

# Sanibel/Clearwater FABES Update

Presented by:  
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Florida Department of Education  
June, 2011

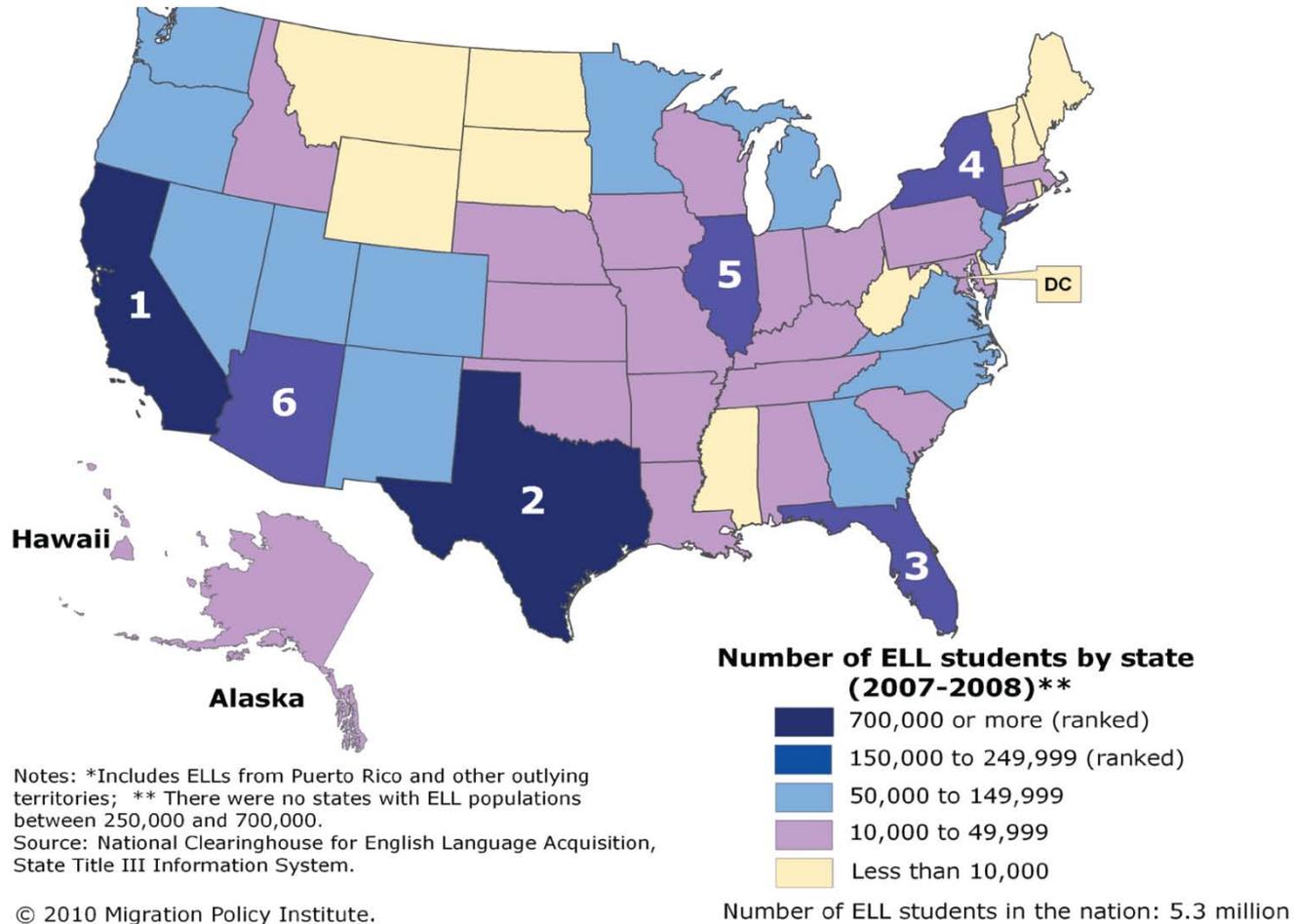
# Agenda

- Data
- Rules Deferred
- Common Core Implementation and How it Effects ESOL
- EOC's and Outcomes
- Teacher Bill and ESOL Implications
- CELLA Update
- Reading and ESOL

**DATA**

# Florida is #3

## Number and Growth of Students in US Schools in Need of English Instruction



# Florida's Number and Growth of Students in Public Schools

- Florida's ELLs are the fastest growing segment of our public school population. Over the past 15 years, the number of ELL students has nearly doubled.

