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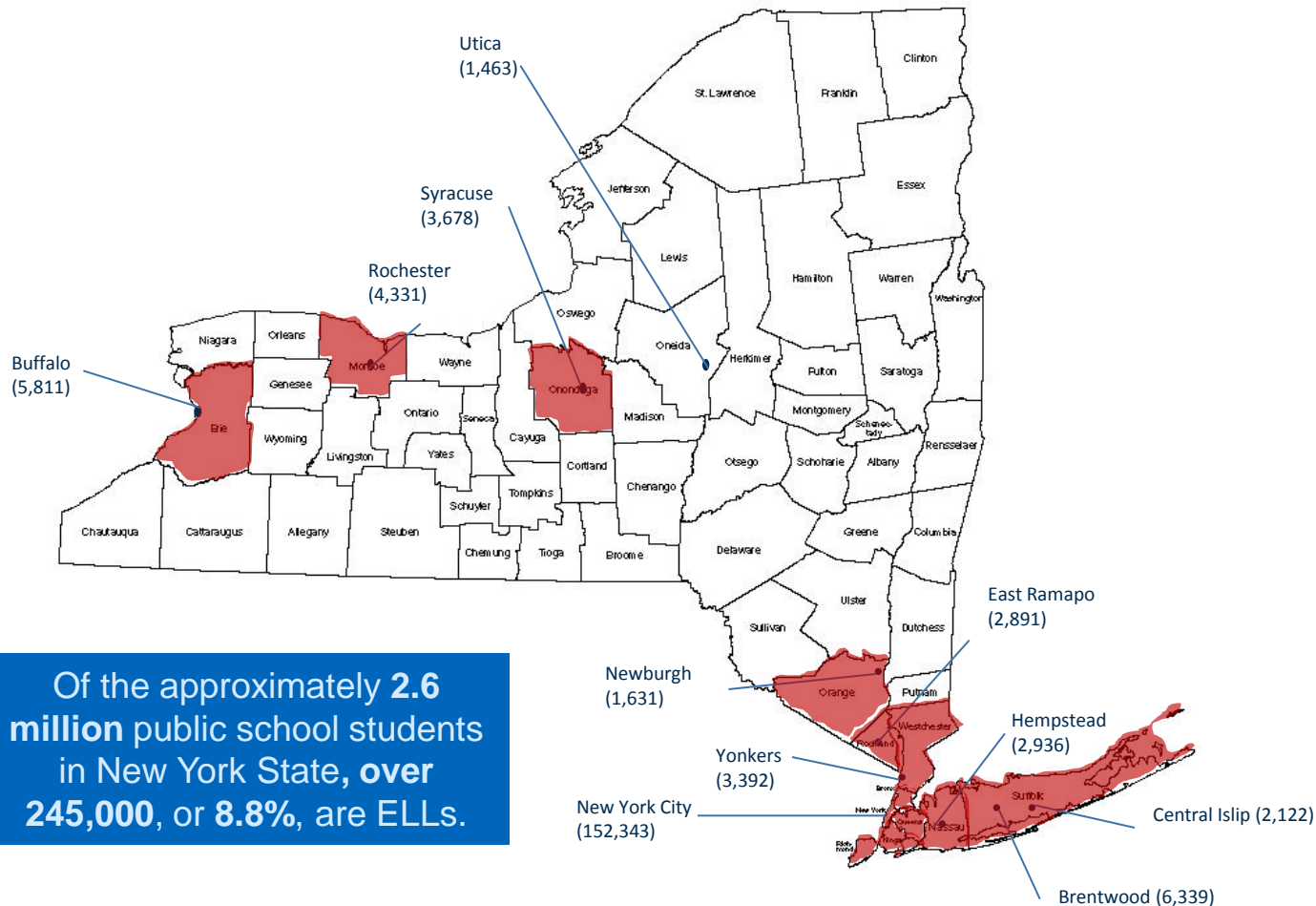
Ensuring Equal Educational Opportunities for English Language Learners

