

BEST PRACTICES FOR HIGH SCHOOL ELL PROGRAMMING

**New York State Statewide Language RBE-RN
at New York University**

Presenter:

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AGENDA

- Who are your ELLs?
- CR Part 154 (Amended)
- ELL Programming (Units of Study – Bilingual and ENL)
- Licensing Requirements for TBE and ENL Classes
- Assessments (Exemptions and Appeal)
- What to do with repeaters?
- Diploma Options
- Advanced Placement Courses (Language and/or Literature)
- Career and College Readiness
- NYSED Parents Bill of Rights

THINK – PAIR - SHARE

Share with your partner:

- Who is an English Language Learner (ELL)?
- Who are your ELLs?
- What countries are they from?
- What language(s) are spoken by your students?

WHO IS AN ELL?

Students whose primary language is a language other than English are often referred to as English Language Learners (ELLs). In New York State, under Part 154 of the Commissioner's Regulations (CR Part 154), they are students who, by reason of foreign birth or ancestry:

- Speak or understand a language other than English
- Speak or understand little or no English
- Require support in order to become proficient in English and are identified pursuant to CR Part 154-2.3

ELL SUBPOPULATIONS

Newcomers	Students who have been in NYS schools for three years or less and have been identified as ELLs.
Developing ELLs	Students who have received ELL services for 4 to 6 years.
Long-Term ELLs	Students who have received at least six years of ELL services in New York City schools and continue to require these services because they have not met the Commanding level on the NYSESLAT.
Special Education ELLs	ELLs served by an IEP. An IEP team determines a student’s eligibility for special education services and the language in which special education services are delivered.
Students with Interrupted/ Inconsistent Formal Education (SIFE)	ELLs who have entered a school in the US after second grade; have had at least two years less schooling than their peers; function at least two years below expected grade level in reading and mathematics; and may be pre-literate in their first language.
Former ELLs	Students who have successfully reached proficiency level on the NYSESLAT and exited out of ELL status. Although these students do not require ESL services the school must provide support services to support language development and academic progress for two years after they exit ELL status.

SCREENING FOR STUDENTS WITH INTERRUPTED FORMAL EDUCATION (SIFE)

If during the interview you and/or your child stated that he/she did not receive formal schooling, attended an ungraded school, or attended school for a limited number of hours, he/she may be screened in reading and mathematics **after being identified as an ELL student**, to determine if he/she has educational gaps of two or more year.

- A SIFE Oral Interview Questionnaire is administered in English and the student's home language
- If the SIFE Oral Interview Questionnaire shows that the student may be a SIFE, the Multilingual Literacy SIFE Screener (MLS) in the home language is administered
- If the results of the MLS shows that the student is a SIFE, the Writing Screener is administered

If after the screening process it is confirmed that your child is an ELL SIFE, he/she will receive literacy instruction in English and in the home language

PROGRAM PLACEMENT OF ELLS

Identified ELL students must be placed in an appropriate program:

- **English as a New Language**

or

- **Bilingual Education Programs**

- **Transitional**

- **Dual Language**

ENGLISH PROFICIENCY LEVELS

- The following table represents the new English proficiency levels and descriptions for each level

English Proficiency Levels	Descriptions
Entering (Beginning)	A student at this level has great dependence on supports and structures to advance academic language skills and has not met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts.
Emerging (Low Intermediate)	A student at this level has some dependence on supports and structures to advance academic language skills and has not yet met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts.
Transitioning (Intermediate)	A student at this level shows some independence in advancing academic language skills but has yet to demonstrate English language proficiency in a variety of academic contexts.
Expanding (Advanced)	A student at this level shows great independence in advancing academic language skills and is approaching the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts.
Commanding (Proficient)	A student at this level is designated as a Former ELL, and entitled to receive two years of continued ELL services. A student at this level has met the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts.

WHAT ENL MODELS ARE REQUIRED?