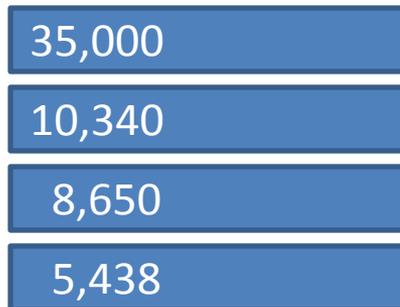
## Where do these students come from?

- Despite common assumptions to the contrary, native-born U.S. citizens predominate in the ELL student population.
- 150,973 (58%) are native born to Florida and second- or third-generation U.S. citizens.

# Immigrant Student Count for the 2009-10 School Year

- 82,005 students identified as Immigrant Students
- Districts with large populations of Immigrant Students are:

- Dade
- Palm Beach
- Broward
- Hillsborough



*Source: Presented at the Florida Senate Immigration Meeting, January 10, 2011*

## Country of Origin for Largest Number of Identified Immigrant Students in Florida School Districts

Cuba	18,447	Honduras	1,709
Haiti	11,056	Brazil	1,452
Mexico	4,224	Peru	1,260
Columbia	3,847	Nicaragua	1,249
Venezuela	2,919	Philippines	1,169
Dominican Republic	2,340	China	1,085
Jamaica	1,917	People's Republic of China	1,085
		Guatemala	1,009

*Source: Presented at the Florida Senate Immigration Meeting, January 10, 2011*

# The Top 5 Native Languages of ELLs in Florida Public Schools

<b>English</b>	<b>13,693</b>
Spanish	170,106
Haitian-Creole	24,989
Vietnamese	2,680
Portuguese	2,413

# What else do we know about them?

- 177,877 (68%) come from low-income families.
- What is most significant—and troubling—is that these students' academic performance is well below that of their peers and that ELLs have excessively high dropout rates.

# **RULES DEFERRED**

*6A-6.0902*

*6A-6.0903*

*6A- 6.09021*

*6A-6.09031*

*6A-6.09022*

# Rules

- ▶ 6A-6.0902 - Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners
- ▶ 6A-6.0903 - Requirements for Exiting English Language Learners from the English for Speakers of Other Languages Program
- ▶ 6A- 6.09021 Annual English Language Proficiency Assessment for English Language Learners (ELLs).
- ▶ 6A-6.09031 Post Reclassification of English Language Learners (ELLs)
- ▶ 6A-6.09022 Extension of Services in English for Speakers of Other Languages (ESOL) Program

# Reason for Deferment

- The rules have been on hold for the State Board of Education approval since December, 2010
- Comments from stakeholders
- The Department has decided to conduct another workshop for discussion
- The workshop will take place in central Florida and begin at 5:00 p.m.
- A date is forthcoming

Implementation Timeline

# **FLORIDA'S COMMON CORE STATE STANDARDS (CCSS)**

## Florida's CCSS Implementation Timeline

Year/Grade Level	K	1	2	3-8	9-12
2011-2012	FL	L	L	L	L
2012-2013	F L	F L	L	L	L
2013-2014 CCSS fully implemented	F L	F L	F L	B L	B L
2014-2015 CCSS fully implemented and assessed	F L	F L	F L	F L	F L

**F** – full implementation of CCSS for all content areas

**L** – full implementation of content area literacy standards including: (1) text complexity, quality and range in all grades (K–12), and (2) CCSS Literacy Standards in History/Social Studies, Science, and Technical Subjects (6–12)

**B** – blended Sunshine State Standards (NGSSS); last year of NGSSS assessed on FCAT 2.0 instruction of CCSS with Next Generation

