

The Florida Department of Education  
Bureau of Student Achievement through  
Language Acquisition

Presenter: Lori Rodriguez

**FABES JANUARY, 2011**

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# TOPICS OF DISCUSSION

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- Data
- Title III
- ESOL Add-on Endorsement Plans
- CELLA
- ELL District Plans
- World Language Standards
- EOCs
- Rules

# DATA

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For detailed questions or concerns, contact:

- Pat Faircloth
  - [pat.faircloth@fldoe.org](mailto:pat.faircloth@fldoe.org)
  - (850) 245 - 0885

# DATA-GENERAL INFORMATION

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- The Bureau of Student Achievement through Language Acquisition; <http://www.fldoe.org/aala/>
- ELL Database and Program Handbook; <http://www.fldoe.org/aala/omspubpg.asp>
- Database Manuals; <http://www.fldoe.org/eias/dataweb/default.asp>.

Consider adding these links as *Favorites*.

# ELL DATABASE AND PROGRAM HANDBOOK

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- The ELL Program Handbook has been redesigned
- The Handbook links directly to the Database Manuals
- Suggestion – do not print the Handbook – online is the most up-to-date information
- Program Notes – ESOL Program Information

# SURVEYS AND WINDOWS

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- The FDOE conducts surveys of school district, student, and staff information at scheduled survey times during the reporting year
- Surveys 2 and 3 are for FTE purposes & 3 is for Title III count
- Surveys 2 and 7 are for the CELLA
- Survey 5 is the *End of Year* survey
- For more information on other surveys, refer to the User Manual at:

[http://www.fldoe.org/eias/dataweb/database\\_0910/chapter10910.pdf](http://www.fldoe.org/eias/dataweb/database_0910/chapter10910.pdf).

# FORMATS

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- ELL Format

[http://www.fldoe.org/eias/dataweb/database\\_1011/1011lep.asp](http://www.fldoe.org/eias/dataweb/database_1011/1011lep.asp)

- What and when to report
- Which fields
- Connection with Data Elements
- Examples:

**Fund Source** comes in on the Federal/State  
Indicator Status Format

**Immigrant Student** comes in on the Federal/State  
Compensatory Project Evaluation Format

# NEW EDITS

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- 2H.** If the ELL's Basis of Entry is code A and if the ELL's Exit Date is 00000000 then the Test Name *Listening*, and Test Name *Speaking* must be other than ZZZ. record rejected-
- 2I.** If the ELL's Basis of Entry is code R and If the ELL's Exit Date is 00000000 then the Test Name *Reading*, and Test Name *Writing* must be other than ZZZ. -record rejected-

## ***NOTE:***

The requirement for reporting Test data is **not** new; the edit is new.



# TITLE III UPDATES

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For detailed questions or concerns, contact:

- Mark Drennan
  - [mark.drennan@fldoe.org](mailto:mark.drennan@fldoe.org)
  - (850) 245 - 0893

# 2011-2012 GRANT SCHEDULE

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- May, 2011 - NCLB Technical Assistance meeting
- Districts submit grant applications when the online system is open
- July 1 (on or about) – Federal grant money available and disbursed to districts whose grants are in substantially approvable form.
- September 15<sup>th</sup> – SALA goal to have all grants in final approval!

# TITLE III AND AMAOS

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Title III, Section 3122(a), requires states to institute standards-based accountability measures for monitoring state and district performance in supporting ELLs' "development and attainment of English proficiency while meeting challenging State academic content and student academic achievement standards."

# REVIEW

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- AMAO 1—Annual increases in the number or percentage of children **making progress in learning English;**
- AMAO 2—Annual increases in the number or percentage of children **attaining English proficiency;** and
- AMAO 3—Making **adequate yearly progress (AYP)** for limited English proficient children as described in Title I, Section 1111(b)(2)(B), of *ESEA*.

# 2011 TITLE III GRANT CONSIDERATIONS

Most districts are in **Year 4** of not having met AMAOs. Year (4) stipulates:

- District notifies parents of ELLs in writing within 30 days of district notification of failure to meet AMAOs.
- FDOE requires the district to modify the curriculum, program and method of instruction; or the FDOE determines whether the district will continue to receive Title III funds and requires that the district replace education personnel relevant to the district's failure to AMAOs.

