

ENGLISH LANGUAGE LEARNERS (ELL)  
UPDATE FOR  
SUNSHINE STATE TESOL  
2013

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Student Achievement through Language Acquisition  
Florida Department of Education  
May 16, 2013

# Agenda

## ELL Data

- CELLA/AMAO Data
- FCAT/EOC Data
- Graduation Data

## ELL and Common Core

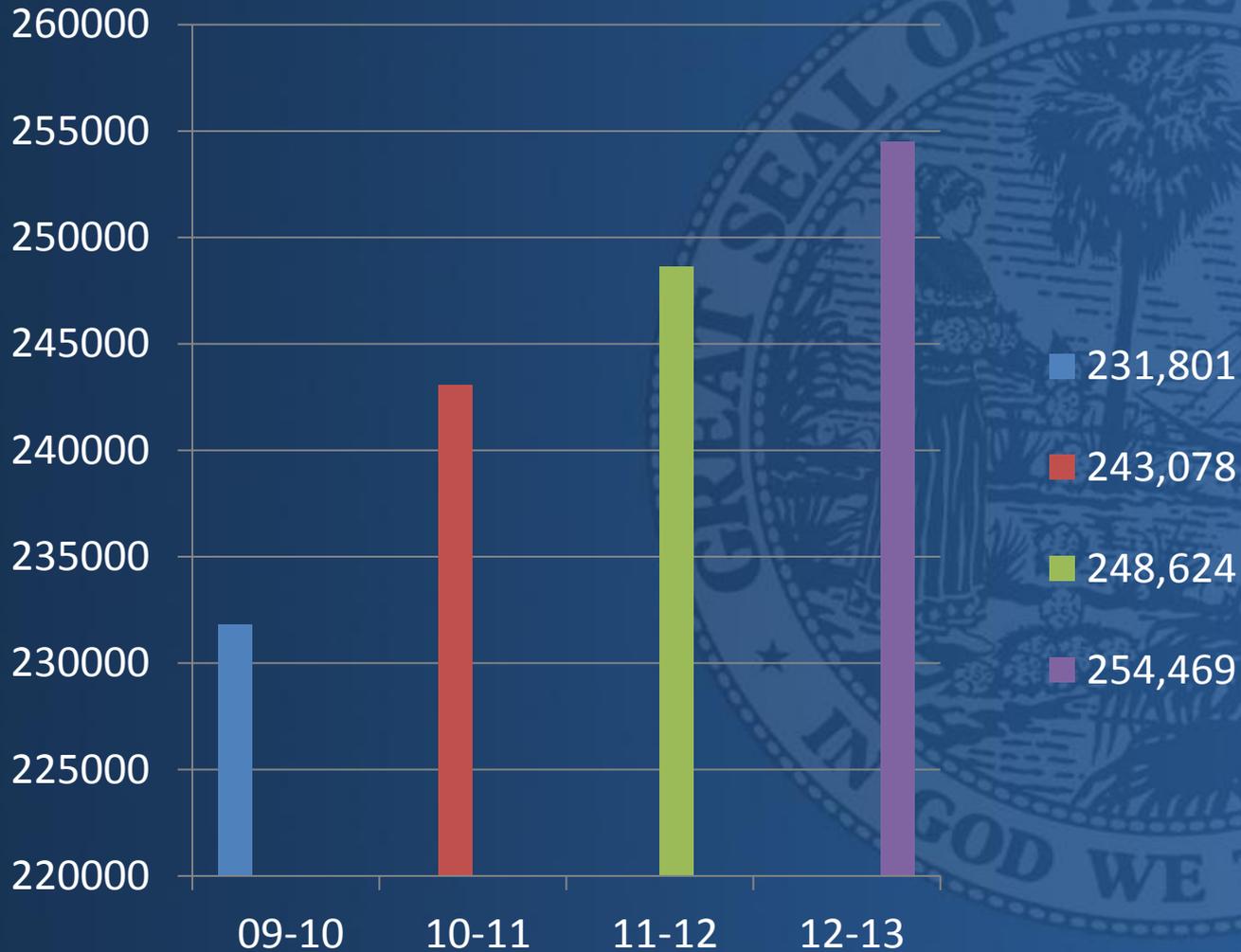
- PARCC
- ELPA21 Consortium
- English Language Development (ELD) Standards
- Next Generation Science Standards

## ELL Updates

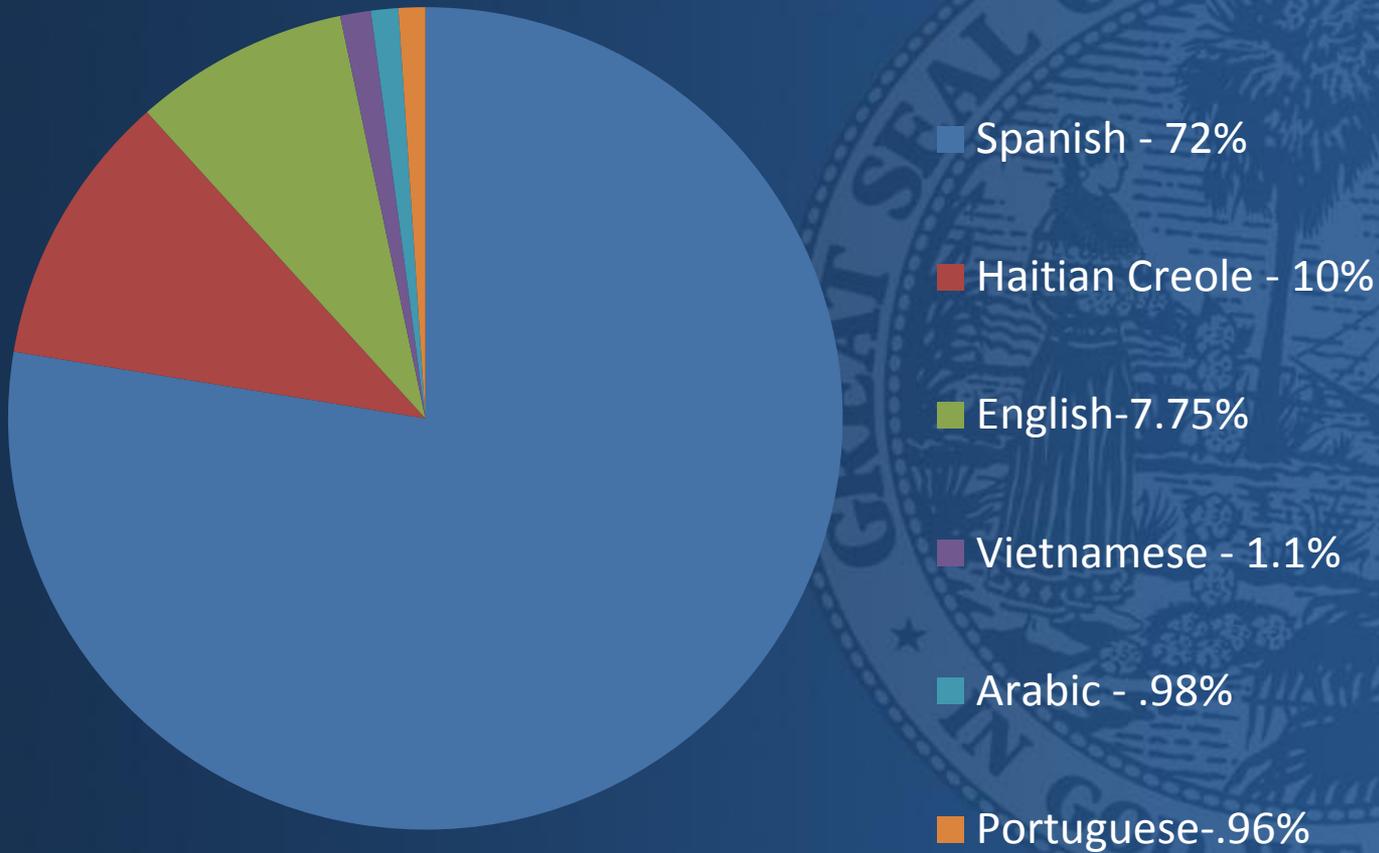
- Teacher Training Requirements
- Teacher Training/No Stop and Go
- ESOL Reading Pathway
- ESEA Waiver
- SALA Advisory Committee
- Florida's Education Scoreboard



