

The Bureau of Student Achievement through Language Acquisition

An Update for the Florida Association
of Bilingual and ESOL Supervisors

January 20, 2012

Agenda

- Revised Rules/Cause and Effect
- Claiming FTE for Category 1 Teachers/Stop and Go
- CELLA
- Reading/ESOL Update
- ESEA Update

RULES

For last year's words belong to last year's language
And next year's words await another voice. [T.S. Eliot](#)

New Rules

- Rules can be found at the Florida Administrative Weekly & Florida Administrative Code site:
<https://www.flrules.org/gateway/ChapterHome.asp?Chapter=6A-6>
- All rules have been approved.

Tips for an Easier 2012, per Rules

- Assess PK/LYs and *Kindergarten Round-Up* students in May
- ZZ code PK/LYs who do not qualify for ESOL services; i.e., proficient with A/O utilizing district placement assessment
- Grades K-2 - analyze CELLA results; exit ELLs proficient in all four (4) domains
- Grades 3-9 - analyze CELLA results and FCAT reading; exit ELLs proficient in all four (4) domains of CELLA and level 3 FCAT reading
- Grades 10-12 - analyze CELLA results and FCAT reading; exit ELLs proficient in all four (4) domains of CELLA and FCAT graduation requirement scores or concordant score
- Use last day of school year or last day of receiving ESOL services as exit date

DRIP Syndrome

- Data
- Rich
- Information
- Poor

“Until you have data as a backup, you’re just another person with an opinion.” Dr. Perry Gluckman

How does language impact learning?

- Nearly 60% of the ELLs who enter U.S. schools in kindergarten fail to develop sufficient proficiency in English to be reclassified (Hakuta et al., 2000; Hill 2004; Parrish, Perez, Merickel, & Linquanti, 2006) before they complete high school or drop out.
- Before making placement decisions, evaluate data considering, language of instruction, length of time students has received instruction in the target language, and students' opportunity to learn. (Linan-Thompson & Ortiz, 2009)

Tips continued

- Per NCLB, parents must be notified of ESOL participation every year. Sample letter templates can be found at <http://www.fldoe.org/aala/pdf/spnl-english.pdf>.
- Parents do not have to be informed of English Language Proficiency testing; however, school-based personnel should ensure that the Home Language Survey, testing, and placement procedures are understood.

ELL Committees

For extension of services purposes:

- An ELL committee must convene 30 days on or before a student's anniversary date of entering ESOL services (summer months are not included in the calculation).
- All CELLA and FCAT scores should be available prior to the end of the school year.
- Analyze the data, convene the meeting, and determine if extension of services are required for that student.
- Note: it is recommended that all determinations are made prior to the student entering the next academic school year.

Immigrant Student Counts

Districts need to work with their MIS departments and schools to ensure that immigrant students are being properly identified and reported. During monitoring visits, the Department has found this to be a concern.

Reminder:

- The term immigrant children and youth means individuals who:
 - (A) are ages 3 through 21;
 - (B) were not born in any State, the District of Columbia or Puerto Rico;
and
 - (C) have not been attending one or more schools in any one or more States for more than 3 full academic years.

Many K-2 students may meet these criteria. Review your districts immigrant student count. Count can equal funding!

TEACHER ACCOUNTABILITY

Stop and Go Policy for ESOL

History of Policy

- Training mandates were interpreted to apply only to teachers who were responsible for ELLs in a given school year.
- However, due to the NCLB requirement of highly-quality teacher status and accountability, and compliance through ESOL-infused teacher education programs, this interpretation is no longer necessary.
- To alleviate FTE audit findings and simplify certification issues, many districts have already eliminated 'stop and go' training through employment policies and contracts.

History of Policy contd.

- Effective in 2012, for 130 weighted funding purposes, FTE auditors will refer to State Board Rule 6A-1.0503 for Category I teacher's out-of field status.
- Districts can claim weighted FTE for Category I teachers provided:
 - teachers are in training compliance guidelines
 - Out -of-field letter is sent to parents
 - teachers are using and documenting ESOL strategies

Note:

- Weighted FTE may be claimed for Category II teachers also; an out-of-field letter does not have to be sent to parents.
- No weighted FTE can be claimed for Category III teachers.

Thus...