In preparing the 2011 needs assessment, districts should consider:

- previous activities that helped ELLs achieve, those that did not, and
- how or if 2011 activities will be different.

The needs assessment should be district specific, and change year to year as needs and student performance change.

# 2011 TITLE III GRANT CONSIDERATIONS

Please consult these resources when preparing the new application:

- Previous grants
- AMAOs
- DIAP (District Improvement and Assistance Plan)
- Grants from previous years
- Form 399 (grant expenditures)

*The SALA Staff will also use these resources when reviewing the 2011 grants.*

## 2008-2009

Salary: Teacher Resource Specialist Title III (5.5)- These teaching units will support schools in developing new, innovative, scientific proven curriculum initiatives, enhancing family outreach programs, and providing staff development in areas of second Language acquisition and student achievement going beyond the requirements of the Consent Decree to ensure that LEP students meet the annual achievement objective, AYP and grade level content mastery.

Clerk General (1) to provide support services to the Teacher Resource Specialists.

**\$349,133.65**

## 2009-2010

**Other Certified Instructional Personnel Salary:**  
Teacher Resource Specialist Title III (5.5)- These teaching units will support schools in developing new, innovative, scientifically proven curriculum initiatives, enhancing family outreach programs, and providing staff development in areas of second language acquisition and student achievement going beyond the requirements of the Consent Decree to ensure that LEP students meet the annual achievement objective, AYP and grade level content mastery.

Clerk Supplemental Support (1) to provide support services to the Title III Teacher Resource Specialists.

**\$355,000.00**

# EXAMPLES OF 'CUT AND PASTE' ACTIVITIES

## 2008-2009

Tutors - After school or before school tutoring services that will ensure that children who are ELL develop high levels of English language proficiency.

Summer Reading Camp Teachers - (approximately 12)- focusing on accelerating skills in reading and writing and to increase and enhance ELL students` English language proficiency. **\$58,291.50**

## 2009-2010

**Classroom Teachers** Tutors - After school or before school tutoring services that will ensure that children who are ELL develop high levels of English language proficiency.

Summer Reading Camp Teachers - (approximately 12)- focusing on accelerating skills in reading and writing and to increase and enhance ELL students` English language proficiency. **\$58,291.50**

# MORE EXAMPLES



# ELP Assessments and Accountability

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Measure growth towards attainment of language proficiency

Valid and Reliable Instruments  
ELP Assessments Aligned to ELP Standards  
ELP Standards Linked to Content Standards  
Effective Use of Native Language Assessments

Statewide Common Standards,  
Assessments, Identification and  
Exit Criteria



# US DEPARTMENT OF EDUCATION'S (ED) THEORY OF ACTION FOR REFORM



# PARENT REFUSAL

## Refusal of Title III services –

- Parents have the right to immediately remove their child from a **Title III program**, decline **Title III services**, or to choose another program or method of instruction, if available. (*section 3302(a)(8)*)

*Note* :the LEA is still responsible for meeting the child's educational needs and for ensuring that Lau requirements are met.

## ELP Assessment – ( For Florida, that translates into the CELLA)

- All ELLs in grades K-12 in the State should be annually assessed for English language proficiency.

(*sections 1111(b)(7) & 3113(b)(3)(D) of the ESEA*)

Source: USDE 2010



# ESOL ADD-ON ENDORSEMENT PLAN

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For detailed questions or concerns, contact:

- Ginger Alberto
- [ginger.alberto@fldoe.org](mailto:ginger.alberto@fldoe.org)
- (850) 245 – 0894

# BACKGROUND AND TIMELINE

Per Rule 6A-4.02451, Florida Teacher Standards for ESOL were revised and district add-on plans must be aligned to new standards. The approved Florida Teacher Standards for ESOL Endorsement can be found on SALA's home page at

<http://www.fldoe.org/aala/pdf/ApprovedTeacherStandards.pdf>

- The original email was sent to the districts (ESOL and Staff Development) on **August 25<sup>th</sup>, 2010**.
- Professional Development courses must reflect new standards by September 2011.
- Revised district add-on plans must be submitted to the FDOE by, March 1, 2011.

