



## State Board of Education

March 22, 2017

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Vice Chancellor K-12



# Agenda

- Review proposed amendments to Rule 6A-6.0902, F.A.C., Requirements for Identification, Eligibility, and Programmatic Assessment of English Language Learners
- Review proposed amendments to Rule 6A-6.0905, F.A.C., Requirements for the District English Language Learners Plan
- Review proposed amendments to Rule 6A-6.09091, F.A.C., Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners
- Review proposed amendments to Rule 6A-6.09021, F.A.C., Annual English Language Proficiency Assessment for English Language Learners (ELLs)

## Rule 6A-6.0902, F.A.C., Requirements for Identification, Eligibility, and Programmatic Assessment of English Language Learners

- This rule needs to be amended to meet the requirements of the Every Student Succeeds Act of 2015 (ESSA), namely that prospective English Language Learners (ELLs) are assessed and placed in the English for Speakers of Other Languages (ESOL) program within 30 days and that parents receive timely notices that include information required under ESSA.
- The rule currently allows for up to 40 days.
- Additionally, the rule needs to be amended to delete “highly qualified” and replace “qualified” when referring to personnel working with ELLs in accordance with Rule 6A-1.09441, F.A.C.

## Rule 6A-6.0905, F.A.C., Requirements for the District English Language Learners Plan

- The online template, “District Plan for Services to English Language Learners,” which is incorporated by reference into Rule 6A-6.0905, F.A.C., needs to be amended to reflect revisions to the requirements of Rule 6A-6.0902, F.A.C.
- Districts will describe the procedures used and provide a link to the notice to parents of an ELL identified for participation in a language instruction educational program. Per ESSA and per state board rule, this notice must delineate a number of new requirements, described in the proposed language.

## 6A-6.09091, F.A.C., Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners

- This rule will be amended to include use of a bilingual glossary as an approved accommodation.
- The current rule allows for a bilingual dictionary only.
- The addition of a bilingual glossary as an approved accommodation will allow for more word-to-word content vocabulary than word-to-word bilingual dictionaries provide.

## 6A-6.09021, F.A.C., Annual English Language Proficiency Assessment for English Language Learners (ELLs).

- Summary: Summer 2016 standard-setting by WIDA resulted in newly defined proficiency levels to the ACCESS for ELLs suite of assessments; therefore, fewer ELLs will meet current proficiency level criteria for Florida: a composite score of 5 with a minimum score of 4 in each language domain of listening, speaking, reading and writing, as well as grades 3-12 FSA ELA score of satisfactory or above.
- Reasons:
  - Due to newly defined proficiency levels on the ACCESS for ELLs suite of assessments, we are proposing that proficiency be redefined.
  - This rule is time-bound to the 2015-2016 school year.

## 6A-6.09021, F.A.C., Annual English Language Proficiency Assessment for English Language Learners (ELLs)

- Past English Language Proficiency Levels

School Year	Assessment	Proficient
2013-2014	CELLA	15%
2014-2015	CELLA	15%
2015-2016	ACCESS for ELLs	17%

- Past English Language Learner ESOL Exit Numbers and Percentages

School Year	Grade Level	Exit	
		#	%
2014-2015	K-2	6,010	7%
2015-2016	K-2	3,549	4%
2014-2015	3-12	39,913	14%
2015-2016	3-12	28,972	10%

## 6A-6.09021, F.A.C., Annual English Language Proficiency Assessment for English Language Learners (ELLs)

- Past English Language Learner Performance on FSA ELA and ESOL Exit Percentages

Grade Level	2015-16 % 3 and above	% Exit
3	17.5%	7.3%
4	20.5%	12.4%
5	16.1%	17.8%
6	12.2%	18.1%
7	9.9%	8.2%
8	15.3%	6.2%
9	9.5%	5.9%
10	7.9%	6.4%
Total	14.8%	9.7%

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2015-2016	ACCESS for ELLs	17%

- Current Rule Language – Proposed Rule Language

Rule Language	Proficiency Criteria	Impact
Current Rule Language	5 or above Composite Proficiency Level plus 4 or above in each sub-test	Less than 2% of ELLs proficient
Proposed Rule Language	4 or above Composite Proficiency Level plus 4 or above in reading	18% of ELLs proficient



Thank You!

Discussion

