

English Language Learners State of the State Update

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State of the State Assessment Results for Florida's English Language Learners (ELLs)

- FCAT
- CELLA
- Performance Trends
- Future Actions



Florida Ranks Second of 51 in Diversity in the U.S.

<http://projects.nytimes.com/immigration/enrollment/florida>

April 22, 2009

Students, in 2006	2,583,329	
White	1,249,588	48%
Black	617,175	24%
Hispanic	646,826	25%
Asian	61,809	2%
Native American	7,931	0%

What Do ELLs in Florida Look Like?

The needs of ELLs in Florida are significant but surmountable!

- 240,000 ELLs in Florida ≈ 11%
- 300 different languages spoken
- 74% of ELLs - Spanish is native language
- 11% of ELLs - Haitian-Creole is native language
- 15% of ELLs – other languages

Language (CELLA) Vs. Content (FCAT)

- Language proficiency (CELLA) is reflective of the language associated with content, where as
- Academic achievement (FCAT) resonates the knowledge and skills associated with the content



FCAT and Florida's ELLs

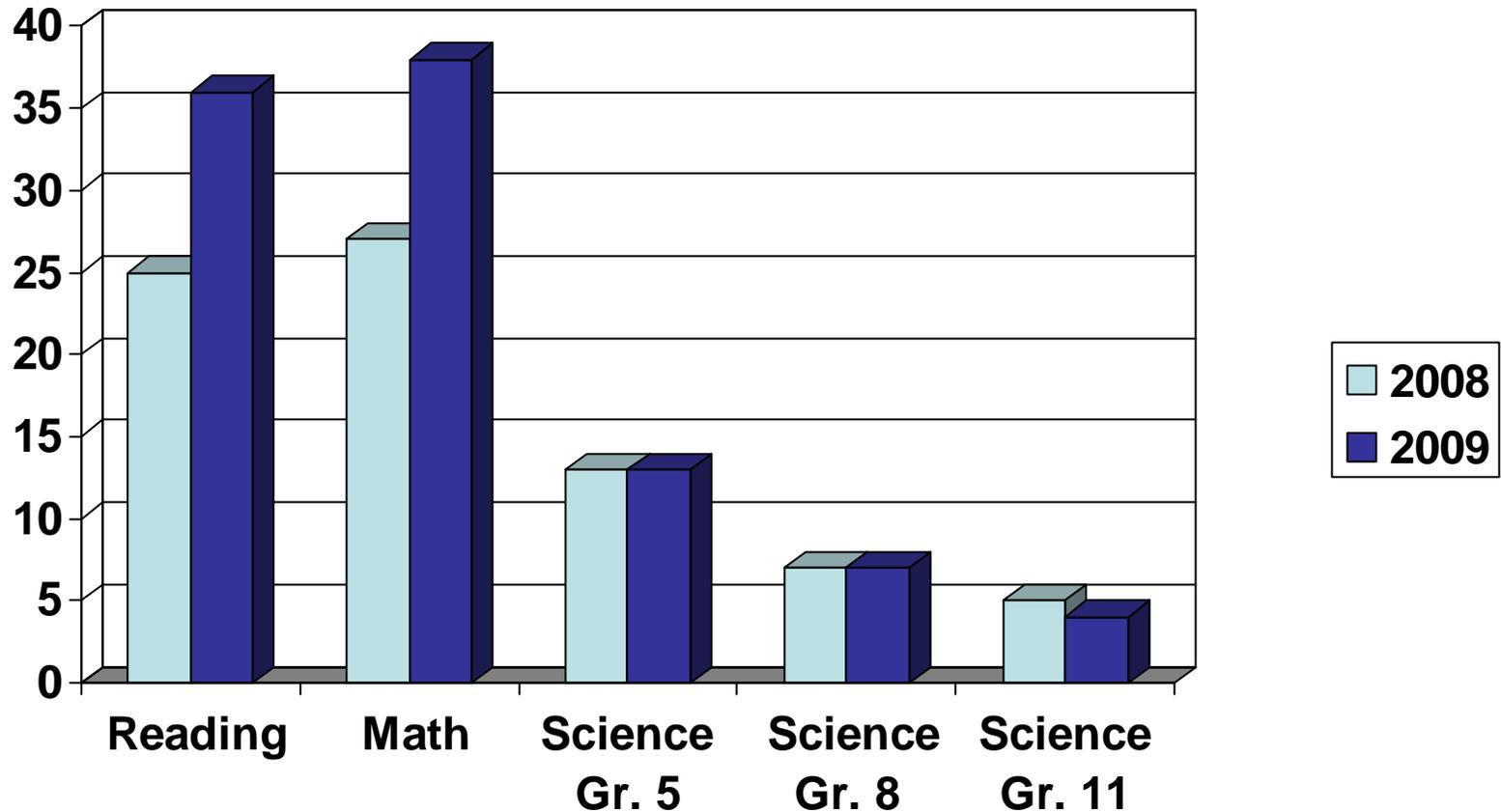


- 1,557,280 children, in grades 3-10 took FCAT reading and math, in the spring of 2009
- 106,917 of those students were English language learners
≈ 7% of FCAT's test-takers

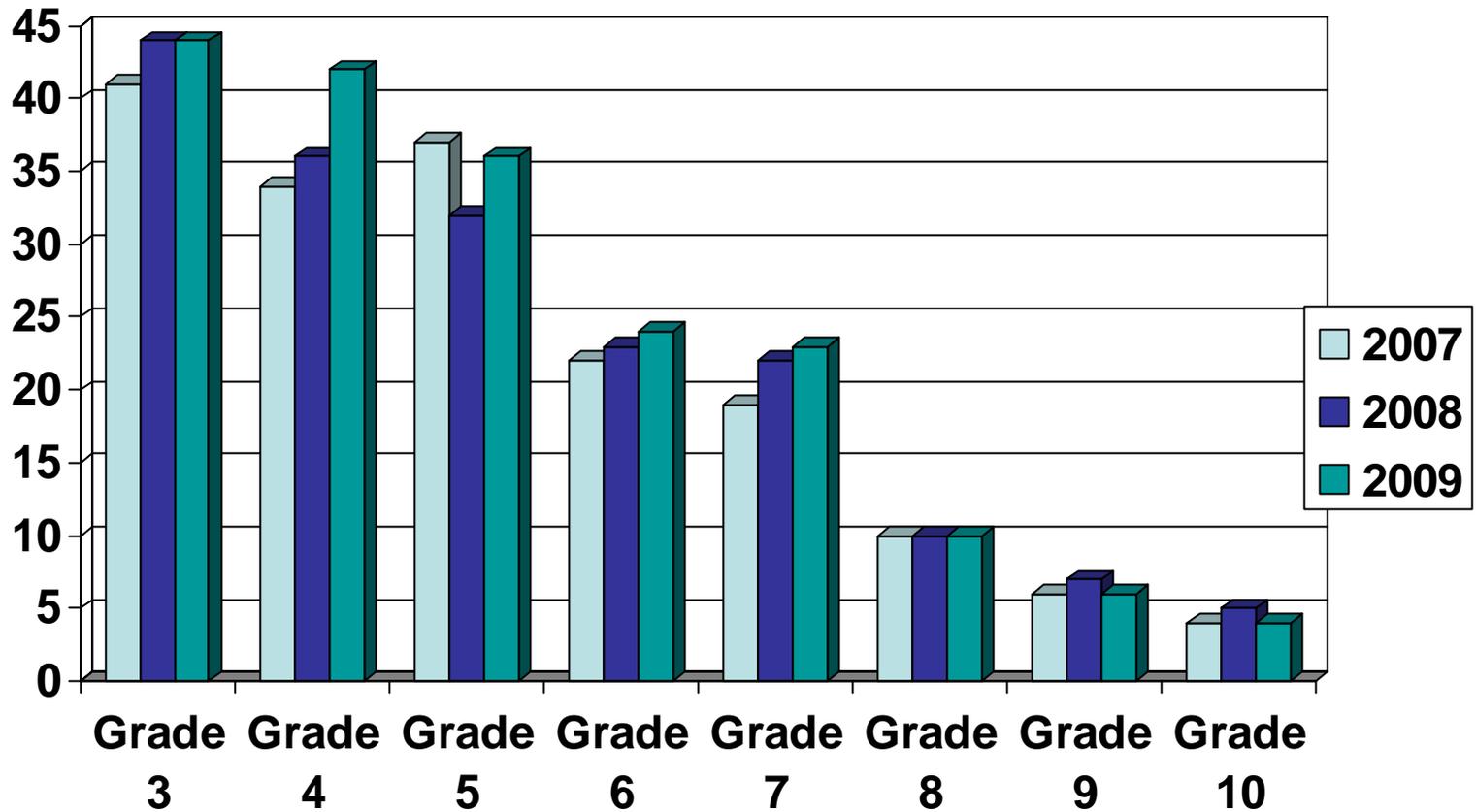
Student Achievement Among ELLs FCAT '2009