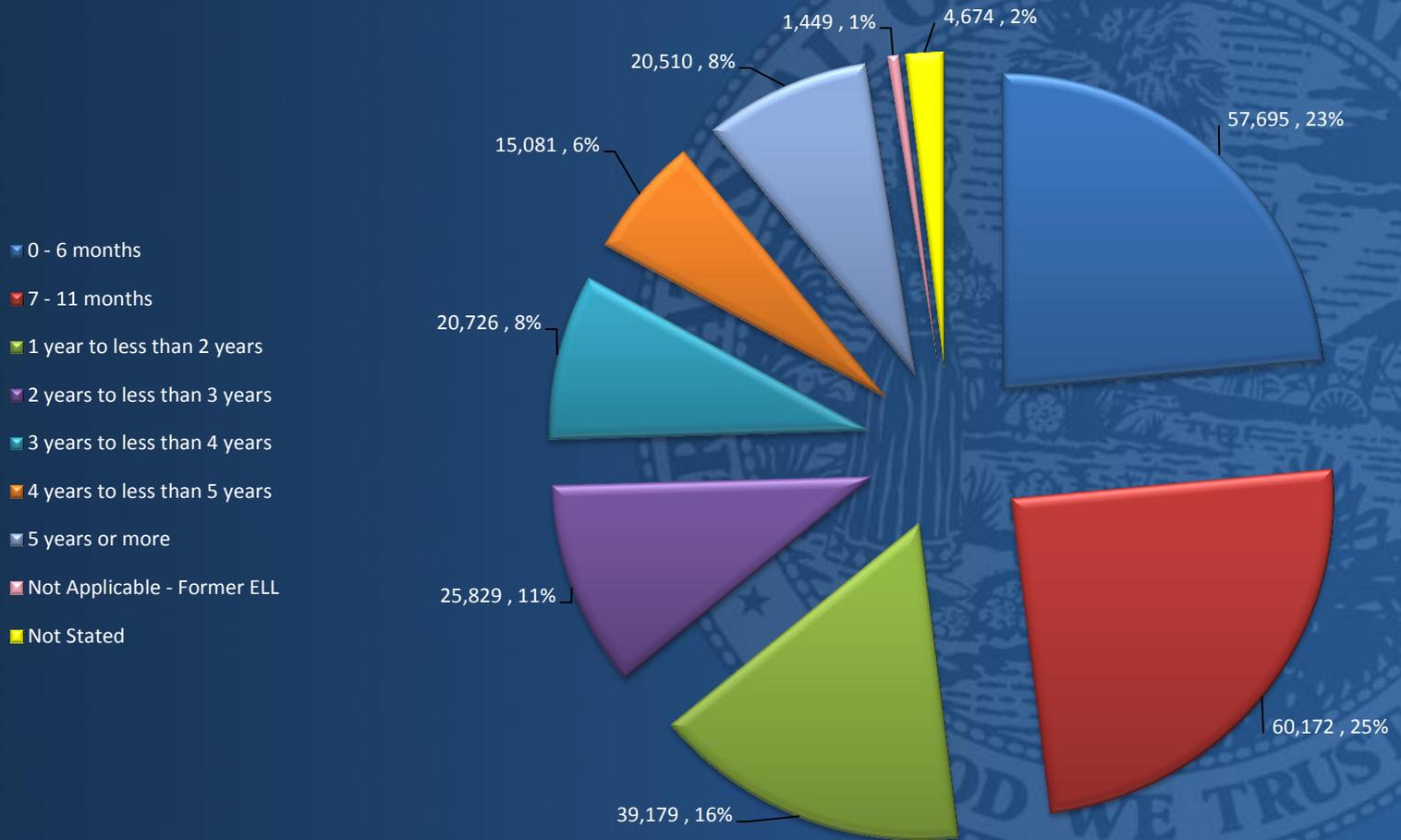
# ELL Population



# 2012 Native Languages of ELLs

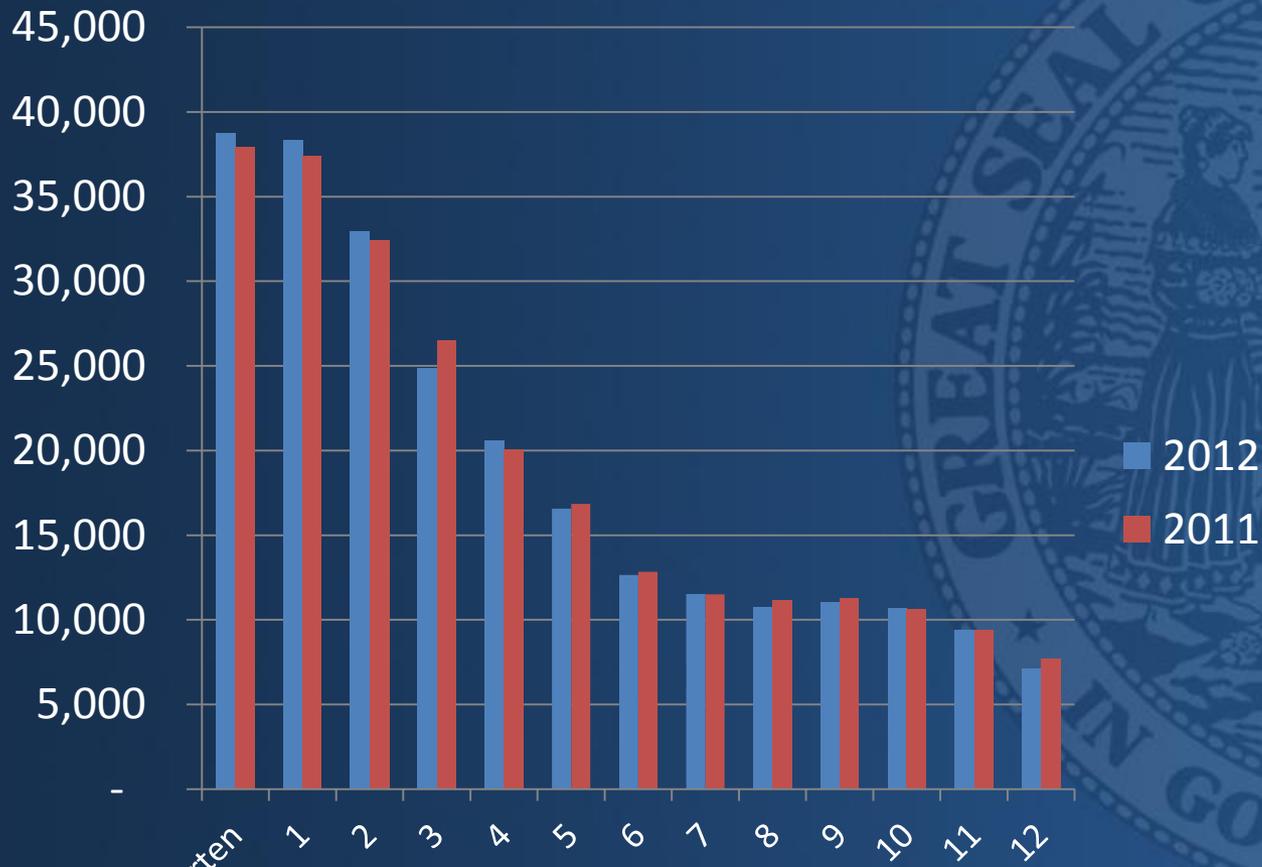


# Length of Time in English for Speakers of Other Languages (ESOL) Program Count



Source: Florida 2012 Spring CELLA State Results

# Comparison of ELLs Assessed with the CELLA 2012 versus 2011

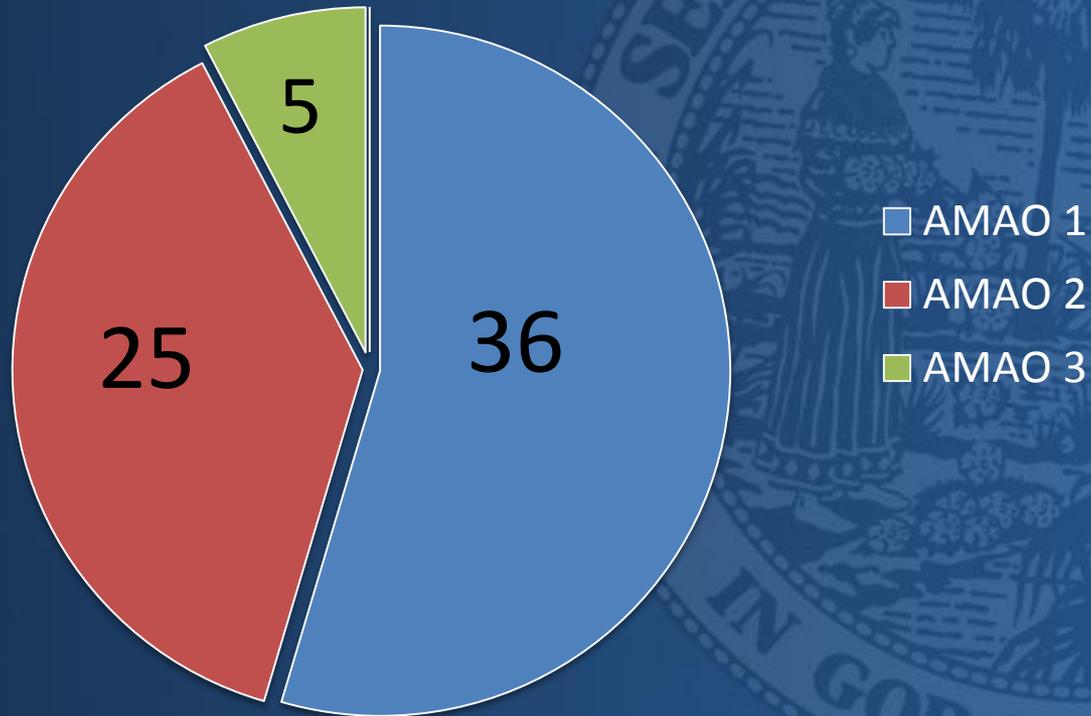


Grade	2012	2011
KG	38,762	37,925
1	38,347	37,407
2	32,965	32,421
3	24,847	26,496
4	20,602	20,078
5	16,573	16,838
6	12,652	12,828
7	11,517	11,505
8	10,779	11,131
9	11,060	11,290
10	10,699	10,634
11	9,413	9,367
12	7,099	7,705
<b>Total</b>	<b>245,315</b>	<b>245,625</b>