# COURSE CONTENT

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## 60 HOUR/POINT INCREMENTS IN THE FOLLOWING AREAS:

Domain 1: Cross-Cultural Communications

Domain 2: Applied Linguistics

Domain 3: Methods of Teaching ESOL

Domain 4: ESOL Curriculum & Materials Development

Domain 5: ESOL Testing and Evaluation

# AN EXAMPLE OF ACTIVITIES SECTION FOR CROSS-CULTURAL COMMUNICATIONS

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Activities should be generic (nouns) so they can be revised when necessary, then districts can include specific examples (verbs) as shown below:

Activities:

- Case study
- Lesson plans
- Group discussions

## EXAMPLES CAN INCLUDE:

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- Participate in group discussions regarding multicultural themes in the classroom.
- Present an oral report about some facet of culture specific communication or behavior.
- Prepare a case study of an ELL family.
- Review curriculum materials for evidence of cultural bias.
- Design instructional activities to demonstrate the use of cross cultural awareness and document in lesson plans
- Design criterion-reference tests to demonstrate the use of cross cultural awareness.



# MATRIX EXAMPLE

<b>ESOL Teacher Standard</b>	<b>Component Title and Number</b>	<b>Performance Indicator</b>	<b>Evaluation Method</b>
Culture as a Factor in ELLs' Learning	Cross- Cultural Communications 1-705-001	1.1.a.-1.1.f.	Successful completion of projects or products, classroom demonstration, teacher observation, portfolio, case study
Language as a System	Applied Linguistics 1-702-002	2.1.a.-2.1.e.	Successful completion of projects or products
Language Acquisition and Development	Applied Linguistics 1-702-002	2.2.a.-2.2.d.	Tests, classroom demonstration
Second Language Literacy Development	Applied Linguistics 1-702-002	2.3.a.-2.3.e.	Tests, successful completion of projects or products, classroom demonstration
ESL/ESOL Research and History	Methods of Teaching ESOL 1-700-003	3.1.a.-3.1.c.	Successful completion of product, project, classroom demonstration
Standards-Based ESL and Content Instruction	Methods of Teaching ESOL 1-700-003	3.2.a.-3.2.k	Successful completion of projects or products, classroom demonstration, teacher observation

# GENERAL INFORMATION

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- ❑ Only courses leading to the **ESOL endorsement** should be submitted
- ❑ The 60 hour content area /para /guidance counselor and/or administrator courses do not need approval, but should be included in the district master in-service plan.
- ❑ PAEC and NEFEC consortiums are responsible for submitting revised add-on plans for districts, who use their Professional Development
- ❑ Vendors, like *Beacon* and the *Schultz Center* do not submit an add-on plan—it is the district's responsibility to ensure that the ESOL endorsement has been updated.
- ❑ All districts must request continuance of any add-on plan every five years. Validity dates of ESOL add-on plans will remain the same; i.e., if Sumter's validity period is July 1, 2007-June 30, 2012, they will have to submit a new plan in 2011 and ask for continuance in 2012.

# ONCE COMPLETED, PLEASE SUBMIT:

- A letter from the district indicating that revisions to their ESOL add-on program have been made to incorporate the new teacher performance standards,
- An original signed copy of superintendent and school board approval and
- An electronic copy of your complete revised ESOL add-on program to:

Bureau of Educator Recruitment,  
Development, and Retention  
Attention: Denise Scheidler  
325 West Gaines Street, Suite 124  
Tallahassee, Florida 32399-0400

[Denise.scheidler@fldoe.org](mailto:Denise.scheidler@fldoe.org)

# CELLA

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- Website: <http://www.fldoe.org/aala/cella.asp>
- Phone #: (850) 245 – 0417
- Fax: (850) 245 - 0846
- Email: [FloridaCELLA@fldoe.org](mailto:FloridaCELLA@fldoe.org)

## CELLA Contact

- Sabrina Hooppell – Educational Program Specialist
- Phone: (850) 245 – 0843
- Email: [Sabrina.Hooppell@fldoe.org](mailto:Sabrina.Hooppell@fldoe.org)

# CELLA UPDATE

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- Due to Florida's adoption of Common Core Sunshine Standards in 2013-2014, discussion regarding improvements in Language Acquisition Assessments will be delayed for this transition.