- In reading there was a 1% gain
- In mathematics there was **no** gain,
- In science, there was:
 - = **no** increase for grade 5
 - > 1% **increase** for grade 8 and
 - <- 1% **decrease** for grade 11

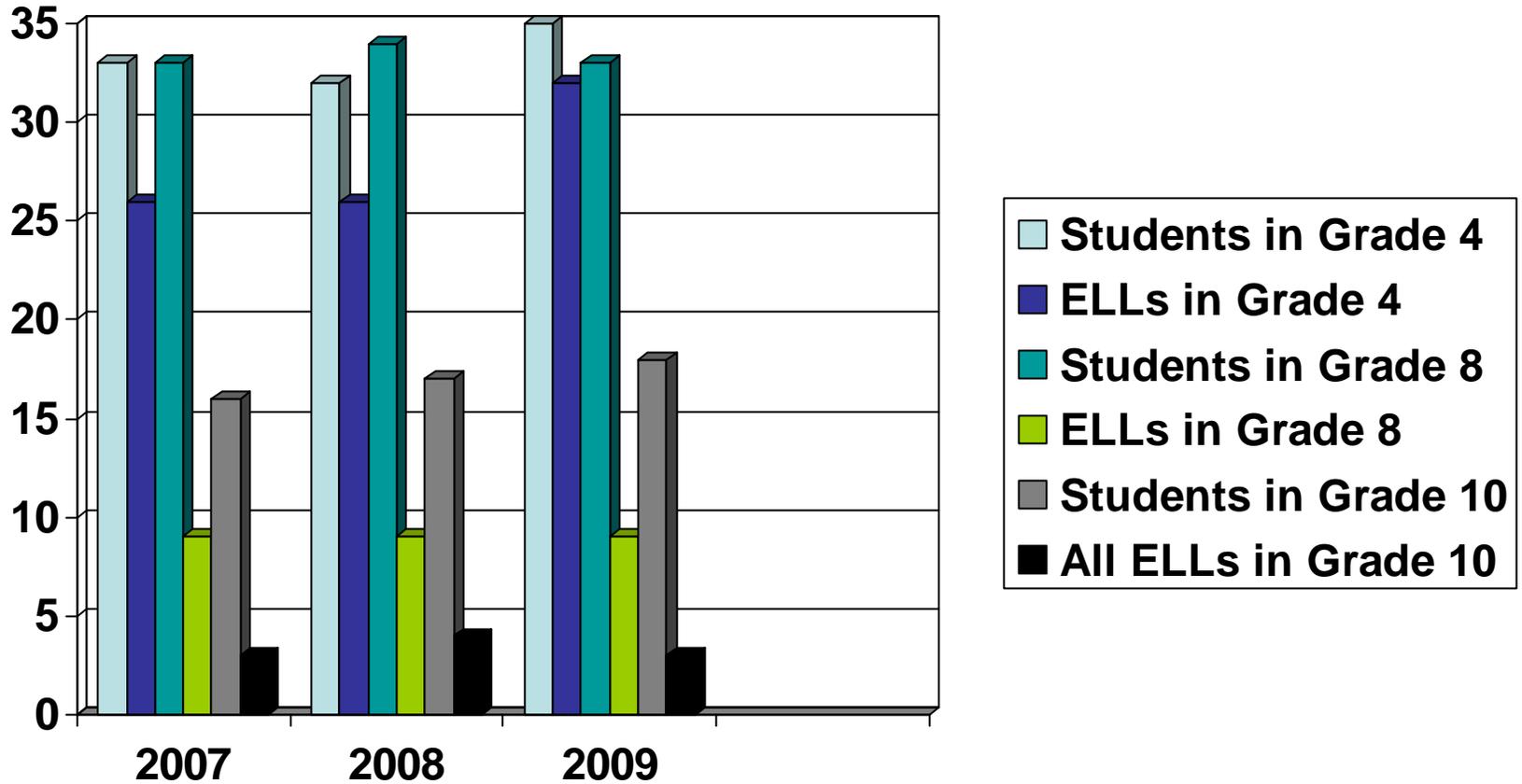
Percent of English Language Learners Proficient in FCAT



