Long Island Bilingual/ENL Coordinators’ Meeting

Thursday, February 13, 2020
Introduction

Ms. Elisa Alvarez
Associate Commissioner

Office of Bilingual Education & World Languages
New York State Education Department
57.6% of the total ELL population is in NYC public school districts.

Source: NYS SIRS 2018-2019
Linguistic and Cultural Diversity in New York State

We are a linguistically diverse state with over 200 languages spoken by our students.

Top 10 ELL Home Languages 2018-19 SY

Source: NYS SIRS 2018-2019

- Spanish, 64.0%
- Chinese, 8.2%
- Arabic, 5.3%
- Bengali, 2.6%
- Russian, 1.8%
- Haitian Creole, 1.6%
- Urdu, 1.5%
- French, 1.0%
- Karen, 0.7%
- Uzbek, 0.7%
- Other, 12.6%

N=268,963
Linguistic and Cultural Diversity in Long Island

Top 10 ELL Home Languages 2018-19 SY

Nassau

- Spanish, 75.2%
- English, 6.2%
- Urdu, 2.0%
- Chinese, 5.6%
- Haitian Creole, 2.0%
- Punjabi, 1.0%
- Korean, 0.8%
- Japanese, 0.7%
- Hindi, 0.5%
- Arabic, 0.5%
- Other, 5.4%

N=18,319

Suffolk

- Spanish, 85.9%
- English, 5.7%
- Urdu, 1.3%
- Chinese, 1.0%
- Haitian Creole, 0.6%
- Turkish, 0.7%
- Bengali, 0.4%
- Pushto, 0.2%
- Polish, 0.3%
- Arabic, 0.2%
- Other, 3.5%

N=26,473

Source: NYS SIRS 2018-2019
<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Definition</th>
<th>NYS</th>
<th>Nassau</th>
<th>Suffolk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newcomer ELLs</td>
<td>Students who have been in our schools for three years or less and are</td>
<td>61.7%</td>
<td>74.4%</td>
<td>60.4%</td>
</tr>
<tr>
<td></td>
<td>English Language Learners.</td>
<td></td>
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<tr>
<td>Developing ELLs</td>
<td>Students who have received ELL services for 4 to 6 years.</td>
<td>24.7%</td>
<td>18.6%</td>
<td>26.9%</td>
</tr>
<tr>
<td>Long Term ELLs</td>
<td>Students who have completed at least six years of ELL services in a New</td>
<td>13.7%</td>
<td>6.9%</td>
<td>12.6%</td>
</tr>
<tr>
<td></td>
<td>York State school and continue to require ELL services.</td>
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<tr>
<td>ELLs with Disabilities</td>
<td>ELLs served by an Individualized Education Plan (IEP). An IEP team determines</td>
<td>22.6%</td>
<td>15.2%</td>
<td>16.9%</td>
</tr>
<tr>
<td></td>
<td>a student’s eligibility for special education services and the language in</td>
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<tr>
<td></td>
<td>which special education services are delivered.</td>
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<tr>
<td>SIFE</td>
<td>ELLs who have attended schools in the U.S. for less than twelve months and</td>
<td>3.5%</td>
<td>2.6%</td>
<td>4.0%</td>
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<tr>
<td></td>
<td>who, upon initial enrollment in schools are two or more years below grade</td>
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<tr>
<td></td>
<td>level in literacy in their home language and/or two or more years below</td>
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<tr>
<td></td>
<td>grade level in math due to inconsistent or interrupted schooling prior to</td>
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<tr>
<td></td>
<td>arrival in the U.S.</td>
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<tr>
<td>Former ELLs</td>
<td>A Former ELL is a student who was identified as an ELL and has met the</td>
<td>8.5%</td>
<td>8.9%</td>
<td>8.3%</td>
</tr>
<tr>
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<td>criteria for exiting ELL status within the past two years. Upon exiting</td>
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<td></td>
<td>ELL status, Former ELLs are entitled to receive at least two years of</td>
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<tr>
<td></td>
<td>Former ELL services.</td>
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</tbody>
</table>

**Data Source:** NYSED Student Information Repository System (SIRS) 2018-19 SY
Percent of ELLs with IEPs in New York State 2018-2019

77.4% ELLs without IEPs
22.6% ELLs with IEPs

N= 60,771

48.3% of ELL SWDs are in grades K-6
20.7% of ELL SWDs are in grades 6-8
18.6% of ELL SWD are in grades 9-12

