



Meeting the Needs of English Language Learners: Technical Assistance for LEAs

Sanibel Leadership Conference 2023

June 22, 2023

1:00 – 2:30 PM



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

www.FLDOE.org

Outline

- Greetings/Introductions
- The Florida Department of Education (FDOE) and Student Achievement through Language Acquisition Mission, Vision and Goals
- ESOL Administrators Roles
- ESOL Administrators Responsibilities
- Data: Language Proficiency
- Resources:
 - WIDA
 - Know Your Schools
 - National Clearinghouse for English Language Acquisition (NCELA) askncela@manhattanstrategy.com

The Florida Department of Education

Mission

The mission of Florida's Early Learning-20 education system is to increase the proficiency of all students within one seamless efficient system, by allowing them the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents and communities.

Vision

Florida will have an efficient world-class education system that engages and prepares all students to be globally competitive for college and careers.

The Florida Department of Education

Goals per Section 1008.31, F.S.

- Highest student achievement, as indicated by evidence of student learning gains at all levels.
- Seamless articulation and maximum access, as measured by evidence of progression, readiness, and access by targeted groups of students identified by the Commissioner of Education.
- Skilled workforce and economic development, as measured by evidence of employment and earnings.
- Quality efficient services, as measured by evidence of return on investment.

Bureau of Student Achievement Through Language Acquisition (SALA)

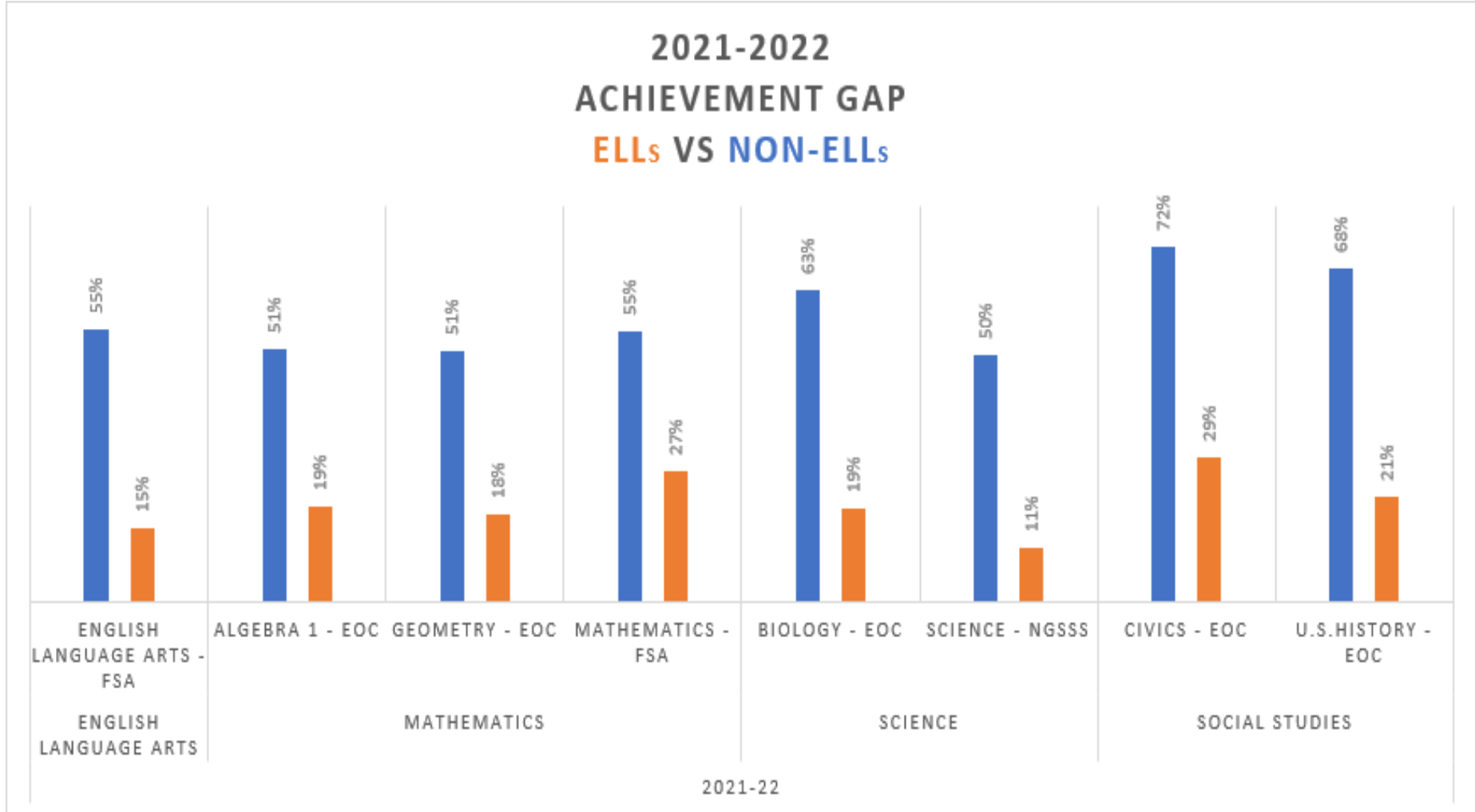
- Assist schools and districts with Florida's English Language Learners (ELLs) to ensure that these students receive comprehensible instruction.
- Monitor schools and districts for compliance with state and federal rules, regulations, the 1990 League of United Latin American Citizens (LULAC) et al. v. the State Board of Education (SBE) Consent Decree, and the 2003 Modification of the Consent Decree.
- Offer leadership, coordination, and technical assistance for the implementation of legislation and State Board of Education policy and rule, as well as Department initiatives pertaining to curriculum and instruction for Florida students and teachers.

Percentage of English Language Proficiency by Administration

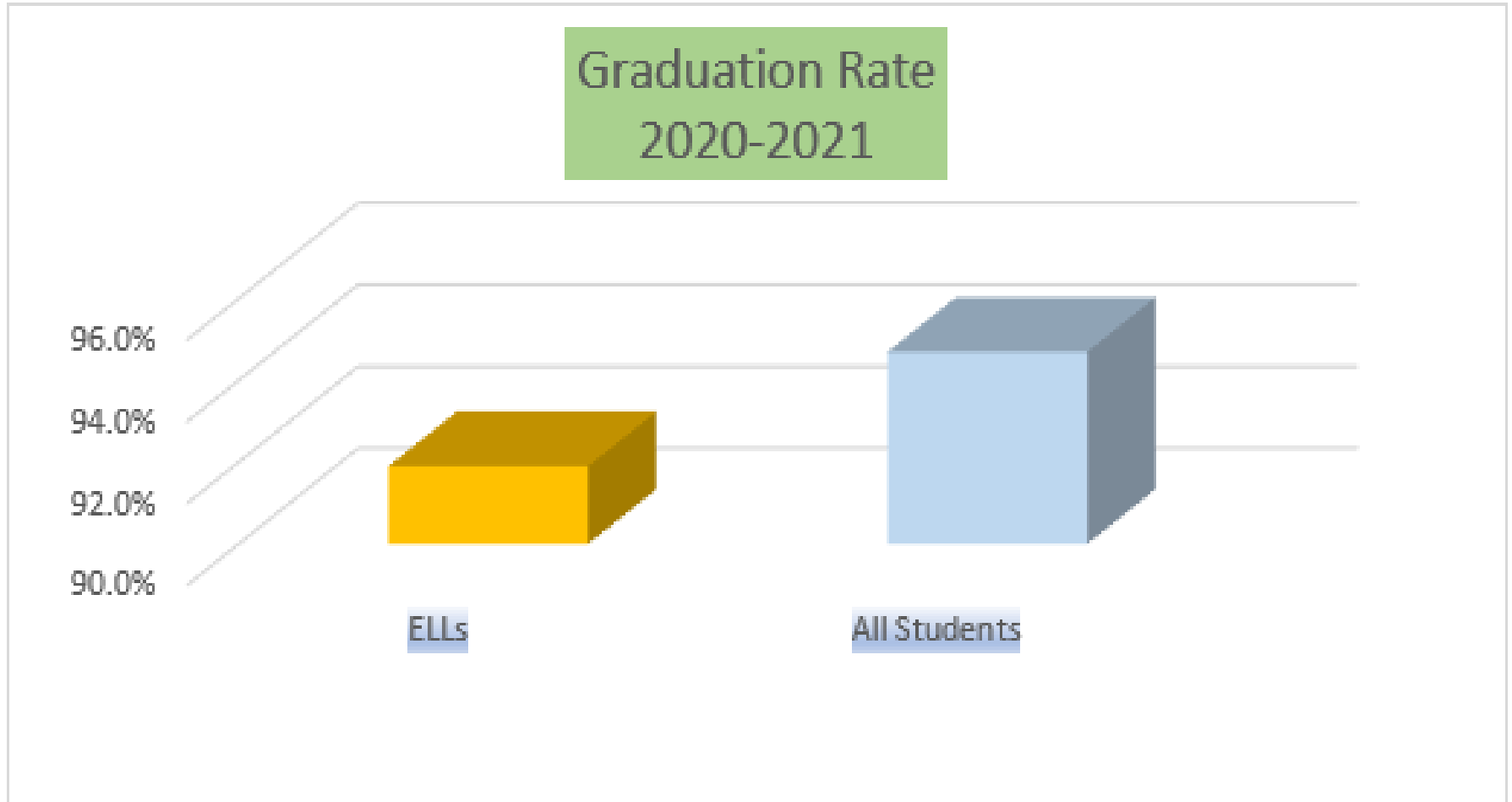
Test Administration	ACCESS for ELLs	Alternate ACCESS for ELLs
2016 Spring	17%	57%
2017 Spring	24%	65%
2018 Spring	23%	63%
2019 Spring	22%	55%
2020 Spring	21%	50%
2021 Spring	19%	51%
2022 Spring	18%	44%
2023 Spring	14%	43%

