



engage<sup>ny</sup>

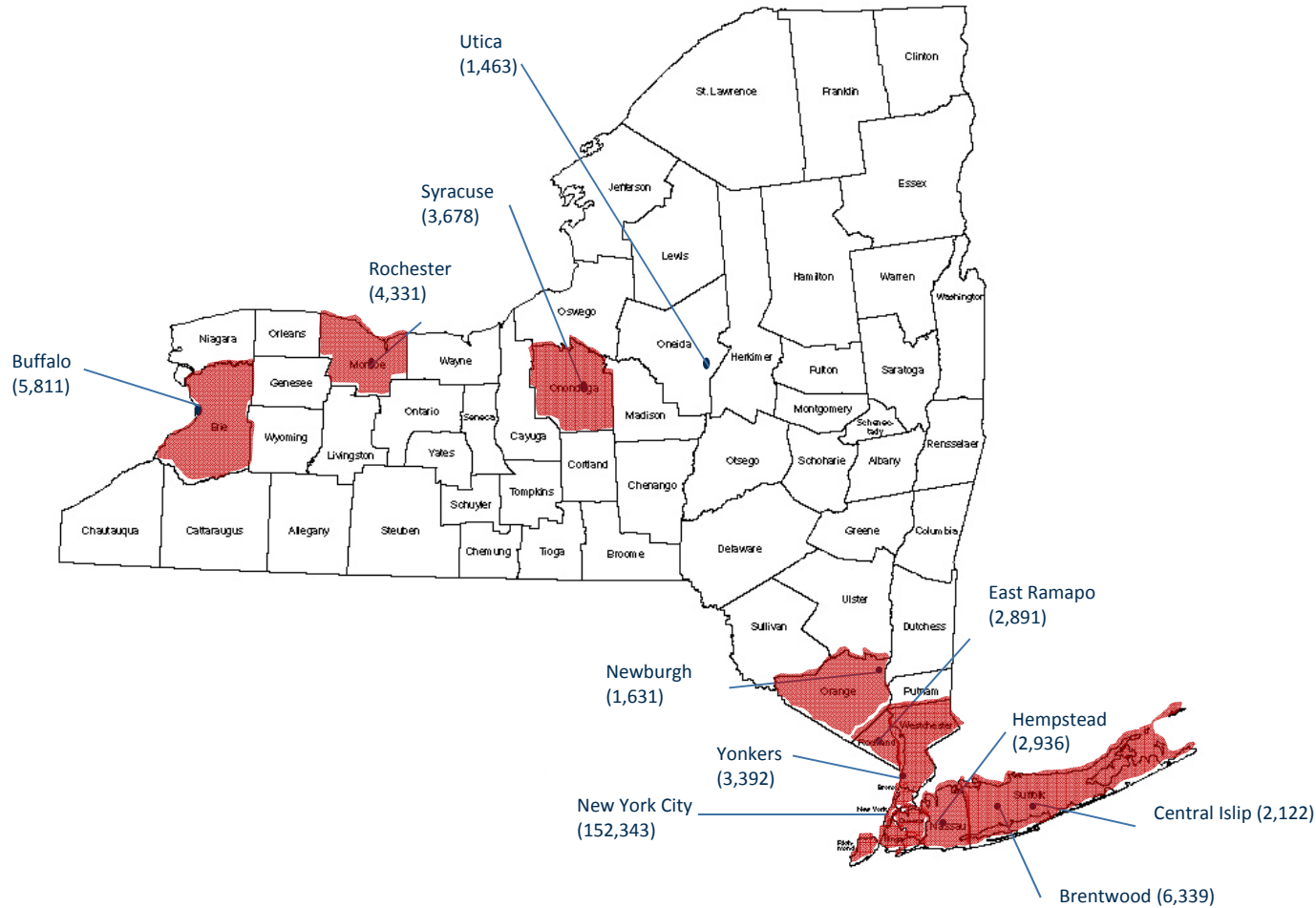
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Our Students. Their Moment.

