for a student to score a composite proficiency level 5.0 than it was last year. In an effort to maintain consistency and ensure the best options for students, the department is recommending new exit criteria reflecting the updated assessment scale. It is important to note that although a student could score lower based on the proficiency level number, that same student actually would have scored a higher number last year with the previous scale. The department is recommending an updated proficiency level score so that ELLs continue to qualify for exit from the ESOL program and continue to be afforded the same opportunities as all students.

Supporting Documentation Included: N/A

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