Source: Preliminary Spring 2023 ACCESS for ELLs State Results

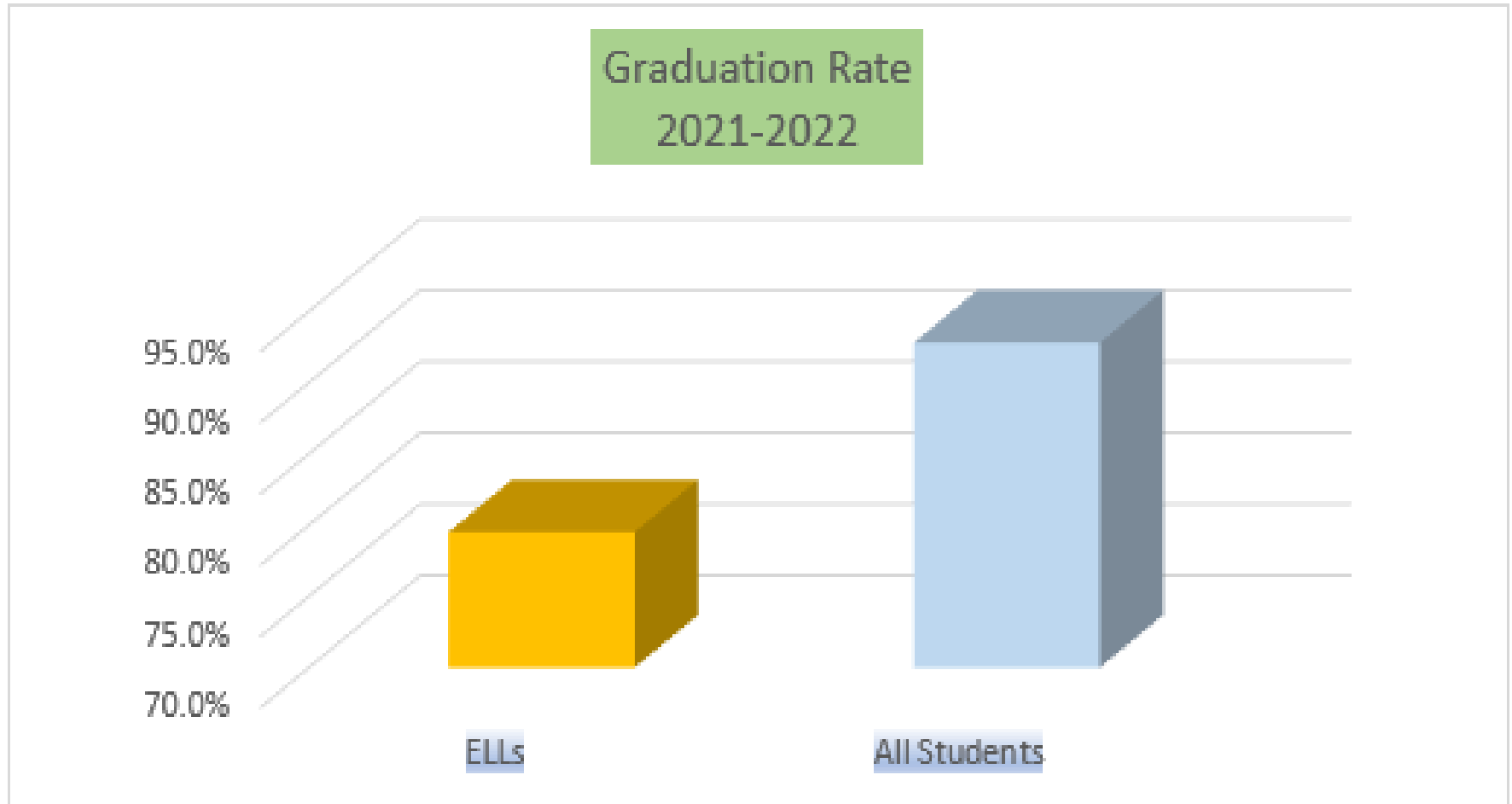
2021-2022 Achievement Gap ELLs vs NON-ELLs



2020-2021 Graduation Rate ELLs vs NON-ELLs



2021–2022 Graduation Rate



Your role: Support leaders and programs in English language development

Implement statewide, standardized assessment program requirements for English Language Learners.

Ensure training and implementation of accommodations for English Language Learners are in place.

Monitor and comply with updates in Title III, recently arrived immigrant student, FDOE rules, and legislations.

Promote and take advantage of WIDA Professional Learning Opportunities; host one WIDA training.

Promote, implement, and encourage the Florida Seal of Biliteracy.

English Language Development (ELD) Standards

ELD standards are designed to ensure that ELLs can communicate information, ideas and concepts necessary for academic success in the subject areas of:

- the language of Language Arts (ELD.K12.ELL.LA.1)
- the language of Mathematics (ELD.K12.ELL.MA.1)
- the language of Science (ELD.K12.ELL.SC.1)
- the language of Social Studies (ELD.K12.ELL.SS.1)
- the language of Social and Instructional Purposes (ELD.K12.ELL.SI.1)

Definitions of Standards

Academic Content Standards: statements of knowledge and skills that schools are expected to teach and students are expected to learn. They must be aligned with entrance requirements for credit-bearing coursework in the system of public higher education in the State and relevant State career and technical education standards.

Academic Achievement Standards: explicit definitions of how students are expected to demonstrate attainment of the knowledge and skills reflected in the content standard. Academic achievement standards include achievement levels, descriptors, and cut scores.

Title III Part A: Supplementary Instructional Support for English Language Learners

Areas of Focus per ESSA Section 3115(c)	Description
Focus 1	Increasing English Language proficiency to meet the challenging state academic standards
Focus 2	Increasing supplemental Professional Development

Title III Part A: Supplementary Instructional Support for English Language Learners

Areas of Focus per ESSA Section 3115 (c)	Description
Focus 3	Increasing parental and community participation in the educational experience of English Language Learners
Focus 4	Administrative cost cap at two percent (2%)

Recently-Arrived Immigrant Children and Youth

- Are ages three through 2,
- Were not born in any US state, and
- Have not been attending one or more schools in any one or more states for more than three full academic years.

To qualify for the immigrant grant, LEAs must:

- Show at least a 5% increase of immigrant students based on the average of the two preceding years, and
- Have enough immigrant students to meet a minimum of \$10,000 threshold.

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

- The approved dictionaries and glossaries must be in print, electronic, and digital formats.
- Procedures must ensure access to only these tools and websites during test administration.
- If the dictionary, glossary, or website uses the Internet, schools must ensure that students have access only to the dictionary, glossary, or website that meets the same requirements and shall not have access to any other sites.
- Students in grades K through 2 may be provided with a picture translation dictionary or glossary that meets the requirements of the rule.

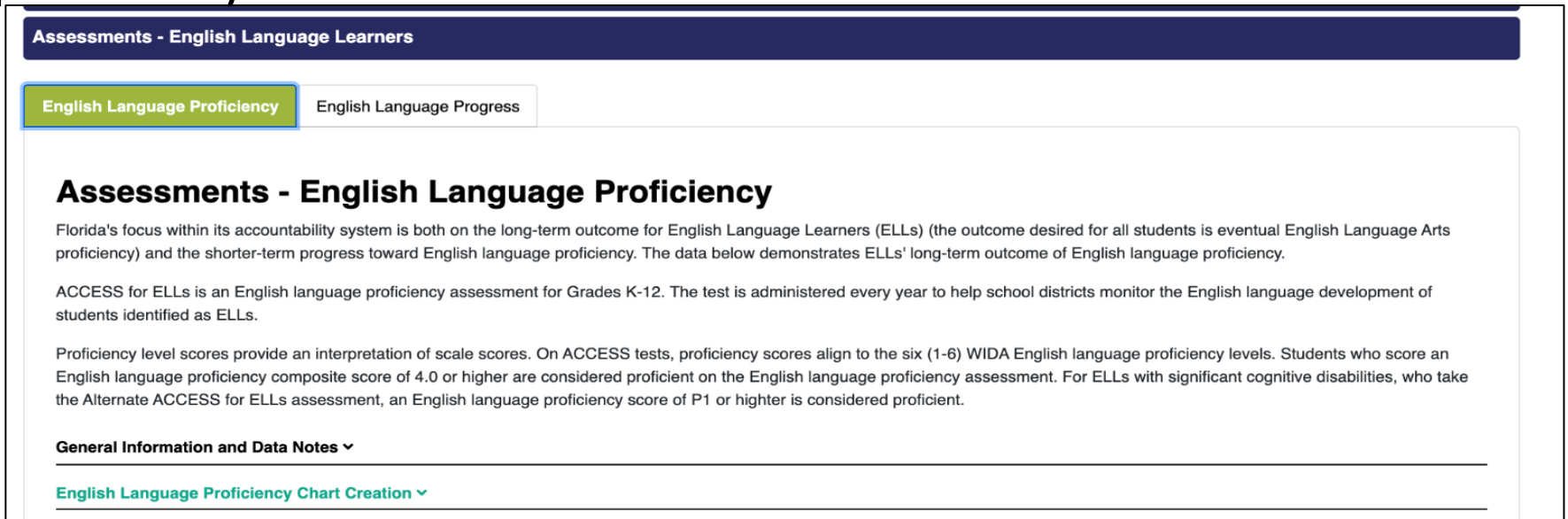
What is the Florida Seals of Biliteracy Program? Rule 6A-1.09951, F.A.C.

