

31st Sanibel Leadership Conference

**Bureau of Student Achievement
through Language Acquisition
Lori Rodriguez**

**Florida Department of Education
Dr. Eric J. Smith,
Commissioner**



AGENDA

- Developments on Standards Projects
- Professional Development Initiatives
- CELLA Updates
- Program Issues
- District Audits
- Data Reporting
- Other ESOL Updates

Proverb of Mexico



"Lions believe that everyone shares their state of mind."

Developments on Standards Projects

Revision of the ESOL Teacher Performance Standards

The FLDOE is committed to begin the process of updating the Teacher Performance Standards. The **PROPOSED** timeline follows:

July – National and State Experts to meet and decide on framework for Standards

August – Reconvene with State Experts to continue revisions

September – Present “draft” to State Board of Education



More Standards

- ***New* English Language Proficiency Student Standards**

A sampling of the *New* ELP student standards are on-line for public review. A committee of nine (9) has been working on updating the ELPs in alignment with the new proposed Language Arts Standards.

- **World Language Standards**

Several different options are presently being reviewed by FLDOE. Once determined, a committee will be chosen through nominations to resolve the updating of the World Language standards.

- **CELLA Standards**

Once the ELP Standards are approved the Department will begin to align CELLA to new standards.

Professional Development Initiatives

Reading & ESOL



Rule 6.0907 INSERVICE

- State Board approved revised rule that recognized Reading teachers have completed 120 hours of ESOL training.
- LULAC has filed a rule challenge alleging the rule violates the consent decree.
- DOE and LULAC have agreed to abate the rule challenge while DOE reviews and revises the ESOL and Reading competencies.
- The 120 hour overlap between ESOL and Reading will be revisited if any changes are made to the competencies.

CELLA Updates



CELLA

- 2008-09 scores should arrive by July
- 2009-10 New Vendor
- Online suggestion forms
- Importance of accurate data reporting (i.e., ESE/ELL)
- All test answers for one student need to be on one answer sheet.
- Duplicate IDs slows down scoring
- District Reports and School Reports now on CD. Ability to compare data from this year to last year.

CELLA

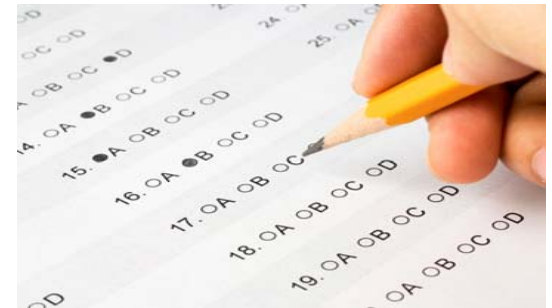
CELLA Testing Dates for 2009-10 School Year

April 19th - May 19th

Concerns regarding the 2010-11 CELLA administration due to FCAT's new schedule: [Writes 03/01- 3/04](#) [R/M/S 04/18– 5/02](#)

Districts have three (3) choices to administer the 2010-11 CELLA test:

- Before
- During, or
- After FCAT

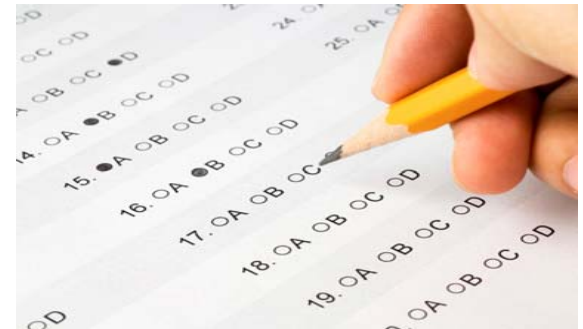


CELLA

Form 3 has been approved by the FLDOE for **Placement only**, and **Exit if** the ELL/LEP Committee convenes for exit purposes. The assessment should only be a form of measurement to support the Committee's decision.

CELLA Student Counts - CSPR reporting

- Number of eligible students - This is the number of eligible students that are enrolled during the testing window, e.g., if a student has withdrawn that student would not be considered eligible.
- Of the number eligible, how many were not tested and why were they not tested?



