New York State’s
*Draft*
ESSA Consolidated Plan
Provisions for English Language Learners

Presenter: Deirdre Danaher
NYC RBERN at Fordham University
www.Fordham.edu/RBERN
718-817-0606
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Overview of Session

• ESSA Plan submitted by NY State to US DoE

• NYSED ESSA implications for our ELL students

• Use of the Transition Matrix Model for supporting ELLs/MLs progress in language proficiency.
Historical Timeline

- **ESEA** Elementary and Secondary Education Act  
  April 9, 1965 President Lyndon B. Johnson

- **NCLB** No Child Left Behind  
  Jan. 8, 2002 President George W. Bush

- **ESSA** Every Student Succeeds Act  
  Dec. 10, 2015 President Barack Obama

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Timeline for NY State ESSA submission

- Over 120 NY State regional meetings were held during the Fall/Winter of 2016-2017 attended by over 4,000 stakeholders, policy experts and educators.

- On-line survey for additional feedback

- Draft plan made public on May 9, 2017

- 13 public hearings were held between May 9, 2017 & July 16, 2017 for additional feedback.

- September 11, 2017 - Draft Consolidated Plan was approved by the NY State Board of Regents

- Submitted to the US Department of Education on September 18, 2017
The US Department of Education is currently reviewing State’s Consolidated Plan submissions.

Approval is ongoing: 14 state plans have received approval as well as the District of Columbia.

NY State awaits its approval; it should be no later than January of 2018.
Federal Goals of ESSA

- Hold all students to high academic standards
- Prepare all students for success in college and career
- Guarantee that steps are taken to help students and their schools improve
- Hold schools accountable for student outcomes.
1. ESSA reduces the Federal government’s authority over school decisions and gives it back to states and districts.

2. States must still give standardized tests every year & report the results for specific groups like English Language Learners.

3. All states must have challenging academic standards, but the Federal government cannot dictate what those standards are.

4. School accountability systems must now include non-academic measures like chronic absenteeism besides test scores and graduation rates.

5. ESSA requires states to intervene in their lowest performing schools.
ESSA Changes

The changes required under ESSA are being implemented at the State and District levels, with full implementation required by the 2017–18 school year.
But States will.....

Have the flexibility to be innovative in their approach to support districts and schools.
Highlights of NY State’s ESSA Consolidated Plan

- Fosters equity in education for all students
- Changes to Accountability and Assessments
- Expands support for low-performing schools
- Increase parent engagement
- Increase numbers of effective educators
- More support to ELLs/MLLs to gain language proficiency
- UDL (Universal Design for Learning)

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The impact of ESSA on serving our ELL students nationally

1. Classifying English Learners:
   Creates a level of consistency, at least at the state, if not nationally.

2. Standardized testing:
   Districts can use growth as a measure of academic progress for accountability purposes for students’ first 2 years in the country. By Year 3, immigrant students must be assessed the same way as their peers.

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The impact of ESSA on our ELL students

3. English proficiency:
   Schools must build English proficiency rates into their accountability framework for Title 1, which provides money to support low-income students more broadly.

4. New ESSA reporting requirements:
   Reinforced emphasis on sub-group accountability.
Point # 4 expanded....

- If ELLs are not consistently performing well in a school, that school will be flagged for targeted improvement and the school will have to develop an improvement plan, even if the rest of the school is high-performing.

- Each State will determine what ‘consistently underperforming’ means for a given sub-group.

- ELLs will be further disaggregated so that ELLs With Disabilities will be separated from ELLs as a whole population.

- Schools will be required to report the number of long-term ELLs who continue to receive services for more than 5 years.

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Making Our Schools Stronger

- The NY State ESSA Consolidated Plan dovetails with the September 2017 NY SED approval of the new *Next Generation Learning Standards for ELA and Mathematics*.

- Both the NG Standards and the NY State ESSA Plan have important foci for ELLs, MLLs, and SWDs.

* Spring 2021: New tests measuring NG Standards

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NY State submitted a request for a waiver on Sept. 18, 2017 of two statutory requirements of Title 1 Part A of ESEA/ESSA regarding two key areas:

- Assessment & Accountability
- Sufficient time to learn English
These waivers would allow NYSED to better support academic achievement for ELLs by:

- Ensuring equitable and reliable accountability
- Reducing student testing burden
For recently arrived ELLs/MLLs

Year 1: Exclude ELLs from NYSED ELA exam

Year 2: Assess ELLs with NYSED ELA exam, BUT exclude their results from applying towards the achievement and growth indicators in NY State’s accountability system. *Baseline for growth only.*

Year 3: Assess ELLs with NYSED ELA exam and use those results towards the achievement indicator and applying towards the growth indicator.