The Florida Seal of Biliteracy Program is established to recognize a high school graduate who has attained a high level of competency in listening, speaking, reading, and writing in one or more foreign languages in addition to English by the award of a silver or gold seal on a standard high school diploma.

Know Your Schools

<https://edudata.fldoe.org/>

Florida's focus within its accountability system is both on the long-term outcome for English Language Learners (ELLs) (the outcome desired for all students is eventual English Language Arts proficiency) and the shorter-term progress toward English language proficiency.



Assessments - English Language Learners

English Language Proficiency | English Language Progress

Assessments - English Language Proficiency

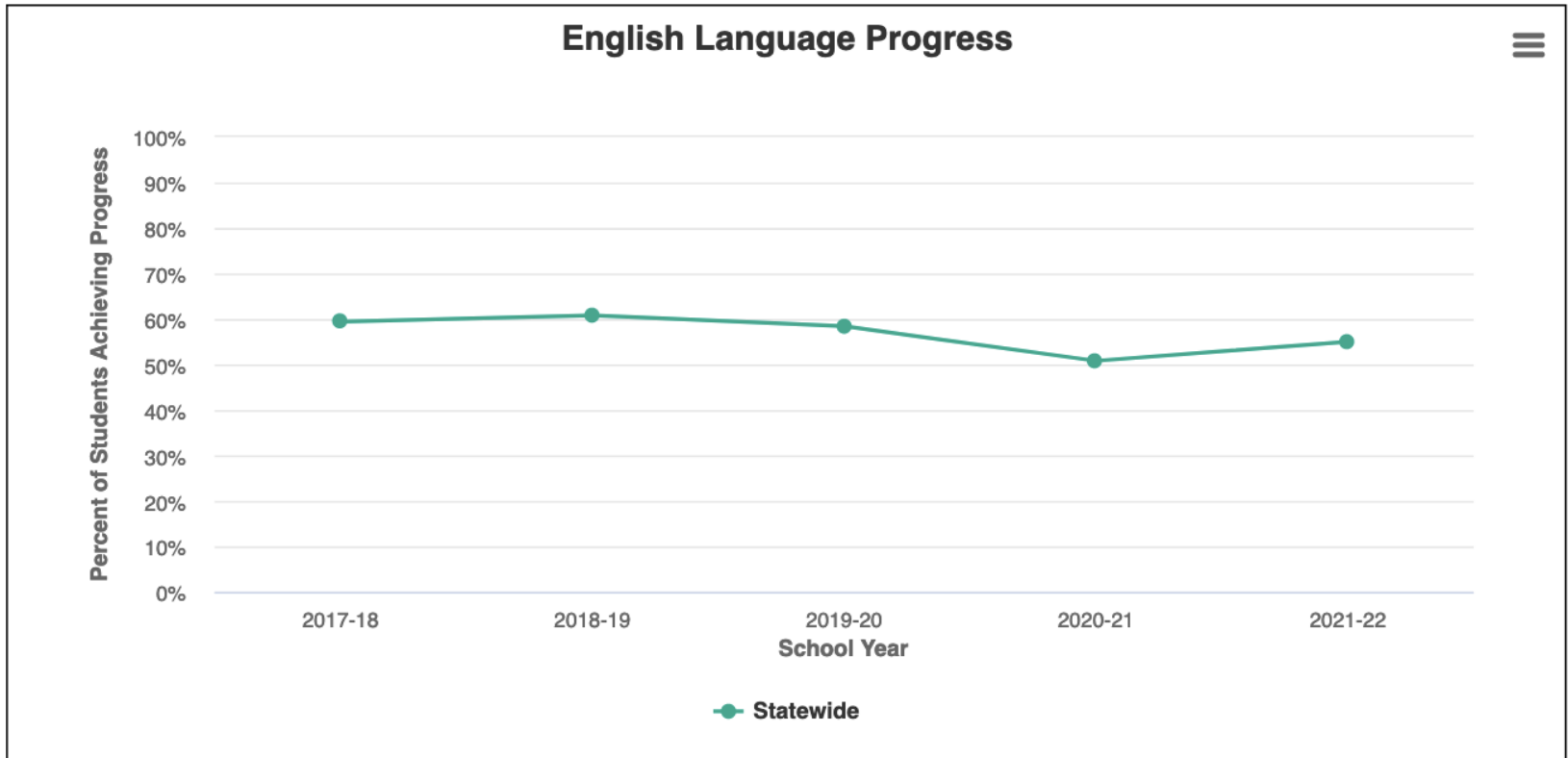
Florida's focus within its accountability system is both on the long-term outcome for English Language Learners (ELLs) (the outcome desired for all students is eventual English Language Arts proficiency) and the shorter-term progress toward English language proficiency. The data below demonstrates ELLs' long-term outcome of English language proficiency.

ACCESS for ELLs is an English language proficiency assessment for Grades K-12. The test is administered every year to help school districts monitor the English language development of students identified as ELLs.

Proficiency level scores provide an interpretation of scale scores. On ACCESS tests, proficiency scores align to the six (1-6) WIDA English language proficiency levels. Students who score an English language proficiency composite score of 4.0 or higher are considered proficient on the English language proficiency assessment. For ELLs with significant cognitive disabilities, who take the Alternate ACCESS for ELLs assessment, an English language proficiency score of P1 or higher is considered proficient.

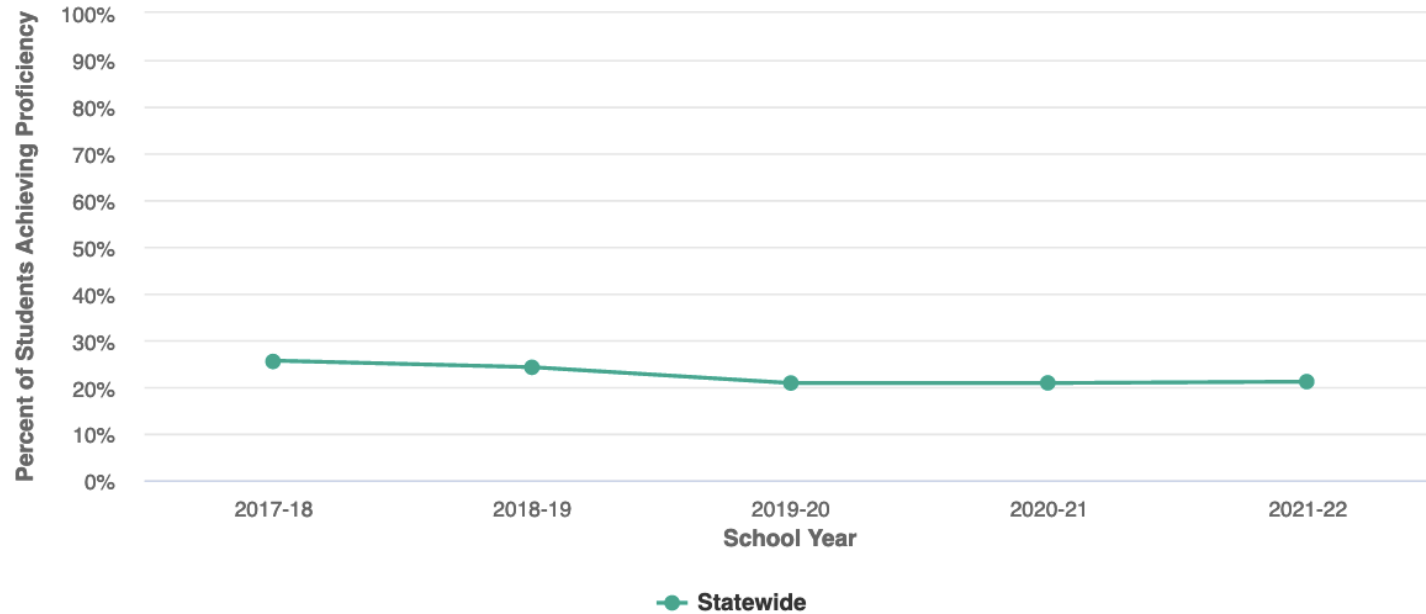
General Information and Data Notes ▾

[English Language Proficiency Chart Creation](#) ▾



School Year	Statewide
2021-22	55
2020-21	50.8
2019-20	58.4
2018-19	60.8
2017-18	59.4

English Language Proficiency



School Year	Statewide
2021-22	21.1
2020-21	20.8
2019-20	20.8
2018-19	24.2
2017-18	25.6