Performance of ELLs on FCAT Achievement Level 3 or Above in Reading for Grades 3 – 10



ELLs vs. All Level 3 FCAT Reading



Comprehensive English Language Learning Assessment (CELLA)

- Florida uses the CELLA to measure the growth of students classified as ELLs in mastering the skills in English needed to succeed in school
- CELLA is a four-skill (listening, speaking, reading & writing) language proficiency assessment, providing program accountability in accordance with Title III of NCLB

The CELLA Tests Four Areas:

Level	Grade Cluster	Speaking	Listening, Reading and Writing	Total Test Time
A	*K-2	K – 15 min.	45 min.	1 hr
		1 - 15 min.	45 min.	1 hr
		2 - 15 min.	1 hr 20 min.	1 hr 35 min.
B	3-5	10 – 15 min.	2 hr. 20 min.	2 hr. 35 min.
C	6-8	10 – 15 min.	2 hr. 20 min.	2 hr. 35 min.
D	9-12	10 – 15 min.	2 hr. 20 min.	2 hr. 35 min.

* All Kindergarten children are assessed one-on-one for entire test

2009 Assessment

Grade Level	Number of Students	Time Assessing
Kindergarten	37,103	2 hours per student
1-2	67,185	1 hour 35 min.
3-5	60,574	2 hours 35 min.
6-8	36,380	2 hours 35 min.
9-12	37,998	2 hours 35 min.

CELLA Components for 2009

Sub Tests	Number of ELLs Tested
Listening and Speaking	239,244
Reading on Grade Level	227,812
Writing on Grade Level	228,058
Reading off Grade Level	11,461
Writing off Grade Level	9,472

Annual Measurable Achievement Objectives (AMAOs)