All of these students will count towards the 95% participation rate in ELA.

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The Rationale for the Waiver Request

- More support to ELLs/MLLs to gain language proficiency
- End goal: 95% of students making annual progress to English Language Proficiency
- 5 year long term goal: 2021-2022
- 20% Gap Reduction from Base Year Performance
The Rationale for the Waiver Request

• This waiver will apply to ELL/MLL students in Gr. 3 – 8 who are within their first 3 years in US schools (Years 1 – 3).

• NYSED preliminary data analysis reveals the 73.6% of all ELLs/MLLs within their first three years of enrollment receive a Level 1 in their ELA exam.
## 5 Levels of Language Proficiency

<table>
<thead>
<tr>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN</td>
<td>EM</td>
<td>TR</td>
<td>EX</td>
<td>CM</td>
</tr>
</tbody>
</table>

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Calculating Growth

One performance level is divided into 4 equal quartiles:

- The first/lowest quartile is 0 to 0.24
- The second quartile is 0.25 to 0.49
- The third quartile is 0.50 to 0.74
- The fourth quartile is 0.75 to 0.99

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The Transition Matrix Model is based on initial English Language Proficiency Levels and incorporates expected growth per year against actual growth, which mirrors the natural language development trajectory.
## Transition Matrix Model

### NYSED Measured Progress towards English Language Proficiency

<table>
<thead>
<tr>
<th>Initial ELP</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>1.25</td>
<td>1</td>
<td>1</td>
<td>0.75</td>
</tr>
<tr>
<td>Emerging</td>
<td>1.25</td>
<td>1</td>
<td>0.75</td>
<td></td>
</tr>
<tr>
<td>Transitioning</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
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<td></td>
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<tr>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

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Meeting the Target

A student is in the lowest quartile of *Entering* in Year 1. In Year 2, the student is Emerging (EM) in the second quartile. The student has grown 1.25 levels.

Since the target for an Entering (EN) student is to grow 1.25 performance levels by Year 2, the student has met the target.
A safe harbor rule will be applied to this model, whereby credit is awarded based on a student’s growth on the NYSESLAT, and whether the student meets the expectations of growth based on his/her initial level of English proficiency.
| Supporting ELLs/MLLs: Measuring School Progress in Students Achieving Proficiency in English | Safe Harbor Rule | NYSED will apply a ‘safe harbor’ rule to the English Language Proficiency Model. If a student exceeds their annual targeted growth in Year 1, but doesn’t meet the annual targeted growth in Year 2, as long as the student meets a combined proficiency level target in Year 2, the school will receive credit for the student’s performance. | NYSED will be using this formula based on the work by Pete Goldschmidt (CCSSO) who is a nationally recognized expert in the field of measuring ELL progress. |
## Measuring School Progress

### Supporting ELLs/MLLs: Measuring School Progress in Students Achieving Proficiency in English

| Supporting ELLs/MLLs: Measuring School Progress in Students Achieving Proficiency in English | NYSED will adjust a school’s English Language Proficiency targets to reflect the projected % of students who should make progress based on the prior proficiency level of a school’s population. Each school’s target will be based on the % of students who would be expected to make annual progress, given such factors as the student’s prior proficiency level and years of receiving services. | Student specific characteristics may impact the length of time students take to gain English Language Proficiency. A method* has been created to adjust a school’s targets based on the school’s target population in order to equalize a school’s likelihood of achieving these targets, regardless of the composition of the school’s ELL/MLL population and their incoming level of proficiency. |

*Pete Goldschmidt

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Long Term ELLs

| Supporting ELLs/MLLs: Measuring School Progress in Students Achieving Proficiency in English | Accountability for Long Term ELLs/MLLs will be incorporated into the English Language Proficiency Model with growth targets set for those students who do not reach Commanding (CM) (the level required to exit from ELL/MLL status) *within a specified time frame.* | Student specific characteristics, such as Long-Term ELL/MLL status, may impact the length of time students take to gain English Language Proficiency. Schools will be provided additional opportunities for long term ELLS/MLLs to meet growth targets, even after these students have exceeded the time frame in which students are expected to become proficient. |

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NYSED will implement Native Language Arts Assessments in Spanish beginning in 2020-2021, if the funding is secured in Fiscal Year 2018.

