

Long Island Teacher Institute

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University of the
State of New York
State Education
Department

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In the past five years, schools in New York State have experienced a steady increase in the number of LEP/ELLs.

- LEP/ELLs have increased 33%, from 220,000 in 2005 to 293,334 in 2010.
- School Districts have increased 31%, from 420 in 2005 to 552 in 2010,
- Charter Schools have increased 28%, from 88 in 2009 to 113 in 2010.
- Forty-nine (49) percent of Persistently Lowest-Achieving (PLA) schools serve an LEP/ELLs of at least 10%;
- 20% of PLAs serve LEP/ELLs of at least 20%.

NEW YORK STATE LEP/ELL DEMOGRAPHICS

By BETAC Region

As of June 2010

Number of LEP/ELLs by BETAC Region						
BETAC Region	Number of Districts in Region	Number of Charter Schools	Public	Non-Public K-6	Non-Public 7-12	Total
Bronx	6	27	40,023	2,664	2,122	44,809
Brooklyn-Queens	19	37	87,044	27,550	10,576	125,170
Eastern Suffolk	65	0	16,279	102	89	16,470
Erie I	56	6	5,420	35	94	5,549
Lower Hudson	55	1	15,135	8,351	3,844	27,330
Manhattan-SI	7	26	28,718	2,650	992	32,360
Mid-Hudson	61	0	5,483	5,861	2,957	14,301
Mid-State (OCM)	83	1	5,844	70	71	5,985
Mid-West	69	2	5,787	104	55	5,946
Nassau	56	3	12,693	118	47	12,858
Questar III	77	8	2,464	16	76	2,556

NEW YORK STATE LEP/ELL DEMOGRAPHICS

by Language

Language Diversity Among ELLs:

Among current ELLs, 170 home languages are represented.

Top Languages Among ELLs (2009):

*Haitian-Creole:

Based on the growing number of Haitian speakers from the past five (5) years and given the recent events in Haiti, we anticipate that this number will not only remain in the top five (5) languages spoken but will also continue to grow.

LANGUAGE	NUMBER OF LEP/ELLs in NYS	Percentage of Total LEP/ELLs
Spanish	152,160	51.87%
Chinese	7,142	2.43%
Arabic	6,076	2.07%
Bengali	5,278	1.80%
Haitian Creole	4,310	1.47%
Urdu	4,014	1.37%
Russian	3,801	1.30%
French	2,605	0.89%
Korean	2,008	0.68%
Albanian	1,584	0.54%
Totals:	188,978	64.42%
ALL LANGUAGES: TOTAL (NYS)	293,334	100.00%