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

Monday, December 5, 2016

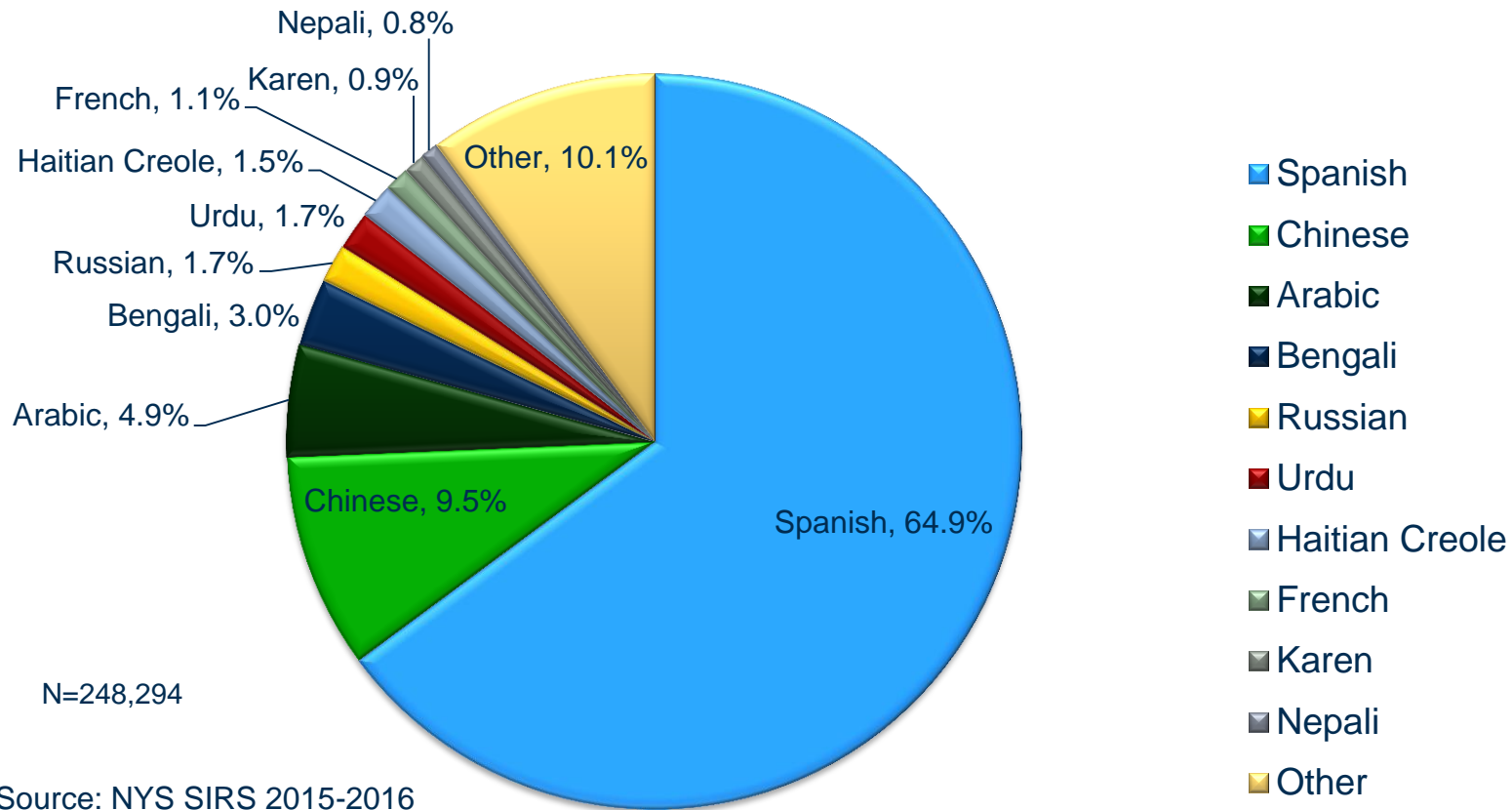
English Language Learner (ELL) Demographics



