Beyond the Consent Decree
Council of the Great City Schools: BIRE Meeting

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Denver, Colorado

Hillsborough County Public Schools
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The Florida Consent Decree

The Consent Decree addresses the civil rights of English language learners; foremost among those, their right to equal access to all education programs.

In addressing these rights, the Consent Decree provides a structure that ensures the delivery of the comprehensible instruction to which ELL students are entitled.

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Section I: Identification and Assessment
Synopsis: All students with limited English proficiency must be properly identified and assessed to ensure the provision of appropriate services. The Consent Decree details the procedures for placement of students in the English for Speakers of Other Languages (ESOL) program, their exit from the program, and the monitoring of students who have been exited.

Section II: Equal Access to Appropriate Programming
Synopsis: All ELL students enrolled in Florida public schools are entitled to programming, which is appropriate to their level of English proficiency, their level of academic achievement, and any special needs they may have. ELL students shall have equal access to appropriate English language instruction, as well as instruction in basic subject areas, which is understandable to the students given their level of English proficiency, and equal and comparable in amount, scope, sequence and quality to that provided to English language learner (or non-ELL) students.

Section III: Equal Access to Appropriate Categorical and Other Programs for ELL Students
Synopsis: ELL students are entitled to equal access to all programs appropriate to their academic needs, such as compensatory, exceptional, adult, vocational or early childhood education, as well as dropout prevention and other support services, without regard to their level of English proficiency.

Section IV: Personnel
Synopsis: This section details the certificate coverage and inservice training teachers must have in order to be qualified to instruct ESOL students. Teachers may obtain the necessary training through university course work or through school district provided inservice training. The Consent Decree details specific requirements for ESOL certification and inservice training and sets standards for personnel delivering ESOL instruction.

Section V: Monitoring Issues
Synopsis: The Florida Department of Education is charged with the monitoring of local school districts to ensure compliance with the provisions of the Consent Decree pursuant to federal and state law and regulations including Section 229.565, Florida Statutes (Educational Evaluation Procedures) and Section 228.2001, Florida Statues (Florida Educational Equity Act). This monitoring is carried out by the Office of Academic Achievement through Language Acquisition (AALA), Division of Public Schools, Florida Department of Education.

Section VI: Outcome Measures
Synopsis: The Florida Department of Education is required to develop an evaluation system to address equal access and program effectiveness. This evaluation system is to collect and analyze data regarding the progress of ELL students and include comparisons between the LEP population and the non-ELL population regarding retention rates, graduation rates, dropout rates, grade point averages and state assessment scores.

Hillsborough County Public Schools:

At-a-Glance
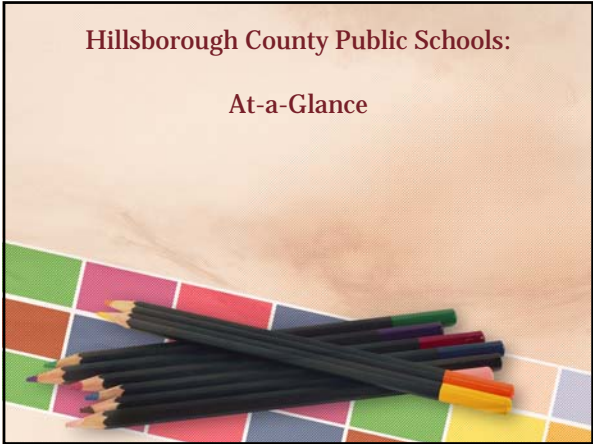
Overview

❖ Approximately 200,000 students
❖ 25,000 served by the ELL Program = 13%
❖ 19,000 former ELLs = 9%
❖ Over 150 languages/dialects

   o Spanish
   o Arabic
   o Vietnamese
   o Haitian Creole
   o Chinese

Programs for English Language Learners:

Internal Structure

A "Yes" response to any of the questions on the Home Language Survey of the Student Enrollment/Registration (SER) form initiates the screening process.

Home Language Survey
____ Yes ____No Is a language other than English used in the home?
____ Yes ____No Did the student have a first language other than English?
____ Yes ____No Does the student most frequently speak a language other than English?
Primary language spoken in the home by the Parent/Legal Guardian _____ Student's Native Language _____

State/Federal Mandated Information
____ Yes ____No Is either head of household a law enforcement officer, firefighter, or judge/justice?
____ Yes ____No Is either parent in the military, employed as a federal civilian, or residing in a housing project?
____ Yes ____No Did your family ever travel to look for work on a farm or do paid farm labor?
____ Yes ____No Is the student a single parent with either custody or joint custody of a minor child?
____ Yes ____No Has the student ever been expelled, arrested resulting in a charge, or had juvenile justice actions?
Date Student First Entered a United States School: Month (MM) _____/ Day (DD) _____/ Year (YYYY) _____
If foreign born, how many years has the student attended a school in the United States? _____
____ Yes ____No Is the student of Hispanic or Latino ethnicity?
Check all applicable races: ____American Indian or Alaska Native ____Asian ____Black/African American ____Native Hawaiian or other Pacific Islander ____White

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Supporting ELLs in HCPS

Providing comprehensive services to ELLs across our district requires a multi-tiered system of support.

In a district our size, the responsibilities must be shared in order to be effective.

- Oversees implementation of program initiatives and compliance to meet US/FLDOE requirements

Supervisor

District Resource Teachers (DRTs)

- 4 Elementary DRTs
- 2 Middle School DRTs
- 2 High School DRTs
- 1Title III DRT
- 1 DRT for Parent Involvement and to oversee the Literacy and Acculturation Center

Bilingual Paras

- Upwards of 400 Bilingual Paraprofessionals employed by the district

ESOL Resource Teachers (ERTs)
ESOL Specialists

- 96 Elementary ERTs
- 26 Middle School ERTs 5 Specialists
- 18 High School ERTs 7 Specialists

Slide 1

Multi-tiered systems of supports requires collaboration among district and site-based personnel.

These conversations result in the break-down of silos which produces data-driven academic planning across content.

Division of Curriculum and Instruction → ELL Programs → K-12 Director of Literacy → ESOL Site-based Personnel → Site-based Personnel

ELL s

Slide 2

The ELL/ELA Log was developed to assist the site-based literacy teams with analyzing data in order to establish short and long term, school-wide goals .

The ESOL Strategies Checklist is utilized by teachers to identify connections that exist between current ELL strategies and Florida Core Standards.

Instructional Planning Tools

Slide 3

At one time the needs of ELLs seemed to get lost in traditional lesson planning.

In an effort to address this concern, the district has developed instructional tools and expectations to facilitate and foster conversations between teachers and administrators about effective instructional planning for ELLs.

Snapshot of ELL Classroom Instruction

The district 's on-going commitment to identifying the needs of ELLs and effectively planning for their academic success is now reflected in the requirements of the School Improvement Plan (SIP).

SIP Evaluation 2012-13 and SIP Development 2013-14

Collaborating for the Success of ALL Students!