

# OBE-FLS Teacher's Institute

## Long Island, NY

March 11, 2010



University of the  
State of New York  
State Education  
Department

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# Who are the LEP/ELL Population?

There are many sub-groups of LEP/ELLs. The most used classifications are:

- Students with Interrupted Formal Education (SIFE),
- Long Term LEPs (LTL),
- Bilingual Special Education (BSE),
- New Immigrants,
- Gift & Talented (G&T),
- Over Age High School, and Former LEP/ELLs.

Out of all the groups mentioned, SIFE and Long Term LEPs are the group who are at greatest risk of not meeting standards and not graduating from high school.

# Who are the LEP/ELL Population?

## How are LEP/ELLs screened and identified?

- Home Language Questionnaire (HLQ)
- Informal Interview
- Language Assessment Battery-Revised (LAB-R)

## How do current LEP/ELLs exit State-mandated services and programs?

- Passing the NYSESLAT
- Former ELLs are eligible for test accommodations for two additional years after achieving proficiency on the NYSESLAT

# Who are the LEP/ELL Population?

- More than 40% of the students report speaking a language other than English at home (Home Language Identification Survey, 2008), reflecting a linguistic diversity and richness characteristic of large global cities.
- An overwhelming majority of ELLs are minority students (93%),
- Enrolled in High Need districts (88%),
- Come from families in poverty (87%).
- One in four ELLs are also classified as students with disabilities.

# Who are the LEP/ELL Population?

## Language Diversity Among ELLs:

Among current ELLs, 164 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 (NYC)	Number (ROS)	SHARE OF ELL POPULATION (%)
Spanish	100,632	38,897	64.7%
Chinese	17,068	5,640	10.5%
Bengali	4,548	54	2.1%
Arabic	3,932	1,013	2.3%
Haitian Creole	3,405	496	1.8%

# NEW YORK STATE LEP/ELL DEMOGRAPHICS as of June 2009

## Number of School Districts and Charter Schools with LEP/ELL

- Total Number of School Districts with LEP/ELLs - 567
- Total Number of Charter Schools with LEP/ELLs - 88
- Total (All) - 655

## Total Number of LEP/ELLs

- In Public Schools (Including Charter Schools) - 215,527
- In Non-Public Schools - 56,519
- Total (All) - 272,046

## Total Number of LEP/ELLs in NYC (Not including Charter Schools)

- In Public Schools - 148,111
- In Non-Public Schools - 36,119
- Total (All) - 184,230

## Total Number of LEP/ELLs in Charter Schools in all NYS

- Total in Charter Schools - 1,522

# **Bilingual Education State Aid**

## **\$12.5 million (09-10)**

### **Ongoing Programs**

- 14 Bilingual Education/ESL Technical Assistance Centers (BETACs)
- Intensive Teacher Institute
- Bilingual/ESL Teacher Leadership Academy (BETLA)
- Hispanic Youth Leadership Institute
- LEP/ELL PET – Program Evaluation Toolkit

# Bilingual Education State Aid

## \$12.5 million (09-10)

### **New Program: (Just approved this week)**

- Bilingual/ESL Teacher Leadership Academy (BETLA) – II
  - *Westchester and Long Island – Fordham University*
- Middle and HS Small After School Grants
  - *50 Grants Approved*
- Two-Way Grants
  - *6 Grants approved in Rest of State*

# CR PART 154 Plan and Data Report

<b>Documents</b>	<b>Developed by</b>	<b>To be submitted to SED:</b>
Comprehensive Plan	All Districts	-Contract For Excellence District / Schools -Districts applying for Title III Funding
Data Report (Forms A-1 to A-7)	All Districts	-All Districts

# NCLB Title III Reports

<b>Documents</b>	<b>Develop By</b>	<b>To Be Submitted To SED</b>
LEP	Districts	All Districts applying for Title III Funds
Immigrant	Districts	All Districts with increase of Immigrant Students
AMAO Plan	Districts	All Districts that did not meet AMAO for two consecutive years

## NCLB Title III

- 49 Million for 2009-2010
  - Update Year
- AMAO for 08-09 Reported to Districts –  
March 2010

# Title III AMAO\* Review & Update

## Title III AMAO 1: Making Progress

### ■ Definition:

- Advance one overall proficiency level on the NYSESLAT between two consecutive years;
- Maintain the same proficiency level and make a total scale score gain of 43 points between two years; or
- Score at Level 2 (Intermediate Level) or above on the NYSESLAT for ELLs with one data point only.

## Title III AMAO 2: Attaining English Proficiency

- Definition: Scoring at the proficient level (Level 4) on both the Listening/Speaking and Reading/Writing modality combinations on NYSESLAT.

## Title III AMAO 3: Making AYP\*

- Definition: Meeting grade level academic achievement standards in ELA and math based on district AYP data imported from Title I LEAs NCLB Testing Program Results, i.e. AYP for ELL subgroup.

\*AMAO: Annual Measurable Achievement Objectives

# Yearly AMAO Targets for 2008 - 2009

	'04-'05 School year data	'05-'06 School year data	'06-'07 School year data	'07-'08 School year data	'08-'09 School year data	'09-'10 School year data
<b>AMA0 1</b> Percentage of ELLs Who Make Improvement on NYSESLAT	55%	60%	58.9%	60%	61%	62.1%
<b>AMA0 2</b> Percentage of ELLs that Score Proficient on NYSESLAT	8%	10%	9.9%	10.5%	11.1%	11.8%
<b>AMA0 3</b> Did ELL subgroup make AYP?	See District Report Card	See District Report Card	See District Report Card	See District Report Card	See District Report Card	See District Report Card

# 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
<b>Geneva City School District</b>	<b>4</b>
<b>Rochester City School District</b>	<b>4</b>
Kiryas Joel Village Union Free School District	3
Ulster BOCES-Consortium Lead	3
<b>Lindenhurst Union Free School District</b>	<b>2</b>
<b>Peekskill City School District</b>	<b>2</b>



# NCLB All Title Monitoring Collaboration

Full District Reviews – All Programs

- 5 Districts - Rest of State
- 5 Districts - New York City

**Note:** During SED monitoring visits we will be reviewing how districts are complying with State and Federal Regulations