Source: Florida 2012 and 2011 Spring CELLA State Results

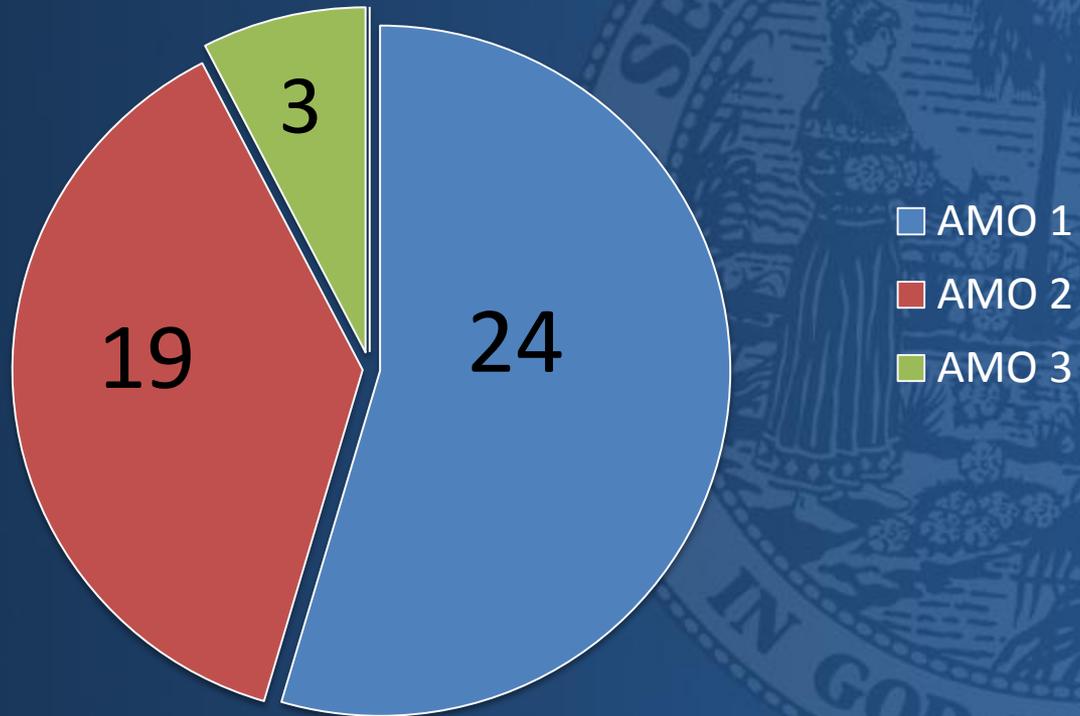
# AMAOs 2011

How Many Districts Made AMAO



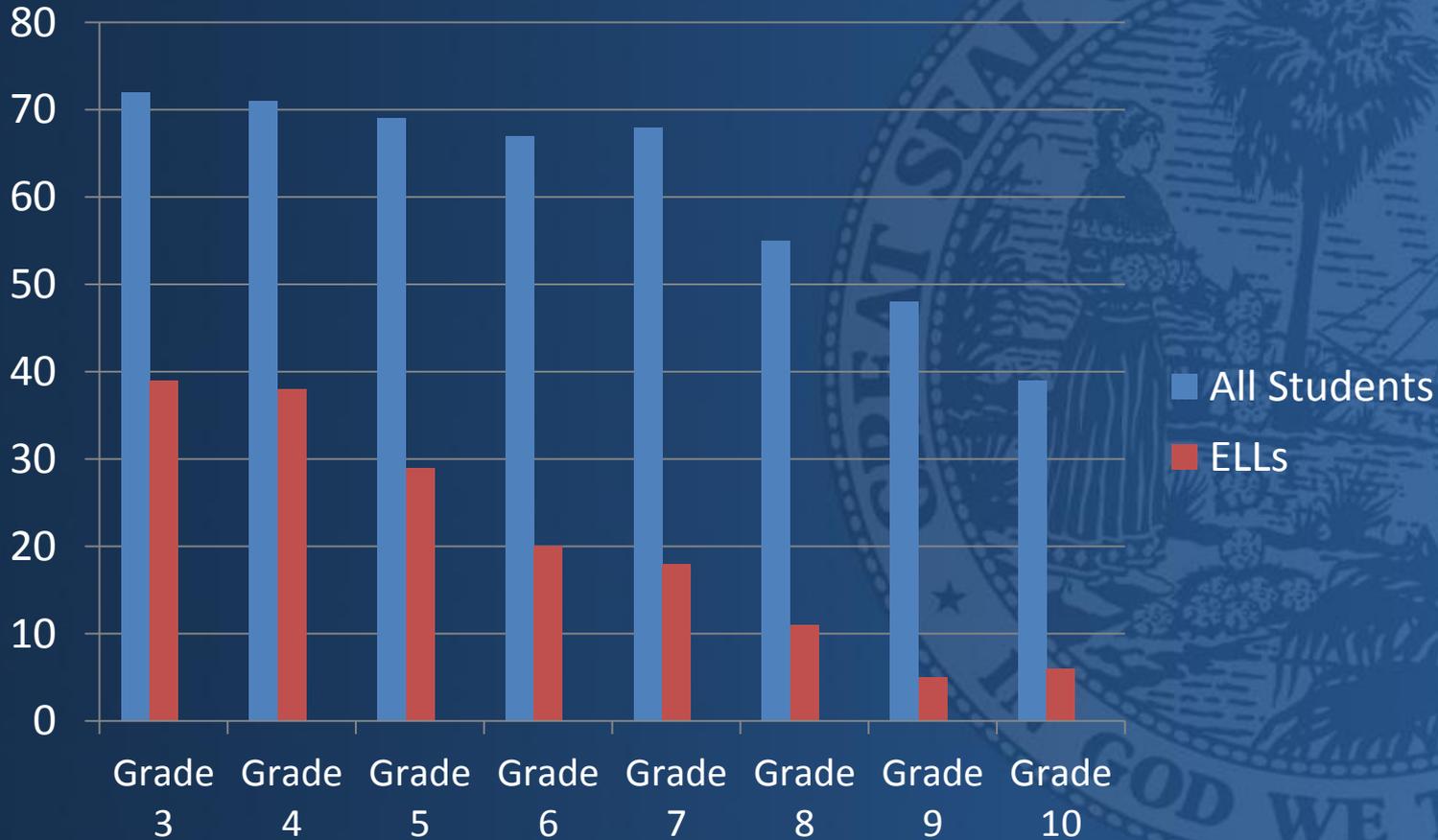
# AMOs 2012

How Many Districts Made AMOs



# 2011

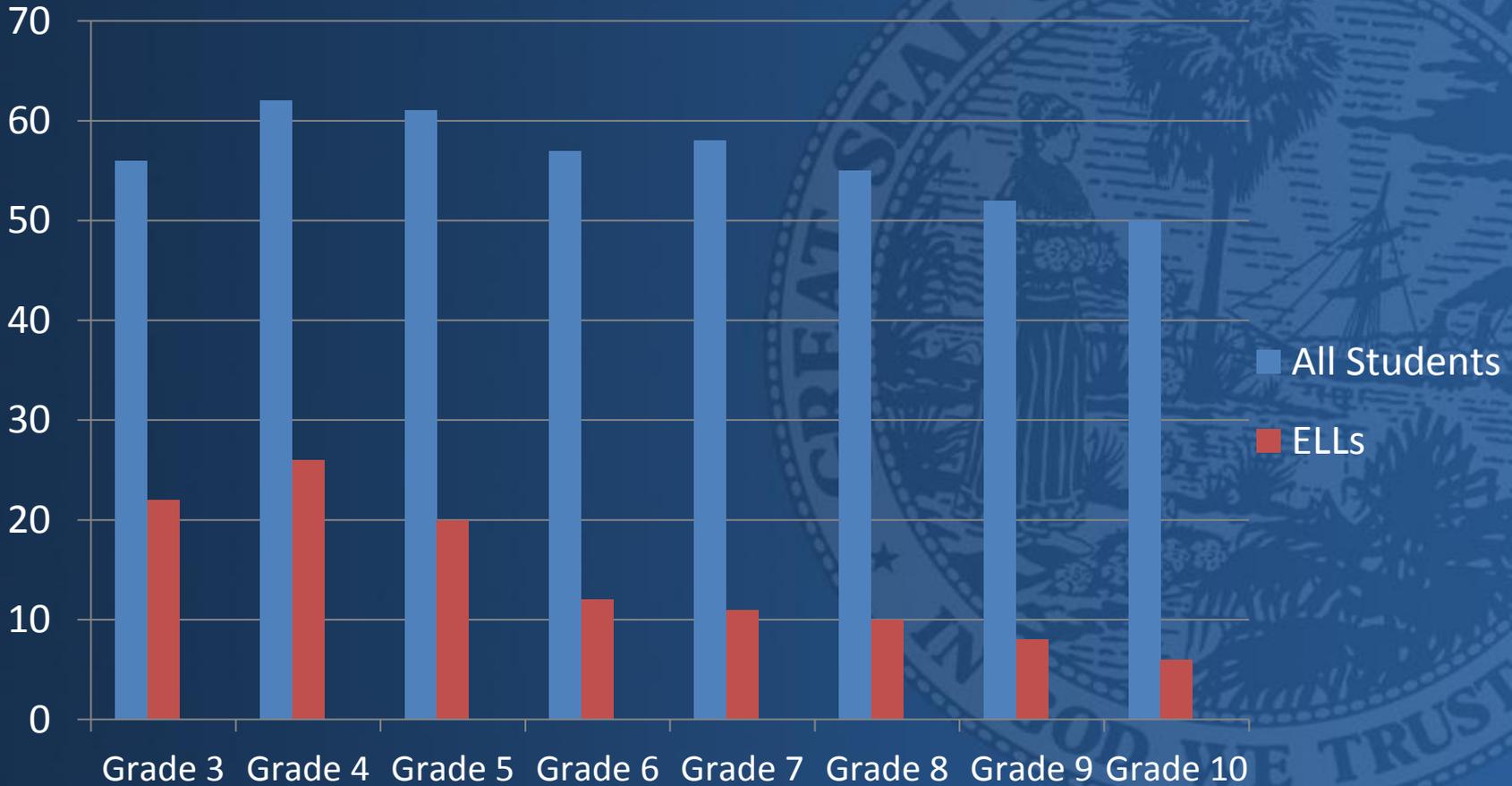
## % of students scoring proficient on FCAT 2.0 Reading



Source: FCAT 2.0 2011 Student Performance Results: State Reading Demographic Report

2012

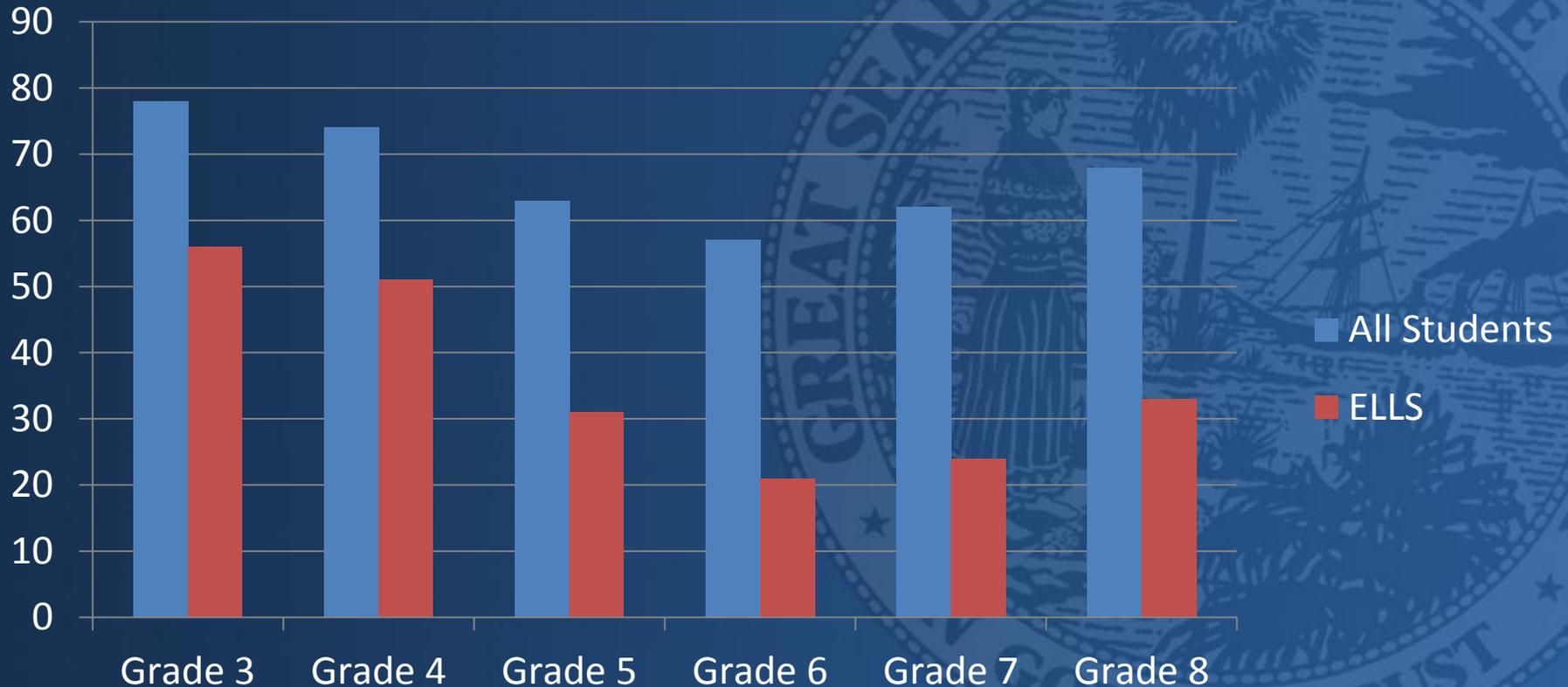
# % of students scoring proficient on FCAT 2.0 Reading