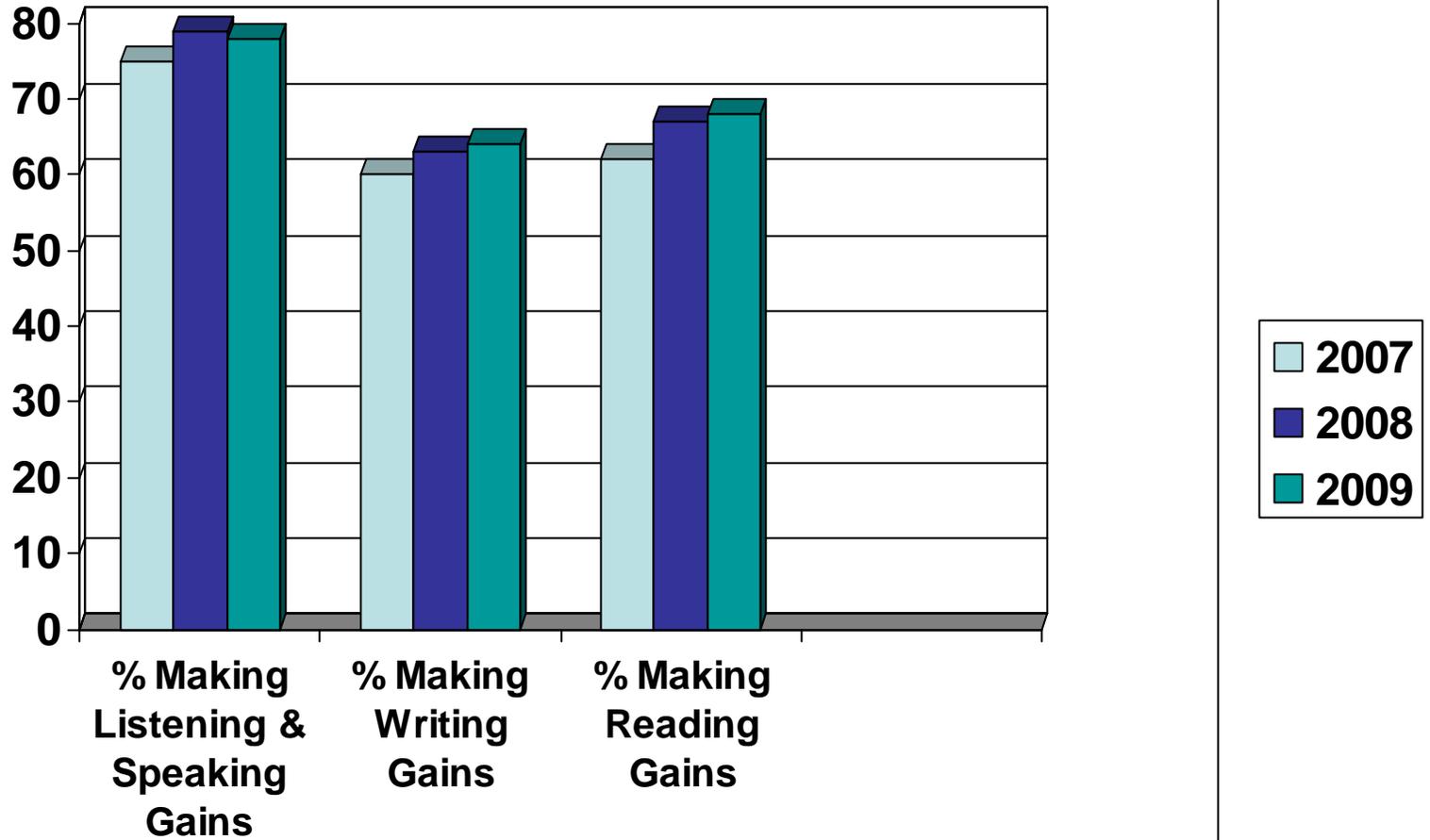
- Accountability for ELLs is required under NCLB as measured by annual performance targets that must be met by all Title III-funded LEAs.
- School year 2006-07 was the first year districts receiving Title III were held accountable for meeting the three AMAOs.

What does AMAO represent?

- AMAO 1 = Progress; percent of K-12 ELLs making gains (moving up a proficiency level (s) or proficient) in each of the CELLA domains: Listening/Speaking, Writing and Reading.
- AMAO 2 = Proficiency; percent of each grade cluster of students (K-2, 3-5, 6-8, and 9-12) who score proficient in all CELLA domains.
- AMAO 3 = Proficiency in math and reading as measured by FCAT (AYP)