- **Stand-Alone ENL** – students receive English language instruction **taught by a certified ESOL teacher** in order to acquire the English language needed for success in core content areas

AND/OR

- **Integrated ENL** – students receive core content area and English language development instruction and appropriate ELL scaffolds. The Integrated ENL is taught by **either a dually certified teacher (ESOL and content area) or by a certified ESOL teacher and a certified content area teacher**

AND/OR

- **Flexibility** – students receive English Language instruction **taught by either a dually certified teacher (ESOL and content area) or by a certified ESOL teacher and a certified content area teacher** in order to acquire the English language needed for success either in a **Stand-Alone ENL** instruction or **Integrated ENL in Core Content Area** model

ELL EXIT CRITERIA

OPTION 1 –

Scoring at the Proficient/Commanding level on the NYSESLAT

OPTION 2 –

Scoring at the Advanced/Expanding level on the NYSESLAT,

-and-

➤ 65 + on the Regents Exam in English

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study per week (540 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Core Content Area (90 min.)	1 unit of study in ENL/Core Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Core Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, <u>or</u> other approved Former ELL services for two additional years*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Core Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a Special Education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.*

Updated May 6, 2015



CR Part 154-2 (9-12) Transitional Bilingual Education Program

ENGLISH PROFICIENCY LEVEL		ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
LANGUAGE ARTS	STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			Former ELLs must continue to receive services for an additional two years
	INTEGRATED ENL / ELA	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Core Content Area (180 min.)	
	FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction or INTEGRATED ENL in Core Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Core Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, <i>or</i> other approved Former ELL services for two additional years*
	TOTAL ENL	<i>540 minutes per week</i>	<i>360 minutes per week</i>	<i>180 minutes per week</i>	<i>180 minutes per week</i>	
	HOME LANGUAGE ARTS	1 HLA Course	1 HLA Course	1 HLA Course	1 HLA Course	
BILINGUAL INSTRUCTION	BILINGUAL CONTENT AREA SUBJECTS	Minimum of 2	Minimum of 2	Minimum of 1	Minimum of 1	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study			HOME LANGUAGE ARTS Language Other Than English (LOTE) credit is awarded upon passing each corresponding HLA unit of study		
	INTEGRATED ENL Core Content area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies			BILINGUAL CONTENT AREA Core Content area credit is awarded upon passing each corresponding Bilingual Content Area subject		
STAFFING/ PERSONNEL	BILINGUAL EDUCATION PROGRAM <ul style="list-style-type: none"> (9-12) <u>Bilingual Content Area</u> teacher with a bilingual extension. [HLA must be taught by a certified Language Other Than English (LOTE) teacher.] 			ENGLISH AS A NEW LANGUAGE PROGRAM <ul style="list-style-type: none"> (9-12) <u>Stand-alone</u> ESOL certified teacher (9-12) <u>Integrated ENL</u> can be taught by an ESOL teacher with Content Area certification or two individually certified teachers. 		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a Special Education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.						

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress.

Core Content Area shall mean ELA, Math, Science, and Social Studies



CREDIT REQUIREMENTS

February 2017

NEW YORK STATE DIPLOMA REQUIREMENTS APPLICABLE TO GRADE 9 STUDENTS FIRST ENTERING HIGH SCHOOL IN 2016		Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation
CREDIT REQUIREMENTS		MINIMUM NUMBER OF CREDITS
	English	4
	Social Studies <i>Distributed as Follows:</i> U.S. History (1) Global History and Geography (2) Participation in Government (1/2) Economics (1/2)	4
	Science <i>Distributed as Follows:</i> Life Science (1) Physical Science (1) Life Science or Physical Science	3
	Mathematics	3
	Languages Other than English (LOTE)	1 ⁽¹⁾
	Visual Art, Music, Dance, and/or Theater	1
	Physical Education (participation each semester)	2
	Health	0.5
	Electives	3.5
Total	22	

