



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY
12234
Office of P-12

Ira Schwartz, Assistant Commissioner

Office of Accountability
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June 13, 2013

Mrs. Angelica Infante
Executive Director, Office of English Language Learners
New York City Department of Education
Office of the Chancellor
52 Chambers Street, Room 320
New York, NY 10007

Dear Ms. Infante:

Thank you for submitting required documentation related to the New York City Department of Education (NYCDOE) Corrective Action Plan for English Language Learners (ELLs), received by the New York State Education Department (NYSED) on April 4, 2013.

I am pleased to inform you that NYSED has determined that NYCDOE has satisfactorily met the requirements to report on the steps that it has taken to implement the first year of the Corrective Action Plan. We will be posting your addendum on our website so the public is aware of the full scope of the actions you have taken to implement your Corrective Action Plan.

We appreciate the hard work and the commitment that you have demonstrated throughout this entire process.

As you prepare to report on Year Two of implementation, we ask that you incorporate into your required submission the attached additional evidence to document your efforts.

We look forward to working with you on the implementation of next year's plan.

Sincerely,

Ira Schwartz

Enclosure

CC: John King
Ken Slentz
Juan Vargas

NYCDOE Corrective Action Plan Year Two: Implementation Reporting Documentation

Issue 1: Although the NYCDOE has made progress, there remain a significant number of students who were not timely administered the LAB-R.

1. Submit a report of LAB-R testing by borough and language of student for each language group in a borough that was required to be tested. For language groups of ten or more, provide information on the number of students who were timely tested and those who were not. For groups of ten or less, simply identify the language group with an asterisk in place of numeric data.

Issue 2: A number of ELLs are not receiving the required bilingual and/or ESL services because of shortages of certified bilingual and ESL teachers.

1. Submit a report of students not served by borough, language and ELL subgroups (ELLs with disabilities, SIFE, etc.), and by school level (elementary, middle, high) for each language group in which more than ten students are not served in a borough. For groups of ten or less, simply identify the language group with an asterisk in place of numeric data.
2. Explain the actions taken to address the lack of services by ELL subgroup. Submit a report on the annual shortage of highly qualified bilingual educators including, total annual number of new bilingual teachers, total annual number of existing teachers who began working on their bilingual extensions, and teachers who are currently certified with the bilingual extension. Include a description of recruiting activities and programs, and activities to increase the pool of bilingual teachers (as provided in addendum for Year 1).

Issue 3: NYCDOE has taken important steps to address the issue of Parent Choice, including creating new Transitional Bilingual Education Programs (TBE), awarding annual TBE and Dual Language (DL) planning grants, and planning an internal, cross-functional team to prioritize parent choice.

1. Submit a report on:
 - a. new programs that includes the following criteria: school code and name, school level, grade(s) served, and program type. Indicate whether the program is a special education bilingual program. Include the language, the school year opened, and number of students served.
 - b. schools that already have bilingual programs but are expanding the existing program or opening a program in a new language or adding a new program type (e.g., adding a dual language program to a school that already had a transitional bilingual education program). Include the same information requested from the previous bullet.
 - c. Bilingual programs that have been closed and the reason for closure.
2. Submit a description of the criteria used to identify programs to be opened (by language, grades, districts, parental demand, etc).
3. Submit evidence of how ELLs are recruited for new programs and about the collaboration with parents and community groups to recruit and disseminate information.

4. Submit a report on the annual shortage of highly qualified bilingual educators including; total annual number of new bilingual teachers, total annual number of existing teachers who began working on their bilingual extensions, and teachers who are currently certified with the bilingual extension. Include a description of recruiting activities and programs and activities to increase the pool of bilingual teachers (as provided in addendum for Year 1).
5. Submit a report on the results of the new *Data Collection Tools for Parent's Preferred Program Choice* based on the implementation of the Ernst & Young recommendations report.

Related issues: Enrollment Centers and Professional Development

Provide an explanation of the role of the Enrollment Centers in ensuring that parents receive the necessary information to make an appropriate choice of program placement for their children and the training and professional development that Enrollment Center staff receive to carry out their role. As appropriate, provide information on the role of Enrollment Centers in terms of:

1. The screening, identification, and placement of ELL students (including the administration of the HLQ and the conducting of the informal interviews).
2. Parental Choice requirements.
3. Programming options for parents in a meaningful way that parents can understand.
4. Providing language access in the form of interpretation and translation to parents of ELLs.

Issue 4: Long-term ELLs must receive bilingual and/or ESL services until they are no longer ELLs based on the NYS proficiency exam, the NYSESLAT

1. Submit a report on long term ELLs by borough, language and ELLs with disabilities, and by school level (elementary, middle, high).

For the above items, explain the process by which data is collected and verified.