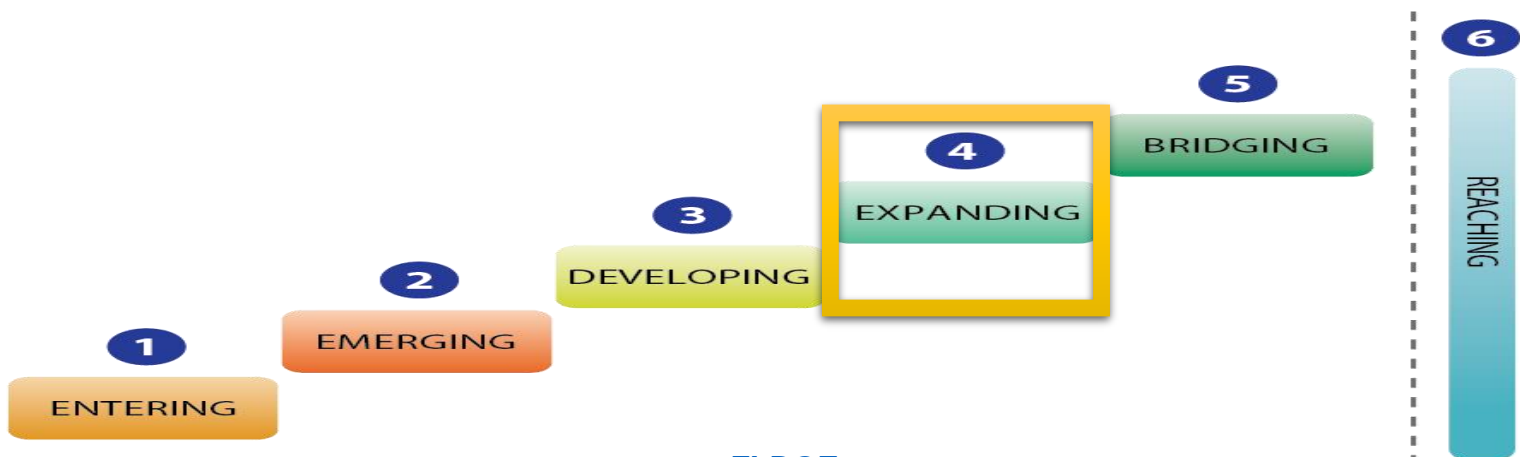
Overview of Spring 2023 ACCESS for ELLs Results

The ACCESS for ELLs assessments are designed to measure Florida's English Language Learners (ELLs) proficiency in English.

- In the 2022-23 school year, 290,728 ELLs in grades K–12 took the ACCESS for ELLs as a paper-based assessment. Across all grades, 14% of these students were proficient in English.
- In the 2022-23 school year, 957 ELLs in grades 1–12 took the Alternate ACCESS for ELLs as a paper-based assessment. Across all grades, 43% of these students were proficient in English.

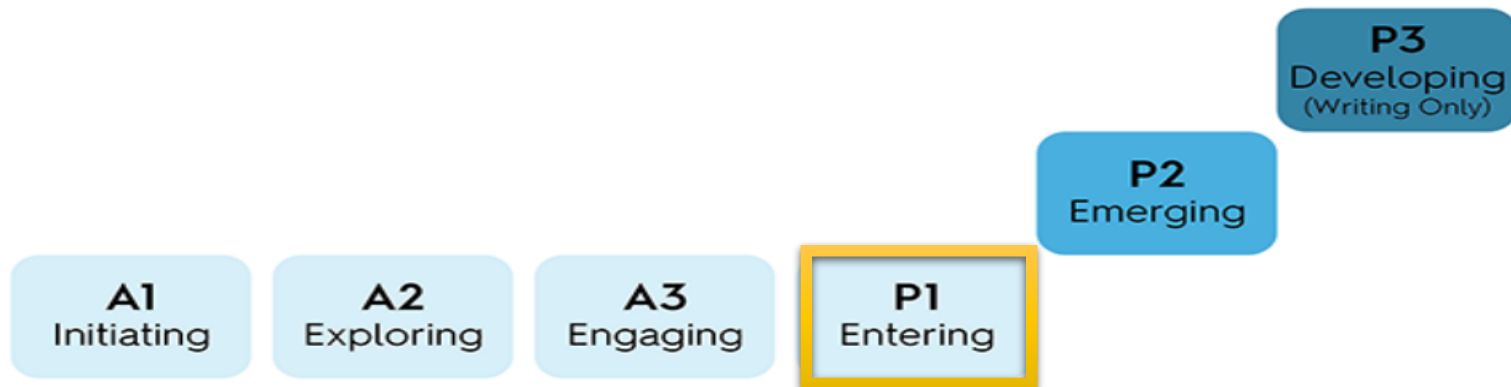
ACCESS for ELLs (Grades K – 12) Proficiency Level Scores

- Describes student performance in terms of WIDA English language proficiency levels 1.0 – 6.0.
- Rule 6A-6.09021, F.A.C., Annual English Language Proficiency Assessment for English Language Learners (ELLs). Florida’s English Language Proficiency criteria is at least a 4.0 in Reading and a 4.0 for the Overall Composite score.



Alternate ACCESS for ELLs (Grades 1 – 12) Proficiency Level Scores

- Describes student performance in terms of WIDA Alternate English language proficiency levels A1 – P1.
- **Rule 6A-6.09021.4, F.A.C. , Annual English Language Proficiency Assessment for English Language Learners (ELLs):** Florida’s English Language Proficiency criteria is at least a P1 for the Overall Composite score.



Percentage of English Language Proficiency by Administration

Test Administration	ACCESS for ELLs	Alternate ACCESS for ELLs
2016 Spring	17%	57%
2017 Spring	24%	65%
2018 Spring	23%	63%
2019 Spring	22%	55%
2020 Spring	21%	50%
2021 Spring	19%	51%
2022 Spring	18%	44%
2023 Spring	14%	43%

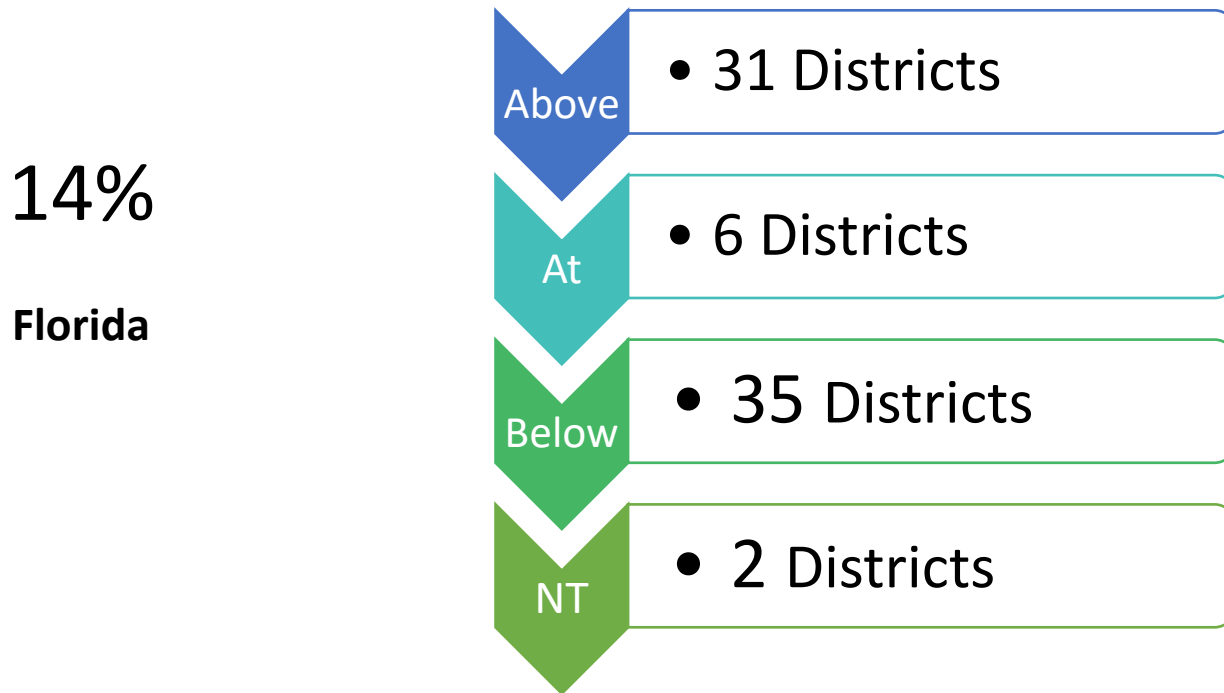
Source: Preliminary Spring 2023 ACCESS for ELLs State Results

ACCESS for ELLs, Grades K–12 Composite Overall English Language Proficiency Level

Test Form	Grade	Number of Students	Percentage of Students in Composite Overall English Language Proficiency Level						Percentage English Language Proficient*	Number English Language Proficient*
			1	2	3	4	5	6		
ACCESS for ELLs	All	290,728	26%	19%	36%	18%	2%	0%	14%	41,399
	K	37,608	68%	14%	12%	6%	0%	0%	5%	1,998
	1	37,267	25%	32%	37%	6%	1%	0%	6%	2,085
	2	34,090	19%	24%	41%	14%	1%	0%	13%	4,600
	3	34,194	14%	16%	50%	20%	1%	0%	16%	5,556
	4	24,007	15%	9%	35%	35%	4%	0%	30%	7,092
	5	21,893	17%	11%	32%	33%	6%	0%	25%	5,565
	6	19,277	19%	18%	43%	19%	1%	0%	10%	1,956
	7	16,922	24%	18%	38%	19%	1%	0%	11%	1,842
	8	16,044	24%	17%	36%	21%	1%	0%	14%	2,209
	9	16,005	22%	18%	34%	22%	3%	0%	19%	3,081
	10	13,786	23%	19%	36%	20%	2%	0%	17%	2,285
	11	11,745	19%	18%	39%	21%	2%	0%	17%	2,041
12	7,890	17%	22%	42%	17%	1%	0%	14%	1,089	