# QUESTAR ASSESSMENT, INC. CELLA CONTRACTOR

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- Website: <http://www.questarai.com>
- Customer Service is available Monday – Friday, 7:00 A.M. to 6:00 P.M. Eastern Time.
  - Toll-Free Phone #: (877) 852-3552
  - FAX: (866) 688-0419
  - Email: [CELLA@questarai.com](mailto:CELLA@questarai.com)

# STUDENTS TO BE TESTED

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All students enrolled in the district (grades K- 12) and classified 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.

# CELLA SCHEDULE

# 2010 - 2011

## Date

## Event

- January 31, 2011 - February 4, 2011      2011 Train-the-Trainer Session
  - Marianna, FL - January 31, 2011
  - Gainesville, FL - February 1, 2011
  - Lake Placid, FL - February 3, 2011
  - Miami, FL - February 4, 2011
- February 4, 2011      Delivery of 2011 Training Materials
- February 14, 2011      Delivery of 2011 Test Materials
- March 7, 2011 to April 8, 2011      2011 CELLA Testing Window
- March 14, 2011 to April 15, 2011      Return of Materials
- May 25, 2011      Delivery of Score Reports\*

\*Score reports delivered after FDOE approves the reports.



# INTER-RATER RELIABILITY STUDY

The FDOE and Questar Assessment Inc., are conducting an inter-rater reliability study that will determine whether the CELLA Speaking scores that are assigned by the local test administrators are consistent with the Scoring Rubrics. The inter-rater reliability study involves the following:

- Record actual students' responses from grades 3 – 12 in Florida Schools by October 31, 2010.
- Scoring Training provided to 300 Florida Test Administrators to score the students recordings from Levels B, C, and D in February 2011.
- The final report of the study's finding is to be submitted to FDOE, May 15, 2011.

# WORLD LANGUAGES

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For detailed questions or concerns, contact:

- Tatiana Fernández
  - [Tatiana.fernandez@fldoe.org](mailto:Tatiana.fernandez@fldoe.org)
  - (850) 245 - 5144

# WORLD LANGUAGES UPDATE

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- The World Languages' Standards were submitted to the State Board of Education and approved on December 17, 2010.
- If you would like to request a copy of the Standards, please contact Tatiana Fernández.
- Next Steps:
  - Develop Course Descriptions – recommendations of World Language experts are welcomed
  - Provide Technical Assistance to Districts

# DISTRICT ELL PLANS

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For additional assistance with District ELL Plans or Immigrant programs please contact :

- Deola Fayemi
  - [adeola.fayemi@fldoe.org](mailto:adeola.fayemi@fldoe.org)
  - (850) 245 - 9555

# ELL PLANS MONITORING

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- Current ELL Plans (dated 2009) are at <http://www.fldoe.org/aala/deelp.asp>
- Amendments are coming in from districts to ensure that FCAT & CELLA are included as Exit Criteria
- Technical Assistance is provided, as needed
- District Amendments Approval Letters are sent after SALA review, as appropriate
- Plans are reviewed during desktop & onsite monitoring