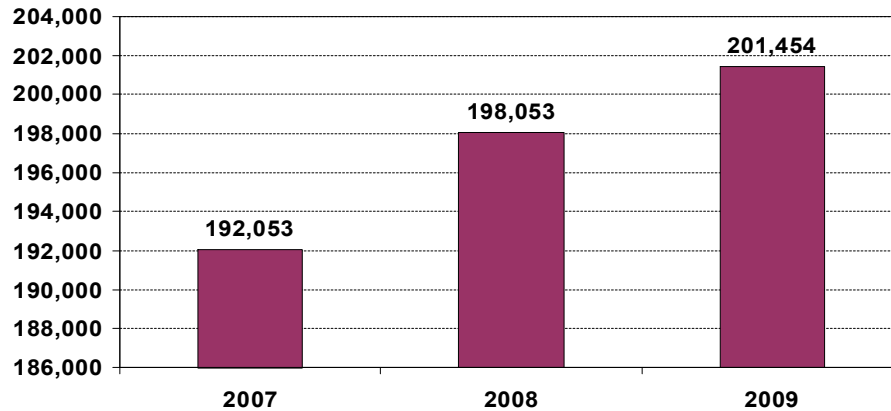
# OBE-FLS Monitoring

- ❑ 100 Full Reviews of PART 154
- ❑ 100 Random Desk Monitoring

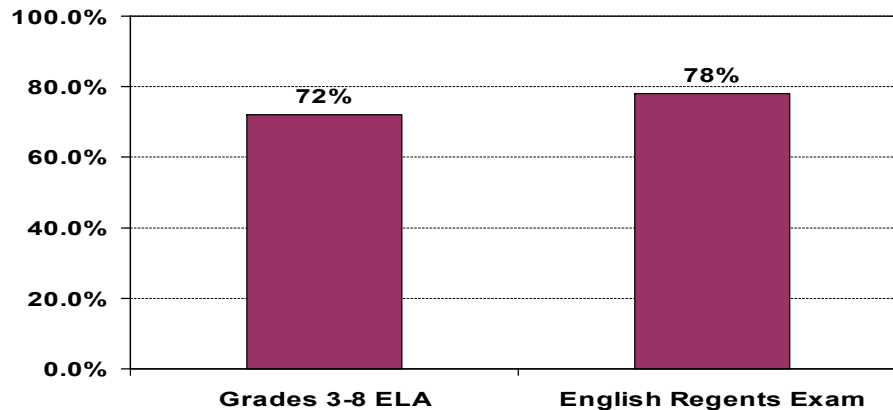
**Note:** Desk monitoring will be completed by phone surveys or informal visits to see how districts are complying with State and Federal Regulations

# Academic Performance of LEP/ELLs

**Number of LEP/ELLs in  
NYS Public Schools  
Taking NYSESLAT (2007  
to 2009)**



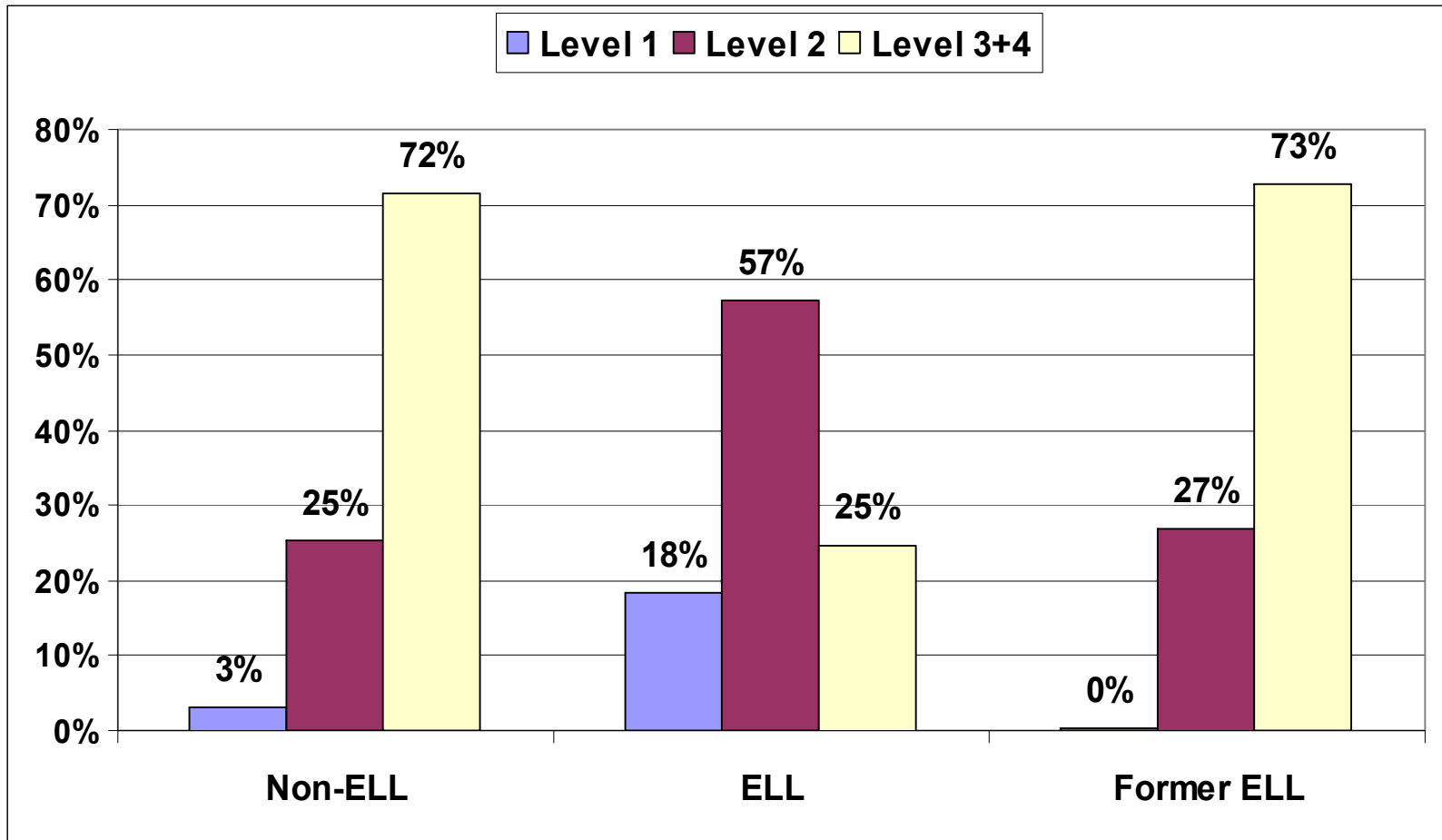
**Percent of LEP/ELLs  
Who Scored Proficient  
on NYSESLAT and  
Passed the State ELA  
Assessments  
(2009)**



# Academic Performance of LEP/ELLs

Comparison of Non-LEP/ELLs, LEP/ELLs and Former LEP/ELLs' Performance on Grade 3-8 ELA Tests

