



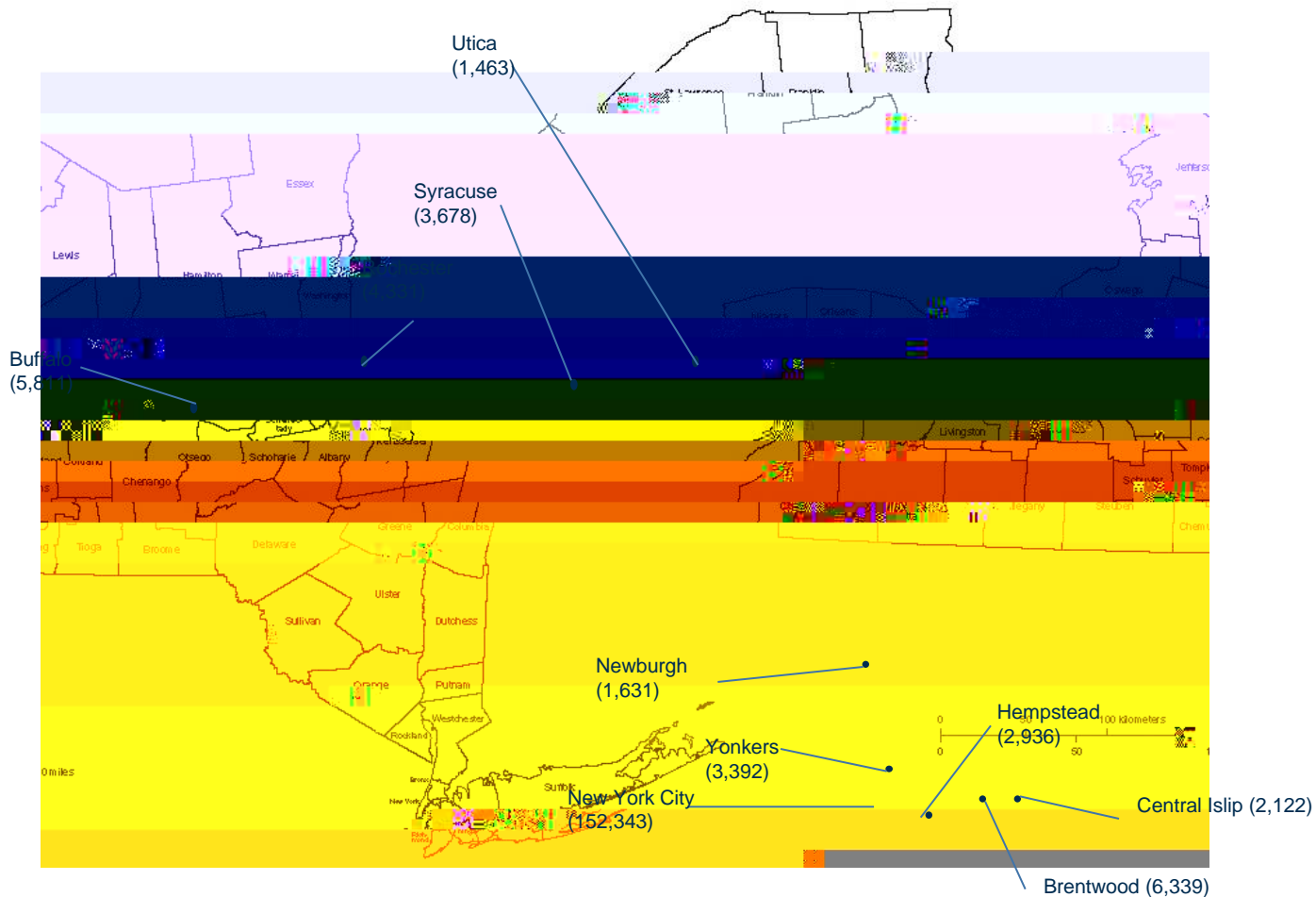
Ensuring Equal Educational Opportunities for English Language Learners

MaryEllen Elia

Commissioner of Education and President of the University of the
State of New York

