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K12: 2005-82

MEMORANDUM

TO: District School Superintendents

FROM: Jim Warford, K-12 Chancellor

Mary Laura Openshaw, Director, Just Read, Florida!

DATE: June 23, 2005

SUBJECT: *Enrollment of Limited English Proficient Students in Required Intensive Reading Courses*

While Florida leads the nation in narrowing the achievement gap in reading, assisting schools in increasing the number of students reading at grade level continues to be a major focus of the Department of Education. In compliance with the policy and guidance developed by the Just Read, Florida! Office for district implementation of the Florida Education Finance Program (FEFP) Reading Allocation, school districts have developed Comprehensive District Reading Plans which describe the procedures that will be implemented in the 2005-2006 school year. These plans address the requirement that all students in grades 6-12, scoring at levels 1 or 2 on the Reading portion of the Florida Comprehensive Assessment Test (FCAT) be enrolled in an intensive reading course. We have received many questions and concerns regarding the impact of this requirement on limited English proficient (LEP) students. We are pleased to provide the following clarification and recommendations.

JIM WARFORD
K-12 CHANCELLOR

As required by Section 1003.56, Florida Statute (F.S.), LEP students are to be provided with comprehensible instruction that is equal in amount, sequence and scope as that provided to non-LEP students. LEP students who are reading below grade level in English or who score level 1 or 2 on FCAT in reading should be enrolled in courses appropriate to their level of English proficiency and reading ability.

The following options for course enrollment are provided to guide schools in determining the most appropriate placement for LEP students not reading on grade level in English:

Grades K – 6	Grades 7 – 12
<p><i>Option A - Recommended for LEP students who are non-English speaking and/or at the beginning or intermediate level of English language proficiency:</i> Intensive reading instruction in addition to grade-level instruction in English/language arts or English for Speakers of Other Languages (ESOL). Teacher qualifications: Teacher with appropriate grade-level certification <u>and</u> ESOL Endorsement, or K12 ESOL Example: 90 minute block of instruction in reading which incorporates a language development focus, including instruction in the acquisition of listening, speaking, reading and writing in English.</p>	<p><i>Option A - Recommended for LEP students who are non-English speaking and/or at the beginning or intermediate level of English language proficiency:</i> Developmental Language Arts course. Delivery of instruction under this option requires a focus on language development, but incorporates instruction on grade level Sunshine State Standards reading benchmarks. Teacher Qualifications: Teacher with appropriate grade-level certification <u>and</u> the ESOL Endorsement, or K12 ESOL, and who has obtained (or is working on) the Reading Endorsement or Reading Certification. Middle School Example: Course Number:1002180 M/J Developmental Language Arts through ESOL (MC) High School Example: Course Number:1002380 Developmental Language Arts through ESOL (MC)</p>

<p><i>Option B - Recommended for LEP students who are at the advanced level of English language proficiency:</i> Intensive reading instruction, in addition to grade-level instruction in English/language arts or ESOL. Teacher qualifications: Teacher with appropriate grade-level certification and who has obtained a minimum of 60 points/hours of ESOL Inservice training. Example: 90 minute block of instruction in reading which incorporates additional instruction in language development focusing on language proficiency skills student has yet to master.</p>	<p><i>Option B - Recommended for LEP students who are at the advanced level of English language proficiency:</i> Intensive Reading course; delivery of instruction under this option requires an instructional focus on reading, but should incorporate language development through the use of appropriate ESOL instructional strategies. Teacher Qualifications: Teacher with the Reading Endorsement and the ESOL Endorsement or K-12 ESOL. Middle School Example: Course Number: 1000010 M/J Intensive Reading High School Example: Course Number: 1000410 9-12 Intensive Reading.</p>
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Grades K-6 — Dual Language Instruction	Grades 7-12 — Dual Language Instruction
<p><i>Option C – Recommended for students at all proficiency levels in dual language programs:</i> Intensive Reading or Developmental Language Arts instruction which must incorporate the 50-50 dual language model (instruction in the target language and English) to ensure grade level benchmarks are mastered in both English and the target language. Teacher qualifications: Teacher with appropriate grade-level certification <u>and</u> ESOL Endorsement, or K12 ESOL, and who has met the District’s proficiency standards in the target language.</p>	<p><i>Option C – Recommended for students at all proficiency levels in dual language programs:</i> Intensive Reading or Developmental Language Arts Instruction must incorporate the 50-50 dual language model (instruction in the target language and English) to ensure grade level benchmarks are mastered in both English and the target language. Teacher qualifications: Teachers with Reading Endorsement or Reading Certification, <u>and</u> ESOL Endorsement, or K12 ESOL, and who has met the District’s proficiency standards in the target language.</p>

NOTE: LEP students enrolled in courses as described in any of the above options may be reported for ESOL Weighted Funding (Category 130) under the Florida Education Finance Program (FEFP).

Required coursework and/or in-service training to attain the Reading Endorsement and/or certification must be completed by June 30, 2006. The required coursework and/or in-service training to attain the ESOL Endorsement and/or certification must be completed in accordance to the timelines specified in the attached chart.

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The Department will begin reviewing the Developmental Language Arts through ESOL course descriptions for grades 6-12 to ensure that appropriate grade level Sunshine State Standards benchmarks in reading are incorporated in each course. In addition, the FDOE Course Code Directory for 2006-2007 will be amended (or revised) to reflect the teacher certification requirements described above.

Please be certain of our appreciation for your commitment to increased student achievement. If you have any questions regarding reading instruction for limited English proficient students, please contact Lisa C. Saavedra, Chief, Bureau of Student Assistance, by phone at (850) 245-0692, or via email at lisa.saavedra@fldoe.org.

JW/lcs

cc: Mary Jane Tappen
Barbara Elzie
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Assistant Superintendents for Instruction
District Reading Coordinators
District ESOL Coordinators