Source: <http://app1.fldoe.org/FCATDemographics/>

2011

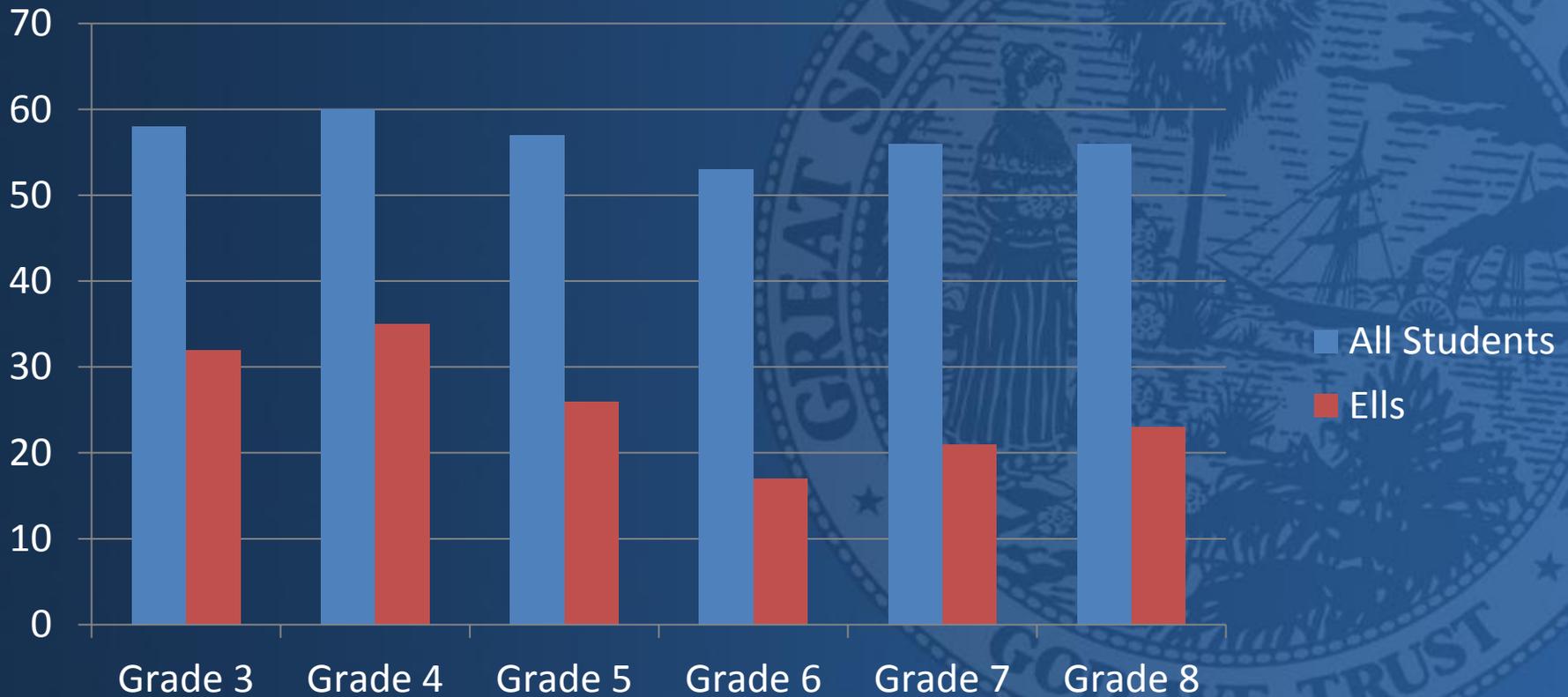
# % of students scoring proficient on FCAT 2.0 Mathematics



Source: FCAT 2.0 2011 Student Performance Results: State Mathematics Demographic Report

2012

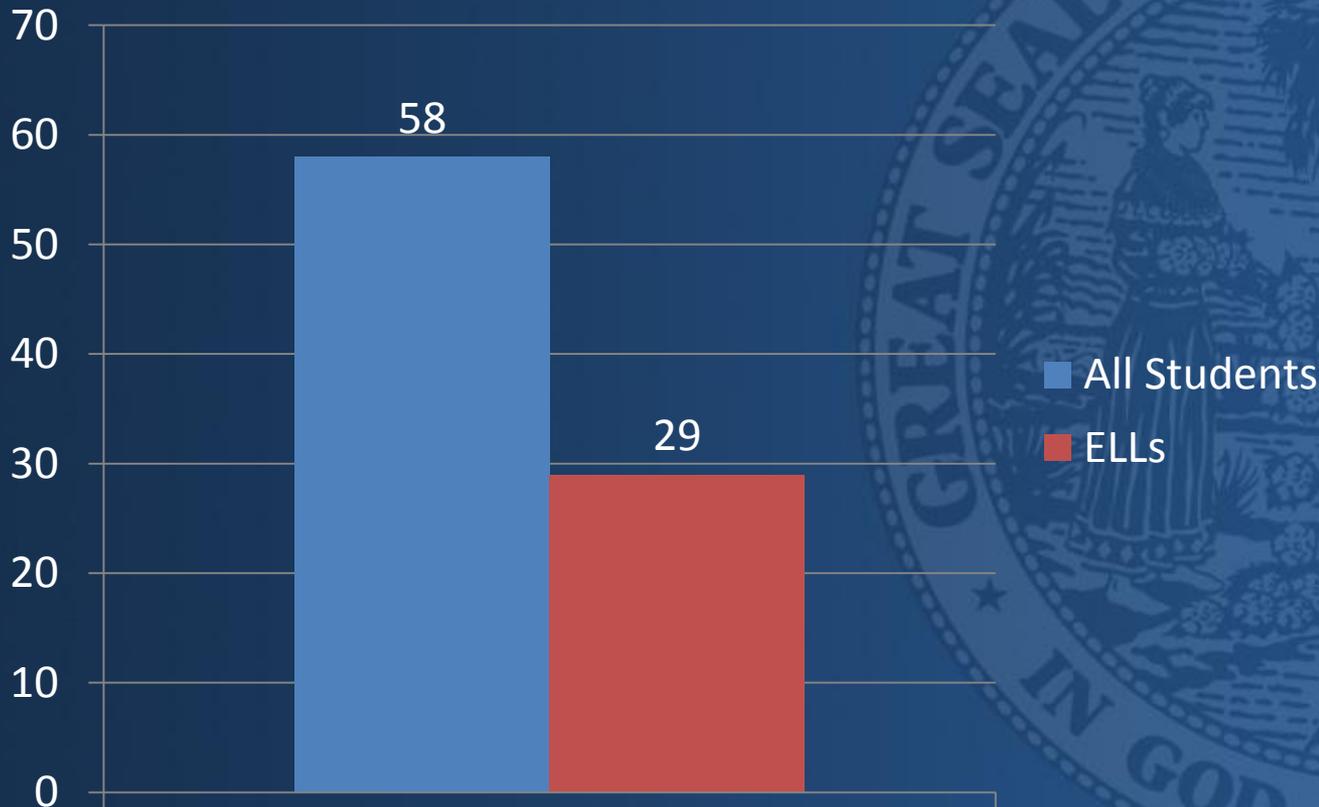
# % of students scoring proficient on FCAT 2.0 Mathematics



Source: FCAT 2.0 2012 Student Performance Results: State Mathematics Demographic Report