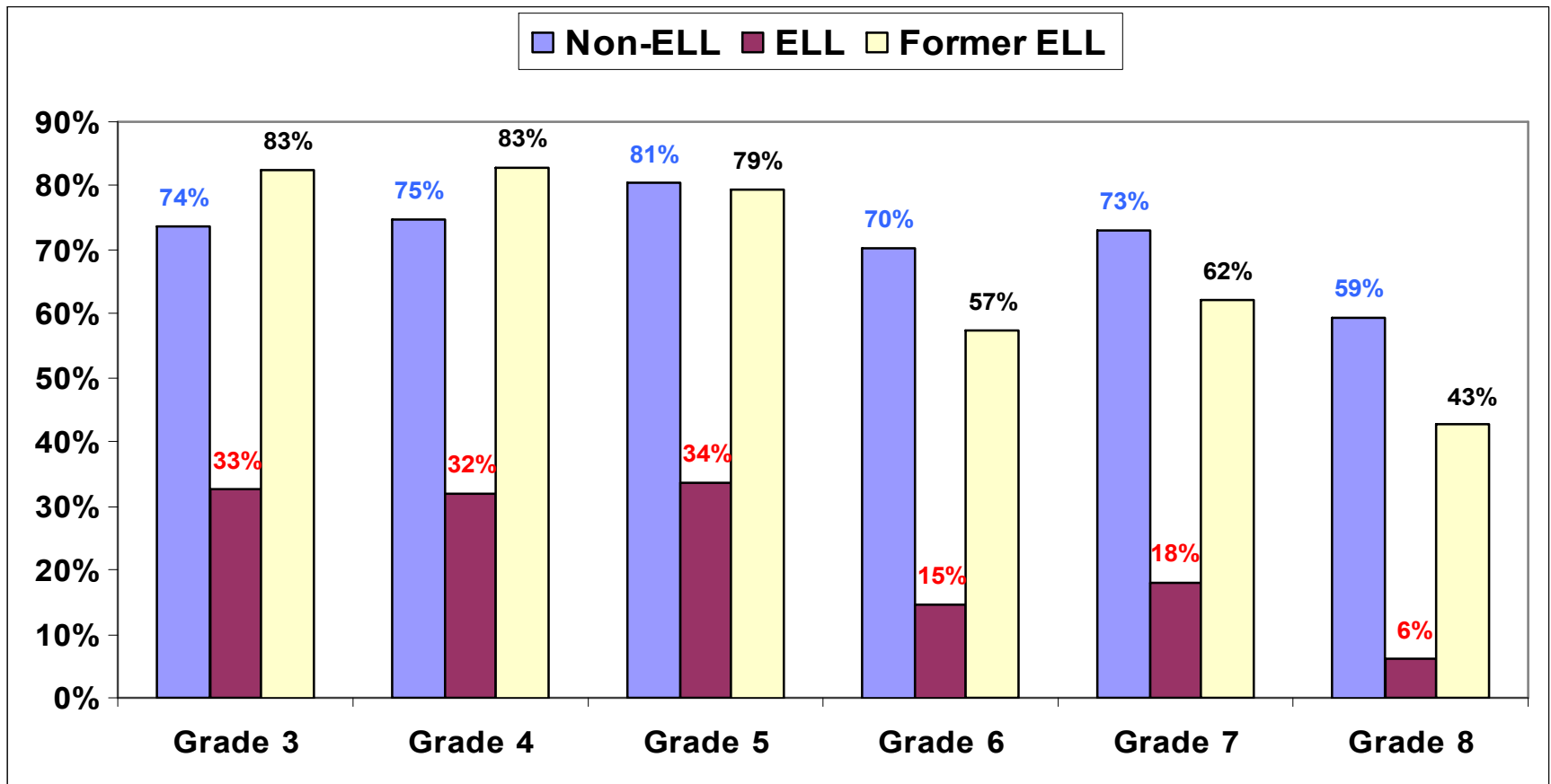
Source: New York State Education Department, Office of State Assessment



# Academic Performance of LEP/ELLs

Comparison of Non-LEP/ELL, ELL and Former LEP/ELL Students' Performance on 3-8 ELA Tests by Grade - Percentage of Level 3 + 4 Students

Source: New York State Education Department, Office of State Assessment



# Academic Performance of LEP/ELLs

## How are LEP/ELLs Performing?

- Between 2007 and 2009, LEP/ELLs across all grade levels have improved their performance on the Grades 3-8 ELA tests.
- The percentage of all LEP/ELLs meeting the State ELA standards has increased from 18% in 2007 to 36% in 2009.
- The percentage of LEP/ELLs showing academic deficiency has decreased from 29% in 2007 to 9% in 2009.

Source: New York State Education Department, Office of State Assessment, 2007-2009.

# Academic Performance of LEP/ELLs

- LEP/ELL students' continue to face many academic and social challenges.
- **Funding for LEP/ELLs:**
  - **\$12.5 million** by the legislature in the education of LEP/ELLs
  - **\$50 million** Title III monies from the federal government
  - **\$5 million** in Title I LEP/ELL Grants
  - **Districts Foundation Aid** based on number of LEP/ELLs

# Programs and Services for LEP/ELLs

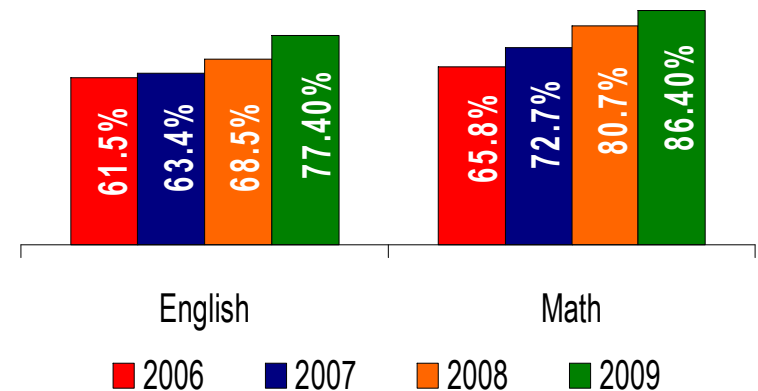
- Programs and services provided by the Department are not only based on the requirements of NCLB Title III and CR Part 154, they are developed and implemented in accordance with research-based practices and in consultation with leaders and practitioners in the field.
- In addition to compliance-related audits and reviews, the Department provides grants, technical assistance and professional development both directly and indirectly through the Bilingual and ESL Technical Assistance Centers (BETACs), Institutions of Higher Education (IHEs), and community-based organizations.
- These initiatives serve students, teachers, as well as administrators and provide incentives for program development, program review and innovation, and assessment.

# Return on Our Investment in Education

- New York's NAEP results are flat

NAEP Test Results (NYS)	% Students Proficient		
	2003	2007	2009
Grade 4 Math	33%		40%
Grade 8 Math	34%		32%
Grade 4 Reading	34%	36%	
Grade 8 Reading	35%	32%	