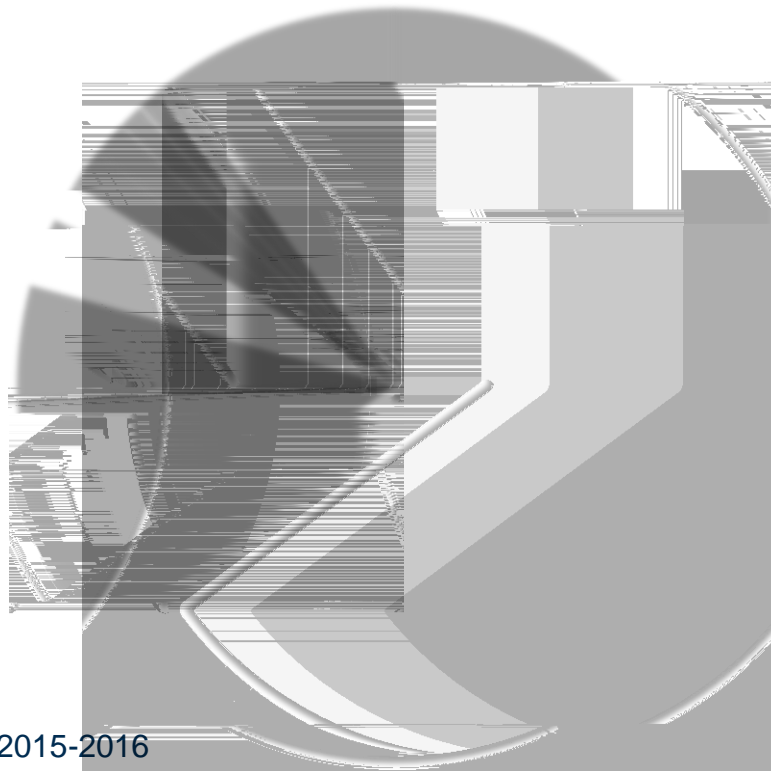
Monday, December 5, 2016

English Language Learner (ELL) Demographics



Linguistic and Cultural Diversity

Top 10 ELL/MLL Home Languages 2015-16 SY:

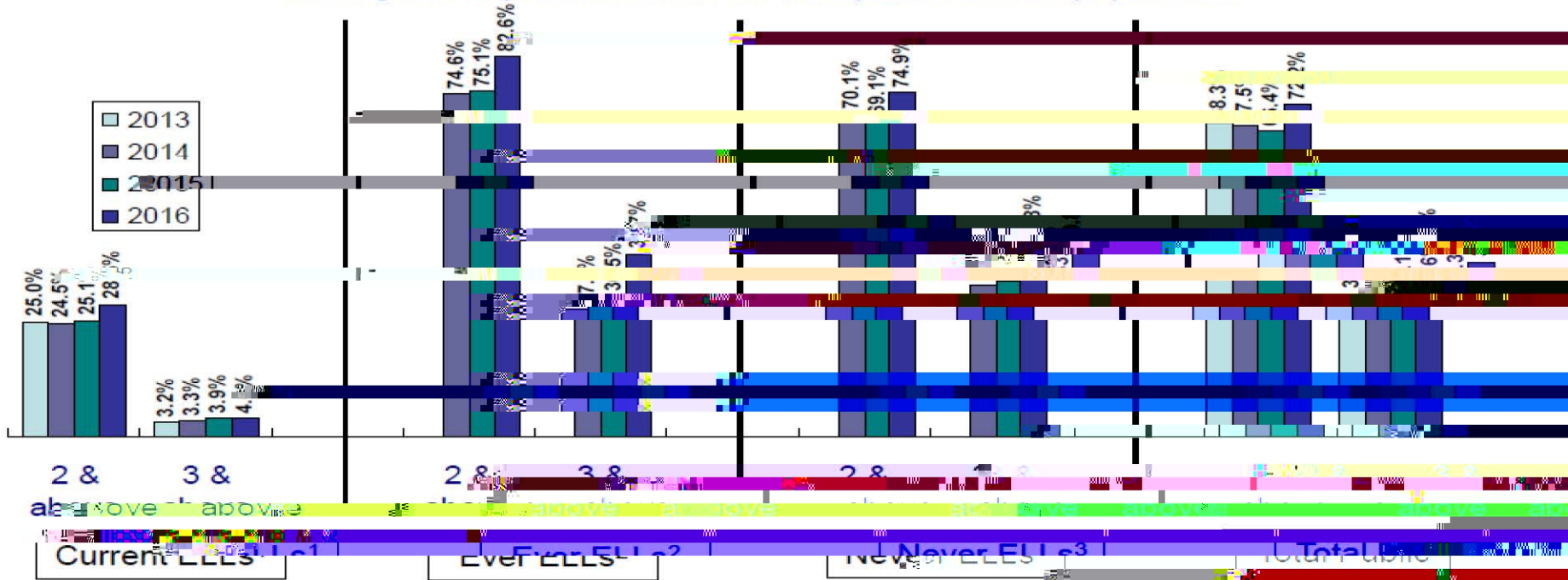


Source: NYS SIRS 2015-2016

Statewide ELL Proficiency - ELA

ELL students scoring at Level 2

scoring above proficient in the total public student population

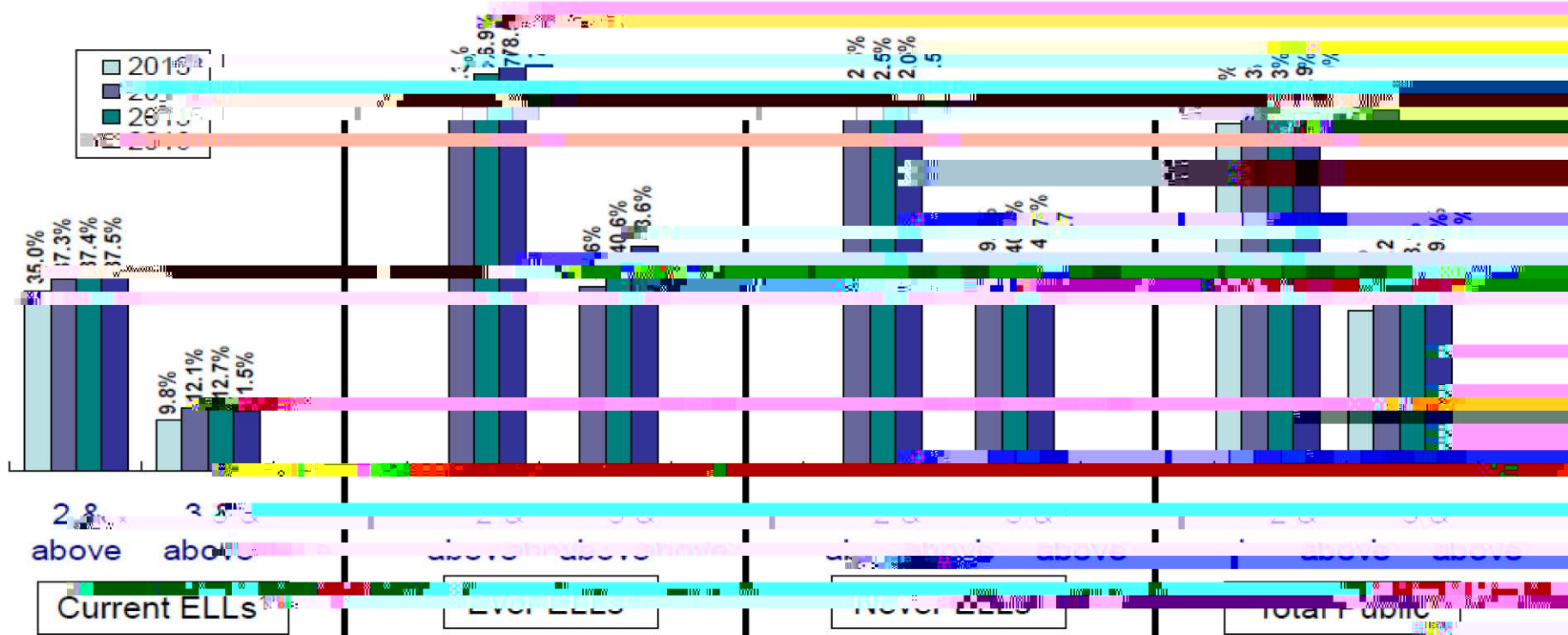


¹ Students identified as ELL during the reported year.

² Students identified as ELL in any year prior to the reported year, including one year prior.