Top ELL/MLL Districts	# of ELLs/MLLs
New York City	152,343
Brentwood	6,339
Buffalo	5,811
Rochester	4,331
Syracuse	3,687
Yonkers	3,392
Hempstead	2,936
East Ramapo	2,891
Central Islip	2,122
Utica	1,873
Newburgh	1,631

Linguistic and Cultural Diversity

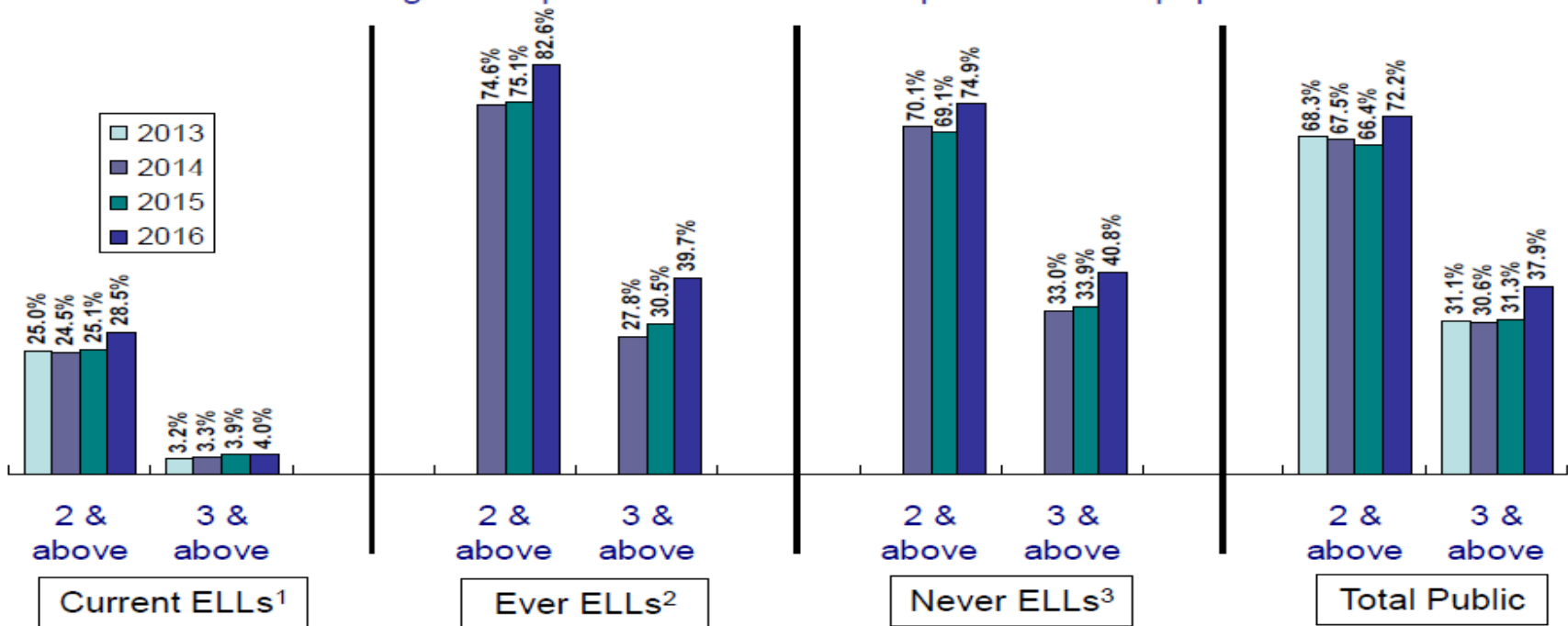
Top 10 ELL/MLL Home Languages 2015-16 SY:



Source: NYS SIRS 2015-2016

Statewide ELL Proficiency - ELA

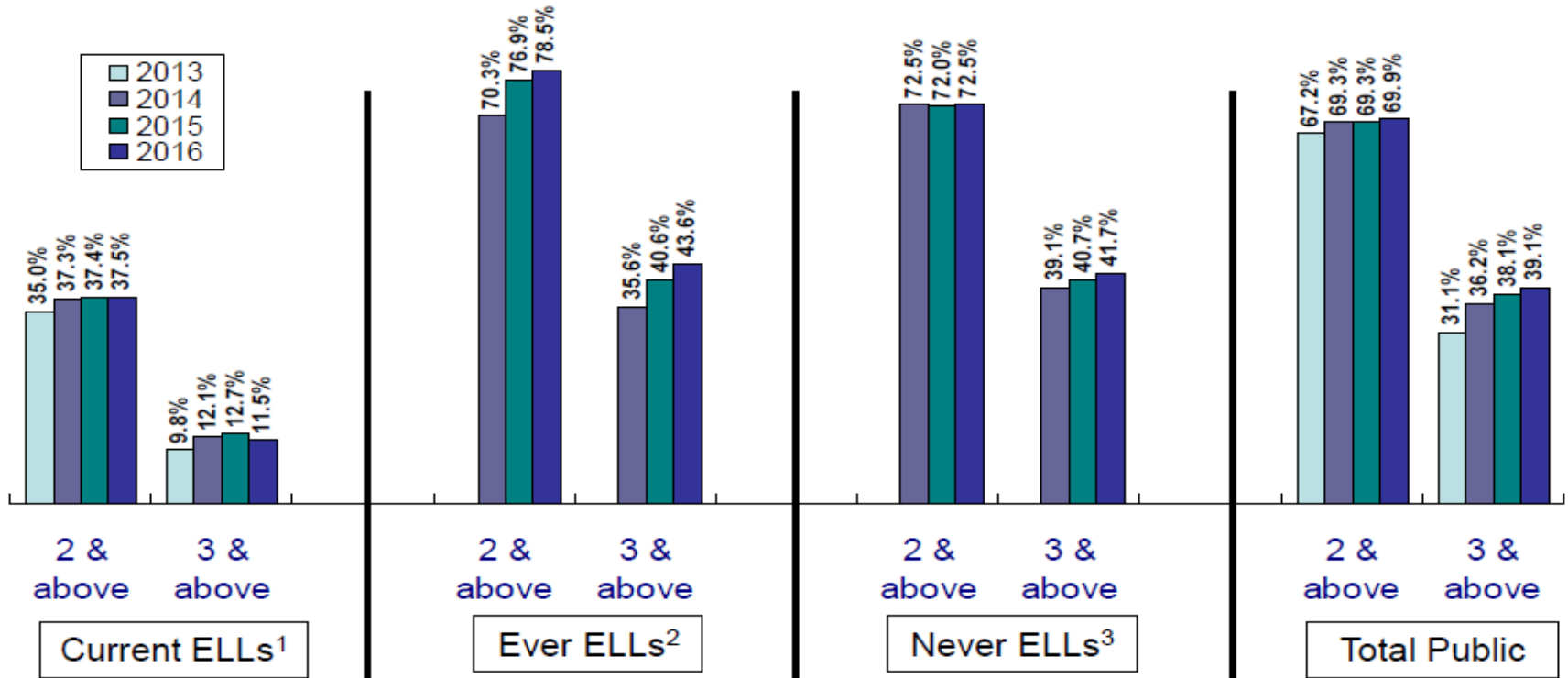
ELL students statewide continued to see increases in ELA scores with a higher percentage of students scoring at Level 2 & above. Ever ELLs have experienced a significant increase, with a higher percentage scoring above proficient than the total public student population.



¹ Students identified as ELL during the reported year.
² Students identified as ELL any year prior to the reported year but not including the reported year.
³ Students never reported to have received ELL services.