## Percentage of NY Students Grades 3-8 Meeting Proficiency Standards



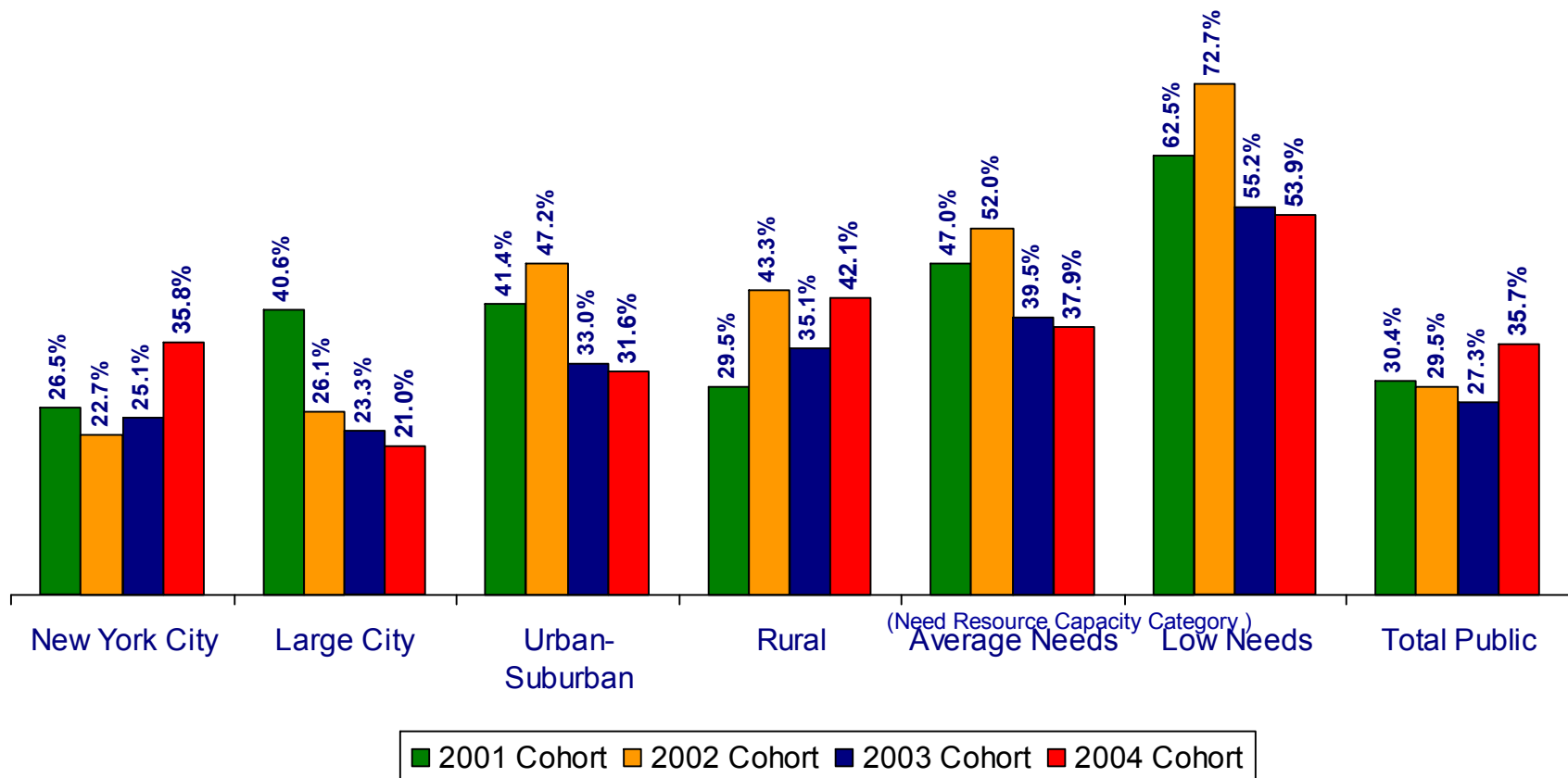
- Increases in number of students in grades 3-8 meeting Math and English standards – but it is still not good enough
- English Language Learners continue to show improvements in English: 36% proficient in 2009; 16.2% in 2006 – but it is still not good enough
- Black and Hispanic student performance continues to improve – but it is not good enough

## Percentage of NY Students Grades 3-8 Meeting Proficiency Standards

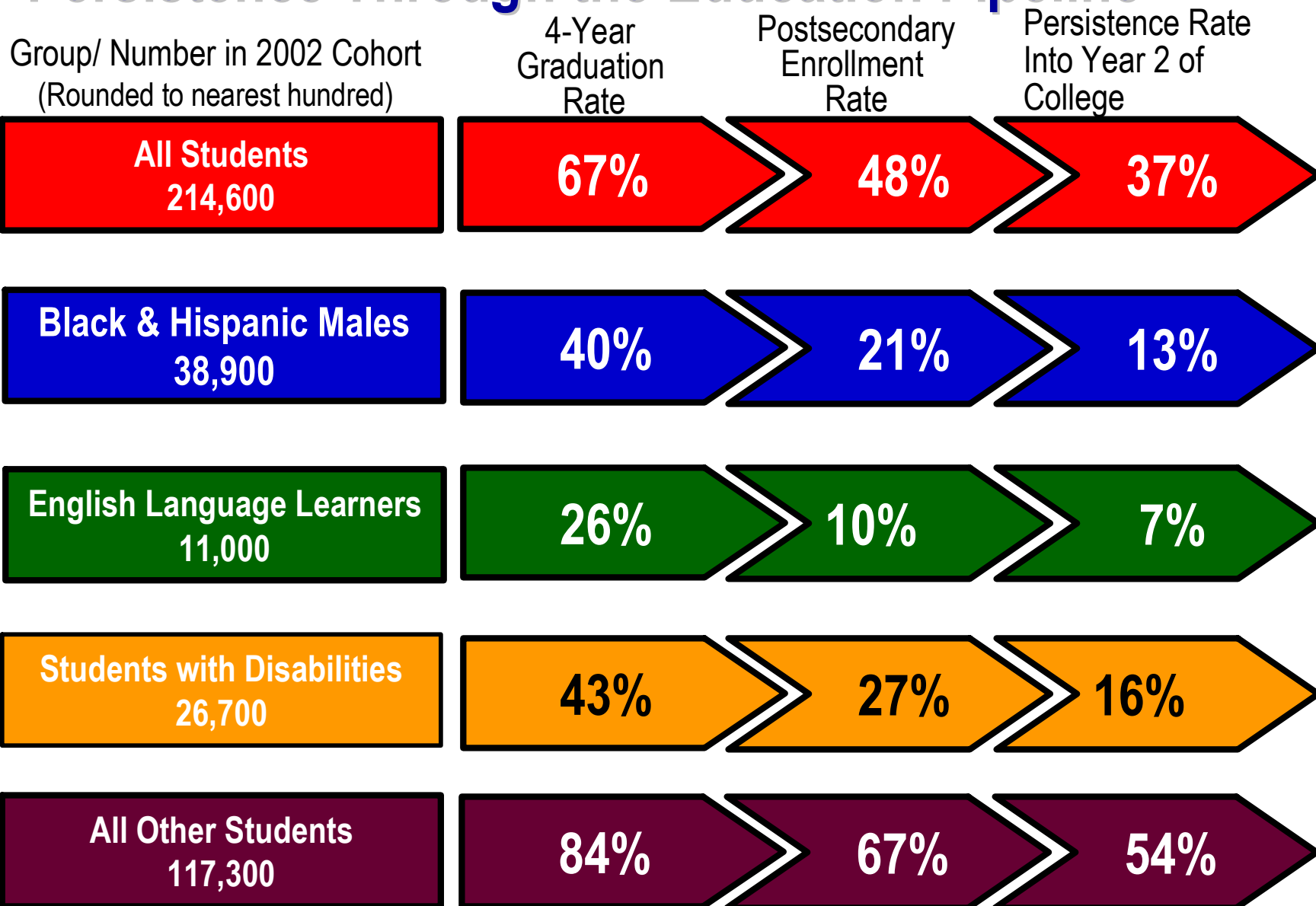
Year	English		Math	
	Black	Hispanic	Black	Hispanic
2007	45.2%	45.6%	54.6%	60.5%
2008	52.9%	52.6%	65.9%	71.1%
2009	64.3%	64.8%	75.0%	79.5%


# Achievement Gap is Closing Too Slowly for LEP/ELLs

Graduation rates have improved in New York City and the state as a whole, but they are still too low, and progress is uneven.