# Florida's Common Core State Standards Implementation Plan for Professional Development

Months/Grade Level	K	1	2	3-8	
Jun/Jul 2011	TL	TL	TL	SL	
Dec/Jan 2012	SL	SL	SL	SL	
Jun/Jul 2012	SL	DS	SL	TBL	
Dec/Jan 2013	SL	SL	SL	SBL	
Jun/Jul 2013	SL	SL	DSL	DBL	TL
Dec/Jan 2014	SL	SL	SL	SBL	SL
Jun/Jul 2014	SL	SL	SL	DSL	
Dec/Jan 2015	SL	SL	SL	SL	

- T – train the trainers professional development provided regionally by FDOE
- S – support provided to trainers and/or districts by FDOE using Adobe Connect
- D – districts provide professional development for all teachers
- B – focus will be on blended curriculum (NGSSS/CCSS)
- L – focus will include literacy standards as appropriate for each grade level

# How does ESOL fit into CCSS?

- English Language Arts (ELAs) – English Language Proficiency Standards (ELPs)
- The development of ELPs aligned to English Language Arts
- The development of ELPs in ALL content areas

update

**END OF COURSE EXAMS**

## Florida End-of-Course (EOC) Assessments

- ▶ The Florida EOC Assessments are part of **Florida's Next Generation Strategic Plan** for the purpose of increasing student achievement and improving college and career readiness.
- ▶ EOCs are computer-based, criterion-referenced assessments that measure the **Next Generation Sunshine State Standards** for specific high-school level courses, as outlined in the course description.
- ▶ The Algebra 1 EOC was administered for the first time in May, 2011. This begins the transition to end-of-course testing in Florida.
- ▶ <http://fcats.fldoe.org/eoc/>

# EOCs

- The Algebra results are posted
- Awaiting the ELL outcome

Under Race to the Top and  
SB 736

# **VALUE-ADDED MODEL DEVELOPMENT**

# Value-Added Model Development Under Race to the Top and SB 736

- The Department has contracted with a the American Institutes of Research to help develop a value added model to measure student growth on statewide assessments
- The Department has begun working collaboratively with a committee of stakeholders -Student Growth Implementation Committee (SGIC) to identify the type of model and the factors that should be accounted for in Florida's value-added models
- The Department will also work with the contractor to provide **example** value added models that districts **may choose** to use for use with other standardized assessments (year 2) and local assessments (year 3)

# Value-Added Model Development Under Race to the Top and SB 736

- The SGIC is composed of 27 members from across the state.
- The group includes:
  - Teachers (across various subjects and grade levels, including exceptional student education)
  - School administrators
  - District-level administrators (assessment and HR)
  - Representatives from postsecondary education
  - Representative from the business community
  - Parents

## SGIC Recommendation, *approved by the Commissioner*, for a Value Added Model to be used with FCAT Data

- The SGIC recommended a model from the class of *covariate adjustment models*. This model begins by establishing expected growth for each student. The expectation is estimated from historical data each year, and represents the typical growth seen among students who have earned similar test scores the past two years, and share the other characteristics enumerated below. Those characteristics (i.e., covariates or variables) are used to establish the expected growth for students.

## SGIC Recommendation, *approved by the Commissioner*, for a Value Added Model to be used with FCAT Data

- ▶ The variables recommended by the committee are:
  - The number of subject-relevant courses in which the student is enrolled
  - Up to two prior years of achievement scores
  - Students with Disabilities (SWD) status
  - English Language Learner (ELL) status
  - Gifted status
  - Attendance
  - Mobility (number of transitions)
  - Difference from modal age in grade (as an indicator of retention)
  - Class size
  - Homogeneity of students' entering test scores in the class

## SGIC Recommendation, *approved by the Commissioner*, for a Value Added Model to be used with FCAT Data

- The teacher's *value added score* reflects the average amount of growth of the teacher's students above or below the expected growth of similar students in the state, using the variables accounted for in the model.
  - For example, if a teacher's *value added score* is "10," that means that students taught by that teacher, on average, grew 10 points higher than expected for similar students in the state.
- In the model, a teacher's value-added score is expressed as the sum of two components:
  - How much the school's students on average gained above or below similar students in the state (a "school component")
  - How much the teacher's students on average gained above or below similar students within the school (a "teacher component")
- The model includes 50% of the "school component" in the teacher's value added score.