English Language Arts 2006-2010

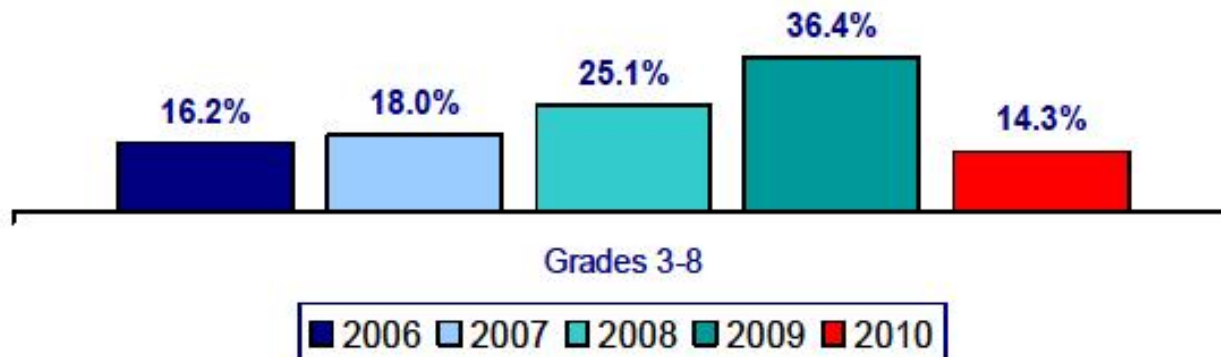
English Language Learners

Grades 3-8 Combined

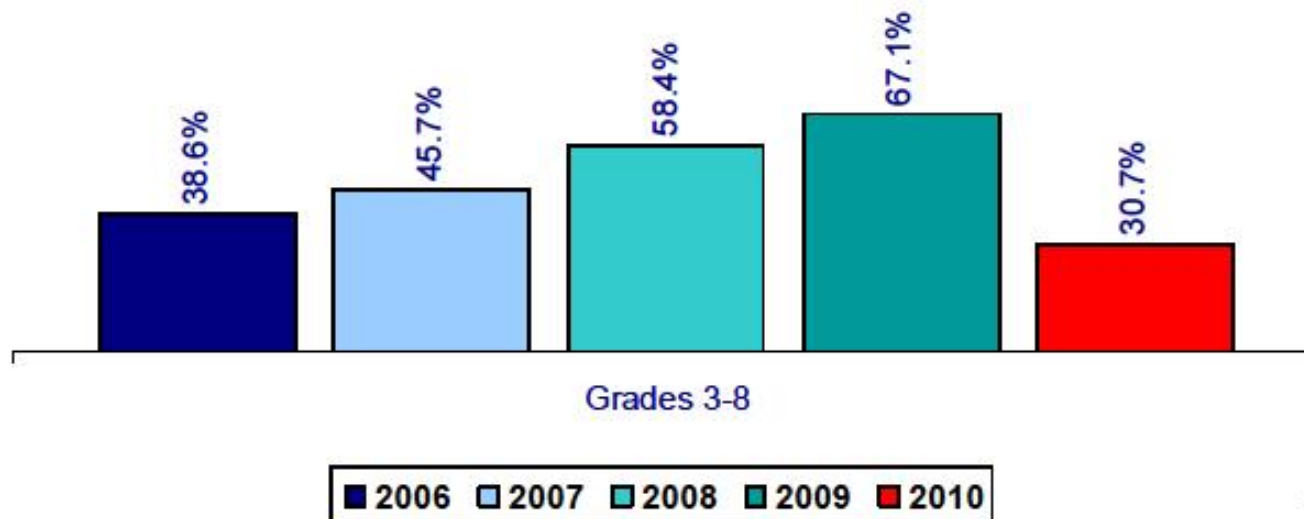
Percentage of Students Scoring at Levels 3 and 4

Number of ELL Students Tested

	2006	2007	2008	2009	2010
Grades 3-8:	27,507	72,082	73,199	74,854	79,348



**Mathematics 2006-2010
English Language Learners
Grades 3-8 Combined
Percentage of Students Scoring at Levels 3 and 4**



Title III Sub-grantees that Did Not Make AMAOs for Two or Four Consecutive Years

SUBGRANTEE NAME	NUMBER OF CONSECUTIVE YEARS NOT MEETING AMAOs
Amsterdam City School District	5
Buffalo City School District	5
Dunkirk City School District	5
Lackawanna City School District	5
New York City Geographic District # 9	5
New York City Geographic District #12	5
New York City Geographic District #18	5
New York City Geographic District #19	5
Syracuse City School District	5
Geneva City School District	4
Rochester City School District	4
Kiryas Joel Village Union Free School District	3
Ulster BOCES-Consortium Lead	3
Lindenhurst Union Free School District	2
Peekskill City School District	2

NYSESLAT Transition Timeline

School Year	Milestones
2010-2011	<ul style="list-style-type: none">• Questar Assessment Inc. awarded NYSESLAT contract• Student achievement expectations on the NYSESLAT are based on the 2004 Learning Standards for English as a Second Language• Districts begin developing curricula aligned to Common Core State Standard (CCSS) (Jan. 2011) with a goal of implementing the new state curricula in Sept. 2012
2011-2012	<ul style="list-style-type: none">• Student achievement expectations on the NYSESLAT are based on the 2004 Learning Standards for English as a Second Language• Districts continue to develop curricula and begin implementing instruction aligned to CCSS
2012-2013	<ul style="list-style-type: none">• New initial identification tests will be available for schools to screen new entrants, September 2012• NYSESLAT will be aligned to CCSS and will include new grade band configurations (K, 1-2, 3-4, 5-6, 7-8 and 9-12)
2013-2014	<ul style="list-style-type: none">• Student achievement expectations are based on CCSS and State standards as added