- Once assigned an ELL, Category I teachers must complete:
 - 60 hours of ESOL training within two years
 - at least 60 hours of ESOL training each consecutive year until the ESOL endorsement is complete regardless of ELL assignment
 - ESOL endorsement within 6 years of initial assignment of an ELL.

Stop and Go FAQ

- Can teachers take two ESOL classes in Year 2 and no classes in Year 3 and be in compliance?
 - **No** - at least 60 hours of ESOL training must be completed each year. Teachers can complete extra in-service training each year to finish the ESOL endorsement in a more timely fashion, but they must take at least 60 hours per year.
- When must an out-of-field letter be sent?
 - Every year a Category I teacher is assigned an ELL and has not completed the five required courses.
 - The ESOL endorsement certification area must be present on the teacher's valid teaching certificate

FAQ contd.

- I had an ELL in 2009, took a class, did not have an ELL in 2010 or 2011, am I still required to take a class?
 - **Yes** - in order to claim FTE in years to come, you must now take a class in 2011, 2012, 2013 and 2014 regardless of ELL assignment.
- Can FTE be claimed in 2011 if a teacher had an ELL in 2007 and 2009 and has completed only two classes?
 - **Yes** - provided the teacher completes 60 hours in 2011-12.

Can FTE be claimed in 2012 via this scenario?

- 2007 - teacher assigned an ELL
 - 2008 - teacher is not assigned an ELL, but completes 60 hours of ESOL in-service
 - 2009 - teacher assigned an ELL and completes 60 hours of ESOL in-service
 - 2010 - teacher is not assigned an ELL
 - 2011 - teacher is not assigned an ELL
 - 2012 - teacher assigned an ELL and completes 60 hours of ESOL in-service
- **No**, the teacher did not take a course in 2011

Can FTE be claimed in 2012 via this scenario?

- 2007 - teacher assigned an ELL
- 2008 - teacher assigned an ELL and completes 60 hours of ESOL in-service
- 2009 - teacher assigned an ELL and completes 60 hours of ESOL in-service
- 2010 - teacher is not assigned an ELL
- 2011 - teacher is not assigned an ELL but completes 60 hours of ESOL in-service
- 2012 - teacher assigned an ELL and completes 60 hours of ESOL in-service
 - **Yes**, 2011 is the first year that auditors will be expecting teachers to have completed 60 hours of ESOL training regardless of ELL assignment

CELLA

An Update

2012 CELLA Schedule

Delivery of 2012 CELLA Training Materials: January 25, 2012

Regional Training Sessions:

St. Augustine – January 30, 2012

Celebration – February 1, 2012

Ft. Myers – February 3, 2012

Online Training – February 6 – April 13, 2012

- Available at <http://www.fldoe.org/aala/cella.asp>

Delivery of 2012 CELLA Testing Materials: February 13, 2012

2012 CELLA Testing Window: March 5, 2012 to April 6, 2012



Students to be Tested

All students enrolled in the district (grades K-12) and classified as an ELL, with a code of "LY" or "LP" must be administered the CELLA. In addition, all students who are coded "LF" on or after September 1, of the current school year must be administered the CELLA.



NEW for the CELLA Program

Florida Virtual School (FLVS) Enrollments

There are 40 full-time ELL students from FLVS that must be assessed the CELLA. The students are located in the following districts:

- Broward
- Hernando
- Highlands
- Hillsborough
- Lake
- Lee
- Manatee
- Marion
- Miami-Dade
- Orange
- Palm Beach
- Pinellas
- Polk
- Seminole
- St. Lucie
- Volusia

District Coordinators will be notified of procedures to ensure that enrollment information is reported accurately on Score Reports for these students.

Primary Exceptionality Programs

Per Rule 6A – 6.03027, F.A.C., Special Programs for Children Three Through Five Years Old who Are Developmentally Delayed, subsection (6) Continued Eligibility. Continued eligibility for special programs shall be determined before the child is six (6) years old.

Therefore, the Developmentally Delayed program can be a primary exceptionality for students in grades K – 1.

- The Developmentally Delayed program is **not** listed with the other Exceptional Education programs for the CELLA program. As a result, for Level A students that fall under this category in your district for the Spring 2012 CELLA:
- If the student receives a PreID Label, no further action is required.
- There were 966 students identified in Survey 7 that will receive a PreID Label. However, the primary exceptionality code of “T” will not be presented on the PreID Label or PreID Roster.
- If the student **does not** receive a PreID Label, school personnel should **not** grid box #17 – “Primary Exceptionality” on the demographic pages.