Update

**CELLA**

# CELLA

- Slight **decrease** in CELLA scores:
  - > Fewer LFs assessed this assessment
  - > Different form; in past, same form was used

# CELLA

- Florida's CELLA will be used until the development of a new assessment
- Florida has signed off a Memorandum of Understanding to join a consortium for the development of a new ELP assessment aligned to the CCSS
- Awaiting final award from USDE to applicant regarding this Enhanced Assessment Grant (EAG)
- The Bureau will keep you updated

Update

# **READING ENDORSEMENT/ ESOL ENDORSEMENT**

# A Condensed History, Regarding ESOL Teachers

- The Meta Agreement; formally known as the LULAC Florida Consent Decree, signed August 14, 1990.
- In April 2003, the Modification to the Consent Decree.
- With the Consent Decree, requirements for teacher certification, endorsement, and in-service emerged.

# Brief Background of the Reading Endorsement

- On September 7, 2001, Governor Jeb Bush signed *Executive Order 01-260* designating **Just Read, Florida!** as a comprehensive and coordinated reading initiative.
- The State Board of Education approved Rule 6A-4.0163 which codified the Reading Endorsement in 2008.
- In-service teachers who become reading teachers at the secondary level must earn the endorsement or K-12 Reading Certification.

# Brief Background

## ESOL Teacher Standards

- Original standards were developed with the Bureau of Student Achievement through Language Acquisition (SALA).
- The State Board of Education approved March 2009, with the condition that the Department update the standards to meet research based criteria.
- March 2011, the SBE approved the updated Florida ESOL Teacher Standards.

# Purpose for the Reading/ESOL Committee Meeting

- Presently, a Reading and ESOL endorsed teacher must acquire 300 in-service hours in each discipline.
- In the last 18 months, both disciplines / standards have been revised and updated.
- The meeting of experts discussed what teachers within these two disciplines need to know for a reading endorsed teacher to teach reading to ELLs and for an ESOL endorsed teacher to teach reading to students.

# The Committee and Participants

## ESOL Experts:

- Dr. Candace Harper
- Dr. Ester de Jong
- Angie Torres-Ferber
- Sharon Earle

## Reading Experts:

- Linda Damsky
- Karen Spigler
- Dr. Kathy Froelich
- Lynn Dougherty-Underwood

Participants: from FDOE:

Lori Rodriguez, Laurie Lee, Stuart Greenberg & Carlos Alvarez, Facilitator

## The Goals of the ESOL/Reading Dual Endorsements Working Group Have Been...

- To determine through a list of **competencies**, domains, standards and/or performance indicators what ESOL certified/endorsed teachers, and
- Reading certified/endorsed teachers need to know for an ESOL certified/endorsed teacher to teach reading to students and for a Reading certified/endorsed teacher to teach reading to English Language Learners.

# Proposed Timeline for Development

- **Spring/Summer 2011**
  - Committee of experts comes to consensus on a viable option which:
    - Modifies the requirements for reading endorsed teachers to acquire the ESOL endorsement based on the revised content of both endorsements
    - Modifies the requirements for ESOL endorsed teachers to acquire the reading endorsement based on the revised content of both endorsements

# Proposed Timeline for Rulemaking

## ▶ Summer 2011

- Reading Endorsement approved by the State Board of Education (scheduled for August)
- Rule Development processes begin for the rule addressing requirements agreed upon by the committee

## ▶ Fall 2011/Winter 2012

- Reading Endorsement/ESOL Endorsement Option presented to the State Board of Education
- Once approved, begin to develop a model / module for professional development to assist districts and maintain the integrity of a unified delivery.

# Comments, Questions and/or Concerns