NYS Race to the Top (RTTT) Resources / Strategies which support LEP/ELLs

- Common Core State Standards (CCSS) - Curriculum
 - Curriculum guidance with specific examples that further illuminate the standards and suggested instructional activities
 - Insight and guidance for addressing the needs of all students, including ELLs,
 - An item-by-item analysis of the NYS curriculum-embedded formative assessments to assist teachers of ELLs
- P-20 Data System
 - New York State is expanding the data elements collected on LEP/ELLs to over 25 data elements.
 - Education Data Portal
 - Early Warning System
- Teachers and Leaders
 - Recruitment
 - Differentiated Compensation -
- School Innovation
 - Turnaround Strategies
 - Charter Schools

Framing Questions for Policy and Regulatory Changes

- student identification and placement processes
- assessment systems for measuring students' skills and knowledge
- research-based instructional strategies/
- successful academically after they transition out
- professional development
- preparation /certification process

LEP/ELL Program Evaluation Toolkit

The **Program Evaluation Toolkit (PET)** is a comprehensive self-assessment tool developed to examine the quality of programs and services provided to limited English proficient/English language learners (LEP/ELLs) in New York State public schools.

This instrument is designed to ensure that the instructional quality and academic rigor of bilingual education and English as a second language (ESL) programs are aligned with federal, State and local requirements,

1. Student Identification/Placement
2. Leadership
3. Quality Programs
4. Quality Instruction
5. Assessment/School Planning
6. Staff Qualifications
7. Professional Development
8. Parental Involvement
9. Support Services
10. Coordination of Resources

Guidance Documents on Web

- [Art As A Tool For Teachers Of Ells](#)
- Chinese - Native Language Curriculum Document
- [Directory Of Spanish Resources](#)
- Education Of English Speaking Caribbean Students
- [A Resource Guide For Educating Refugee Children And Youth In New York State](#)
- [Guidelines For Educating Limited English Proficient Students With Interrupted Formal Education \(LEP/ELL SIFES\)](#)
- Haitian - Native Language Curriculum Document
- [NCLB Reauthorization Of The Elementary And Secondary Education Act:](#)
- [LEP/ELL Considerations: Recommendations From LEP/ELL Educators In New York State](#)
- Parent Handbook For LEP/ELL Students
- Promising Instructional Practices For Secondary English Language Learners(7-12)
- [Response To Intervention \(Rti\)](#)
 - Web Page: [*Http://Www.P12.Nysed.Gov/Specialed/RTI/Guidance/Cover.Htm*](http://www.p12.nysed.gov/specialed/RTI/Guidance/Cover.Htm)
- [Suggested Spanish Literature And Reading Books - Resource Manual](#)
- [Technology In The LEP/ELL Classroom](#)
- Two-way Education Programs

These Guidance Documents were/are being created in collaboration with the New York State - Bilingual/English as a Second Language (ESL) Technical Assistant Centers (NYS-BETAC) to assist Districts/Schools with the diverse educational needs of Limited English Proficient / English Language Learners (LEP/ELLs).