District Coordinators will be notified of actions to take to ensure that demographic information is reported accurately on Score Reports for these students.

CELLA Reminders

1. Districts and schools are required to follow the 2012 CELLA schedule, unless a request for change is made by the district in **writing** and subsequently approved in **writing** by the Florida Department of Education prior to implementation.
2. In order to use the PreID label, the ELL Status **must** be correct.
3. Students that **do not** receive a PreID label should report the appropriate race(s).
 - 71% of students did not indicate a primary race for the Spring 2011 CELLA.
4. All secure materials **must** be returned to Questar after the CELLA administration, between March 12, 2012 and April 13, 2012.
 - Missing materials that were located from the Spring 2011 CELLA may also be returned with the Spring 2012 CELLA Not-To-Be Scored materials.
5. If a student meets the basis of exit from the English for Speakers of Other Languages (ESOL) program for the 2012 school year, that student should be exited from ESOL and coded “LF” on or before August 31, 2012.
 - All students who are coded “LF” on or after September 1, 2012 will be administered the CELLA in 2013, regardless, if the Basis of Exit criteria was met during the 2012 school year.

Contact Information

Florida Department of Education

Bureau of Student Achievement through Language Acquisition

Website: <http://www.fldoe.org/aala/cella.asp>

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CELLA Contact: Sabrina Hooppell

Questar Assessment, Inc.

CELLA Contractor

Website: <http://www.questarai.com>

Online Portal, ServicePoint™: <https://fl-servicepoint.questarai.com/>

Toll-Free Phone #: (877) 852 – 3552

FAX: (866) 688 – 0419

Email: CELLA@questarai.com

Customer Service is available Monday –Friday, 7:00 A.M. to 6:00 P.M. Eastern Time.

ESEA FLEXIBILITY WAIVER

Timeline

- Stakeholder Outreach: October - December 2011
- Waiver Proposal Due to USDOE: November 14, 2011
- Peer Review Process: November 2011 - January 2012
- Anticipated Announcement of Status: January 2012
- Florida Legislative Session: January - March 2012

ESEA Flexibility Major Principles

1. Adopt and implement college- and career-ready standards and aligned assessments
2. Design and implement a rigorous statewide accountability system
3. Design, pilot, and implement a system of teacher and leader evaluation based on achievement, over a number of years
4. Evaluate and adjust as necessary state-level administrative and reporting requirements to reduce burden on districts and schools

Principle 1 Requirements

College- and Career-Ready Expectations for All Students

- A. Adopt college- and career-ready standards
- B. Transition to college- and career-ready standards
- C. Develop and administer annual, statewide, aligned assessments that measure student growth in knowledge and skills

Florida's Proposal for Principle 1

Evidence of:

- Florida's adoption of the Common Core State Standards in 2010 – school districts are implementing now for Kindergarteners
- Florida's membership in the Partnership for Assessment of Readiness for College and Careers in 2010 – common assessments first given in 2015

Florida's Proposal for Principle 1

Transition/implementation plan has been ongoing, including:

- Outreach and communication on Common Core content and implementation
- Professional Development for Teachers and Principals
- Analysis of Linguistic Demands for English language learners
- Analysis for Learning and Accommodation Factors for students with disabilities
- Alignment of Instructional Materials
- Expansion of Rigorous, Accelerated Coursework
- College Placement Testing and postsecondary preparatory instruction
- Educator Preparation Programs

LULAC Responded to USDE

- Engagement
- Other Major Concerns
- Graduation Rate
- ELP and College Career Standards
- Accountability
- Teacher Quality
- Focus and Priority Schools
- Reward Schools
- Parent and Community Involvement
- Fiscal Analysis, Resources and Obstacles

CLARIFICATION

Questions and Answers Regarding
Accountability

Frequently Asked Questions

Are first year Ells' scores going to count towards a school grade? Are second year students' scores going to count towards a school grade?

- *None of the current models for school grade revisions include first-year ELLs in the performance measures for reading, math, writing, and science. One model for a revision to the rule would include ELLs with more than 1 year of ESOL (the current rule includes ELLs with more than 2 years in ESOL). Whether all ELLs with more than 1 year of ESOL would be included in the denominator, or just those with scores at level 3 or higher, has not been determined – if the State Board moves for a change in this area. More definite information about changes to school grades for 2011-12 will be available when the State Board of Education decides which changes to implement – these decisions are expected to come at the State Board meeting in February.*

FAQ contd.