# NEW ELL PLAN TEMPLATE

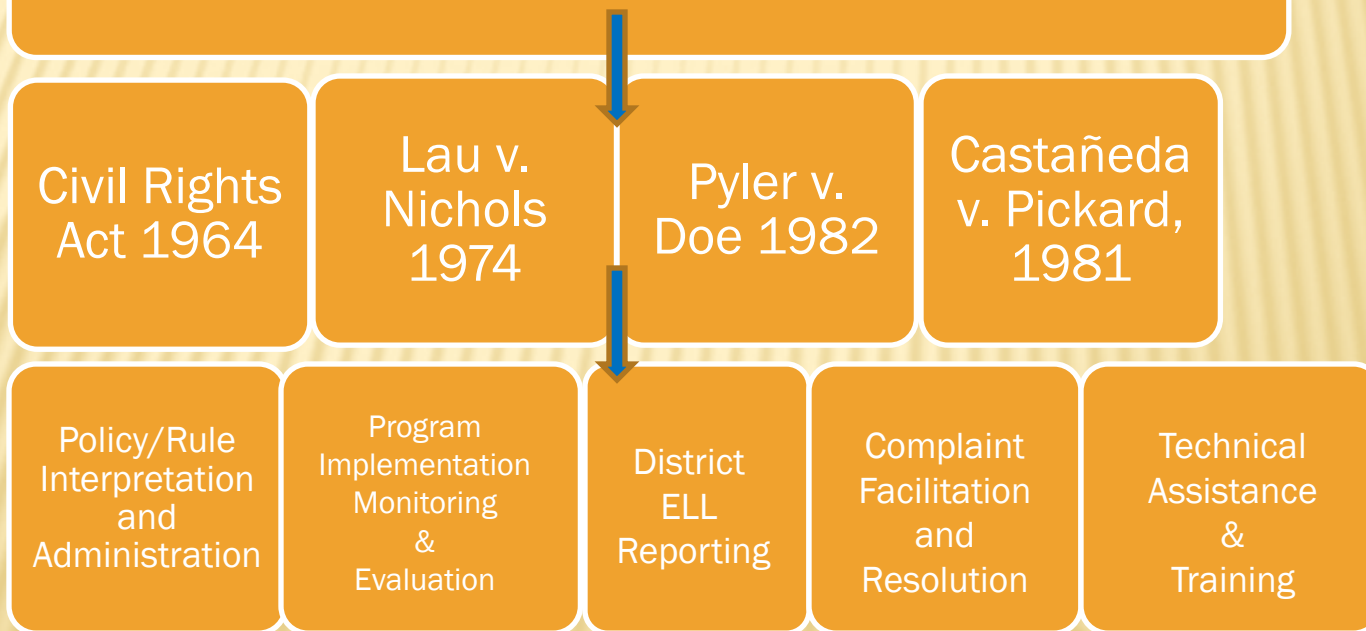
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- A new ELL Plan template is almost complete, pending ratification of new guidelines by SBOE (expected March, 2011)
- The new template is more streamlined to the Consent Decree guidelines and user-friendly (available to all stakeholders when live)
- All districts will be required to upload a new and revised ELL Plan starting from 2011
- The SALA Staff will review new district ELL Plans for Compliance in 2011