# Persistence Through the Education Pipeline

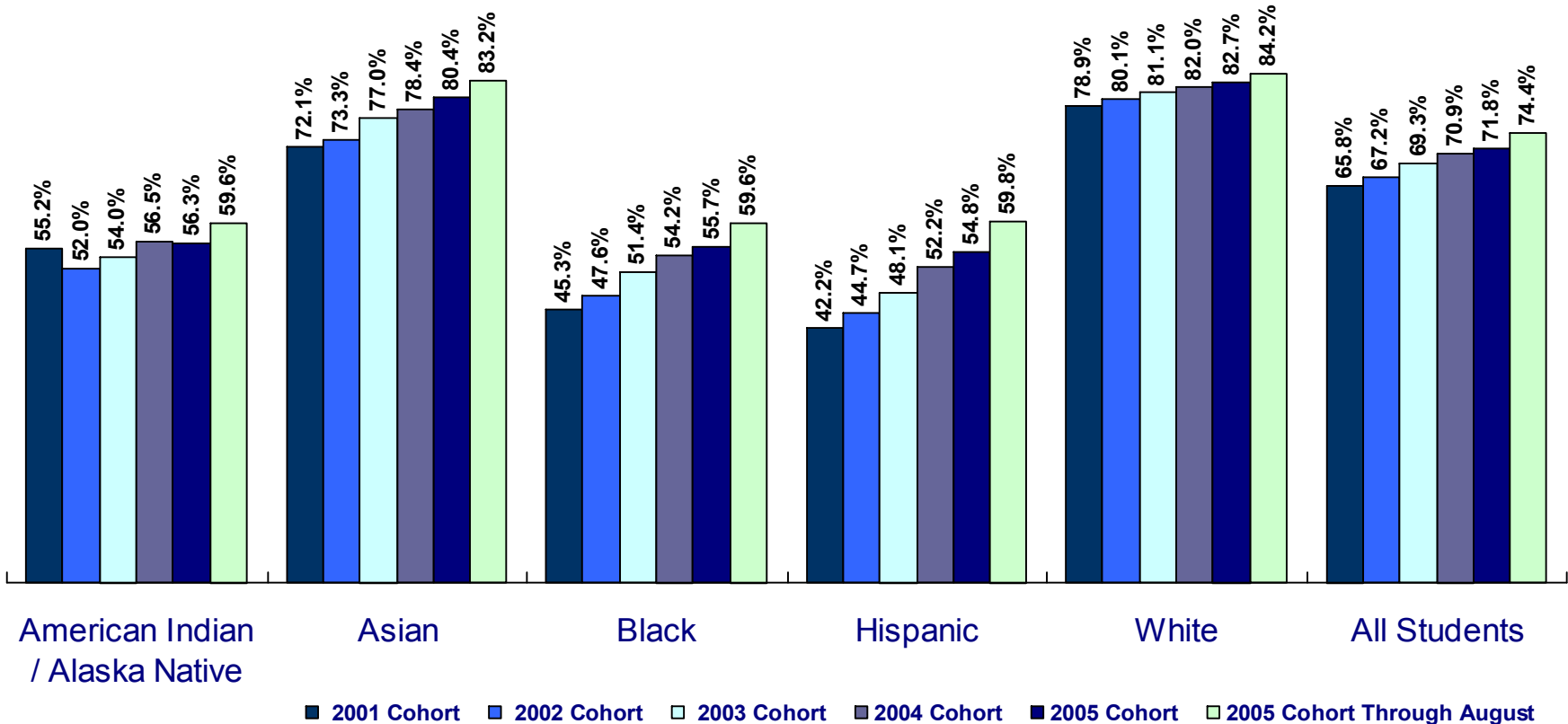




# **Graduation Rates Results for English Language Learners (March 2010)**

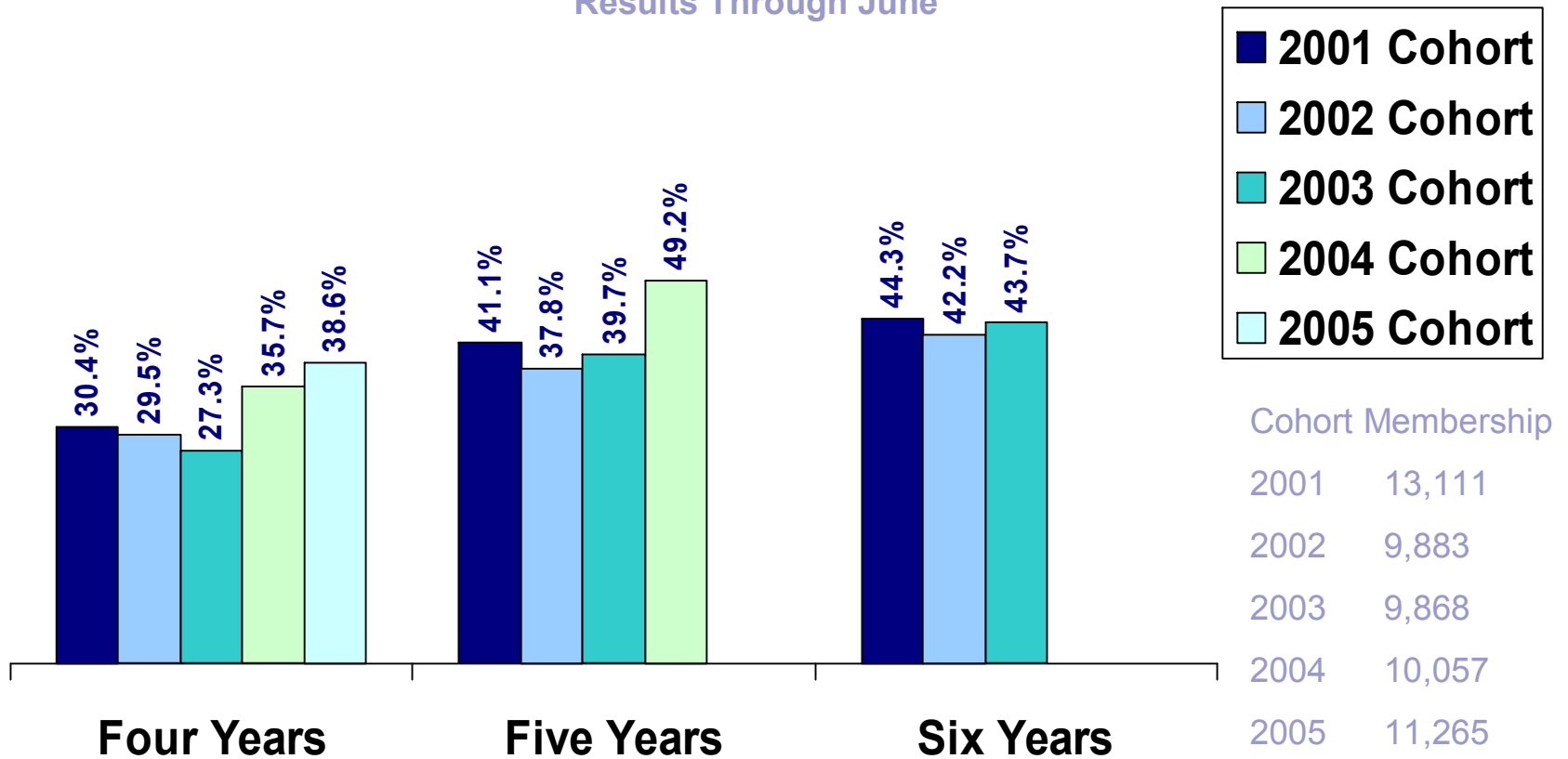
During the past 5 years, graduation rates increased for all racial/ethnic groups, except American Indians. The increase is especially evident for Black and Hispanic students, but results are still too low.