⁽¹⁾Students with a disability may be excused from the requirement for 1 unit of credit in LOTE if so indicated on the IEP but must still earn 22 units of credit to graduate

- 1.) Pathways:**
 - A student must either complete all the requirements for the CDOS Commencement Credential at <http://www.p12.nysed.gov/ciai/multiple-pathways/memos/cdos-graduation-pathway-option.html>; or
 - Pass an additional math Regents examination in a different course or Department Approved Alternative; or
 - Pass an additional science Regents examination in a different course or Department Approved Alternative; or
 - Pass an additional social studies Regents examination in a different course or Department Approved Alternative; or
 - Pass an additional English assessment in a different course selected from the Department Approved Alternative list; or
 - Pass a Department approved CTE pathway assessment, following successful completion of an approved CTE program; or
 - Pass a Department approved pathway assessment in the Arts; or
 - Pass a Department approved pathway assessment in a Language other than English (LOTE)

See Multiple Pathways at: <http://www.p12.nysed.gov/ciai/multiple-pathways/>
See Department Approved Alternatives at <http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf>
- 2.) Appeals:**

Appeals are subject to local district approval. More information on the appeal to graduate with a lower score on a Regents examination can be found at <http://www.p12.nysed.gov/ciai/gradreq/Documents/CurrentAppealForm.pdf>
- 3.) Special Endorsements:**
 - Honors:** A student earns a computed average of at least 90 on the Regents examinations applicable to either a Regents diploma or a Regents diploma with advanced designation. No more than 2 Department approved alternatives can be substituted for Regents examinations and the locally developed Checkpoint B LOTE examination is not included in the calculation.
 - Mastery in Math and/or Science:** A student meets all the requirements for a Regents Diploma with Advanced Designation AND earns at score of 85 or better on 3 math Regents examinations and/or 3 science Regents examinations.
 - Technical Endorsement:** A student meets the requirements for either a local diploma, a Regents diploma or a Regents diploma with advanced designation AND successfully completes a Department approved CTE program including the 3 part technical assessment
- 4.) Transition to the Common Core Regents Assessments:**
 - ELA:** Students who enter grade 9 in 2013 and thereafter must pass the Regents examination in ELA Common Core in order to meet the diploma requirements.
 - Mathematics:** In 2013 and thereafter any student, regardless of grade level or cohort who begins their first commencement level course in mathematics must be provided with instruction aligned with the NYS P-12 Common Core Learning Standards for Mathematics and take the corresponding Common Core Regents examination. More information can be found at <http://www.p12.nysed.gov/assessment/commoncore/transitionccregents1113rev.pdf>
- 5.) Students with disabilities who entered grade 9 prior to September 2011:**

Students with disabilities who enter grade 9 prior to the 11-12 school year who fail one or more Regents examinations may take the corresponding Regents Competency Test (RCT) in order to meet the assessment requirements. This option may not be used in conjunction with the Compensatory Safety Net Option.
- 6.) Languages other than English (LOTE) exempt students:**

Students with a disability may be excused from the requirement from the required units of credit in LOTE if so indicated on the IEP but must still earn 22 units of credit to graduate. A LOTE exempt student who seeks a Regents diploma with advanced designation, does NOT have to complete the 5 unit sequence in the Arts or CTE in lieu of LOTE in order to meet the assessment requirements for the Advanced Diploma.

