

The Bureau of Student Achievement through Language Acquisition (SALA)

“Nothing Endures but Change”

Heraclitus (540 BC - 480 BC)



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Changes, changes and more changes... House bills have been passed, rules are proposed, and districts, teachers and students are facing new challenges in their educational endeavors.

For us in the *ESOL World*, it means adopting and adapting to these changes as well. Our Bureau is working continuously to ensure that our ELLs' needs are addressed and that the changes will not adversely affect student or teacher outcomes.

We welcome your questions and concerns about how these changes may impact Florida's ELLs' education. Continue to support your schools and staff; and work with them to ensure accountability for those students.

Your passion and dedication are the key elements to their success.

~ Lori

Teacher Exchange Program



We are excited about the new “*North American Visiting Teachers in Spain*,” program, supported through Spain’s Ministry of Education for Florida teachers. This pilot program complements the “*Spanish Visiting Teachers*” program. Selected teachers in the U.S. now have the opportunity to visit Spain and teach in participating schools for the 2011-12 academic year. The teachers are expected to help improve the quality of English language teaching and incorporate multicultural international approaches, to reinforce teaching of English as a foreign language.

More information is available online:

http://www.educacion.gob.es/exterior/usa/en/programs/us_teachers/default.shtml

2011-12 Title III Grants

Florida Association of State and Federal Education Program Administrators (FASFPEA)

FASFPEA’s Spring Forum, will take place from May 9 - 12, 2011 in Orlando. This is an excellent opportunity to learn more about Title III, NCLB. Lori Rodriguez, will host two sessions, on May 10th and 11th. Those sessions will cover changes to the Title III Request for Application (RFA) and how to effectively use grant funds.



Immigrant Children & Youth Grant

Eleven (11) school districts are eligible to receive NCLB Immigrant Children & Youth Grant funding for the 2011-12 school year. The SALA office will forward a notification and an RFA to districts soon. The districts will submit proposals to SALA describing planned programs and activities to enhance instruction and acculturation for Immigrant Children and Youth.

Please refer to NCLB guidelines for the focus areas and allowable activities for the grant funds:

<http://www2.ed.gov/programs/sfgp/nrgcomp.html>



ESOL Add-on Plans

We appreciate your timely submission of the Florida ESOL Teachers Standards district add-on plans. As of 4/27/11, **58** districts have received plan approval letters. Other district plans have been reviewed and pending for school board approval. All revised professional development activities must be implemented by September, 2011.

If you have any questions, please contact [Ginger Alberto](#).

Data Reporting Issues

- Basis of Exit of L (by ELL committee) does not need a 2nd measure. To see data element, please click [HERE](#).
- LY Students, depending on the Basis of Entry/Exit, there must be something in both the Listening and Speaking Test slots and/or in both the Reading/Writing test slots. (For example: if using the IPT, put the same information in both the Listening and Speaking test slots.)
- Immigrant Students: Ensure that eligible Immigrant Students are reported correctly. To see data element, please click [HERE](#). How does your district determine if a student qualifies as an immigrant? Do schools know that these counts determine the Immigrant Grant allocation? Also, click [HERE](#) for Immigrant Student Services in Survey 5.

Request data reports from your MIS office to facilitate your data checking. The reports include ELLs by Grade, ELLs by Status Codes; and School District Error Reports. The District Error Reports include information on how many LYs did not have a matching ELL format, records with no test data, no entry date, no exit date, No Basis of Entry or Exit and no Classification Date for LY or LFs. If you have any questions regarding data reporting, please contact [Pat Faircloth](#).

World Languages Standards

World Languages Standards are now available; please click [HERE](#) to access.

Additionally, the proposed American Sign Language (ASL) Standards are available; please click [HERE](#) to access. We would appreciate your feedback on the proposed ASL Standards. Please submit your comments via email to [SALA](#).

If you have any questions regarding either the World Languages Standards or the proposed ASL Standards, please contact [Tatiana Fernández](#).



Comprehensive English Language Learning Assessment (CELLA)

- **2011 CELLA Customer Satisfaction Survey:** Please complete the [2011 CELLA Customer Satisfaction Survey](#) for meaningful feedback to FDOE and Questar Assessment, Inc. by April 30, 2011. Your comments or suggestions are welcomed and appreciated.
- **CELLA Reporting:** May 25, 2011 – Delivery of Score Reports*
**Score reports delivered after FDOE approves the reports*



The 2011 Interpretive Guide for Individual Student Reports (ISRs) has been reduced to 2 pages (front/back) and is **ONLY** available on the [CELLA](#) website. After the delivery of ISRs, schools are to provide a hardcopy of the 2011 Interpretive Guide to parents in the student's home language, unless clearly not feasible. The guide is translated to Florida's 10 most common languages.

If you have any questions regarding the CELLA, please contact [Sabrina Hooppell](#).

Reminders

1. **Recommendation:** Pre-K students coded LY are assessed in listening and speaking skills before the end of the school year.
 - If the Pre-K LY student does **not** score proficient on the entry A/O test, the student should remain LY in kindergarten.
 - If the Pre-K LY student scores proficient on the A/O assessment, code ZZ---the student is not eligible for ESOL services in Kindergarten; therefore, the two year monitoring period is not required.
2. **Recommendation:** K-2 ELLs are assessed for listening and speaking skills using the district placement test before the end of the school year. The proposed exit criteria has not yet been approved. Thus, K-2 students need two assessment measures for exit. (*As additional information becomes available regarding the proposed exit criteria, notification will be provided.*)
 - If the student does **not** score proficient in listening and speaking, they should remain in the program as an LY regardless of CELLA results (unless an ELL committee is convened.)
 - If the student scores proficient on your A/O test and CELLA composite and reading, exit the student from the ESOL program using the last day of the school year in which the CELLA was administered as the exit date.