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

Statewide ELL Proficiency - Math



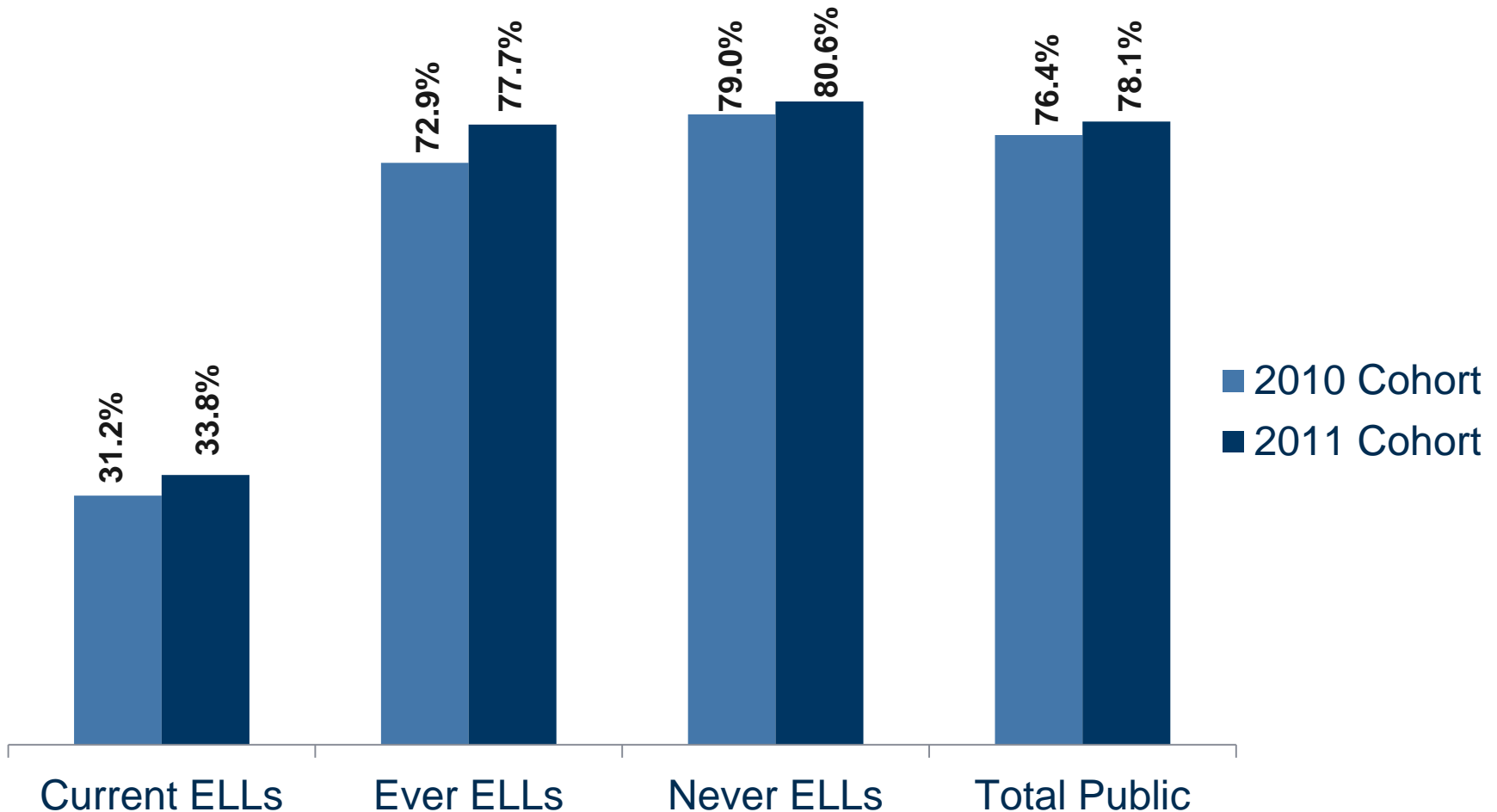
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Statewide ELL Graduation Rates



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.**

Blueprint for ELL Success

8 Principles, continued:

- ➔ **5. Districts and schools value all parents and families of ELLs/MLLs as partners in education and effectively involve them in the education of their children.**
- 6. District and school communities leverage the expertise of bilingual, ENL, and Language Other Than English (LOTE) teachers and support personnel while increasing their professional capacities.
- 7. Districts and school communities leverage ELLs/MLLs' home languages, cultural assets, and prior knowledge.
- 8. Districts and schools use diagnostic tools and formative assessment practices in order to monitor ELLs/MLLs' content knowledge as well as new and home language development to inform instruction.