2012

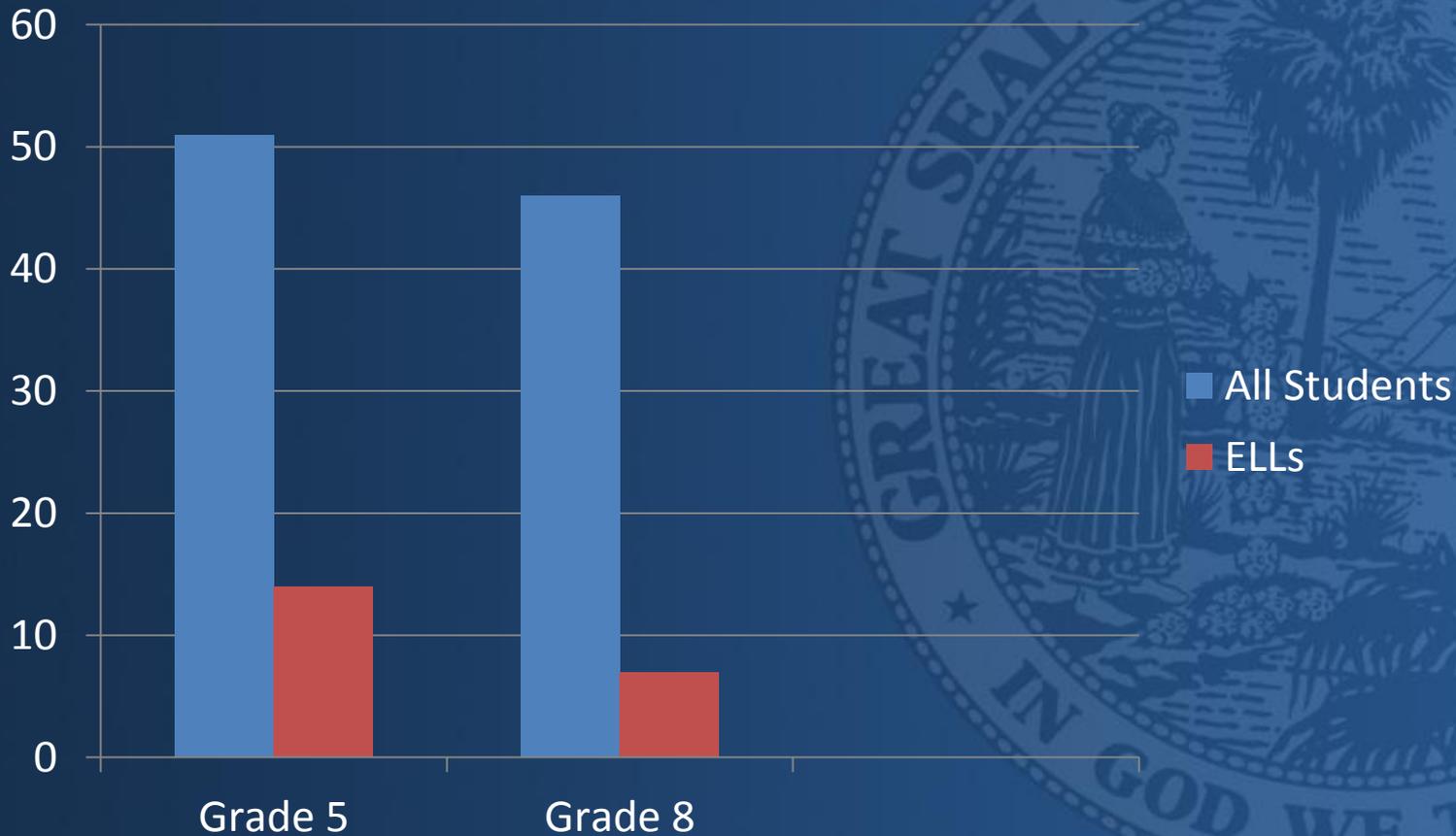
# % of students scoring proficient on Algebra End of Course (EOC) assessment