Program Issues

Eligible Weighted FTE Courses

- Online no later than July 1, 2009

Immigrant Count

- Districts' responsibility to update after the 3rd year, when student no longer qualifies

Basis of Entry

- K-12, L/S
- 3-12, R/W

Basis of Exit

- K-12 score proficient on all 4 domains
CELLA and FCAT
- $\leq 32\%$ - student is in the ESOL program
- $\geq 33\%$ - Student is exited from the ESOL Program



PK Students versus KG students



- 1) PK student completes HLS
- 2) If the HLS has a "Yes", code the PK as (temporary) LY
- 3) Assess with a placement tool end of the PK's school year; determine eligibility at that time. Not eligible, code ZZ.
- 4) If the PK is not assessed until the beginning of the school year and is not eligible for ESOL services, the student will have a code of LF; thus, requiring an ELP assessment the end of that school year, along with monitoring.

Student ELL Plan

These items must be contained in the student's ELL plan:

- Name
- Instruction by program
- Amount of instructional time (minimum number of hours per day/week) or instructional schedule
- Date of eligibility to receive services
- Assessment data used to classify or reclassify
- Date of exit
- Assessment data used to exit
- Any modification to the student's plan by ELL committee

Rules 6A-6.0901, 6A-6.0902, and 6A-6.0904, F. A. C

Each ELL student plan should be updated to reflect *current* services:

- at the beginning of each school year
- whenever classes or courses change
- whenever services change

Funding for Programs



Is stimulus money going directly into programs for ELLs? **"NO", not directly, BUT Districts should make sure that the use of Title I Stimulus funding is being made available to ELLs in qualifying schools.**

Are FLAP grants going to dual language programs? **Yes, for District applications.**

Links to the Federal Register for FLAP grants:

html link:

http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=2009_register&docid=fr21ap09-37

PDF link:

http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=2009_register&docid=fr21ap09-37.pdf

U.S. Department of Education, Office of English Language Acquisition

District Audits

Onsite monitoring to re-establish compliance with Consent Decree requirements as stated:



“An eligible student may be reported for funding in the ESOL program for a base period of 3 years. However, a student whose English competency does not meet the criteria for proficiency after 3 years in the ESOL program may be reported for a fourth, fifth, and sixth year of funding, provided his limited English proficiency is assessed and properly documented prior to his enrollment in each additional year beyond the 3 year base period.”

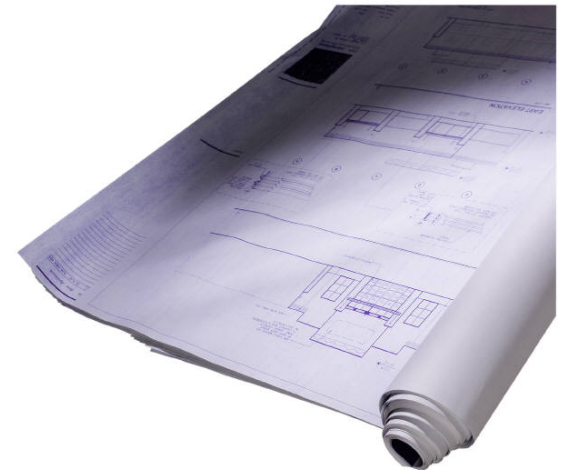
Explicit guidelines for districts to avoid penalties at audit time:

1. Document, document, document and maintain all records in student ESOL folder.
2. Follow the guidelines set forth in the Consent Decree.
3. Two (2) semesters = one (1) year for auditor
4. Work with Certification office to ascertain teachers are “compliant”; if not, work with Staff Development office to ascertain teachers are working on ESOL professional development.
5. Once the WFTE count begins it does not end for audits. Maintaining the time frame for in and out of the country are the responsibility of the district, as is in and out of state or even district.
6. Out of the country and being schooled has many implications:
 - a) Is the out of country school in a country that speaks English?
 - b) Is the out of country school a school that teaches in English as well as the Native language of that country?