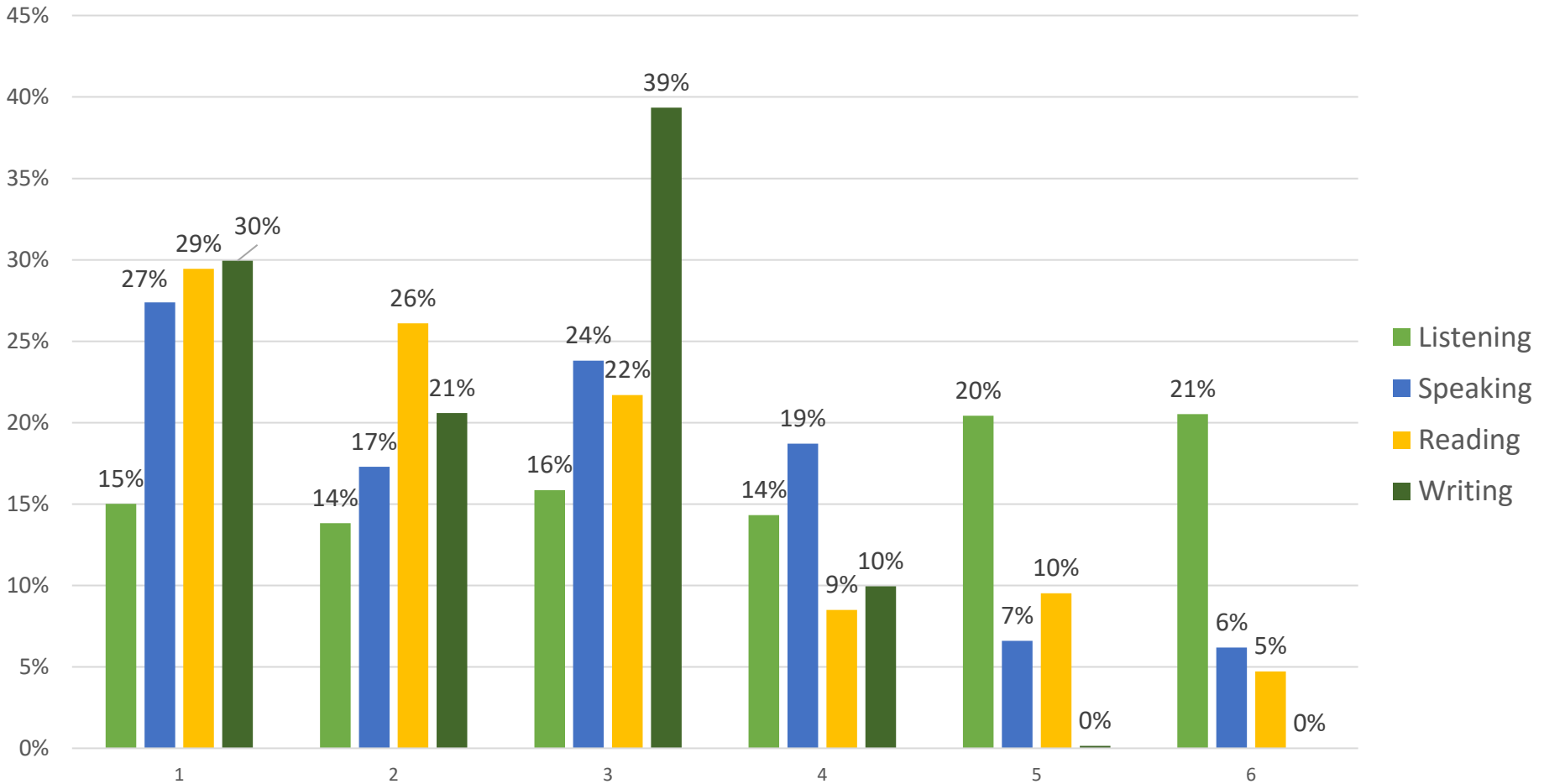
ACCESS for ELLs

State versus District English Language Proficiency Percentage



NT (Not Tested) – District did not participate in ACCESS for ELLs testing.

Distribution of Percentage of ACCESS for ELLs Proficiency Level, by Domain



Source: Preliminary Spring 2023 ACCESS for ELLs State Results

Alternate ACCESS for ELLs, Grades 1–12 Composite Overall English Language Proficiency Level

Test Form	Grade	Number of Students	Percentage of Students in Composite Overall English Language Proficiency Level					Percentage English Language Proficient**	Number English Language Proficient***
			A1*	A2*	A3*	P1*	P2*		
Alternate ACCESS for ELLs	All	957	18%	14%	25%	27%	17%	43%	416
	1	140	28%	21%	25%	16%	10%	26%	37
	2	134	22%	18%	26%	28%	7%	34%	46
	3	164	16%	16%	29%	25%	14%	39%	64
	4	120	18%	12%	29%	24%	18%	42%	50
	5	104	14%	10%	18%	24%	34%	58%	60
	6	75	8%	9%	32%	35%	16%	51%	38
	7	47	9%	11%	21%	36%	23%	60%	28
	8	32	13%	0%	31%	25%	31%	56%	18
	9	35	34%	9%	14%	34%	9%	43%	15
	10	39	5%	13%	23%	38%	21%	59%	23
	11	31	10%	3%	19%	35%	32%	68%	21
12	36	17%	17%	22%	28%	17%	44%	16	

Source: Preliminary Spring 2023 ACCESS for ELLs State Results

State Results for Previous Administrations of ACCESS for ELLs in Florida

The following results can be viewed on FDOE's ACCESS for ELLs webpage under **Historical Scores & Reports**.

- Spring 2022 State Results
- Spring 2021 State Results
- Spring 2020 State Results
- Spring 2019 State Results
- Spring 2018 State Results
- Spring 2017 State Results
- Spring 2016 State Results



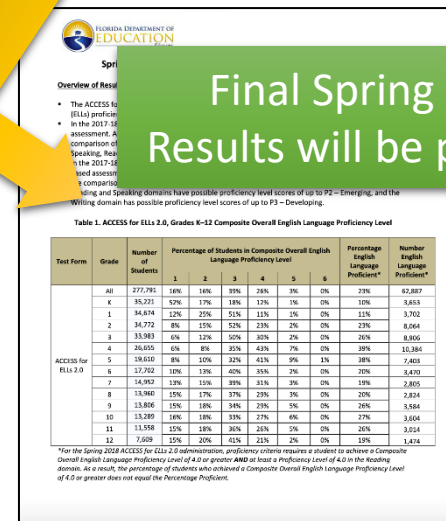
FEATURED TOPICS | ACADEMICS | SCHOOLS | TEACHING | ACCOUNTABILITY | POLICY | FINANCE

Historical Scores & Reports

- Spring 2018 ACCESS for ELLs and Alternate ACCESS for ELLs State Results
- Spring 2017 ACCESS for ELLs and Alternate ACCESS for ELLs State Results
- Spring 2016 ACCESS for ELLs and Alternate ACCESS for ELLs State Results

Additional information regarding Florida's administration of the ACCESS for ELLs suite, please visit [Florida's WIDA](#)

Final Spring 2023 State Results will be posted in July!



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Overview of Results

- The ACCESS for ELLs proficiency assessment in the 2017-18 school year was a speaking and listening assessment. A comparison of Speaking, Reading, and Writing domains has possible proficiency level scores of up to P2 – Emerging, and the Writing domain has possible proficiency level scores of up to P3 – Developing.

Table 1. ACCESS for ELLs 2.0, Grades K-12 Composite Overall English Language Proficiency Level

Test Form	Grade	Number of Students	Percentage of Students in Composite Overall English Language Proficiency Level						Percentage English Language Proficient*	Number English Language Proficient*
			1	2	3	4	5	6		
ACCESS for ELLs 2.0	All	277,791	16%	16%	30%	21%	1%	0%	23%	62,887
	K	45,221	52%	17%	18%	12%	1%	0%	10%	4,653
	1	34,874	12%	25%	51%	11%	1%	0%	11%	3,702
	2	34,772	8%	15%	52%	23%	2%	0%	23%	8,064
	3	33,583	6%	12%	50%	28%	2%	0%	20%	6,900
	4	26,655	6%	8%	35%	43%	1%	0%	38%	11,344
	5	19,610	8%	10%	32%	41%	9%	1%	38%	7,405
	6	17,652	10%	13%	40%	31%	2%	0%	20%	3,470
	7	14,952	13%	13%	39%	31%	3%	0%	19%	2,805
	8	13,940	15%	17%	37%	23%	1%	0%	20%	2,824
	9	13,806	15%	18%	38%	21%	1%	0%	24%	3,584
	10	13,289	16%	18%	33%	27%	6%	0%	27%	3,604
11	11,558	15%	18%	36%	23%	5%	0%	26%	3,014	
12	7,609	15%	20%	41%	21%	2%	0%	19%	1,474	

*For the Spring 2023 ACCESS for ELLs 2.0 administration, proficiency criteria requires a student to achieve a Composite Overall English Language Proficiency level of 4.0 or greater AND at least a Proficiency Level of 4.0 in the Reading domain. As a result, the percentage of students who achieved a Composite Overall English Language Proficiency level of 4.0 or greater does not equal the Percentage Proficient.