Approximately 1 in every 4 ELLs has an IEP

Female, 34.4%
Male, 65.6%

Female
Male
New York State Disability Classifications by ELL status 2018-2019

- Speech or Language Impairment: 38.2% ELL, 35.1% Non ELL
- Learning Disability: 24.5% ELL, 18.5% Non ELL
- Other Health Impairment: 6.5% ELL, 6.2% Non ELL
- Autism: 9.3% ELL, 5.5% Non ELL
- Intellectual Disability: 2.4% ELL, 2.5% Non ELL
- Multiple Disabilities: 3.0% ELL, 1.6% Non ELL
- Emotional Disturbance: 5.6% ELL, 0.9% Non ELL
- Hearing Impairment: 0.2% ELL, 0.3% Non ELL
- Orthopedic Impairment: 0.2% ELL, 0.3% Non ELL
- Visual Impairment: 0.2% ELL, 0.3% Non ELL
- Traumatic Brain Injury: 0.1% ELL, 0.2% Non ELL
ELL Disability Classifications
Nassau and Suffolk 2018-2019

Nassau ELL Disability Classifications

<table>
<thead>
<tr>
<th>Disability</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech or Language Impairment</td>
<td>43.9%</td>
</tr>
<tr>
<td>Learning Disability</td>
<td>36.8%</td>
</tr>
<tr>
<td>Other Health Impairment</td>
<td>9.6%</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>3.8%</td>
</tr>
<tr>
<td>Autism</td>
<td>2.3%</td>
</tr>
<tr>
<td>Intellectual Disability</td>
<td>1.6%</td>
</tr>
<tr>
<td>Emotional Disturbance</td>
<td>0.8%</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>0.4%</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>0.2%</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>0.1%</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

Suffolk ELL Disability Classifications

<table>
<thead>
<tr>
<th>Disability</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Disability</td>
<td>41.5%</td>
</tr>
<tr>
<td>Speech or Language Impairment</td>
<td>38.5%</td>
</tr>
<tr>
<td>Other Health Impairment</td>
<td>9.1%</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>4.1%</td>
</tr>
<tr>
<td>Autism</td>
<td>2.4%</td>
</tr>
<tr>
<td>Intellectual Disability</td>
<td>2.2%</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>0.7%</td>
</tr>
<tr>
<td>Emotional Disturbance</td>
<td>0.5%</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>0.4%</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>0.2%</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>0.1%</td>
</tr>
</tbody>
</table>
New York State - NYSESLAT Performance 2017 to 2019

Proficiency Level

- Entering: 2017: 5.7%, 2018: 4.9%, 2019: 5.7%
- Emerging: 2017: 14.8%, 2018: 12.9%, 2019: 11.5%
- Expanding: 2017: 43.2%, 2018: 44.9%, 2019: 45.1%
- Commanding: 2017: 12.0%, 2018: 13.8%, 2019: 16.0%
New York State ELL Graduation Rates

<table>
<thead>
<tr>
<th>Current ELLs</th>
<th>Ever ELLs</th>
<th>Never ELL</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 Cohort</td>
<td>2014 Cohort</td>
<td>2015 Cohort</td>
<td></td>
</tr>
<tr>
<td>30.8%</td>
<td>87.3%</td>
<td>84.4%</td>
<td>82.1%</td>
</tr>
<tr>
<td>34.1%</td>
<td>88.8%</td>
<td>84.7%</td>
<td>82.6%</td>
</tr>
<tr>
<td>38.9%</td>
<td>89.8%</td>
<td>85.5%</td>
<td>83.4%</td>
</tr>
</tbody>
</table>

Current ELL are students who were identified as ELL during the school year of their last enrollment. Ever ELL are students identified as ELL in any school year preceding the school year of their last enrollment.* Never ELL are students who never were identified for ELL services.*

* Data are available for the 2005-06 to 2018-19 school years only. Therefore, students who received ELL services prior to 2005-06 are not identified as Ever ELL.
Statewide Dropout Rates by Subgroups, 2013-15 Cohorts