ELL/LEP Plans

- Plans are scheduled to be online by the middle of August
- Plans will be in PDF format (read-only) and made 508 Compliant
- Template originally had 44 questions. Question 43 has been saved separately, since the DOE approved the Plan with 43 questions.

If you have received the signed Approval Letter, make sure you have emailed this office an electronic version of the approved plan in Word 2003 format, by July 15th.



ELL Plan Amendment Submission Process

- Takes place in August
- Submission includes:
 - 1) Title page with dated signatures of the superintendent and PLC chairperson, and PLC approved/not approved box checked
 - 2) A page in Word 2003 with the Plan question and amended answer
- Amendments may be sent by e-mail or hardcopy, but signature page must be hardcopy
- Amendments will be reviewed by program staff and added to plan.

Data Element Changes

- Date Entered the US – DELETED
- ELL Basis of Entry – code 'T' changed (reworded)
- ELL Basis of Exit – New language in code definitions
- Fund Source: NCLB – further explanation added



More Data Issues

- Immigrant Student – collection of information; count is not based on FDOE calculating based on the definition; strictly comes from student data element – DISTRICT responsible for this collection of data.
- Students born to U.S. military personnel outside the U.S. **SHOULD NOT** be included in the count.
- ELL Instructional Models
Code of O = Maintenance or Developmental Bilingual Education (Deleted One-Way)

FYI

Reporting information on Private Schools

Starting 2009-10 - Federal law requiring data on the number of students participating in Title III Programs/Services

TA Paper will be issued (similar to Title I)

Allocations

Funding will be based on Survey 3; beginning with the 2009-10 school year.

FORMATS

If reporting CELLA information:

- Test Level – added to the ELL Format and must be reported for each domain.
- Test Form – added to the ELL Format and must be reported for each domain.
- Not to be reported for other tests.

Survey 7 reporting – further explanation on ESE Format (date ranges)

- Formats:
 - English Language Learners Information
 - Student Demographic Information
 - Exceptional Student
 - Federal/State Indicator Status

Timeline:

Due date: January 11, 2010

State processing :

January 4-January 15, 2010

AVAILABLE REPORTS

- F70803 – ELL by Code by School – a count of students by status codes by school. This count includes code ZZ.
- F70897 – ELL by Native Language – a count of students by native languages.
- F70898 – ELL by Country Code – a count of students by country of birth.

- F70908 – ELL by Category –a count of students by status codes by school. This does not include code ZZ.
- F70910 – ELL Comparison Report – a comparison of ELL counts by current year and previous year.
- F70919 - ELL Error Report – counts of students in six areas of common reporting problems.

To obtain a copy of these reports, please contact your MIS/IT Office.

Memos of Importance for 2008-09

- AMAO Determination Memo – emailed 9/30/08
- ERT procedures - emailed 10/9/08
- Federal supplement/not supplant requirement &
- Differentiated Accountability Plan Memo – emailed 12/16/08
- Reporting AYP for ELLs - emailed 1/20/09
- FTE guidance - emailed 3/10/09



More ESOL Updates

Beginning with the 2009-2010 school year, each school district shall provide eligible students within its boundaries the option of participating in a virtual instruction program.

Virtual students may only earn basic funding.



Announcements

USDE did approve our ELL student requests:

- Students here < 1 year are not counted in performance
- Approved our movement from multiple assessments to CELLA and FCAT
- Approved our transitional criteria that included CELLA and FCAT

Next Steps:

- Revise Rule 6A-6.0903 for Exit criteria
- Revise AMAO 2

Grade	3-5	
Years in ESOL	3 Years or Less	More than 3 Years
2008-09	9	8
2009-10	11	11
2010-11	12	14
2011-12	14	16
2012-13	15	19
2013-14	17	22

proverb of Tanzania, East Africa



"The wind does not break a tree that bends."

A photograph of a classroom where several students are raising their hands. In the foreground, a young girl with dark hair in pigtails, wearing a red shirt, has her right hand raised. To her left, another student in a blue shirt has their hand raised. In the background, a student in an orange shirt also has their hand raised. The background is a chalkboard filled with faint, illegible mathematical equations and text. The word "Questions?" is overlaid in the center of the image.

Questions?