What is ESSA and how does it impact ELLs/Multilingual Learners
Today we will:

• Overview of Voices throughout NYS
• Review components of the NYS ESSA as it relates to ELLs/MLLs
• Look at the Transition Matrix Model to determine growth for ELLs-measuring progress towards English proficiency.
• *What should you consider under ESSA for your ELLs/MLLs?*
New York State’s Voices, New York State’s Plan

Since the fall of 2016:

• More than 100 organizations helped to develop the plan through the ESSA “Think Tank”

• National experts and advocates advised NYS throughout the process

• The Title I Committee of Practitioners has provided ideas for the use of ESSA funds

• 2,400 parents, educators, community members, and other stakeholders have shared feedback on school quality indicators, teacher preparation, school
• 4,000 people attended more than 120 in-person meetings across the State and in NYS’s five largest City School Districts
• 250 meeting participants provided further feedback via an online survey after attending in-person meetings
• Thirteen (13) in-person sessions have been planned for May and June to explain the plan and hear comments
• NYS established a dedicated e-mail address, ESSAcomments@nysed.gov, to receive public comments
• NYS has created a narrated webinar explaining the plan
Accountability:
How Should New York State Measure and Differentiate School Performance?

New York State strives for an accountability and support system that:

- supports all students
- is transparent
- prioritizes the measures that our educators and families value
- recognizes schools that improve
- accurately identifies schools that need the most help
## Accountability: How Should New York State Measure and Differentiate School Performance?

<table>
<thead>
<tr>
<th>What We Heard</th>
<th>What We Propose</th>
<th>What We Want to See</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure student success on a <strong>variety of indicators</strong> – not just test scores</td>
<td>Measuring achievement in <strong>English</strong> and <strong>mathematics</strong>, plus growth in those subjects, as well as in <strong>social studies and science</strong></td>
<td><strong>More schools offering advanced coursework and career readiness</strong> opportunities so that students graduate with the highest possible credential</td>
</tr>
<tr>
<td>Measure students’ academic growth <strong>over time</strong>, not just a single snapshot of performance</td>
<td>Measuring <strong>chronic absenteeism</strong> for all schools and indicators of “college, career, and civic readiness” (e.g., <strong>advanced coursework</strong>, career-technical training) for high schools</td>
<td><strong>Emphasis on moving ALL students’ performance</strong>, not just those close to meeting their academic targets <strong>ELLs/proficiency levels subgroups</strong></td>
</tr>
<tr>
<td><strong>Collect data</strong>, such as class size or students access to coursework, <strong>for planning and support</strong>, not initially for accountability</td>
<td>Considering <strong>other indicators of school quality</strong></td>
<td><strong>More information</strong> about individual schools and districts in the hands of families and the public</td>
</tr>
<tr>
<td>Awarding partial, full, or extra credit to schools for students’ <strong>success</strong>, to provide incentives for schools to improve all students’ performance</td>
<td><strong>What decisions/changes will you need to make?</strong></td>
<td></td>
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### What We Heard

**Allow schools to develop strategies based on their needs**, rather than prescribing a one-size-fits-all approach.

Critical for all students including ELLs.

**Provide flexibility to the schools** that are making improvements, and provide support and interventions to the schools that are not making gains.

Consider ways to engage parents, not just by offering school choice.

### What We Propose

Supporting a **needs assessment** process that looks at all aspects of schooling, including resource allocation.

What is your budget allocation for ELLs?

Providing broad supports in the first year of identification, and then focusing support on the schools not making gains in subsequent years.

Offering parents a voice in how select funding is spent.

### What We Want to See

More individualized, evidence-based school improvement plans and more equitable uses of resources.

What does this mean?

Increased likelihood that low performing schools will improve.

Data review for ELLs but in particular to language.

How is language being addressed?

Increased parent engagement in all schools, especially schools in need of improvement.

One additional parent meeting on looking at ELL language progress.

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NYC RBERN
Great Teaching:

How Should New York State Ensure Equitable Access to Effective Educators?

• New York State believes that all students, regardless of race, income, background, gender, disability status, primary language, or ZIP code, should have equitable access to the most effective educators.

Do you have systems in place to continue to develop teachers?
## Great Teaching: How Should New York State Ensure Equitable Access to Effective Educators?

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<tr>
<td>Offer student teachers and principals more ways to demonstrate their skills in real school and classroom settings</td>
<td>▶ Reporting and helping districts analyze equity gaps in their schools’ access to effective educators</td>
<td>Greater numbers of effective educators in every school, regardless of size, location, or student population. <em>How is this going to happen?</em></td>
</tr>
<tr>
<td>Better align needs of districts and schools with teacher and principal preparation programs</td>
<td>Considering changes in teacher candidates’ field experiences and placement</td>
<td>A more diverse and culturally responsive teaching workforce. <em>How will you address this?</em></td>
</tr>
<tr>
<td>Support aspiring teachers and aspiring principals throughout their careers, not just at the beginning</td>
<td>Assisting districts with new career ladders or pathways to make the profession more attractive</td>
<td>Better-prepared novice teachers with more training in real classrooms. <em>What systems do you have in place to support teachers with language acquisition? ENL and bilingual</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>More opportunities for experienced educators to grow their expertise. Developing ENL/bilingual teachers</td>
</tr>
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Support for All:

How Will New York State Ensure an Excellent Education for Every Child?