Source: <http://app1.fldoe.org/FEocDemographics/EOCMenu.aspx>

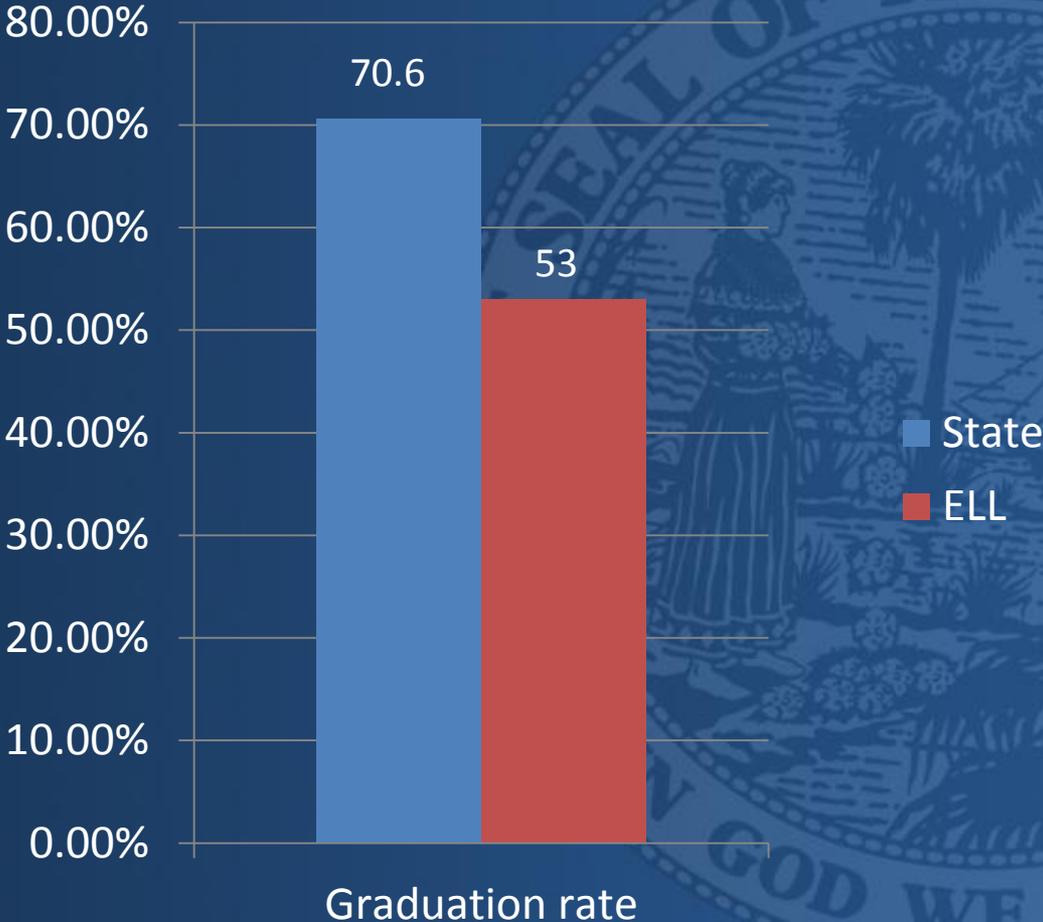
2012

# % of students scoring proficient on FCAT Science

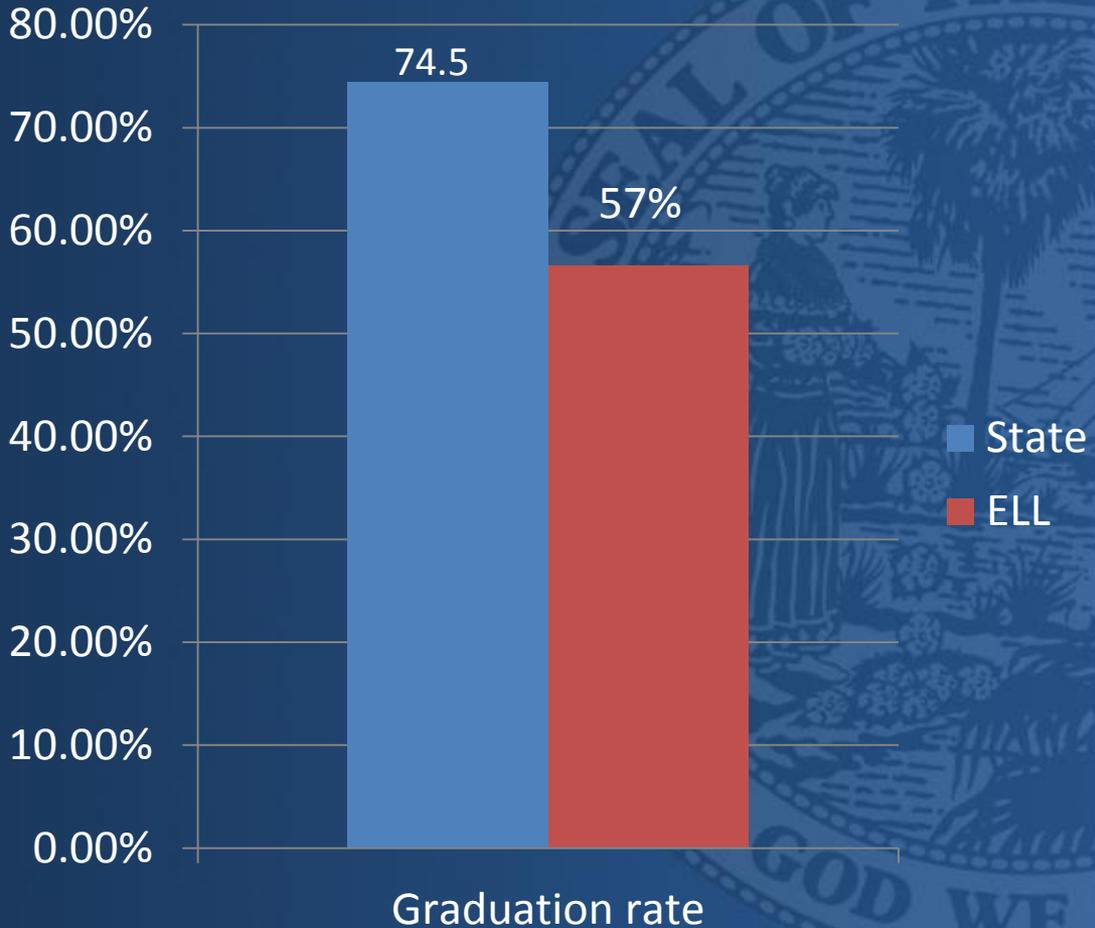


Source: FCAT 2012 Student Performance Results: State Science Demographic Report

# 2011 Federal Uniform Graduation Rate



# 2012 Federal Uniform Graduation Rate



# English Language Arts Common Core (ELACC) Standards

- Language Standards (L).
- Reading Standards for Literature (RL).
- Reading Standards for Informational Text (RI).
- Reading Standards for Foundation Skills (RF).
- Writing Standards (W).
- Speaking and Listening Standards (SL).

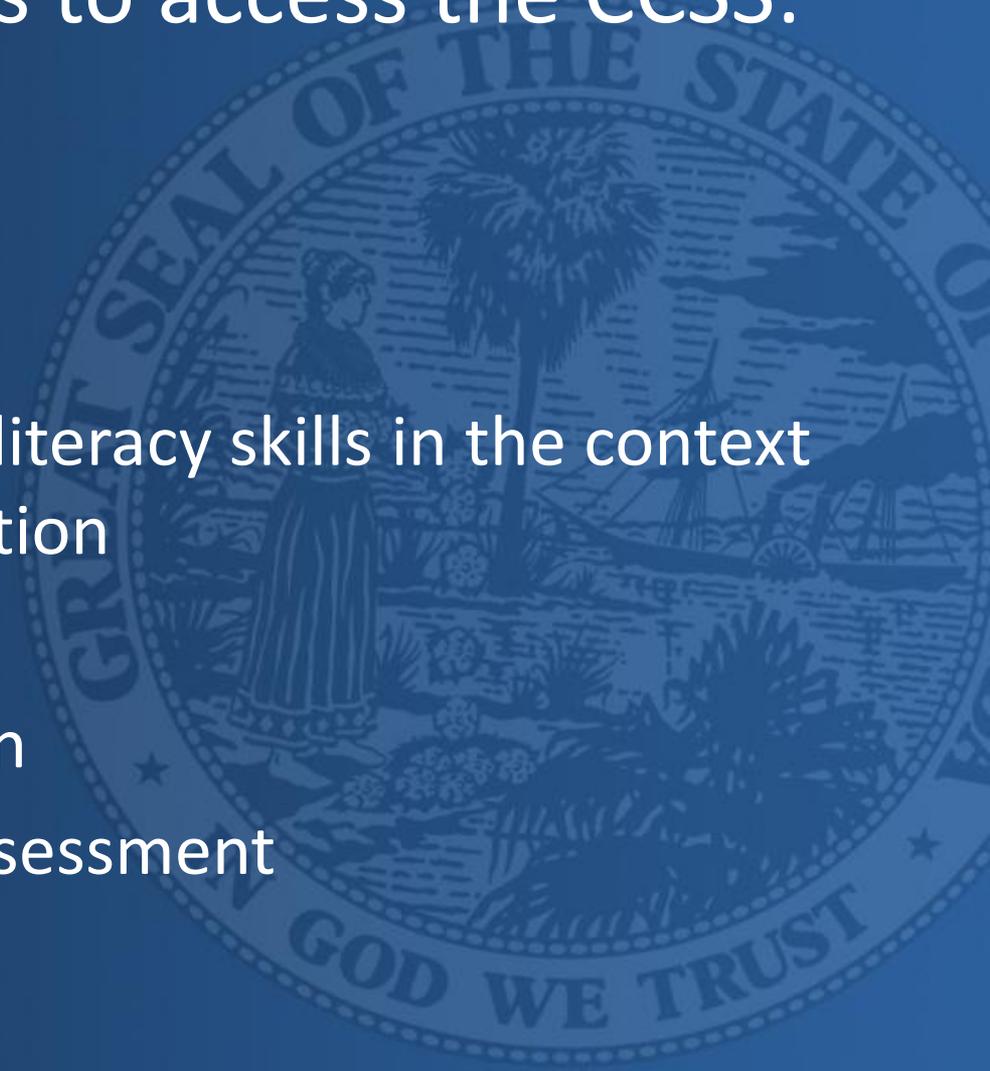
# What the CCSS do NOT define:

- How teachers should teach.
- All that can or should be taught.
- The nature of advanced work beyond the core.
- The interventions needed for students below grade level.
- The full range of support for English language learners and students with special needs.
- Everything needed to be college and career ready.

Citation: [www.corestandards.org/](http://www.corestandards.org/)

# Prerequisites for ELLs to access the CCSS:

- Building background
- Comprehensible input
- Develop language and literacy skills in the context of content area instruction
- Scaffolding instruction
- Practice and application
- Frequent, formative assessment



# Strategies for ELLs

- Make close reading and rereading of texts central to lessons.
- Provide scaffolding that does not preempt or replace text.
- Ask text dependent questions from a range of question types.
- Emphasize students supporting answers based upon evidence from the text.
- Provide extensive research and writing opportunities (claims and evidence).
- Target instruction based on language objectives.

# Strategies, cont.

- Offer regular opportunities for students to share ideas, evidence and research.
- Offer systematic instruction in vocabulary, specifically academic and content vocabulary and idiomatic expressions.
- Ensure wide reading from complex text that varies in length.
- Provide explicit instruction in grammar and conventions.
- Cultivate students' independence and culture.
- Engage ELLs before, during and after reading.

# Recognize that academic language differs from social language

1. Discourse level: Discourse complexity - quantity and variety of oral and written text.
2. Sentence level: Language forms and conventions - types, array, and use of language structures.
3. Word/phrase level: Vocabulary usage - specificity of word or phrase choice.

# Common Core for ELLs

- Increased collaboration among all the teachers of ELLs in a grade level, in a school
- Increased integration of math, science, and social studies content
- Language-based standards provide the opportunity for students to become aware of the conventions of English necessary not only to understand content but also to communicate effectively and clearly, both orally and in writing

# Common Core for ELLS cont'd

- Increased development of individual student meta-linguistic awareness