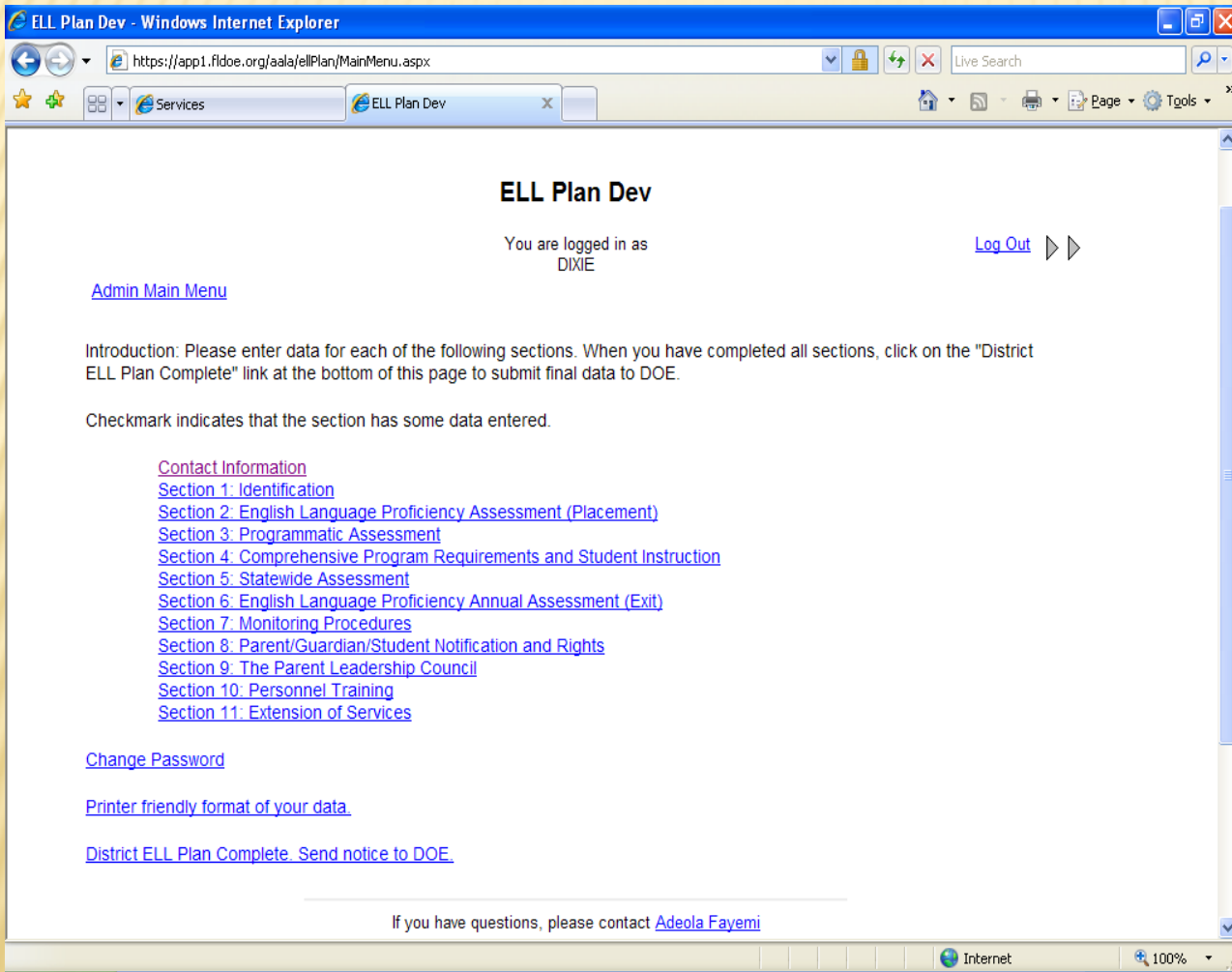
# ELL PLAN

## RELEVANT FEDERAL & STATE LAWS

### LULAC Consent Decree



# NEW ELL PLAN TEMPLATE



The screenshot shows a Windows Internet Explorer browser window with the title "ELL Plan Dev - Windows Internet Explorer". The address bar displays "https://app1.fldoe.org/aala/ellPlan/MainMenu.aspx". The browser's taskbar shows two tabs: "Services" and "ELL Plan Dev". The main content area of the browser displays the following text:

**ELL Plan Dev**

You are logged in as **DIXIE** [Log Out](#) ▶▶

[Admin Main Menu](#)

Introduction: Please enter data for each of the following sections. When you have completed all sections, click on the "District ELL Plan Complete" link at the bottom of this page to submit final data to DOE.

Checkmark indicates that the section has some data entered.

- [Contact Information](#)
- [Section 1: Identification](#)
- [Section 2: English Language Proficiency Assessment \(Placement\)](#)
- [Section 3: Programmatic Assessment](#)
- [Section 4: Comprehensive Program Requirements and Student Instruction](#)
- [Section 5: Statewide Assessment](#)
- [Section 6: English Language Proficiency Annual Assessment \(Exit\)](#)
- [Section 7: Monitoring Procedures](#)
- [Section 8: Parent/Guardian/Student Notification and Rights](#)
- [Section 9: The Parent Leadership Council](#)
- [Section 10: Personnel Training](#)
- [Section 11: Extension of Services](#)

[Change Password](#)

[Printer friendly format of your data.](#)

[District ELL Plan Complete. Send notice to DOE.](#)

If you have questions, please contact [Adeola Fayemi](#)

The browser's status bar at the bottom shows "Internet" and "100%".