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>2013 Cohort Size</th>
<th>2014 Cohort Size</th>
<th>2015 Cohort Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>7.2%</td>
<td>7.3%</td>
<td>10.3%</td>
</tr>
<tr>
<td>Female</td>
<td>5.2%</td>
<td>4.9%</td>
<td>10.3%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>3.3%</td>
<td>3.2%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>8.1%</td>
<td>7.8%</td>
<td>7.9%</td>
</tr>
<tr>
<td>Black</td>
<td>10.4%</td>
<td>10.1%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3.9%</td>
<td>3.7%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>7.6%</td>
<td>6.9%</td>
<td>7.1%</td>
</tr>
<tr>
<td>White</td>
<td>29.7%</td>
<td>27.5%</td>
<td>27.1%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>11.6%</td>
<td>11.1%</td>
<td>11.1%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>5.2%</td>
<td>5.1%</td>
<td>5.2%</td>
</tr>
<tr>
<td>General Education Students</td>
<td>8.2%</td>
<td>8.0%</td>
<td>8.5%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>6.2%</td>
<td>6.0%</td>
<td>6.1%</td>
</tr>
<tr>
<td>All Students</td>
<td>7.3%</td>
<td>7.1%</td>
<td>10.7%</td>
</tr>
</tbody>
</table>

2013 Cohort as of Aug 2017 2014 Cohort as of Aug 2018 2015 Cohort as of Aug 2019
Long Island ELL Graduation Outcomes
August 2013 Cohort to 2015 Cohort

Graduated
- 2013 Cohort: 26.5%
- 2014 Cohort: 30.6%
- 2015 Cohort: 34.5%

Still Enrolled
- 2013 Cohort: 35.2%
- 2014 Cohort: 37.3%
- 2015 Cohort: 32.0%

Dropout
- 2013 Cohort: 27.2%
- 2014 Cohort: 31.7%
Legislative Budget Requests (non-State Aid)

- Provide for new funding allocations in order to Increase Districts’ Capacity to Serve English Language Learners throughout New York State: $15M
- Develop and/or adopt a new “Alternate English Language Proficiency (ELP)” assessment for students with severe cognitive disabilities: $1M
- Enhance Regional Bilingual Education Resource Network (RBERN) staff and services: $1.6M
Supports for English Language Learners (ELLs)

- In 2018-2019 NYSED created two new self-evaluation resources that allow districts and schools to assess their ELL supports.
- In the Fall of 2019, NYSED-sponsored series of videos and resource guides on “Supporting Immigrants in Schools” was published.
- In 2019-2020, NYSED will launch a new initiative on teaching science for ELLs.
- NYSED is also developing a new professional development series focused on teaching math for ELLs.
NYSED Supports English Language Learners

- Blueprint for English Language Learner Success
- Commissioner’s Regulations Part 154
- Emergent Multilingual Learners (EMLLs) in Pre-kindergarten
- World Languages/NYS Seal of Biliteracy
- Teacher Shortage (CR-ITI)
- Students with Inconsistent/Interrupted Formal Education (SIFE)
- Culturally Responsive-Sustaining Education
- Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute (PR/HYLI)
- Advanced Literacies
- Linguistic Demands
- Best Practices
- OBEWL Resources
“ALL TEACHERS ARE TEACHERS OF ELLS.”
Commissioner’s Regulations
Part 154

- ELL Identification
- Parent Notification and Information
- Retention of Records
- ELL Program Placement
- Program Requirements
- Provision of Programs
- Grade Span
- Program Continuity
- Students with Disabilities
- ELL Exit Criteria
- Intervention Support for ELLs
- Former ELL Services
- Graduation Requirements
- Professional Development
- Certification
- School District Planning and Reporting Requirements
Emergent Multilingual Learners in Pre-kindergarten

Emergent Multilingual Learners Language Profile and Profile Process

Attachment 2

EMERGENT MULTILINGUAL LEARNERS LANGUAGE PROFILE PROCESS

STEP 1: ADMINISTER THE EMERGENT MULTILINGUAL LEARNERS LANGUAGE PROFILE

Administer the Emergent Multilingual Learners Language Profile to all enrolled students. If the Profile indicates that a student’s home or primary language is other than English, complete each area of this process. The child is an Emergent Multilingual Learner who is entitled to bilingual support and instruction in his home language while learning English.

STEP 2: FAMILY INTERVIEW AND SOCIAL HISTORY

An interview, preferably in the home language, is conducted with the parent or guardian to record the child’s language practices. The information on the Profile would inform this interview. The contents of this family interview supplements any information gathered on the Emergent Multilingual Learners Language Profile once it is determined that the child is a home or primary language other than English.

STEP 3: CONDUCT INDIVIDUAL INTERVIEW WITH THE CHILD

An interview is conducted with the child in the presence of a parent or guardian. The interview is conducted in the child’s language at their level of comfort in his or her language.

STEP 4: REVIEW OF EXISTING SCREENINGS

Universal Pre-kindergarten requires initial screenings. At this point, if the child’s screening results are reviewed to assess emergent literacy or numeracy, all related findings are summarized.