- Listening and speaking standards implementation will provide ELLs the opportunity to use academic language in oral settings with teacher guidance
- Increased realization of the need to know the English level of the ELL for content area instruction
- Increased realization for use of accommodations and scaffolding for ELLs
- Goal to make ELLs independent, productive learners and workers, self-reliant and successful in either post-secondary study and/or career

# Partnership for Assessment of Readiness for College and Careers (PARCC)

- 26 states formed the PARCC to create a next-generation assessment system, ensuring that students across the country meet common, high standards that will prepare them for their futures.
- PARCC assessments will be aligned to the Common Core State Standards and enable cross-state comparisons of results.
- The Partnership's assessment system will be *anchored in college and career readiness*.
- The Partnership will pool expertise and resources to develop the nation's highest quality assessments.

## PARCC cont.

- Students will take parts of the assessment at key times during the school year, closer to when they learn the material.
- PARCC assessments will include sophisticated items and performance tasks to measure the standards more effectively.
- PARCC assessments will be computer based.
- PARCC assessments will include accommodations for ELLs, visit <http://www.parcconline.org/parcc-draft-accommodations-manual>

For additional information visit

<http://www.fldoe.org/parcc/pdf/prosum.pdf>

# English Language Proficiency Assessment for the 21<sup>st</sup> Century (ELPA21) Consortium

- Florida is participating in an enhanced assessment grant (EAG) from USDOE called the ELPA21 Consortium.
- USDOE required all ELPA21 states to agree to a common set of English Language Development (ELD) Standards in English Language Arts and Math.
- For additional information, please visit:  
[http://www.k12center.org/rsc/pdf/elpa21\\_consortium.pdf](http://www.k12center.org/rsc/pdf/elpa21_consortium.pdf)

# ELPA21 will

- Develop common English Language Development (ELD) Standards and proficiency levels
- Correspond to Common Core English Language Arts and Math Standards
- Provide guidance document on interpreting data, specifically for content area teachers
- Annually assess six grade bands: K, 1, 2–3, 4–5, 6–8, 9–12 in all four domains, listening, speaking, reading, and writing

# English Language Development (ELD) Standards will provide:

- The language domain and broad statement of what an ELL is expected to understand.
- The minimum academic path necessary to achieve proficiency for each language domain.
- The skill level at which an ELL can access core curriculum for each language domain.
- A focused description of what an ELL is expected to know and be able to do in English at the end of instruction.
- A description of the English language skill level at which an ELL can access instruction.
- An observable student action used to judge learning.