³ Student

Ever and Never ELLs data are only available for 2014, 2015, and 2016.

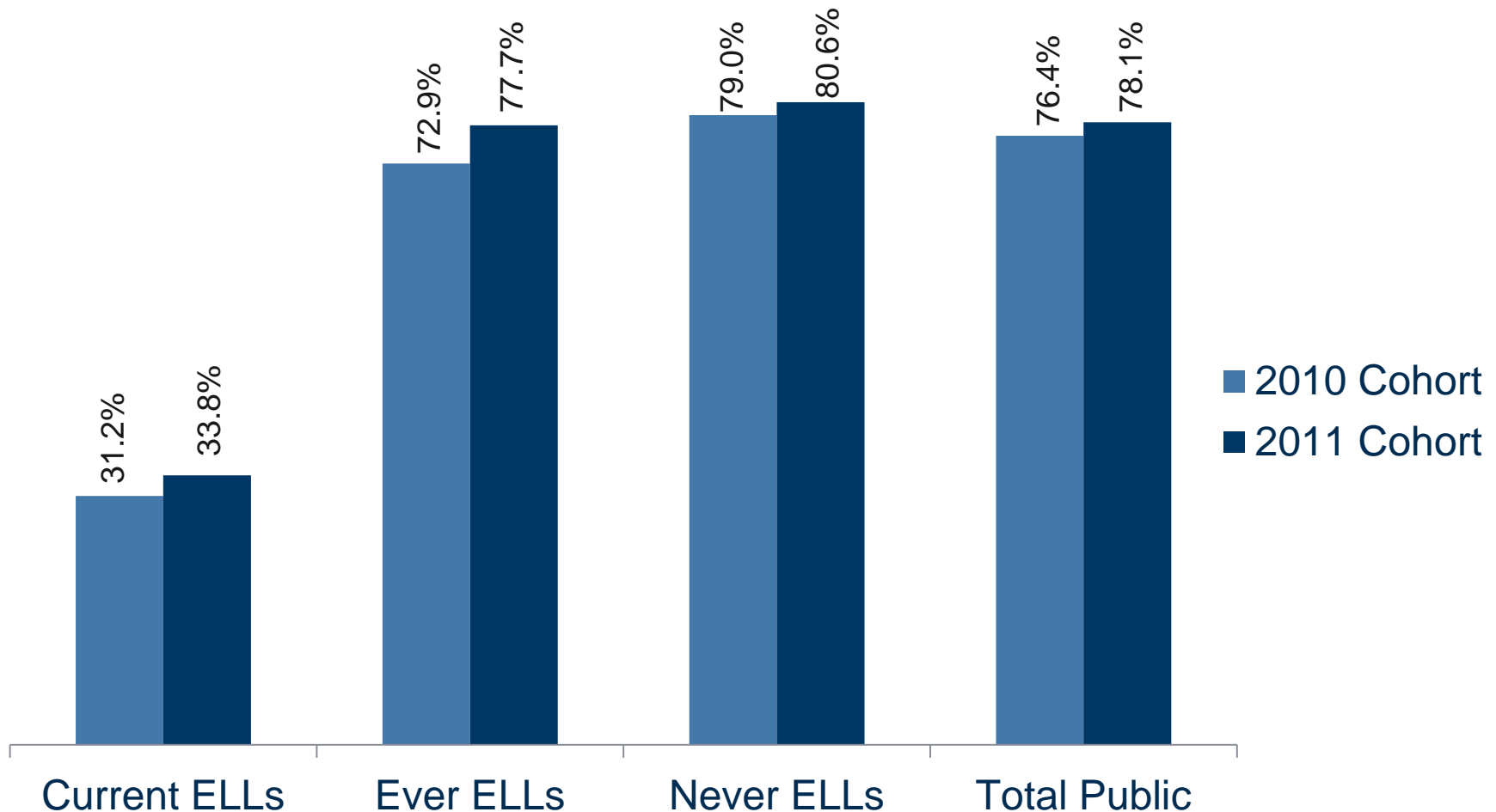


¹ Students identified as ELLs in the reported year.

² Students identified as ELLs in any year prior to the reported year and ELLs in the reported year.