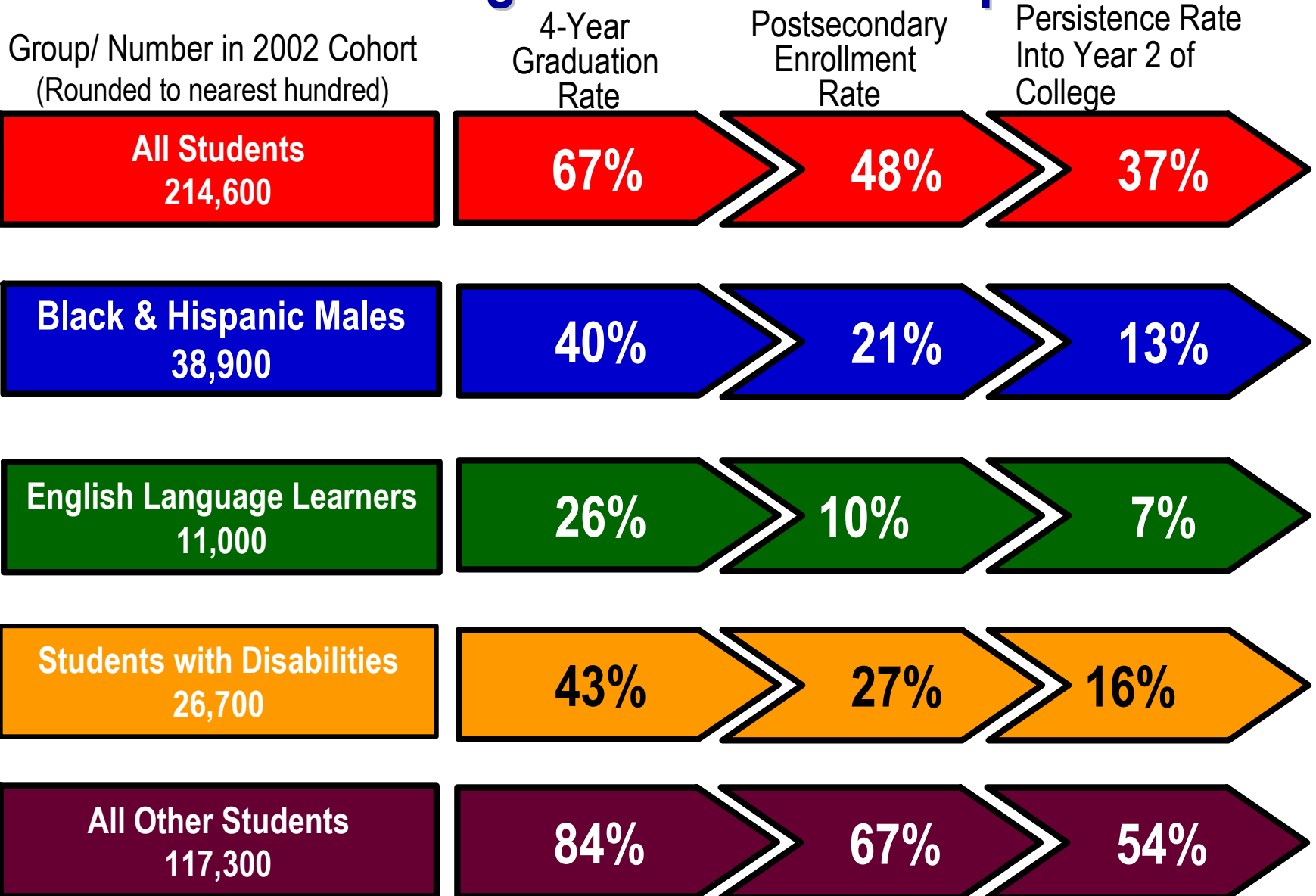
1.1 Million Undocumented Students

- **2%** of the total student population in the US
- Most often these students entered the country when they were too young to understand how they arrived.
- As established by *Plyler v. Doe* (1982), undocumented students are entitled to elementary and secondary education in this country.