Percentage of Students Graduating with Regents or Local Diploma After 4 Years Through June, and 2005 Cohort Through August

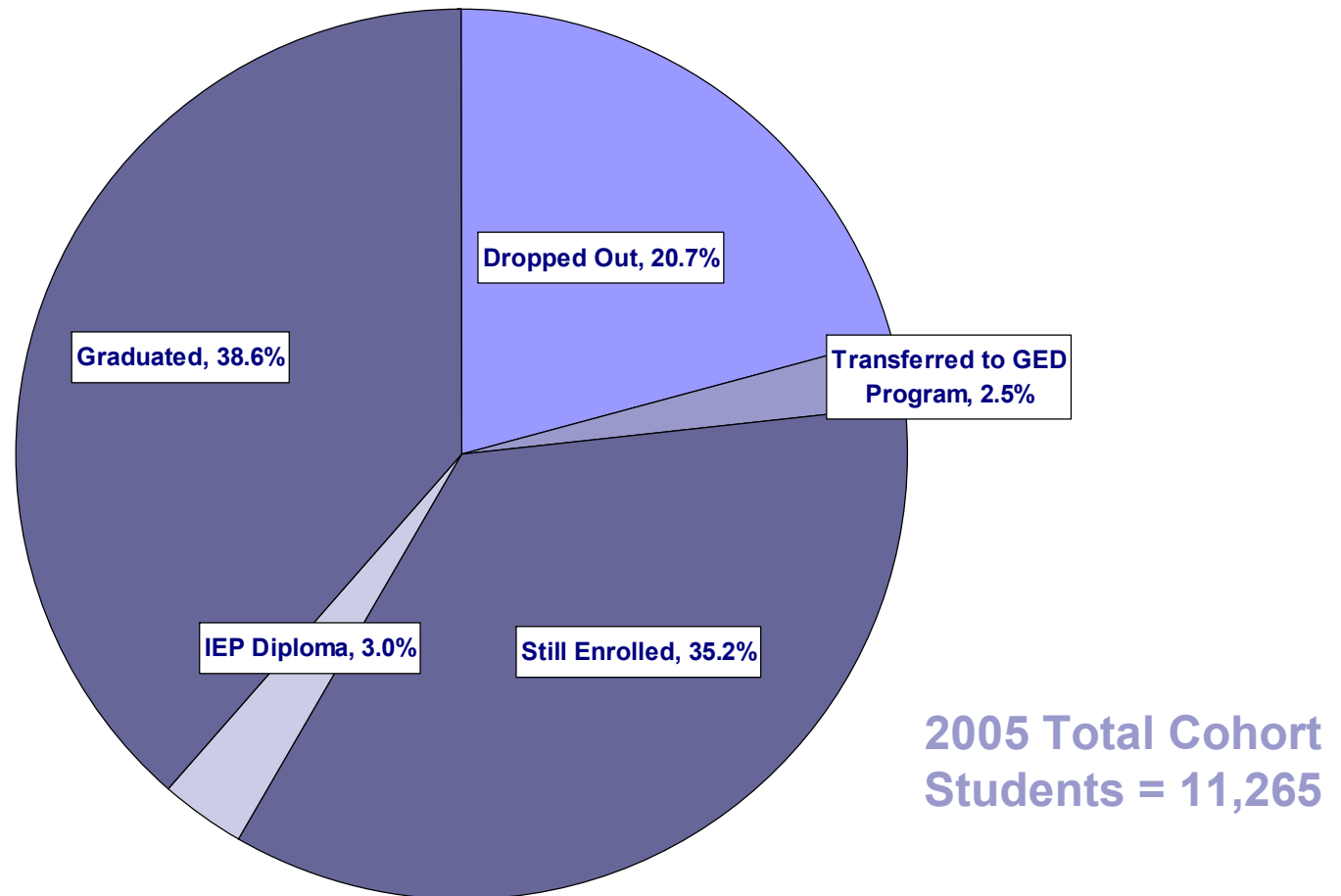


# More ELL students graduate after 5 and 6 years, but results are still too low.

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



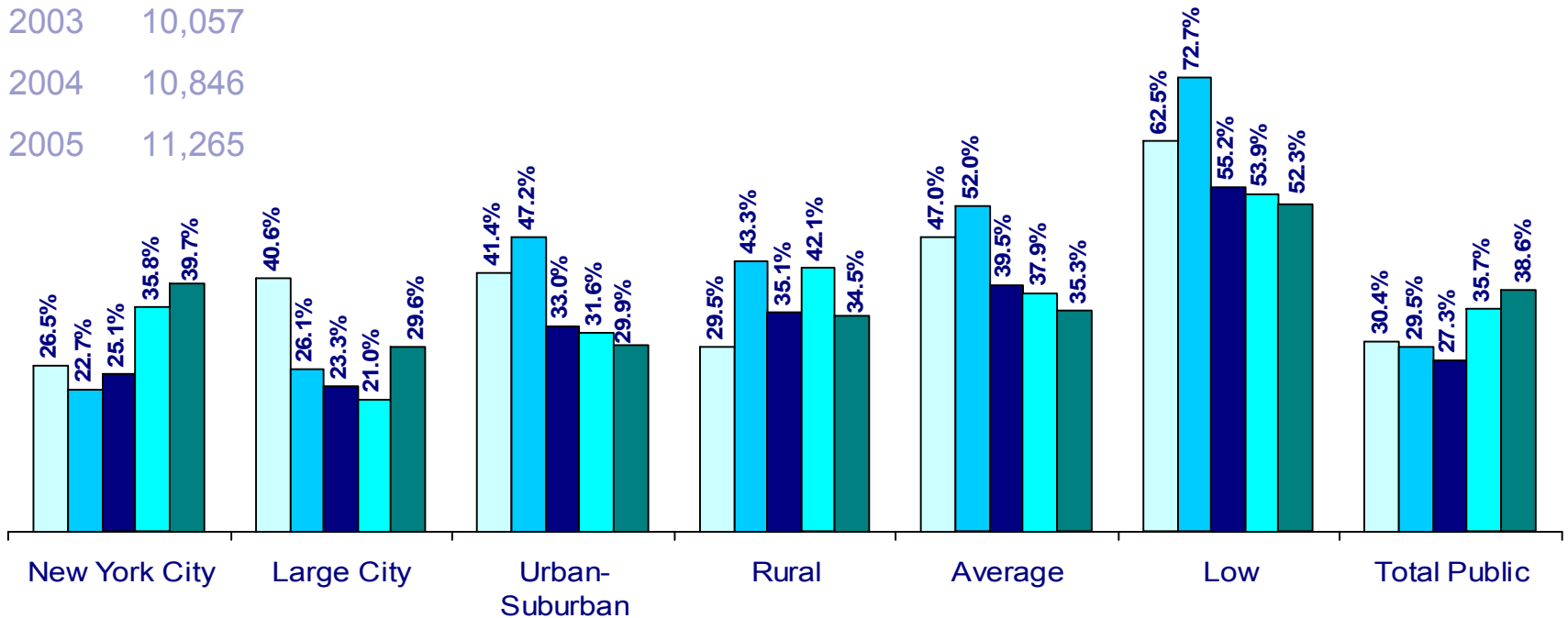
38.6% of ELL students statewide who started 9<sup>th</sup> grade in 2005 had graduated by June 2009, while 35.2% were still enrolled and 20.7% had dropped out.