# Next Generation Science Standards

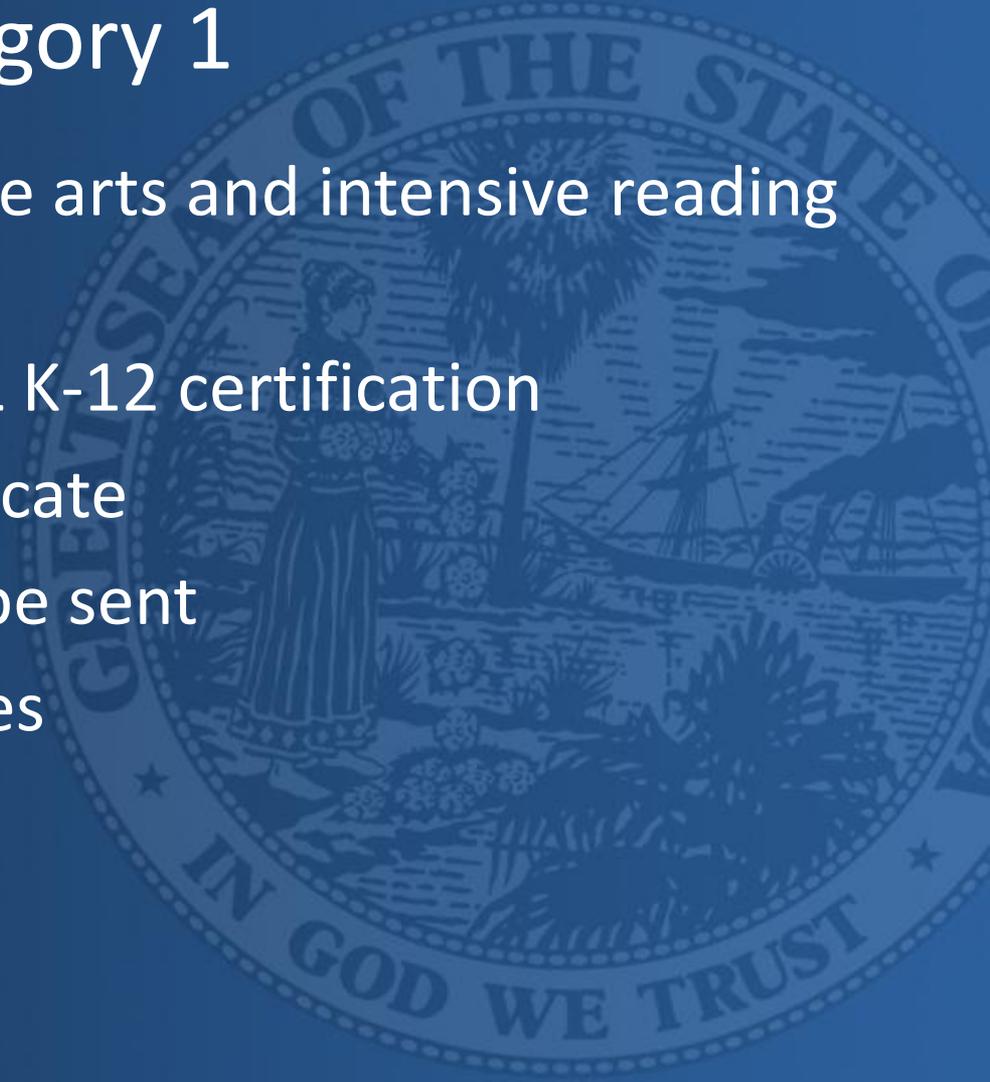
- Developed by states, for states
- Recently released: April 9, 2013
- Developed with ELLs in mind
- Not currently adopted by Florida
- For more information, visit

<http://www.nextgenscience.org/>

# Teacher Training Category 1

Category I-Primary language arts and intensive reading teachers ---

- ESOL endorsement/ESOL K-12 certification
- Added to teaching certificate
- Out-of-field letter must be sent
- Document ESOL strategies
- FTE 130 may be claimed



# Teacher Training Category 2

Category 2-Content area teachers of math, science, social studies and computer literacy

- 60 hours of in-service or 3 college-semester hours by 9/15 of following year
- Is not added to teaching certification
- No out-of-field letter is sent
- Document ESOL strategies

# Teacher Training Category 3

Category 3-Teachers or individuals that provide specialized instruction for ELLs that are not included in Category 1 and Category 2.

- At least 18 hours of ESOL in-service by 9/15 of the following year
- Includes physical, occupational and speech and language therapists who are assigned to an ELL's schedule with the appropriate code designation listed in Course Code Directory.
- ESOL training requirement applies to contracted individuals and therapists
- No FTE may be claimed

# Teacher Training Category 4

Category 4-school based administrators and guidance counselors

- Must complete 60 hours of ESOL training within 3 years of assignment
- Kept locally, not reported to DOE
- Prior ESOL coursework can be used
- No FTE may be claimed
- Stipulated in 2003 Modification to the Consent Decree, <http://www.fldoe.org/aala/pdf/stipulation.pdf>

# Stop and Go

History of Policy---Training mandates were interpreted to apply only to Category 1 teachers pursuing the ESOL endorsement who were responsible for ELLs in a given school year.

Due to the NCLB requirement of highly-quality teacher status and accountability, and compliance through ESOL-infused teacher education programs, this interpretation is no longer necessary.

To alleviate FTE audit findings and simplify certification issues, many districts have already eliminated stop and go training through employment policies and contracts.

# Stop and Go cont.

In a nutshell: Once assigned an ELL, Category I teachers must complete:

- 60 hours of ESOL training within two years
- at least 60 hours of ESOL training each consecutive year until the ESOL endorsement is complete regardless of ELL assignment
- ESOL endorsement within 6 years of initial assignment of an ELL
- ESOL endorsement must be added to existing teaching certificate

# ESOL-Reading Pathway

- Expert committee determined duplication
- Plan to proceed through rule-making process
- Possibly summer or fall 2013
- Meetings throughout state inviting comment
- For more information, visit

<http://www.justreadflorida.com/endorsement/>

# Flexibility Waiver

- Goal to reduce the number of non-proficient students in reading and math by 50% by 2016-2017 (learning gains approach – 2010-2011 baseline data)
- Since ELLs are often in the lowest 25% of assessment results and show significant gains on statewide assessments, schools grades were often positively impacted
- To identify ELLs, school districts are required to use the date of entry into a school in the United States, not into the country which would have negatively impacted school grades

# SALA Advisory Committee

- Purpose : The purpose of the Student Achievement through Language Acquisition (SALA) Advisory Committee for English Language Learners (ELLs) is to provide policy guidance with respect to the provision of education and related services for Florida's English Language Learners (ELLs).
- Recommended by former Commissioner's Taskforce on Accountability & Inclusion
- Currently 9 members
- First Conference Call – April 11, 2013

# Florida's Education Scoreboard

- Commissioner Tony Bennett Priority
- Presented to the State Board of Education
- Objectives:
  - Set Targets
  - Keep Score
  - Unite Efforts
- Targets:
  - 90% of students will be grade level proficient (Proficiency)
  - 60% of students will earn AP, IB, Dual Enrollment, or an Industry Certification (College/Career Acceleration)
  - 90% of students will graduate in four years or less (Graduation)
  - 90% of students will be successful in post-secondary or career (Post-secondary Success)

For more information, visit

[http://www.fldoe.org/board/meetings/2013\\_04\\_16/score.pdf](http://www.fldoe.org/board/meetings/2013_04_16/score.pdf)