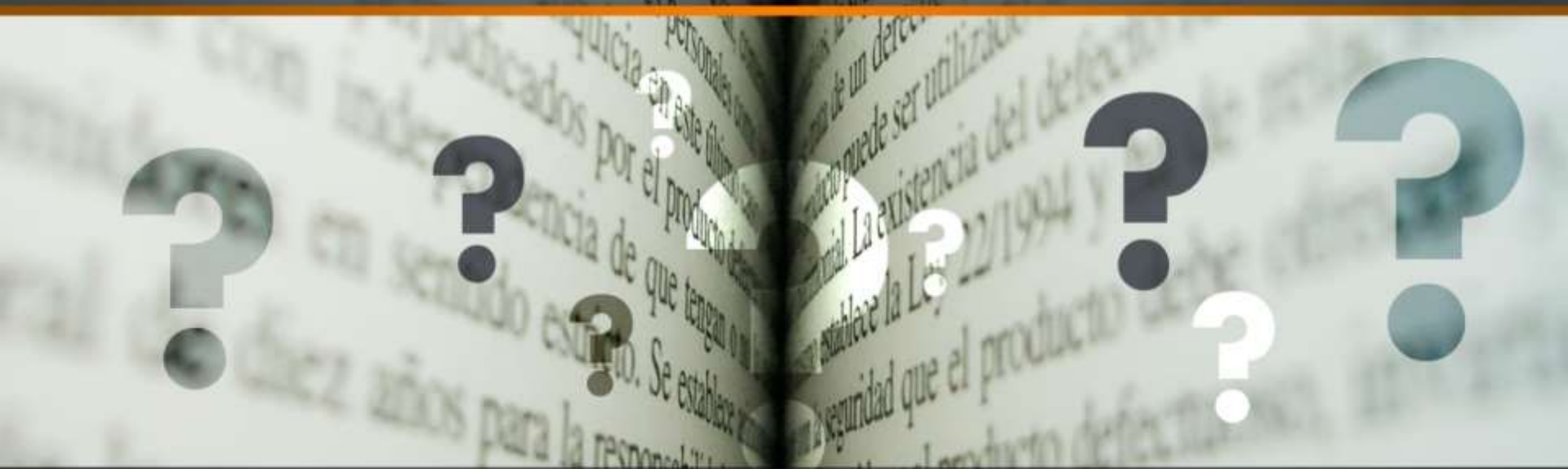
FORDHAM UNIVERSITY
THE JESUIT UNIVERSITY OF NEW YORK



NYS/NYC RBE-RN at Fordham University
Bronx Borough Field Support Center Symposium
May 31, 2018

What Should ELL Educators Know About the Every Student Succeeds Act (ESSA)?

Presenter: Elsie Cardona-Berardinelli

fppt.com

Goals:

Participants will:

- know the process followed in the development of the NYS ESSA Plan
- learn the rationale used to develop the plan
- be provided an overview of ESSA and what educators need to know
- consider ESSA and the implications for our ELLs
    1. Impact of ESSA
    2. Waiver Requests
    3. Transition Matrix
    4. Teaching considerations/resources
- Know where to access more information

fppt.com

New York State's Process

Since the fall of 2016:

- 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.

fppt.com

- 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
- NYS established a **dedicated e-mail address**, ESSAcomments@nysed.gov, to receive public comments
- NYS created a **narrated webinar explaining the plan**
- The NYS Plan was approved January 2018.

fppt.com

Rationale

NYSED's goal was to develop an accountability and support system that:

- is transparent
- is inclusive and supportive of **all** students
- prioritizes the measures that our educators and families value
- recognizes schools that meet performance targets
- accurately identifies schools that do not improve

fppt.com

What is ESSA?

ESSA is a federal law that outlines how states can use federal money to support public schools. In September, 2017 NYS submitted its plan for the approximately $1.6 billion New York receives annually under ESSA.

fppt.com

Things Every Educator should know about ESSA

1. NYS values a well-rounded education for all students.

This means that the accountability system will use a variety of indicators beyond the core academic subjects.

Example: The indicators that will be used in all schools are: ELA, Math, Science, Progress in learning English, Chronic absenteeism (absent 18 days)

High Schools: Social Studies, Graduation Rate, College, Career, and Civic Readiness Index

fppt.com

2. NYS wants to reduce testing time and improve the testing experience.
   - Tests in grades 3-8 English and math will be reduced to (2) days
   - State will try ways to assess student knowledge by asking students to complete and present performance tasks
   - NYS will work with parents, schools, districts to increase test participation rate. (95%+)
   - NYS will continue to translate math and science tests into more languages, and when funding is made available they will create a language-arts test in students native language.

fppt.com

3. NYS will redefine and reimagine the educator preparation experience.

This means that …

- the state will examine changes to field experiences and placement requirement for prospective teachers and school leaders to make certain they are ready on day one.
- They will also work with districts and higher education to create tools and other resources to increase communication between preparation programs and the districts that employ their graduates.

fppt.com

4. NYS is committed to working with districts to ensure cultural responsiveness.

This means…

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

fppt.com

5. NYS will encourage and foster the ability of districts to advance equity and access for all.

This means …..

- New reports will outline how much each school is spending per student and from what source.
- Districts will be helped to 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.

fppt.com

6. New York State will identify schools for support and recognition based on multiple measures.

This means….