Undocumented Immigrants

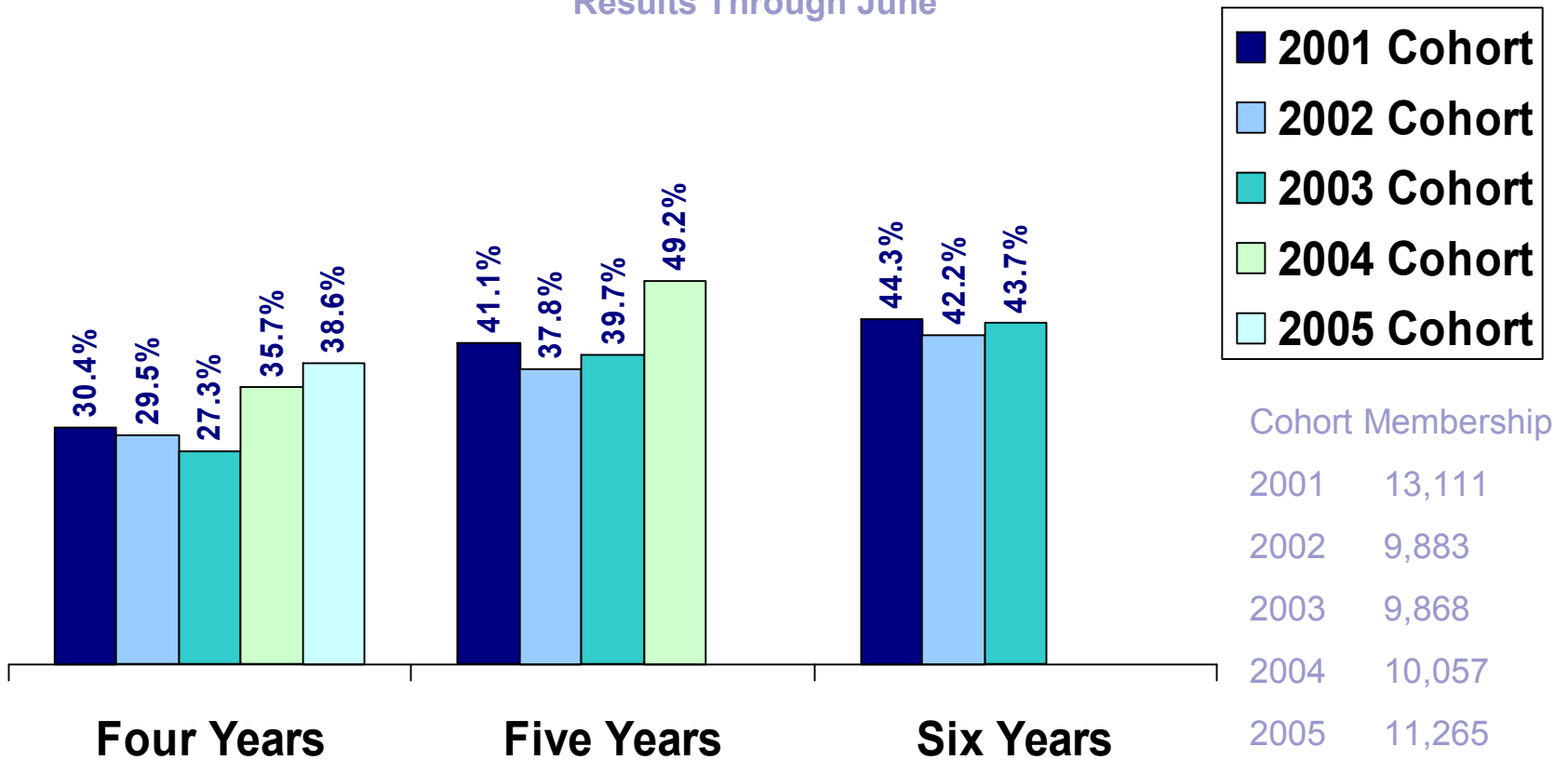
- An estimated 11-12 million undocumented immigrants (1.1 million of which are students) are currently in the U.S.
 - About 70% have resided in the country for five years or more.
 - About 78% of them are Latino
 - Approximately 450,000 new undocumented immigrants enter the United States each year
 - Approximately 65,000 graduate from High School each year.
- Figure reflects an increase from 7.5 million projected in the next 5 to 10 years (U.S. Census Bureau in 2000)