## **Ensuring Equal Educational Opportunities for English Language Learners/Multilingual Learners**

May 2017

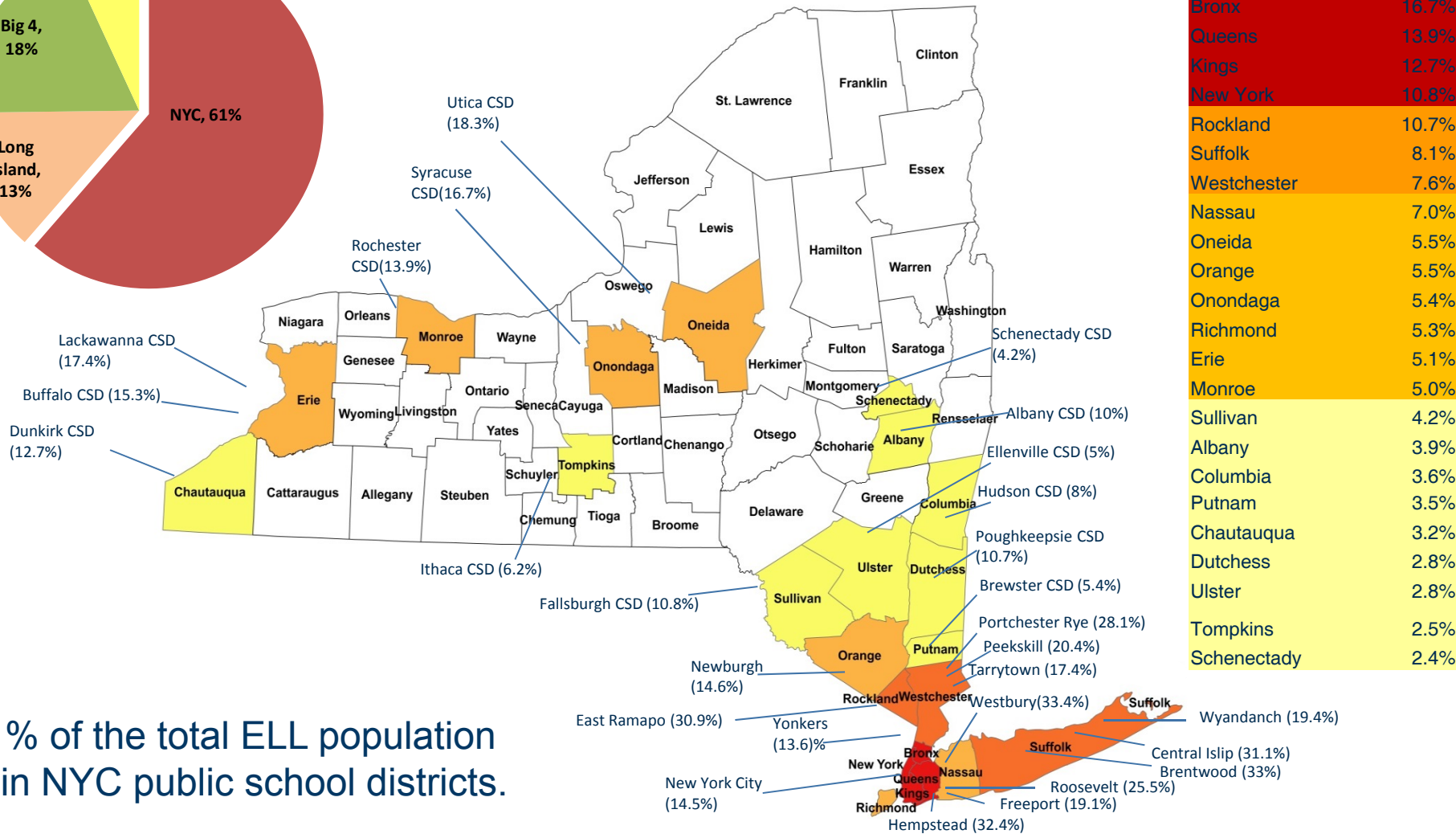
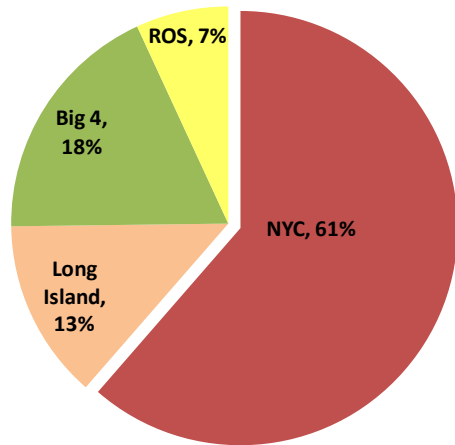
# NEW YORK STATE DEMOGRAPHICS