• New York State believes that the highest levels of learning can occur when students and educators learn and teach in:
  – environments that are safe
  – supportive,
  – and welcoming to all
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- ELL Parents knowing expectations for grade levels/include language for ELL students-engageny materials for parents
- Increase numbers of effective educators
- More support to ELLs/MLLS to gain language proficiency
- UDL (Universal Design for Learning)
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.

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.
The impact of ESSA on serving our ELL students nationally/continued


- 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.
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.
The Rationale for the Waiver Request

- More support to ELLs/MLLLs 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
Rationale

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.

*How can ELLs be supported?*
## Support for All

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<td>Consider the <strong>effect of testing</strong> on school environments</td>
<td>Applying to USDE program <strong>to pilot</strong> new kinds of assessments, including those that reduce testing time</td>
<td><strong>More creative and innovative assessments</strong></td>
</tr>
<tr>
<td>Help schools create <strong>more positive school climates</strong></td>
<td>Piloting and then expanding the use of <strong>a school climate survey</strong>. Reinforcing anti-bullying laws</td>
<td><strong>More creative and innovative assessments</strong>&lt;br&gt;<strong>What other assessments will you consider for ELLs?</strong></td>
</tr>
<tr>
<td><strong>Consider English Language Learners’/Multilingual Learners’ (ELL/MLL) starting points when measuring English language proficiency</strong></td>
<td>Recognizing the unique needs of ELLs/MLLs <strong>and differentiating accountability for progress, based on initial language proficiency</strong></td>
<td><strong>More support for ELLs/MLLs to gain language proficiency</strong>&lt;br&gt;<strong>Transitional growth model</strong>&lt;br&gt;<strong>What should you consider to plan for proficiency gains in language for your ELL students?</strong></td>
</tr>
<tr>
<td>Consider the wide range of <strong>individual needs of students</strong> with disabilities when measuring performance and designing schoolwide supports</td>
<td>Reinforcing the principles of Universal Design for Learning (UDL) <strong>to promote equal opportunities for students to learn</strong></td>
<td><strong>More support for ELLs/MLLs to gain language proficiency</strong>&lt;br&gt;<strong>for migrant youth, homeless youth, students in foster care, and students involved in the juvenile justice system</strong>&lt;br&gt;<strong>ELL subgroups</strong></td>
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NYC RBERN
English Language Proficiency

End Goal: 95% of students making annual progress towards English Language Proficiency

5 year long-term goal (2021-22)

20% Gap Reduction from Base Year Performance
How will New York Measure Progress towards English Language Proficiency?

- New York selected a “Transition Matrix” model, for incorporating ELLs/MLLs’ attainment of English language proficiency into state accountability determinations.

- Credit is awarded based on a student’s growth over administrations of the NYSESLAT, and whether that student meets the expectations of growth based on his or her initial level of English proficiency.
# New York Measure 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>
<tr>
<td>Expanding</td>
<td>1</td>
<td></td>
<td></td>
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</table>
Quartiles

- Quartiles refers to dividing a performance level into 4 levels:
  - 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
Example: Meeting the Target

- A student is in the lowest quartile of *Entering* in the first year. The second year, the student is Emerging in the second quartile. The student has grown 1.25 levels.

- Since the target for an Entering student is to grow 1.25 performance levels by the second year, the student has met the target.
What to consider for your ELLs/MLLs under ESSA?

- What programs do you have for ELLs (Core, interventions and in what language).
- Do these programs focus on language and speaking opportunities? Particularly to:
  - explicitly teach English language vocabulary and structures.
  - increase ELL students' English language production and peer interaction.
  - build on ELLs' background knowledge to increase comprehension.
  - Increase writing opportunities.
- What does the Stand-alone and Integrated ENL look like?
The draft Language Arts Progressions for both groups of ELLs contain the following elements:

- **The main academic demand** of every Common Core anchor standard as well as the grade level academic demand of the Common Core grade level standard.

- **Performance indicators** for each modality mapped to five levels of language progression that demonstrate how ELLs at each of the five levels can meet the Common Core standard for their grade level, using grade level text with appropriate supports (embedded teacher scaffolds).

- **Linguistic demands** that identify the words, phrases and forms of language that ELLs will need to understand and use in order to meet the Common Core standard.

- **Examples to address linguistic demands** that are used in a content-specific context, and suggested activities for teachers to target the language development needed; In Home Language Arts Progressions the examples will include representation of Spanish, Chinese, Arabic, Bengali and Haitian Creole, which are ELLs’ top 5 languages of New York State.
Guide to Academic and Linguistic Demands Reading for Information

• Informational Text
• Literature
• Reading
• Writing
• Listening and Speaking
Thank You

PLEASE COMPLETE FEEDBACK SURVEY

For more information on NYS/NYC Regional Bilingual Education Resource Network at Fordham University email us at nycrbern@Fordham.edu or call us at 718-817-0606

NYC Regional Bilingual Education Resource Network [RBE-RN].