This will allow for test development and field testing.
Math & Science Assessments

• Continue to translate Gr. 3 – 8 and HS Mathematics assessments into: Chinese (Traditional), Haitian-Creole, Korean, Russian & Spanish.

• Seek funding to expand to: Chinese (Simplified), Arabic & Bengali.

• Continue to translate ES and MS Science assessments into: Chinese (Traditional), Spanish & Haitian-Creole.
What do educators need to know?

New York State values a well-rounded education for all.

New York State’s accountability system will use a variety of indicators beyond core academic subjects.

Schools and districts will be measured annually on these indicators:

<table>
<thead>
<tr>
<th>For all schools</th>
<th>For high schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>• English language arts</td>
<td>• Social studies</td>
</tr>
<tr>
<td>• Math</td>
<td>• Graduation rate</td>
</tr>
<tr>
<td>• Science</td>
<td>• College, career, and civic readiness index: taking advanced coursework, earning technical education certificates, etc.</td>
</tr>
<tr>
<td>• Progress in learning English (for those who don’t speak it)</td>
<td></td>
</tr>
<tr>
<td>• Chronic absenteeism (absent 18+ days, with exceptions)</td>
<td></td>
</tr>
</tbody>
</table>

Future indicators:

• Out-of-school suspensions (beginning with 2018-19 results)
• Being ready for high school (once data becomes available)
• “Learning environment” indicators (e.g., class size, access to arts classes)

Below are highlights of important elements for educators in the plan. We encourage you to visit the New York State Education Department’s ESSA website to learn more about the plan.
New York State wants to reduce testing time and improve the testing experience.

Tests in grades 3-8 English and math will be reduced to two days each in 2018.

The state will try ways to assess student knowledge that could ask students to complete and present performance tasks.

The federal law requires 95% of students in each tested grade and subgroup to take the appropriate tests. New York State will work with parents, schools, and districts to increase participation.

New York State will continue to translate math and science tests into more languages, and when funding becomes available, will create a language-arts test in students’ native language.

New York State will redefine and reimagine the educator preparation experience.

The state will examine changes to field experiences and placement requirements for prospective teachers and school leaders to make sure they are ready on day one.

Working with districts and higher education, the state will create tools and other resources that will increase communication between preparation programs and the districts that employ their graduates.
New York State is committed to working with districts to ensure cultural responsiveness.

The state will help ensure that materials are in languages and formats that families understand and can access.

The state will enable teachers and leaders to get support and development in culturally responsive instruction.

Schools will get assistance to write improvement plans that include culturally responsive and linguistically appropriate supports for students and parents.

New York State will encourage and foster the ability of districts to advance equity and access for all.

New reports will outline how much each school is spending per student and from what source.

The state will help districts equalize access to experienced, fully prepared, and effective educators.

The state will seek a waiver so newly arrived non-English-speakers’ test scores don’t count until their third year of enrollment.
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New York State will identify schools for support and recognition based on multiple measures.

<table>
<thead>
<tr>
<th>Comprehensive Support and Improvement</th>
<th>Targeted Support and Improvement</th>
<th>Recognition Schools</th>
<th>Schools in Good Standing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools in the bottom 5% of all schools, high schools with 4-, 5-, and 6-year graduation rates of 67% or less, or schools that have not improved after receiving targeted support.</td>
<td>Schools with subgroups that are among the lowest-performing in the state.</td>
<td>Schools that are high-performing or rapidly improving as determined by the Commissioner.</td>
<td>Schools that are not identified in any of the preceding categories.</td>
</tr>
</tbody>
</table>
Each school identified for improvement will work with staff, families, and the community to craft a plan that identifies school-specific solutions for areas of need.

The state uses data from multiple measures to determine which schools need support.

Educators and parents develop an improvement plan based on an examination of causes for identification.

Schools review multiple sources, such as achievement data and staff surveys results, to determine if the plan has to be modified.

The state provides additional support to any low-performing school that is struggling to make gains.

New York State will award funds to each school district to support a Professional Development Plan developed by educators.

Districts will continue convening their professional development teams which include a majority of educators and one or more administrators.

The team develops, implements, and evaluates the Professional Development Plan which includes, among other things, mentoring for new teachers.

New York State will award Title II funds under ESSA to support local implementation of these plans.
NYSED Resources & Others

- [https://blogs.edweek.org/edweek/](https://blogs.edweek.org/edweek/)
- [www.fordham.edu/rbern](http://www.fordham.edu/rbern)
- For information or workshop registration: 718-817-0606 nycrbern@Fordham.edu
Thank you! Please complete the Reflection Sheet.

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