ACCESS for ELLs 2023-2024 Updates

Florida continues to partner with the WIDA consortium to administer English language proficiency assessments that are aligned to Florida's English Language Development (ELD) standards. Florida's English language proficiency assessments, ACCESS for ELLs and Alternate ACCESS for ELLs, will be administered as paper-based tests for the spring 2024 administration.

Additional information and resources about the assessments will be provided this fall on FDOE's ACCESS for ELLs webpage at:

<http://www.fldoe.org/accountability/assessments/k-12-student-assessment/access-for-ells.shtml>. For more information, contact

Sabrina Read, WIDA Florida ACCESS Manager, at

Sabrina.Read@fldoe.org.

WIDA ELD Standards Framework Resources

The WIDA English Language Development (ELD) Standards Framework, 2020 Edition: Kindergarten – Grade 12 is available in the [WIDA Resource Library](#). There are three webpages dedicated to the WIDA ELD Standards Framework:

- [ELD Standards Framework](#): Learn more about the Big Ideas and four components of the framework.
- The [2020 Edition](#): Discover what's new and different about the 2020 Edition
- [ELD Standards Framework Professional Development](#): From webinars to workshops to Focus Bulletins, check out various learning opportunities to begin and advance your understanding of the updated framework.



WIDA eLearning Workshops 2022-2023

The following WIDA Self-Paced Workshops are available until **August 31, 2023**:

- School Improvement Planning for Multilingual Learners
- Classroom Teachers: Engaging Multilingual Newcomers
- Developing Language for Learning in Mathematics
- Engaging Multilingual Learners in Science
- Home Languages in the Classroom
- Making Language Visible in the Classroom
- Reframing Education for Long-Term English Learners
- Social Studies: Engaging Multilingual Learners through Inquiry
- The WIDA ELD Standards Framework: A Collaborative Approach

Visit the [WIDA eLearning webpage](#) to view workshop descriptions, estimated time to complete each course and more.

WIDA Self-Paced Workshop 2023-2024

The following WIDA Self-Paced Workshops will be available on **September 1, 2023**:

- School Improvement Planning for Multilingual Learners
- Developing Language for Learning in Mathematics
- Engaging Multilingual Learners in Science: Making Sense of Phenomena
- Exploring the WIDA PreK-3 Essential Actions (NEW)
- Home Language in the Classroom
- Making Language Visible in the Classroom
- Newcomers: Promoting Success through Strengthening Practice (NEW)
- Reframing Education for Long-term English Learners
- Social Students: Engaging Multilingual Learners through Inquiry
- The WIDA ELD Standards Framework: A Collaborative Approach₃₃

WIDA In-Person Workshops 2023-2024

- Scaffolding Learning through Language
- Writing with Multilingual Learners in the Elementary Grades
- Writing with Multilingual Learners in the Secondary Grades
- Interpreting ACCESS for ELLs Score Reports for Instruction
- WIDA Screener Online



If your district is interested in a hosting a WIDA workshop,
please contact sala@fldoe.org.

WIDA Screener 2023-2024

As a WIDA consortium member, districts may continue to use the following WIDA English language proficiency screening tools at no cost for evaluating and making placement decisions for incoming students:

- WIDA Screener Online is a flexible, on-demand assessment for students in grades 1 – 12.
- WIDA Screener for Kindergarten is a paper-based assessment available for local download via the WIDA Secure Portal.

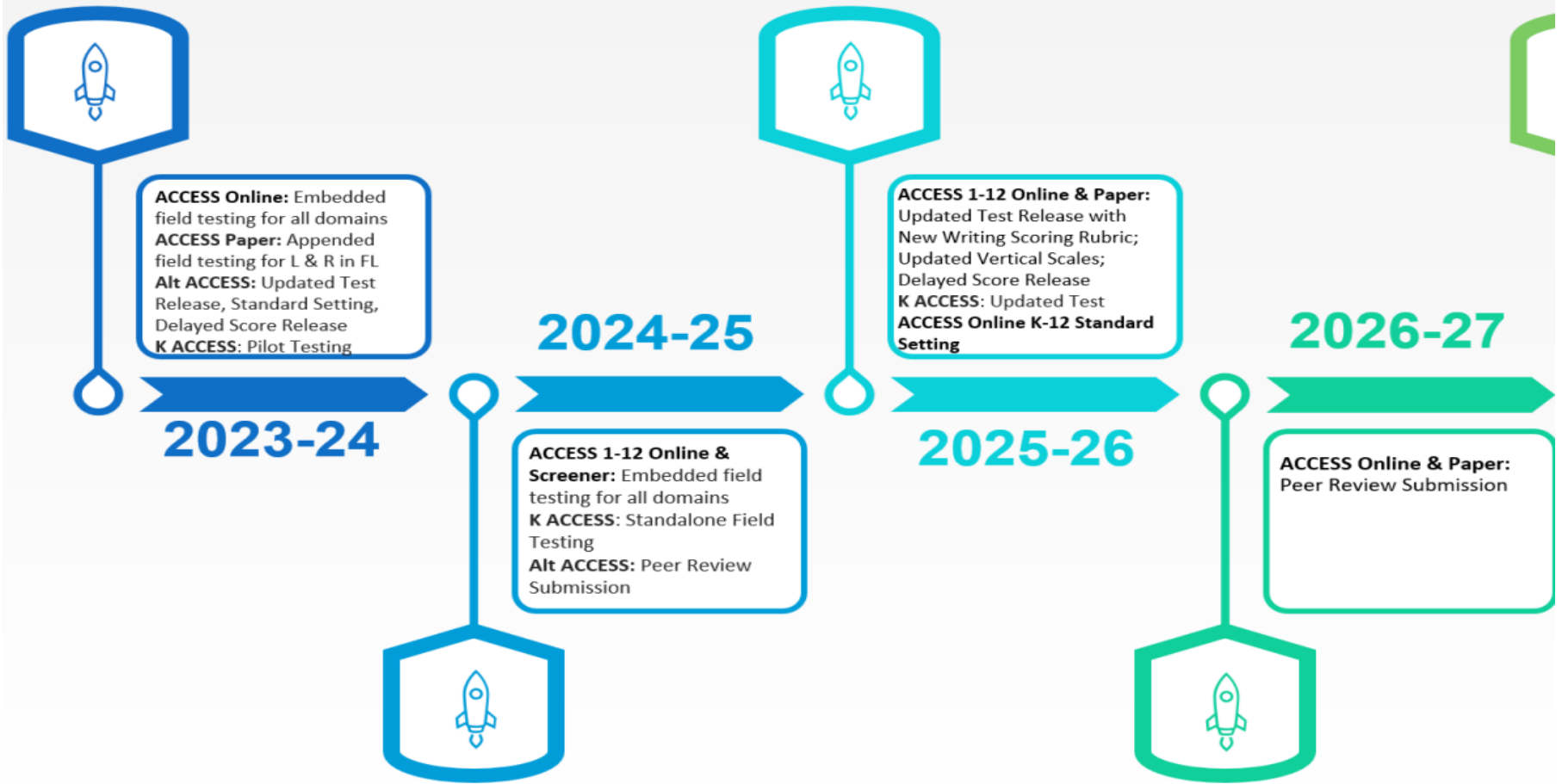
WIDA Screener 2023-2024 (Cont.)

In addition, WIDA offers the following English language proficiency screening tools that districts can purchase directly from the WIDA store at the Wisconsin Center for Education Products and Services (WCEPS) at <https://www.wceps.org/store>:

- WIDA Screener Paper is available for students in grades 1–12.
- WIDA Measure of Developing English Language (MODEL) is an adaptive test that can be administered online or in a paper-based format to students in grades K–12.