EXAMINATION REQUIREMENTS

Examination Requirements	REGENTS EXAM or passing score on a Department Approved Alternative	Regents Diploma for all students		Regents Diploma via Appeal for all students		Local Diploma via Appeal for all students		Local Diploma for Students with a Disability		Local Diploma via Appeal for English Language Learners		
		# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	
	English Language Arts (ELA)	1	65	1		1		1	55*	1		
	Math	1	65	1		1		1	55*	1		
	Science	1	65	1		1		1	55*^	1		
	Social Studies	1	65	1		1		1	55*^	1		
	Pathway (See note 1 on reverse side)	1 or CDOS	65 if Regents Exam	1 or CDOS	4 exams with a minimum score of 65 and 1 exam with a score of 60-64 for which an appeal has been granted by the district	1 or CDOS	3 exams with a minimum score of 65 and 2 exams with a score of 60-64 for which an appeal has been granted by the district	1 or CDOS	55*^ if Regents exam	1 or CDOS	Either 4 exams with a minimum score of 65 and ELA with a score of 55-59 for which an appeal has been granted by the district OR 3 exams with a minimum score of 65, and 1 exam with a score of 60-64 and ELA with a score of 55-59 for which an appeal has been granted for both by the district	
	Compensatory Safety Net	Non Applicable		Non Applicable		Non Applicable		Scores of 45-54 on any required Regents exam (except ELA and Mathematics) can be compensated by a score of 65 or above on another required Regents exam including ELA and Mathematics.		Non Applicable		
	Regents Diploma with Advanced Designation											
	Depending on the pathway a student chooses, the Regents diploma with advanced designation assessment requirements may be met in a multiple ways. Students seeking the Regents diploma with advanced designation may choose from the following assessment options:											
Traditional Combination	ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science, (1 must be life science and 1 must be physical science) = 8 Assessments. In addition the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5 unit sequence in the Arts or CTE.											
Pathway Combination (other than STEM)	ELA, 1 social studies, 3 Math, 2 Science (1 must be life science and 1 must be physical science), 1 Pathway (other than Science or math) or complete the requirements for the CDOS Commencement Credential = 7 or 8 Assessments In addition the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5 unit sequence in the Arts or CTE											
STEM (Mathematics) Pathway Combination:	ELA, 1 social studies, 4 math, 2 Science (1 must be life science and 1 must be physical science) = 8 Assessments In addition the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam or a 5 unit sequence in the Arts or CTE											
STEM (Science) Pathway Combination:	ELA, 1 social studies, 3 math, 3 science (1 must be life science and 1 must be physical science) = 8 Assessments In addition the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5 unit sequence in the Arts or CTE											

*A student with a disability may appeal scores between 52 and 54 on up to two Regents examinations in any discipline and graduate with the local diploma. See: <http://www.p12.nysed.gov/cial/gradreq/RevAppealForm2015.pdf>

^In the event a student with a disability is unable to attain a passing score on this examination, upon parent written request, the student may seek a Superintendents' Determination of a local diploma. See <http://www.p12.nysed.gov/specialed/publications/superintendent-determination-of-graduation-with-a-local-diploma.htm>

ALTERNATIVE-LANGUAGE EDITIONS OF REGENTS EXAMS

For the **January and June Regents administrations**, ELLs may take NYS examinations in:

- Integrated Algebra, Algebra 1 (Common Core),
- Global History and Geography,
- United States History & Geography,
- Living Environment, and
- Physical Setting Earth Science) (translated-edition reference tables are available on NYSED's website at <http://www.p12.nysed.gov/assessment/reftable>)

in an **alternative language edition** other than English (**Chinese (traditional), Haitian Creole, Korean, Russian and Spanish**), whichever is more appropriate to the student's reading skills. **Translated editions of Regents examinations are direct translations of the corresponding Regents examination in English.**

- During the **August** examination period, these Regents examinations are available in **Spanish translation**.
- During **all three examination periods**, only **English language editions** are provided for the Regents examinations in **Algebra 2/Trigonometry, Geometry (2005 Standard), Geometry (Common Core), Physical Setting/Chemistry, and Physical Setting/Physics**.
- For **low incidence languages**, you can contact the **Department of Education of the City of New York Translation and Interpretation Unit** or the **Consulate's Office** for the country where the student is from.

ALTERNATIVE-LANGUAGE EDITIONS OF RCTs

- The option for a student with a disability to graduate with a local diploma based on passing **one or more RCTs** is available only to **students with disabilities who first entered grade 9 prior to the September 2011-2012 school year.**
- **Alternative language editions of the RCTs** are available for those ELLs who are eligible for the **RCT Safety Net. Translated editions of the RCTs are not direct translations of the corresponding English language editions** that will be administered during the same examination period.