Schools will fall in one of four groups:

- Schools in good standing
- Recognition Schools- these are high performing or rapidly improving as determined by the Commissioner.
- Target Supported and Improvement Schools- schools with sub-groups that are among the lowest performing
- Comprehensive Support and Improvement- Schools in the bottom 5% of all schools

fppt.com

7. 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

8. NYS will award funds to each school district to support a Professional Development Plan developed by educators.

fppt.com

The impact of ESSA on serving our ELL students

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 in the country two years or less. 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.

fppt.com

The impact of ESSA on serving our ELL students continued

4. New ESSA reporting requirements: Reinforced emphasis on sub-group accountability-ASCD, Garcia, Tara 10-18-2016

- 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.

fppt.com

Waiver to ESSA- Impacting ELLs

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

fppt.com

NYSED Waivers Rationale

These waivers would allow NYSED to better support academic achievement for ELLs by:

- Ensuring equitable and reliable accountability
- Reducing student testing burden

fppt.com

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.

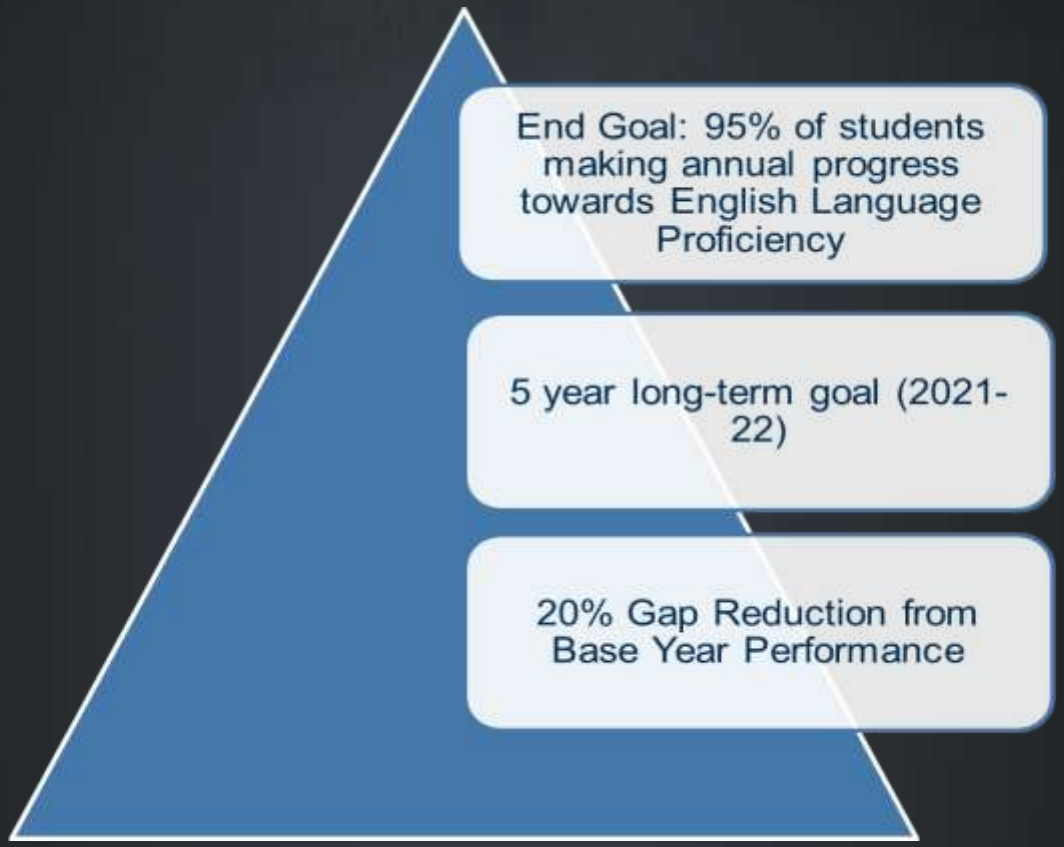
fppt.com

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

fppt.com

English Language Proficiency



fppt.com

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.

fppt.com

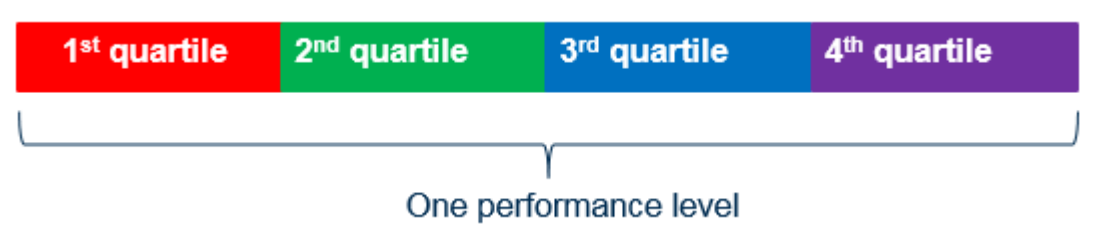
New York Measure Progress towards English Language Proficiency

Growth to Target FIVE Years Total (Non-Linear)				
Initial ELP	Year 2	Year 3	Year 4	Year 5
Entering	1.25	1	1	0.75
Emerging	1.25	1	0.75	
Transitioning	1	1		
Expanding	1			

fppt.com

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



fppt.com

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.

fppt.com

Teaching Considerations/Resources

- Strengthen the instructional core. Use additional resources to provide interventions, as well as to enrich the curriculum.
- Collaboratively plan and deliver instruction with a focus on what you know about your students.
- Use resources and materials available to you to plan instruction. For example, use the Bilingual Common Core Progressions to determine scaffolds and the language objective.
- Daily use all 4 modalities to engage students in learning.
- Build on Ells' background knowledge to increase comprehension
- Increase writing opportunities for multiple purposes and audiences.

fppt.com

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).

fppt.com