# Graduation rates for ELL students have improved in need-resource categories and for the state as a whole.

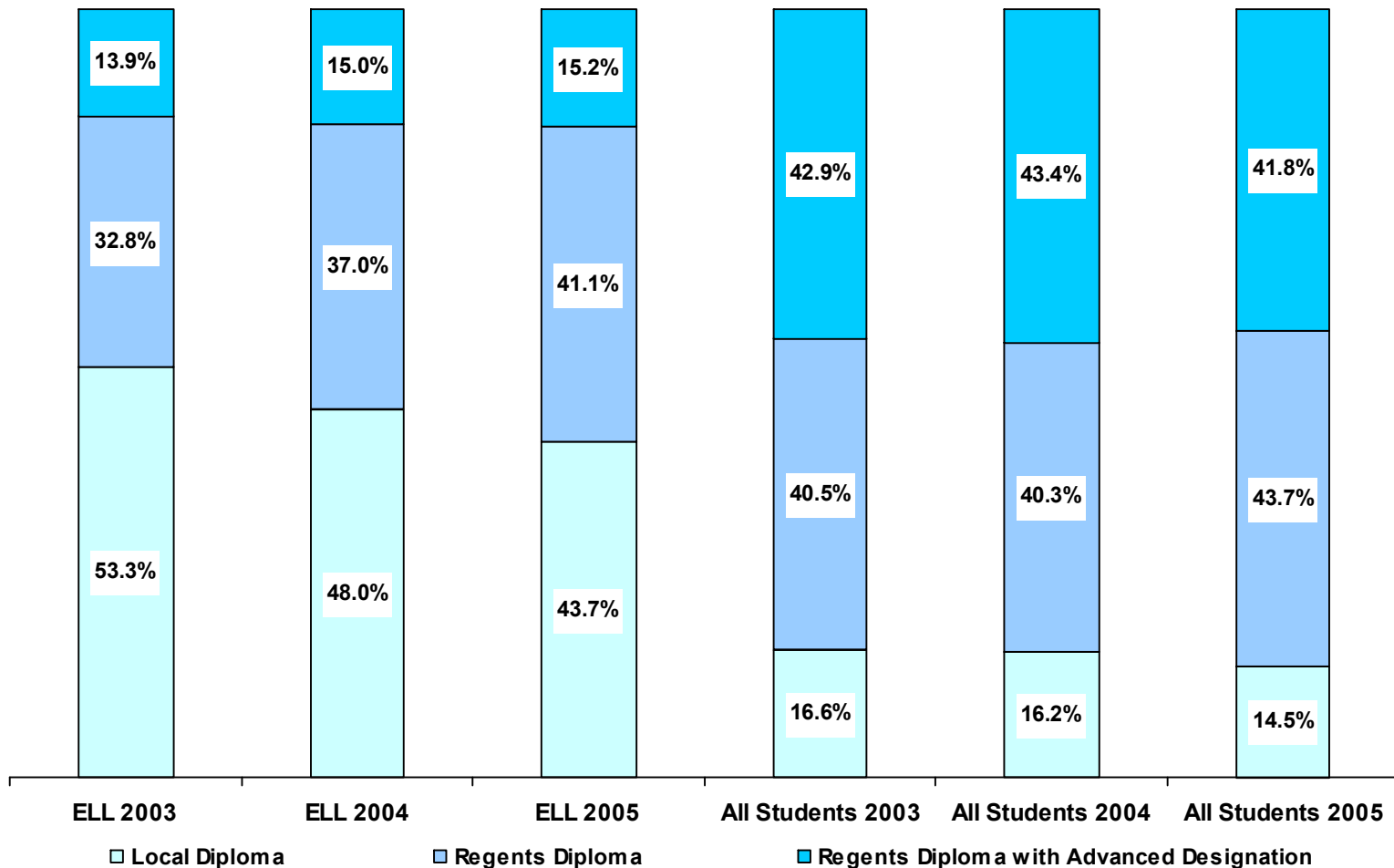
## Cohort Membership

2001	13,111
2002	9,883
2003	10,057
2004	10,846
2005	11,265

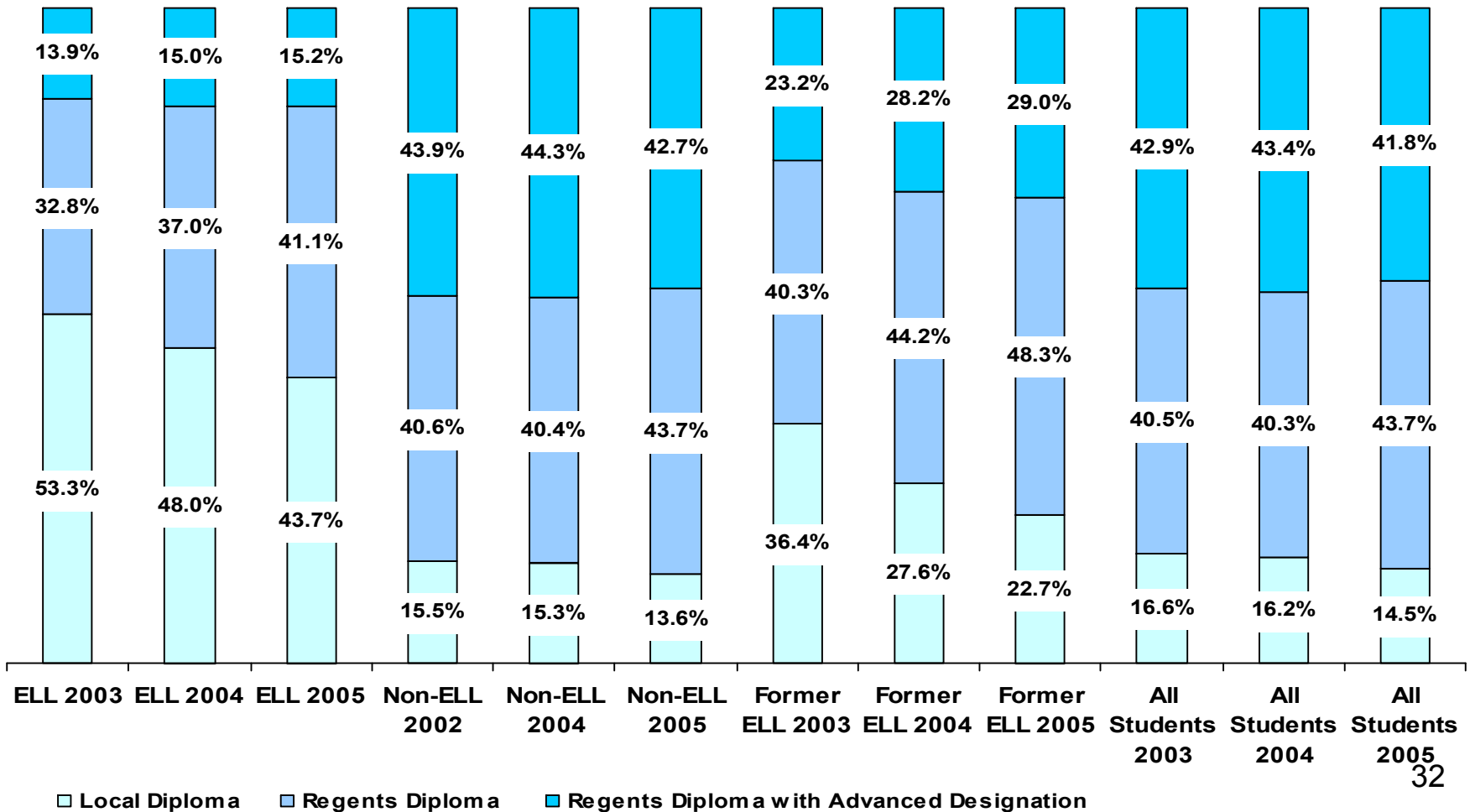


■ 2001 Cohort 
 ■ 2002 Cohort 
 ■ 2003 Cohort 
 ■ 2004 Cohort 
 ■ 2005 Cohort

# Credentials Earned by Students Who Graduated as Percentage of Total Diplomas Awarded - 003 – 2005 Total Cohorts All Public Schools English Language Learners and All Students Group