Persistence Through the Education Pipeline

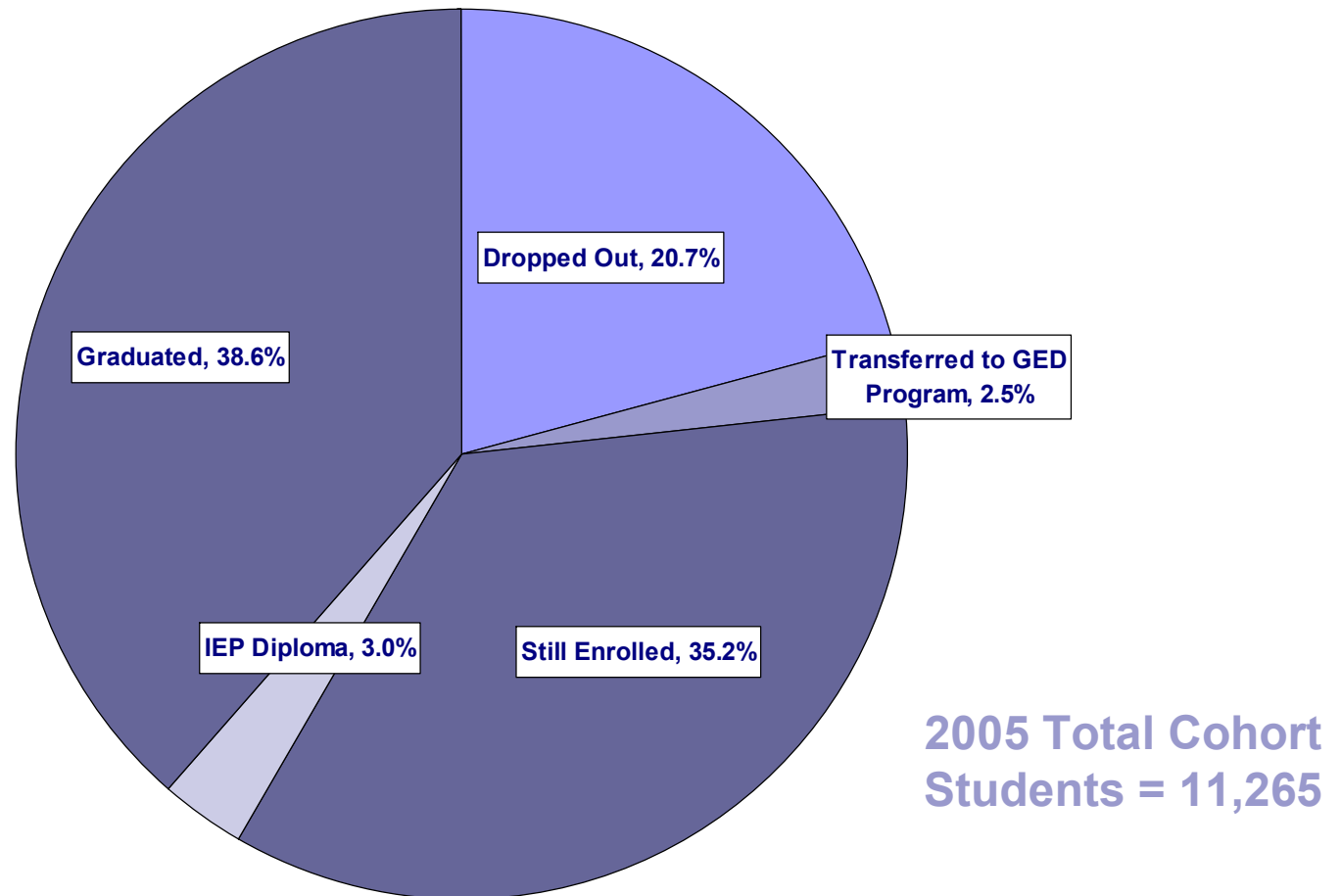


More ELL students graduate after 5 and 6 years, but results are still too low.

Percentage of Students Graduating with Regents or Local Diploma After 4, 5 and 6 Years
Results Through June



38.6% of ELL students statewide who started 9th grade in 2005 had graduated by June 2009, while 35.2% were still enrolled and 20.7% had dropped out.



Graduation rates of Former ELLs are higher than those of ELLs and non-ELLs.

Percentage of students who started 9th grade in 2003, 2004, or 2005 who graduated by June 2007, 2008, or 2009, respectively

For the first time in 2007, graduation results were collected and disaggregated for students who were formerly English language learners. Federal rules define this as a student who has left ELL status within the past two years.