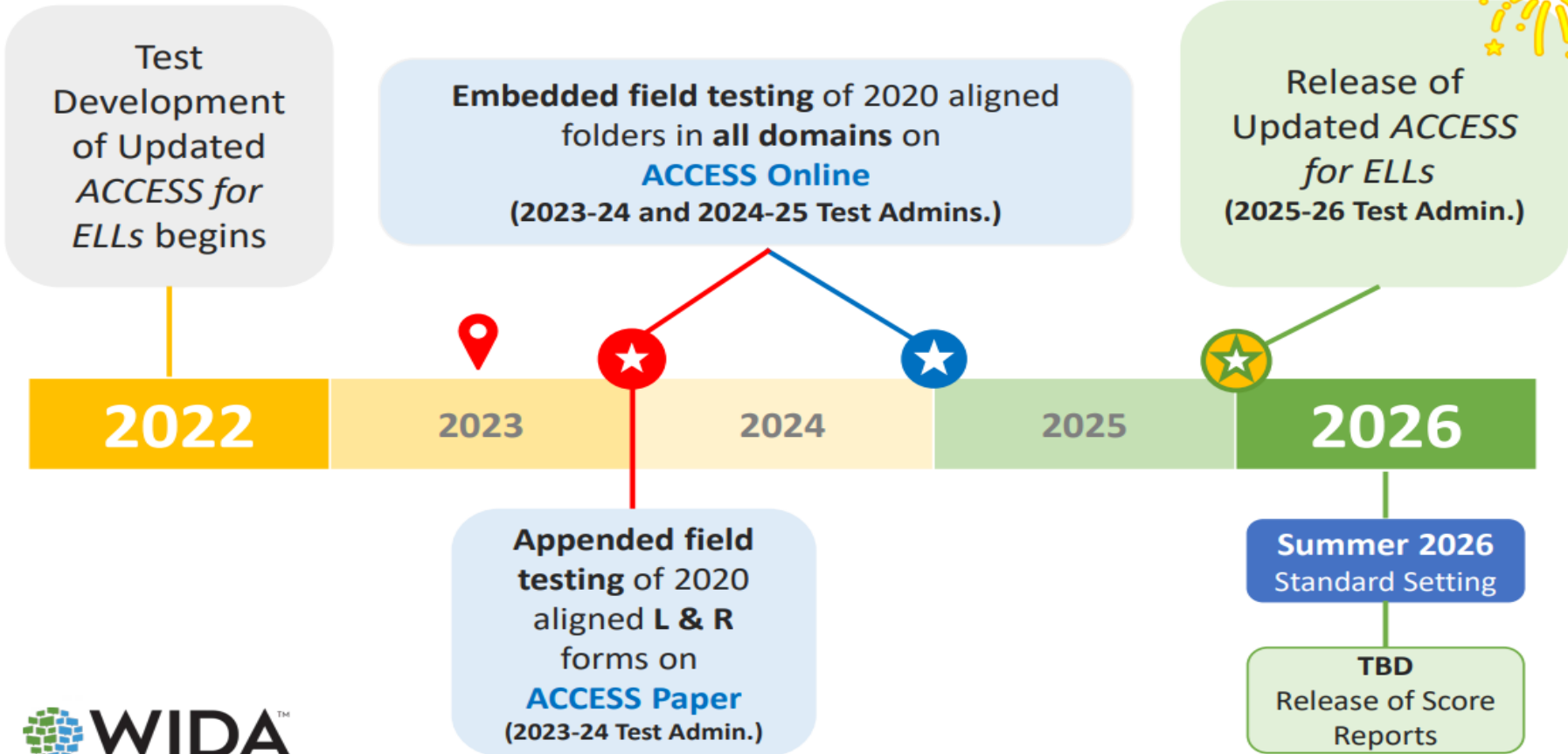
Visit www.wida.wisc.edu to learn more about WIDA Screener!

Future Planning



Timeline

No changes to original plan. On schedule.





Know Your Schools



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- [REPORT CARDS ▾](#)
- [STRATEGIC PLAN](#)
- [CLOSING THE GAP](#)
- [ADVANCED REPORTS](#)
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- [G Select Language ▾](#)



[State Report Card](#)



[District Report Cards](#)



[School Report Cards](#)

Advanced Reports, Archived Reports, and Downloads

[Advanced Reports ▾](#)

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[Florida Education & Training Placement Information \(FETPIP\) ▾](#)

[Technology ▾](#)



Navigation Icons

PORTAL HOME

REPORT CARDS

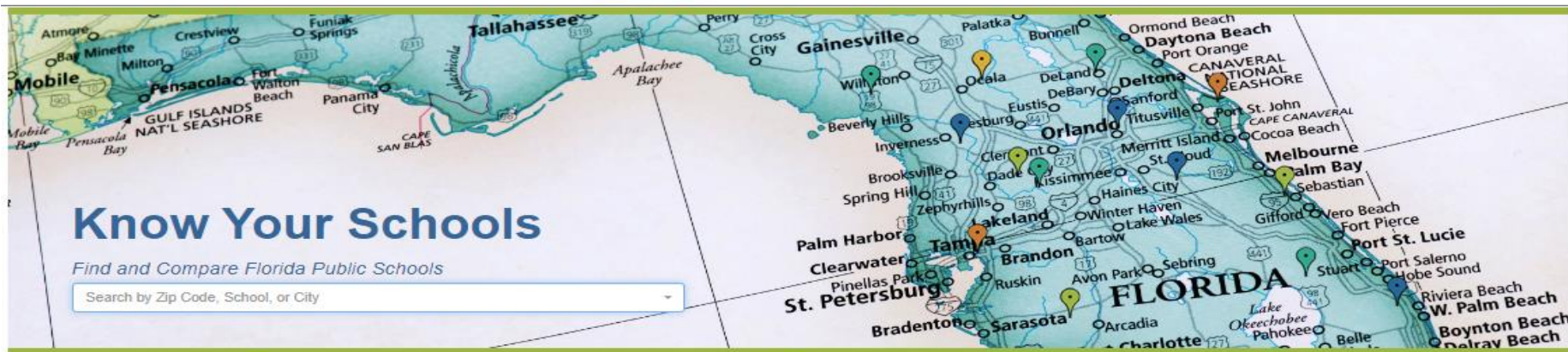
STRATEGIC PLAN

CLOSING THE GAP

ADVANCED REPORTS

RESOURCES

Select Language



State Report Card



District Report Cards



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Advanced Reports, Archived Reports, and Downloads

Advanced Reports

PK-12 Schools

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Florida Education & Training Placement Information (FETPIP)

Technology

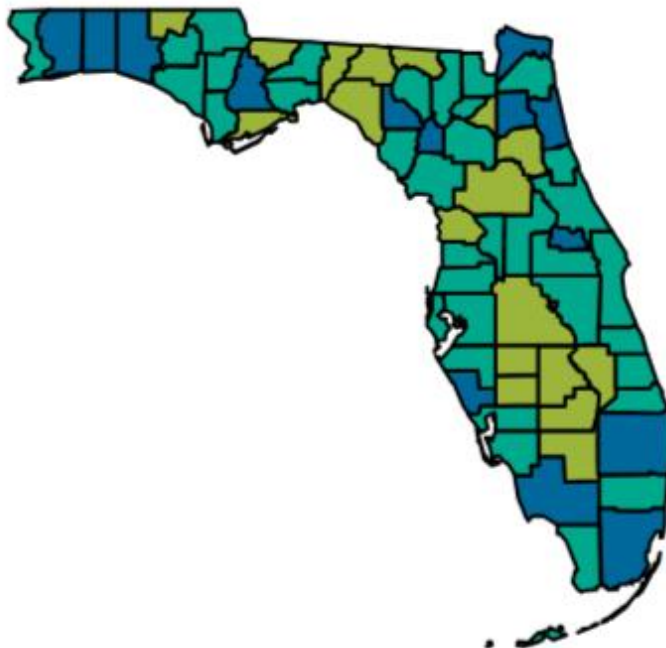
State Performance Components

Statewide Accountability Summary

Key Performance Indicators

2021-22 District Grades Map ⓘ

[View Performance Components](#)



A

B

C

D

F

Tested < 95%

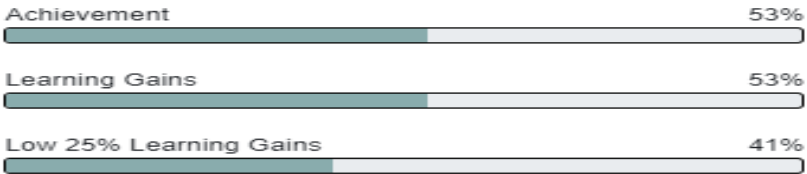
State Performance Components

Performance Components

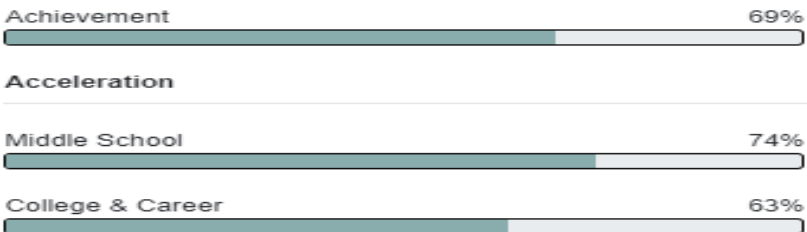
Component Information

Selected School Year: 2021-22 Selected Subgroup: Total Students

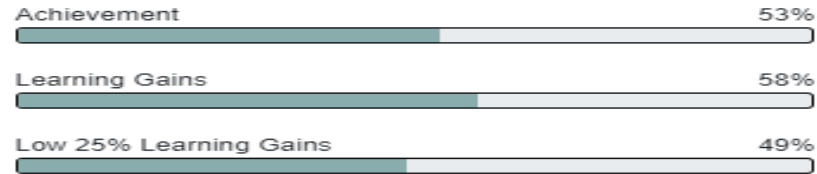
English Language Arts



Social Studies



Mathematics



Science



Key Performance Indicator

Grade 3 English Language Arts Achievement



State Performance ELLs

State Performance Components

Performance Components

Component Information

Selected School Year:

2021-22

Selected Subgroup:

English Language Learners

English Language Arts

Achievement 36%

Learning Gains 49%

Low 25% Learning Gains 42%

Social Studies

Achievement 50%

Acceleration

Middle School 66%

College & Career 54%

Mathematics

Achievement 41%

Learning Gains 56%

Low 25% Learning Gains 50%

Science

Achievement 32%

Graduation Rate

2020-21 Graduation Rate 86%

Key Performance Indicator

Grade 3 English Language Arts Achievement

Percent on Grade Level or Above 41%

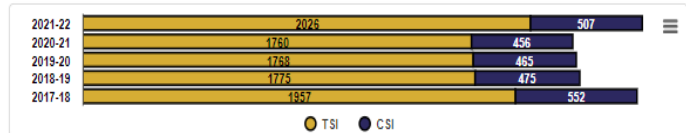
State Performance ELLs (cont.)