Top ELL Districts	# of ELLs
New York City	152,343
Brentwood	6,339
Buffalo	5,811
Rochester	4,331
Syracuse	3,687
Yonkers	3,392
Hempstead	2,936
East Ramapo	2,891
Central Islip	2,122
Utica	1,873
Newburgh	1,631

Of the approximately 2.6 million public school students in New York State, 8.8% are English Language Learners which is over 245,000 ELLs in NYS.

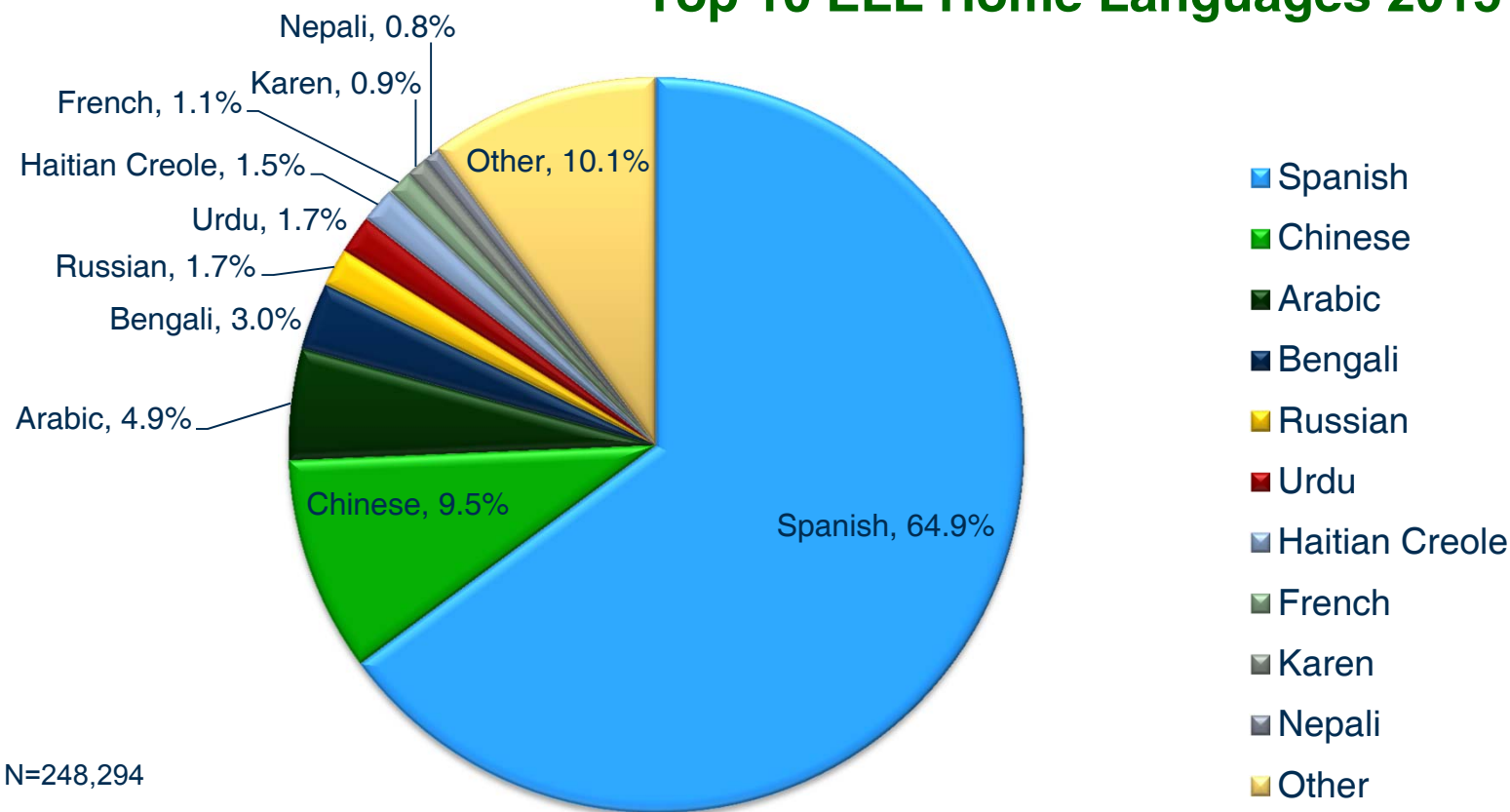
# Percentage of ELLs/MLLs as a share of Total Student Population by County and District 2015-2016