STEP 5: PLANNING FOR PRE-KINDERGARTEN INSTRUCTION

Ensure that all Emergent Multilingual Learners are provided with bilingual support and instruction in their home language while learning English.

TRANSITIONING TO KINDERGARTEN

All students who will not begin kindergarten until September of the following school year are considered new entrants to districts and schools. Therefore, districts and schools shall commence the ESL screening identification and placement process for all Pre-kindergarten students prior to the Commissioner’s regulations effective date (8/2/2013) or after June 30 of the current school year. All information gathered in this Language Profile Process must be maintained in the student’s record.

For more information, contact: Division of Early Childhood Education Department Office 13-614 (1113) or email ECEEL@NYSED.GOV.
NYSED is currently engaged in proposing revisions to the Languages Other Than English (LOTE) Learning Standards.

Participation in the New York State Seal of Biliteracy (NYSSB) has increased significantly since the first year of implementation in 2015-2016.
NYSED currently has sixteen (16) Clinically Rich-Intensive Teacher Institutes (CR-ITI) at Institutions of Higher Education (IHEs).

Each CR-ITI provides up to 20 candidates per year.

As of December 2019, 580 CR-ITI students completed coursework towards BE or ESOL certification.

Over time an additional 1,640 teachers are projected to complete these programs.

2 additional CR-ITIs are set to open in 2020-2021.
 Students with Inconsistent/Interrupted Formal Education (SIFE)

- NYSED continued the partnership with CUNY Graduate Center to support and deliver two vital resources to support the SIFE population:
  - Multilingual SIFE Screener (MLS)
  - Bridges to Academic Success
Recognizing the need to prioritize equity and inclusion in every facet of our work, NYSED published the CR-S Framework to help educators incorporate the CR-S principles into their teaching and to promote successful outcomes for all students.

The Framework includes:

- A common definition of CR-S;
- Vision and guiding principles for CR-S;
- CR-S implementation guidelines for different stakeholders; and
- Supporting resources regarding CR-S.
• PR/HYLI is designed to develop leadership, public speaking skills, and an understanding of the NYS Legislative process for 200 Hispanic (junior and senior) high school students studying NYS Law and Government.

• Prior to attending a three-day institute, students receive training on the legislative process and then they select legislative bills to research and debate. At the institute, students meet with legislators and debate actual legislative bills in a mock assembly session. Students receive scholarships from legislators.

• PR/HYLI is celebrating its 30 year anniversary.
Advanced Literacies

Briefs 1 & 2: Advanced Literacies and Reading Comprehension

Brief 1: Advanced Literacies for Academic Success

Brief 2: Reading Comprehension

Briefs 3 through 6: The Hallmarks of Advanced Literacy Instruction

Brief 3: Engaging texts with big ideas and rich content

Brief 4: Talk and discussion to build conversational and academic language knowledge

Brief 5: Write to build language and knowledge

Brief 6: Small sets of high-utility vocabulary words to build breadth and depth of knowledge

Briefs 7-8: Instructional Spotlights

Brief 7: Instructional Units of Study

Brief 8: Language Production Projects
Linguistic Demands

- Aug-Oct 2019: Drafting
- Nov-Dec 2019: Educator Reviews
- Jan-Mar 2020: Final Draft
- Mar-Apr 2020: Public Comment
- May-Jun 2020: Implementation of Feedback
- Jul-Sep 2020: Presentation to Board of Regents
Best Practices

- Teachers promote students’ academic vocabulary and provide opportunities to develop their oral and written language skills across content areas.

- Teachers engage the students in academic discussions leveraging students’ home languages and prior knowledge. They are taught grade level content and appropriate language and literacy skills.

- ELLs’ home language(s) represent an important resource to scaffold learning and contribute significantly to the academic achievement of all subgroups.

- Dual modeling of instruction allows content area teachers the ability to observe where language scaffolds can be inserted, where academic language and discourse may be difficult for ELLs, where wait time, rephrasing, reiterating would enhance understanding, and where Tier 2 words can cross all content areas.

- Content area teachers co-teaching Integrated English as a New Language (ENL) in the core content area have regularly scheduled team meetings. Co-planning is prioritized by administration and co-teachers. Co-constructed assessments and professional observations are conducted.
OFFICE OF BILINGUAL EDUCATION AND WORLD LANGUAGES
OBEWLL@NYSED.GOV

ELL PARENT HOTLINE at 1-800-469-8224
nysparenthotline@nyu.edu

REGIONAL BILINGUAL EDUCATION RESOURCE NETWORKS
http://www.nysed.gov/bilingual-ed/regional-supportrberns