School Counts by ESSA Support Category

A B C D F Tested < 95%

Leaflet



*Pursuant to [Florida Department of Education \(FDOE\) Emergency Order No. 2021-EO-02](#), school districts and charter school governing boards were provided the flexibility to apply to the FDOE to have a 2020-21 school grade or school improvement rating officially recorded and reported for any school that tested 90 percent or more of its eligible students in the 2020-21 academic year. Districts and schools that did not opt in, or were not eligible to opt in, did not receive a summative rating for the 2020-21 school year. Additionally, in April 2021, the U.S. Department of Education approved [Florida's Amended ESSA Waiver](#) for Report Card requirements related to certain assessments and accountability for the 2020-21 school year.

**Pursuant to [Florida Department of Education Emergency Order No. 2020-EO-1](#), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. Additionally, in April 2020, the U.S. Department of Education provided a [Report Card waiver](#) for requirements related to certain assessments and accountability that are based on data from the 2019-20 school year.

For information about Florida's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about School and District Grade calculations see the [School Grades Overview](#) and [Guide to Calculating School Grades, District Grades, and the Federal Percent of Points Index](#).

- Population and Enrollment
- Assessments - Academic Achievement, Growth, and Participation
- Assessments - English Language Learners
- Acceleration
- Discipline and Attendance
- Graduation and Postsecondary
- Equitable Access to Quality Educators
- Long-Term Goals and Interim Progress
- Per-Pupil Expenditures
- National Data

State Performance ELLs (cont.)

Assessments - English Language Learners

English Language Proficiency

English Language Progress

Assessments - English Language Proficiency

Florida's focus within its accountability system is both on the long-term outcome for English Language Learners (ELLs) (the outcome desired for all students is eventual English Language Arts proficiency) and the shorter-term progress toward English language proficiency. The data below demonstrates ELLs' long-term outcome of English language proficiency.

ACCESS for ELLs is an English language proficiency assessment for Grades K-12. The test is administered every year to help school districts monitor the English language development of students identified as ELLs.

Proficiency level scores provide an interpretation of scale scores. On ACCESS tests, proficiency scores align to the six (1-6) WIDA English language proficiency levels. Students who score an English language proficiency composite score of 4.0 or higher are considered proficient on the English language proficiency assessment. For ELLs with significant cognitive disabilities, who take the Alternate ACCESS for ELLs assessment, an English language proficiency score of P1 or higher is considered proficient.

[English Language Proficiency Chart Creation](#) ▼

District Performance Components

Map and Compare Schools

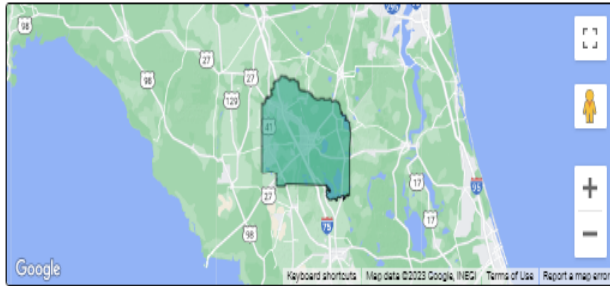
View State Report Card

Select a District

Select a School

View Report Card

2021-22 ALACHUA SCHOOL DISTRICT REPORT CARD



Superintendent: Shane Andrew Address (click to map and compare): [620 E University Ave, Gainesville, FL 32601-5448](#)

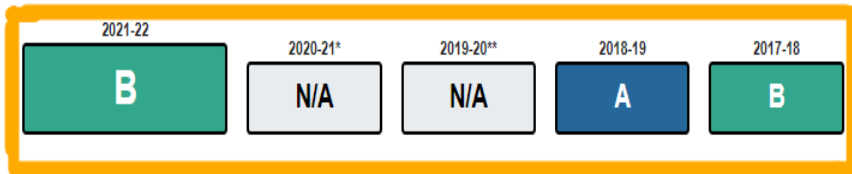
View Report Cards for Schools in this District:

Select a School in this District to View a School Report Card

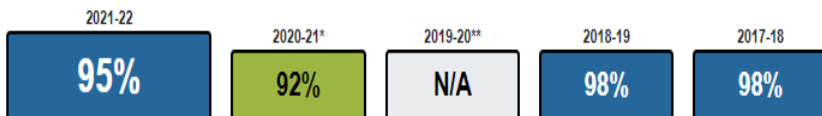
District Accountability Summary

Key Performance Indicators

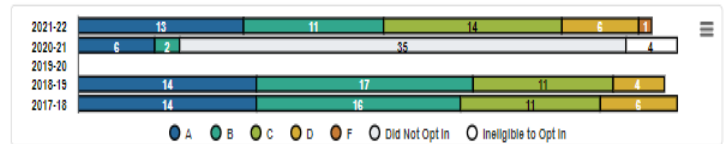
District Grade ⁱ (click grade for details and subgroups)



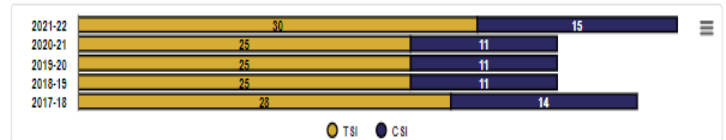
Total Percent Tested ⁱ (click percent for subject and subgroup details)



School Counts by Grade ⁱ



School Counts by ESSA Support Category ⁱ



District Grade Breakdown

Subgroup Details

Subgroup Summary

Component Information

Selected School Year:

2021-22

Selected Subgroup:

Total Students

Subgroup Grade

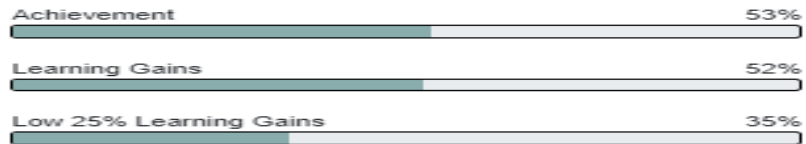
B

Subgroup Percent of Points ⁱ

58%

A = 62% or greater B = 54% to 61% C = 41% to 53% D = 32% to 40% F = 31% or less

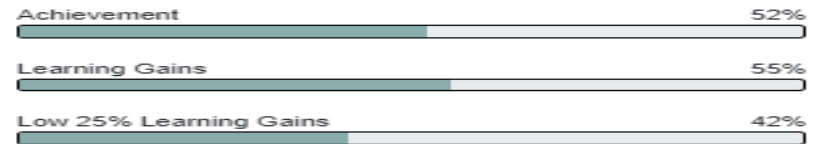
English Language Arts



Social Studies



Mathematics



Science



Graduation Rate



Key Performance Indicator

Grade 3 English Language Arts Achievement

Indicator Grade

C

Percent on Grade Level or Above

51%

District Performance ELLs

Subgroup Details

Subgroup Summary

Component Information

Selected School Year:

2021-22

Selected Subgroup:

English Language Learners

Subgroup Grade

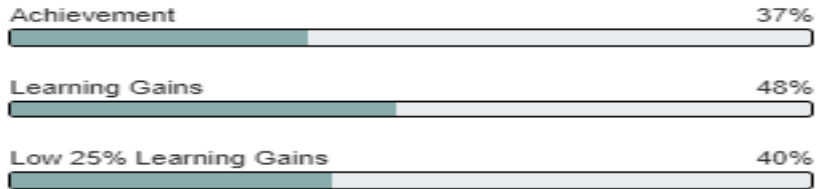
C

Subgroup Percent of Points ⓘ

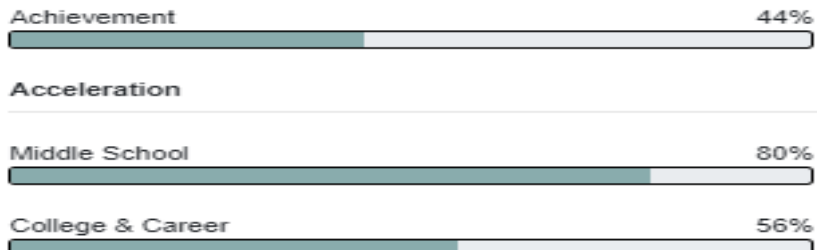
52%

A = 62% or greater B = 54% to 61% C = 41% to 53% D = 32% to 40% F = 31% or less

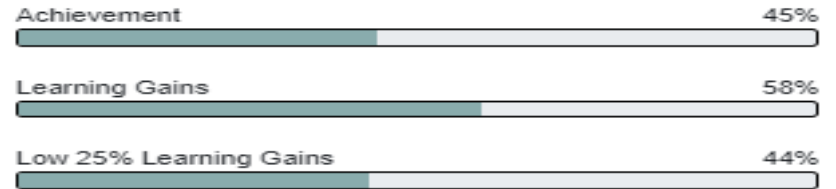
English Language Arts



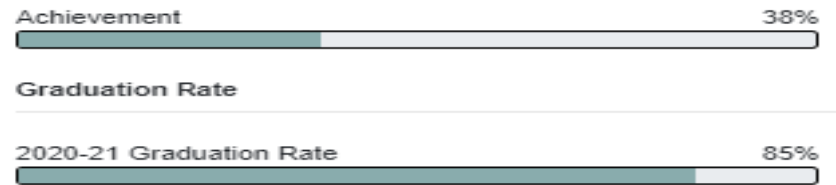
Social Studies



Mathematics



Science





Summary



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Thank you for standing up for ELLs, their families, the ESOL program, and our tireless educators.

A Shout out to ESOL Administrators and Leaders!



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

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