REGENTS EXAM WAIVERS

Students who enter a NYS registered high school for the first time in grade 11 or 12 (may be exempt from certain Regents exam requirements, as follows:

- Students who enter in grade 11 are exempt from the Regents exam in Global History and Geography. These students may graduate with a combination of four exam passes; one math, one science, ELA, and U.S. History.
- Students who enter in grade 12 are exempt from the Regents exams in science and in Global History and Geography. These students may graduate with a combination of three exam passes; one math, ELA, and U.S. History.

REGENTS APPEALS PROCESS

All students may appeal a failing score on a Regents Exam if their score is between 60 through 64 and they meet the following criteria to demonstrate that they meet the State Learning Standards:

- Have taken the Regents Exam under appeal **at least twice**;
- Present evidence that they have utilized **academic help** provided by their school in the subject tested by the Regents Exam under appeal;
- **Pass the course** for which the appeal is being sought; and
- Must be **recommended for the appeal by their teacher or Department chairperson in the subject** of the Regents Exam under appeal

Students who are granted one appeal by their district would earn a Regents diploma. Students granted two appeals would earn a local diploma.

ELIGIBILITY TO APPEAL A SCORE ON THE REGENTS EXAM IN ENGLISH FOR ELLs

ELLs must meet the following conditions:

- Have received **academic intervention services** in ELA; **AND**
- Have attained a course average in **ELA that meets or exceeds the required passing grade by the school** and is recorded on the student's **official transcript** with grades achieved by the student in each quarter of the school year; **AND**
- Is **recommended for an exemption to the passing score** on the Regents exam in English by his or her teacher or department chairperson

WHAT IS THE SEAL OF BILITERACY?

The New York State Seal of Biliteracy (NYSSB) was established* in recognition of the importance of bilingualism. The NYSSB is awarded to students who have studied and attained a high proficiency in two or more languages by high school graduation, including English.

The NYSSB is awarded by the Commissioner to students who meet criteria established by the NYSED Board of Regents and who attend schools in districts that voluntarily agree to participate in the program.

The NYSSB is affixed to the high school diploma and transcript of graduating students attaining the NYSSB criteria and must be made available to eligible students at no cost.

* Signed into law by Governor Cuomo on July 31, 2012

ELL TRANSCRIPT ANALYSIS

Based on the transcript:

- Were the ELL students given the opportunity to engage in the sequence of courses leading to college and career readiness?
- Were the ELL students assigned to take a Regents for the courses they completed?
- What trends or patterns do you observe from these transcripts?
- What would you do differently?



QUESTIONS AND COMMENTS



RESOURCES

- New York State Education Department: www.nysed.gov and www.p12.nysed.gov/ciai/gradreq/intro.html
- New York State Statewide Language RBE-RN - glossaries in different languages: steinhardt.nyu.edu/metrocenter/rbern/
- New York City Department of Education: www.schools.nyc.gov
- The NYC-DOE Translation and Interpretation Unit: <http://schools.nyc.gov/Offices/Translation/default.htm>
- For additional information on the Seal of Biliteracy see: <http://www.nysed.gov/bilingual-ed/schools/new-york-state-seal-biliteracy-nyssb>
- For recent Regents Exams for Review see: <http://www.nysl.nysed.gov/regentsexams.htm>

Thank You

ありがとう

Bedankt

Eυχαριστώ

Merci

धन्यवाद

Hvala



شكراً

謝謝
謝謝

ขอบคุณ

Grazie

Gracias

감사합니다
[kamsahamnida]

Obrigado!

Slide 24

ME4 Use this slide instead because it has the word "Thank You" in Haitian Creole, the other does not.
Marie-Alix Emmanuel, 10/12/2017