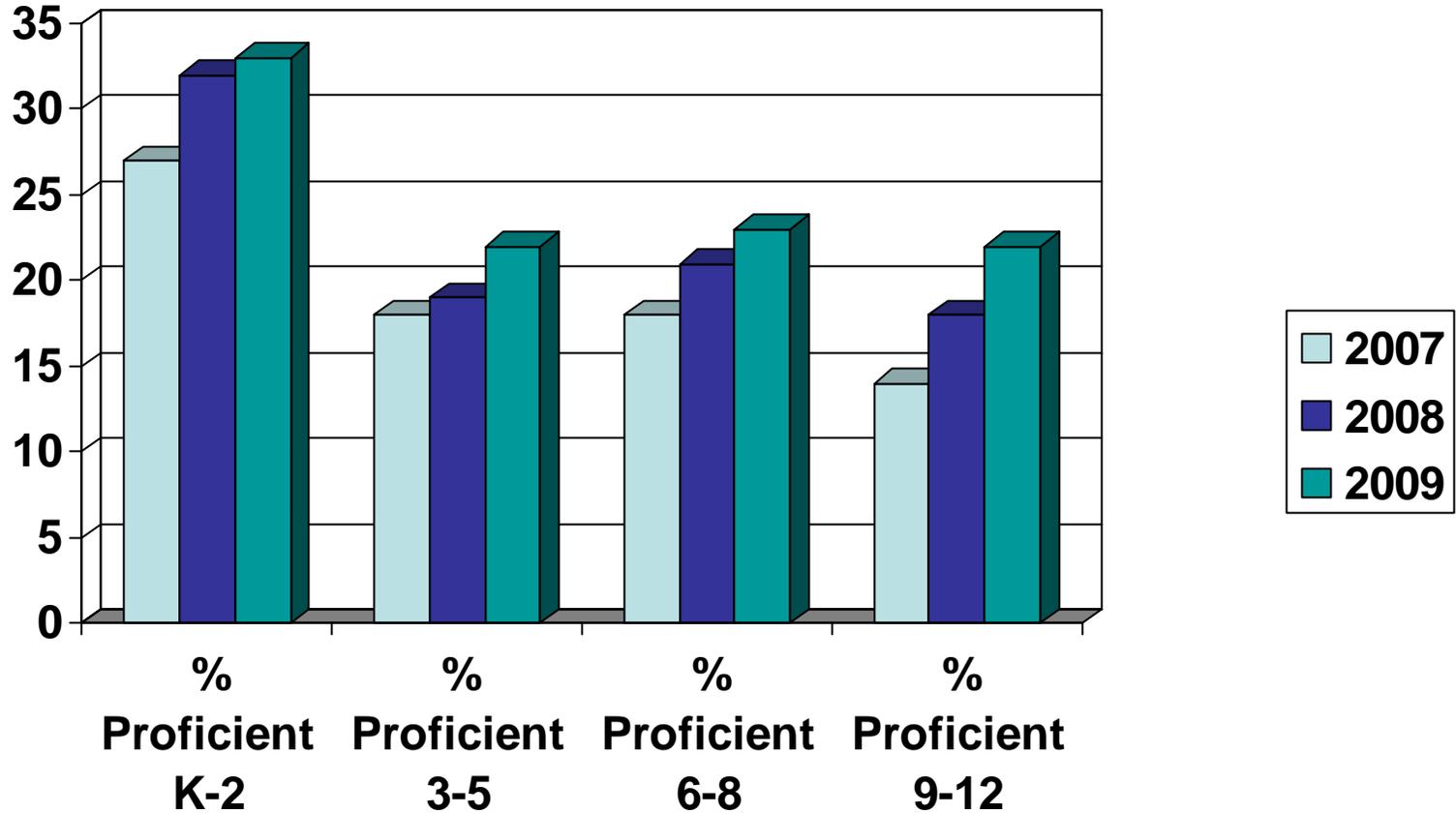
AMAO 1

Making Gains



AMAO 2

Making Progress toward Proficiency



Districts that Met all Three (3) AMAO's for 2009

- Escambia
- Flagler
- Leon
- Pinellas



Future Actions

Encourage districts to:

- Utilize Title III funding for Professional Development with content area math and science teachers, by enhancing the development of academic language, especially among middle and secondary school ELLs
- Analyze multiple data sources to drive ELL instruction
- Sustain academic rigor
- Utilize CELLA by adhering to measureable student performance targets

A photograph of a classroom scene. In the foreground, the back of a young girl with dark hair in pigtails, wearing a red shirt, is visible. She has her right hand raised. To her left, another student's hand is raised. In the background, a chalkboard is filled with faint, illegible mathematical formulas. Other students' hands are raised in the air, suggesting an interactive lesson or a Q&A session.

Questions?