2003 Cohort Membership

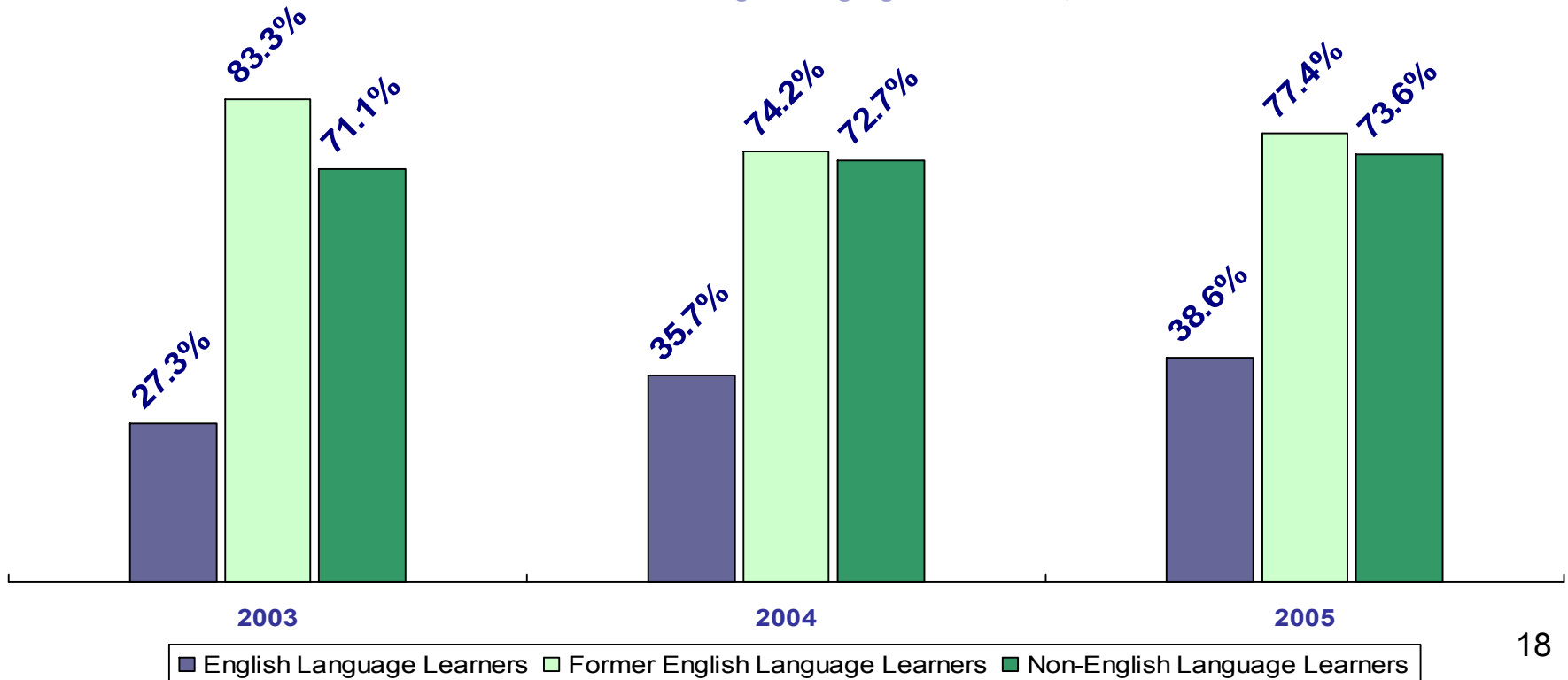
English Language Learners 10,057
Former English Language Learners 3,527
Non-English Language Learners 203,615

2005 Cohort Membership

English Language Learners 11,265
Former English Language Learners 2,038
Non-English Language Learners 211,519

2004 Cohort Membership

English Language Learners 10,846
Former English Language Learners 2,399
Non-English Language Learners 210,481



Current Areas of Concern

- ❑ Data Collection Inconsistencies
- ❑ Graduation of LEP/ELLs & High School Dropout Rate
- ❑ Parent Involvement
- ❑ Number Of Uncertified Bil/ESL Teachers Teaching LEP/ELLs
- ❑ CR PART 154 & Title III Yearly Reports and Applications
- ❑ Recruitment of Teachers
- ❑ Reduction of Bilingual Programs Statewide

OBE-FLS Web-Page

We have been updating our web-page and adding new information to best keep you inform about Bilingual and Foreign Language issues. Visit us at:

<http://www.emsc.nysed.gov/biling/>

Any suggestions for improvements or comments please send us an e-mail to:

OBEFLS@mail.nysed.gov