**THIS IS THE  
PRINTSCREEN  
VIEW OF THE  
NEW ELL PLAN  
TEMPLATE**



# END OF COURSE (EOC) ASSESSMENT & COMPUTER-BASED TESTING (CBT) ACCOMMODATIONS

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2010-2011

**Algebra I** – for ELL students, administration accommodations include the following:

- Flexible setting
- Flexible scheduling (includes extended time)
- Assistance in heritage language
- Approved dictionary

# RULES

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- The following proposed rules are still in the process of being routed for presentation to the State Board of Education.
- As of date, they have not been approved.

## **RULES: 6A-6.0902, 6A-6.0903, 6A-6.09021, 6A-6.09022, AND 6A-6.09031**

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- When the present rule (6A-6.0903) was approved in May 2008, it was necessary to have an exit rule that would align to the Comprehensive Language Learning Assessment (CELLA), which at the time was a new annual assessment for ELLs in Florida's public schools. This rule has allowed districts to have a transition period for exiting ELLs.

# RULES

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6A-6.0902 and 6A-6.0903 have been substantially rewritten and disaggregated into five separate rules for finer clarity, regarding the requirements for:

- identification and placement of an English language learner (ELL),
- exit criteria of an ELL,
- the provisions of the annual English language proficiency assessment,
- requirements of extension of services, and
- post reclassification of an ELL.

# **RULE 6A-6.0902**

## **REQUIREMENTS FOR IDENTIFICATION, ELIGIBILITY PROGRAMMATIC AND ANNUAL ASSESSMENTS OF ELLS**

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### Substantive change – Parent Preference

- Under Section 3302(a)(8)(A), parents have the authority to decline Title III services or to remove their child from Title III programming, however, such children must still be annually assessed for English language proficiency, as this is required for all LEP students under Title I of the ESEA (Section 1111(b)(7)).

# PROPOSED “NEW” LANGUAGE

(d) Parents have the right to have their child immediately removed from a language instruction educational program and to decline to enroll the student in such a program or choose other instructional options, if available. For purposes of this subparagraph, a “language instruction educational program” means an instruction course in which an ELL is placed for the purpose of developing and attaining English proficiency and which may make instructional use of both English and a child’s native language. **Nothing herein shall alter the duty of the district to provide highly qualified, duly certified or endorsed ESOL instructors in accordance with Rule 6A-1.09441 and the Course Code Directory and Instructional Personnel Assignments that is incorporated by reference therein.**

## **RULE 6A-6.0903**

# **REQUIREMENT FOR CLASSIFICATION, RECLASSIFICATION, AND POST RECLASSIFICATION OF ELLS**

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Substantive change - Standards for Student Exit

- K-2, Proficiency on all CELLA subtests, only
- 3-9, a score of 3 or higher on FCAT Reading and Proficiency on all CELLA subtests
- 10-12, a score on the 10<sup>th</sup> grade FCAT in Reading, sufficient to meet applicable graduation requirements and Proficiency on all CELLA subtests
- Clarifies when an assessment must be administered for consideration by an ELL committee for exit
- Clarifies documentation requirements for ELL committee

# **RULE 6A-6.09021**

## **ANNUAL ENGLISH LANGUAGE PROFICIENCY ASSESSMENT FOR ELLS**

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- This is a new rule
- No substantive changes
- Clarified when an ELL must take CELLA



# **RULE 6A-6.09022**

## **EXTENSION OF SERVICES IN ENGLISH FOR SPEAKERS OF OTHER LANGUAGES PROGRAM**

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- This is a new rule
- No substantive changes
- Created deadline for ELL committee meeting and assessment for Extension of Services

# **RULE 6A-6.09031**

## **POST RECLASSIFICATION OF ELLS**

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- This is a new rule
- No substantive changes
- Adding a specific requirement to notify parents of any post-reclassification ELL committee meeting

# QUESTIONS, CONCERNS, & COMMENTS