# English Language Learners by Diploma Type Of Total Diplomas Awarded 2003-2005 Cohorts



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

Percentage of students who started 9<sup>th</sup> 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

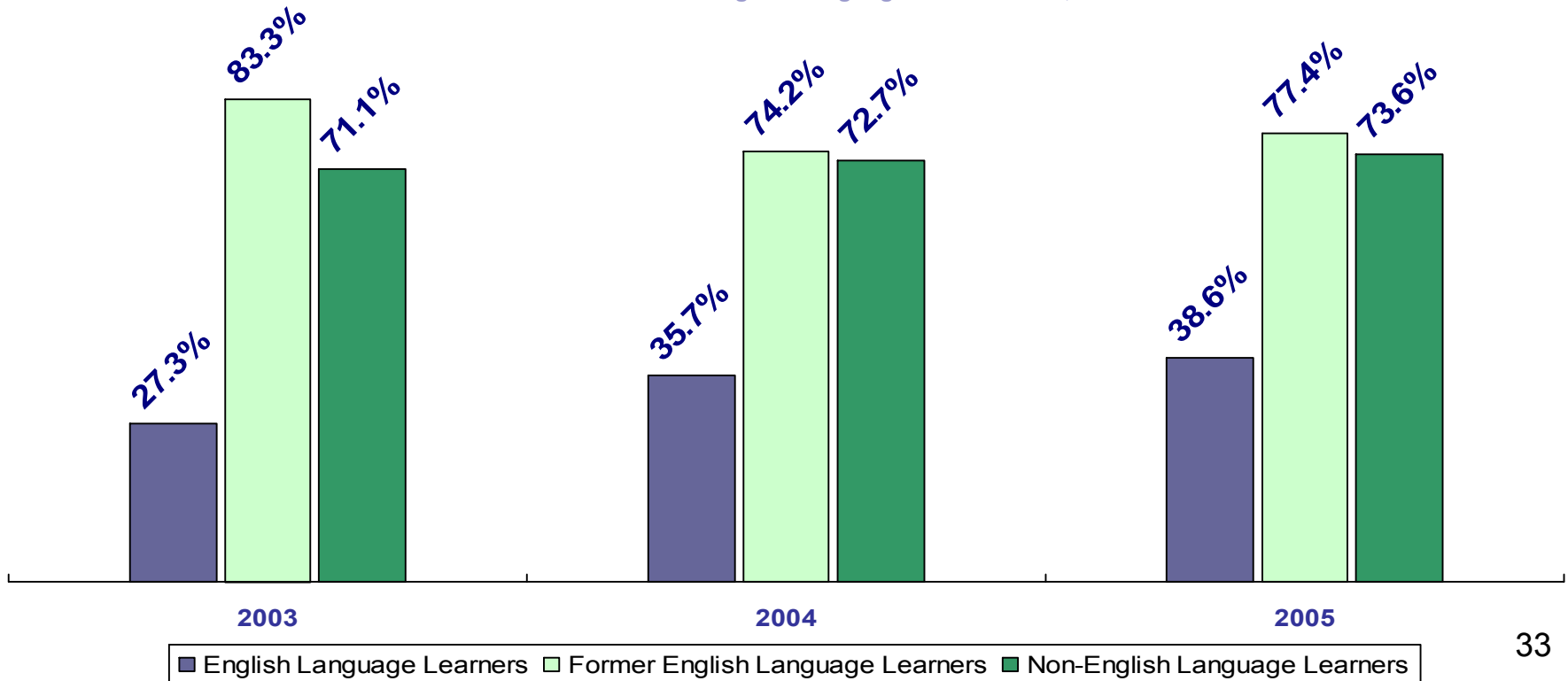
English Language Learners 10,057  
Former English Language Learners 3,527  
Non-English Language Learners 203,615

#### 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



# Race to the Top: Funding for Reform

**Key Element of Regent Reform Agenda**  
**Would help improve student achievement overall and close the achievement gap.**

If successful in Round 1 or Round 2, New York could receive up to \$700 million for these major education reforms:

- Adopt more rigorous standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy.
- Build a P-16 data system that measures student growth and success, and shows teachers and principals how they can improve instruction.
- Recruit, develop, reward, and retain effective teachers and principals, especially in hard-to-staff schools.
- Turn around our lowest-achieving schools.

# Regents Vision for Education Reform

1. **Curriculum and Professional Development:** Provide students with a world-class curriculum and align professional development to the new curriculum.
2. **Assessment:** Allow for student preparedness and provide data for decision-making.
3. **Teacher Preparation and Effectiveness:** Transform teacher preparation to focus on outcomes measured by performance-based assessments.
4. **Replace Failing Schools:** Exercise authority to close chronically underperforming schools and work to implement a plan to improve student outcomes.
5. **Raise Graduation Rates for At-Risk Students:** Raise graduation rates through the redesign of secondary schools.
6. **School Leader Preparation:** Transform school leader preparation to emphasize outcomes measured by performance-based assessment.
7. **Organizational Redesign:** Transform NYSED from a compliance-oriented agency to a support-oriented agency focused on helping districts.
8. **Data System:** Build a P-20 data system to provide information to strengthen decision-making.
9. **Early Childhood:** Expand access to high-quality early childhood learning opportunities.

**The Ultimate Goal –  
College and Career Readiness for All Our Students**

# Align Curriculum and Professional Development

## Standards Initiatives

- Regents revising NYS Learning Standards beginning with English language arts (ELA)
- New York agrees to participate in NGA/CCSSO Common Core State Standards Initiative

## Curriculum Frameworks, Grades PreK-12

- Developed frameworks initially in ELA and mathematics based on standards initiatives
- Sequenced, spiraled, and content-rich
- Includes grade-by-grade student expectations, teaching strategies, learning examples, and assessment tools

## Professional Development

- Aligned to curriculum frameworks
- Strategies for teaching all students, including special populations
- Help for teachers to design local curriculum

# Current Areas of Concern

- ❑ Data Collection Inconsistencies
- ❑ Graduation of LEP/ELLs & High School Dropout Rate
- ❑ Parent Involvement
- ❑ Number Of Uncertified And A Large Number Of New Bil/ESL Teachers Teaching LEP/ELLs
- ❑ CR PART 154 & Title III Yearly Reports and Applications
- ❑ Recruitment of LOTE teachers
- ❑ Districts would like to establish FLES programs but can't find teachers.
- ❑ Increase number of LOTE AP classes.

# 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](mailto:OBEFLS@mail.nysed.gov)



The End