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 student's language 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 student's English Language Arts assessment results to be used as part of ELL exit criteria.

Further Changes to the Part 154 Regulations

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
- Provided for increased opportunities for parental involvement in the language they best understand.

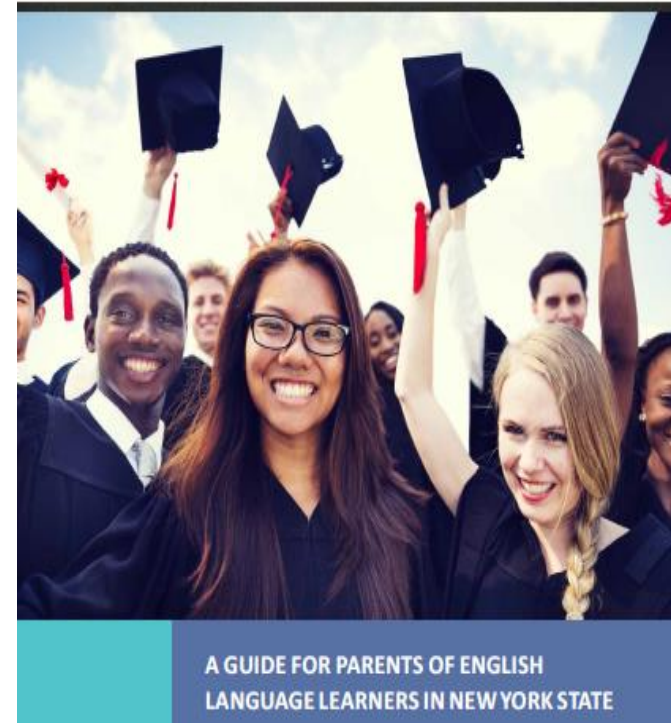
Resources for Parents and Guardians of ELLs

The following resources have been or will be translated in up to 25 languages:

- 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
- ELL Civil Rights Parent Website and Hotline
- Parent Orientation Video on ELL programs in New York State
- Parent Orientation Checklist
- Parent Program Selection Form
- Parent Notification Letters
- Roadmap to College



New York State Education Department
Office of Bilingual Education and World Languages



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: Key Provisions

- ELL academic achievement is integrated into the Title I accountability system, and the Title III Annual Measurable Achievement Objectives (AMAOs) will sunset.
- States must include ELLs' attainment of English language proficiency as a separate accountability indicator to differentiate school performance.
- For up to four years after exiting ELL status, a student's assessment scores may be included in the ELL subgroup.
- States must develop standardized ELL entry/exit criteria and procedures, and utilize a uniform and consistent definition of an ELL.



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:
 - Option 1 would generally exempt ELLs from the English language arts (ELA) assessment in Year 1 for accountability purposes. ELLs would take the ELA and Math test in subsequent years to measure achievement.
 - Option 2 would generally require ELLs to take the ELA and Math tests for reporting purposes, but not accountability purposes. ELLs would take the ELA and Math tests in subsequent years for accountability purposes to measure growth.

ESSA and ELLs: Proficiency

- 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.

ESSA and ELLs: Assessments

- 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:
 - 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);
 - Offering translations of all required assessments in the eight most common home languages of ELL/MLL students- Spanish, Chinese (Traditional), Haitian-Creole, Arabic, Bengali, Chinese (Simplified), Korean, and Russian (\$1 million).
 - Resume Regents LOTE examinations, which will restore credibility and legitimacy to world language studies by ensuring consistency in LOTE assessments, allow students to receive credit by examination for the Regents diploma with Advanced Designation, and be used for the Pathway 4+1 option for LOTE (\$5 million).



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Thank You.

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