As of now, neither first nor second year ELLs' scores negatively impacted school grades (so no one could blame the ELLs for them).

- *Beginning in 2005, all ELLs with current and prior-year FCAT scores were included in the learning gains calculations for school grades, so outcomes for these students have had an effect on school grades since that time. For the performance measures in reading, math, writing, and science, only scores for ELLs with more than 2 years in ESOL have been included, heretofore.*

FAQ contd.

I think that it is an unfair and prejudiced decision to penalize a school because so many of the lowest 25% are often ELLs.

- *The composition of the Low 25% varies at the school level. Statewide in 2010-11, the percentage of students in the Low 25% who were ELLs was 15% for math and 16% for reading.*

What does it mean ELL performance measures being included in the High Performance categories?" For which years? (ELL's would be included using the same criteria as we apply for AYP.)

- *The performance measures are for current-year achievement.*

FAQ contd.

Is it not unrealistic and unfair to expect high school ELL students to pass FCAT if they have been in the United States a short time? Many are denied a high school diploma despite having the correct number of credits and the GPA necessary. They should have their literacy assessed with their heritage language.

- *Graduation requirements are determined by the State Board of Education and require that all Florida public school students pass the FCAT to obtain a standard high school diploma. With over 200 languages spoken by Florida students, it would be impossible to assess students on the FCAT in their native language. However, students who have failed the FCAT three times can use concordant ACT or SAT scores to obtain a standard high school diploma. Many of our ELLs successfully use this option.*

FAQ contd.

About another situation: Many of our ESOL students who have been in the program for a few years have already passed one or more sections of the CELLA test, which has not changed since we started using it. Students are rightfully angry when they have to sit through sections they have already passed, some for more than one year. Why can't a directive be enacted so that once a student has passed a section with PROFICIENT, s/he no longer has to take that Part? Doesn't that make sense? After all, Proficient is as high as one can achieve, so no improvement can be recorded.

- *To be in compliance with NCLB guidelines, students must score proficient on all subsets of CELLA (listening, speaking, reading and writing) and according to Florida's exit criteria for ELLs the following apply:*

FAQ contd.

6A-6.0903 Requirements for Exiting English Language Learners from the English for Speakers of Other Languages Program.

An ELL shall be determined English language proficient and exited from the ESOL program upon obtaining: 1. Scores of “Proficient” at the applicable grade level on each CELLA subtest administered annually pursuant to Rule 6A-6.9021, F.A.C.; and 2. Scores on applicable Florida Comprehensive Achievement Tests (FCAT) in Reading, as follows: a. For students in grades K-2, CELLA is the only assessment required and FCAT is not required; b. For students in grades 3- 9, an achievement level of 3 or higher on applicable FCAT in Reading; c. For students in grades 10-12, a score on the 10th grade FCAT in Reading sufficient to meet applicable graduation requirements, or an equivalent concordant score pursuant to Section 1008.22, F.S.

However (c) Notwithstanding a student’s CELLA scores, upon the request of a student’s teacher, counselor, administrator, or parent, a student who has been classified as an ELL and enrolled in an English for Speakers of Other Languages (ESOL) program may be re-evaluated for English language proficiency by convening an ELL Committee at any time, according to the following procedures: 1. Any student being considered for exit by an ELL Committee shall be assessed on at least one Department-approved assessment instrument, which shall be administered no earlier than thirty (30) school days prior to the ELL Committee’s determination regarding exit. The assessment must cover all four (4) domains, including listening, speaking, reading, and writing.

READING AND ESOL

An Update

An Endorsement Option

- A final draft has been approved by the committee
- The draft is very explicit about who qualifies for this option
- This option does not replace any requirement under the Consent Decree
- The 300 ESOL endorsement requirement is not going away
- Awaiting an agreement from LULAC to proceed

OTHER UPDATES

Monitoring

ELL District Plan

Updates

- The ELL District Plan is going before the SBE in February; once approved, the SALA office will send notification and procedures for completing the online plan.
- Title III monitoring is still occurring. There have been no pressing issues. Good job districts!

FINAL THOUGHT...

“Language is the blood of the soul into which thoughts run and out of which they grow.”

Oliver Wendell Holmes