Ever and Never ELLs

Statewide ELL Graduation Rates



Blueprint for ELL Success

The Blueprint is composed of the following 8 principles:

- ➔ 1. All teachers are teachers of ELLs and need to plan accordingly.
- ➔ 2. All schools boards and districts/school leaders are responsible for ensuring that the academic, linguistic, social, and emotional needs of ELLs are addressed.
3. Districts and schools engage all ELLs in instruction that is grade-appropriate, academically rigorous, and aligned with New York State Learning Standards.
- ➔ 4. Districts and schools recognize that bilingualism and biliteracy are assets and provide opportunities for all students to earn a Seal of Biliteracy upon obtaining a high school diploma.

8 Principles, continued :

Part 154 Regulations

In September 2014, the Board of Regents adopted historic changes to the Part 154 Regulations which establish requirements for the education of ELLs.

Included in the new regulations were requirements to:

- ‡ Improve the identification of ELLs so that correct determinations about V W X G English Language Arts proficiency are made;
- ‡ Increase opportunities for ELL instructional programs, including bilingual programs, and ensures program continuity for ELL students;
- ‡ Require that a percentage of professional development (PD) hours are specific to the needs of ELLs, including 15% total hours ELL-specific PD for all teachers, and 50% total hours ELL-specific PD for bilingual education and ENL teachers; and
- ‡ Revise the process for use of a V W X G English Language Arts assessment results to be used as part of ELL exit criteria.

In addition the changes highlighted, the Part 154 amendments also:

- ‡ Specified how ELLs acquire credits through the content area while developing their English language. This was not previously allowed and made it nearly impossible for ELLs to graduate in 4 years;
- ‡ Defined ELL subpopulations, including Students with Interrupted Formal Education (SIFE), Newcomers, Developing ELLs, Long-term ELLs, ELLs with disabilities, and former ELLs; and

Resources for Parents and Guardians of ELLs

- ‡ Parent Bill of Rights
- ‡ A Guide for Parents of ELLs in New York State
- ‡ PENpal interactive Home Language Questionnaire toolkits
- ‡ NYSITELL Parent Information Brochure
- ‡ NYSESLAT Parent Information Brochure
- ‡

Resources for Parents and Guardians of ELLs

OFFICE OF BILINGUAL EDUCATION AND WORLD LANGUAGES

<http://www.p12.nysed.gov/biling/bilinged/>
OBEWL@NYSED.GOV

ELL/MLL Parent Hotline at 1 -800-469-8224

nysparenthotline@nyu.edu

REGIONAL BILINGUAL EDUCATION RESOURCE NETWORKS

<http://www.p12.nysed.gov/biling/bilinged/betac.html>



ESSA and ELLs: Accountability

- ‡ To ensure that accountability for ELLs beginning in their first year of enrollment is equitable and reliable, the Department will incorporate into accountability determinations student specific factors, such as prior schooling, English proficiency, home language proficiency, grade level and age at initial identification.
 - These factors would determine whether an ELL takes either the English Language Arts (ELA) or the New York State English as a Second Language Achievement Test (NYSESLAT) for setting an accountability baseline in Year 1, after which schools will be held accountable for a student's growth in language arts on that same assessment (or a combination of both assessments) in Year 2 and beyond until the student gains proficiency in English.

- ‡ States will have two options for recently arrived ELLs:
 -

‡ To ensure that ELLs have sufficient time in English instruction to comprehend coursework, New York State ELLs would be expected to become English proficient in 4 or 5 years.

‡ Factors such as prior schooling, English proficiency, home language proficiency, grade level and age at initial identification will determine if the timeline to proficiency is extended from 4 to 5 years.

‡ To ensure that language arts assessments of ELLs are equitable and accurately measure achievement, the Regents will be advancing a budget priority requesting state funds to develop and implement high quality home language arts assessments aligned to standards and curricula.

‡ The Regents have considered budget priorities as follows:

- o Native Language Arts test development and implementation supports to provide districts with the option of offering this assessment when it would best measure the progress of Spanish-speaking ELLs/MLLs students (\$11.4 million);
- o Offering translations of all required assessments in the eight most common home languages of ELL/MLL students-



Thank You.

Follow NYSED on Twitter:

[@NYSEDNews](https://twitter.com/NYSEDNews)