61% of the total ELL population is in NYC public school districts.

# Linguistic and Cultural Diversity

## Top 10 ELL Home Languages 2015-16 SY:

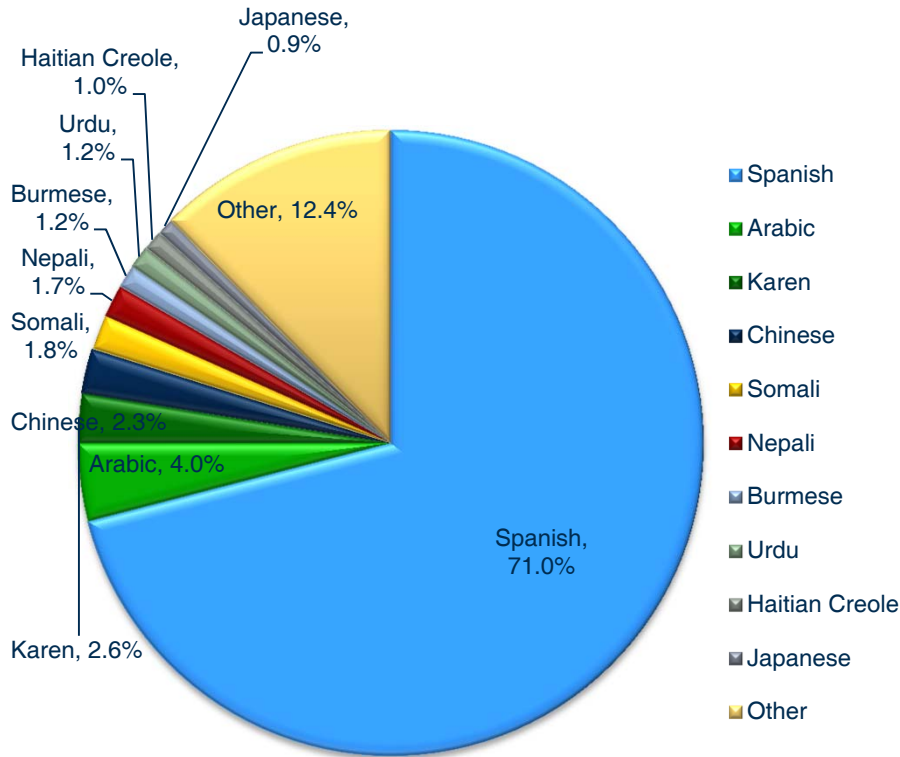


N=248,294

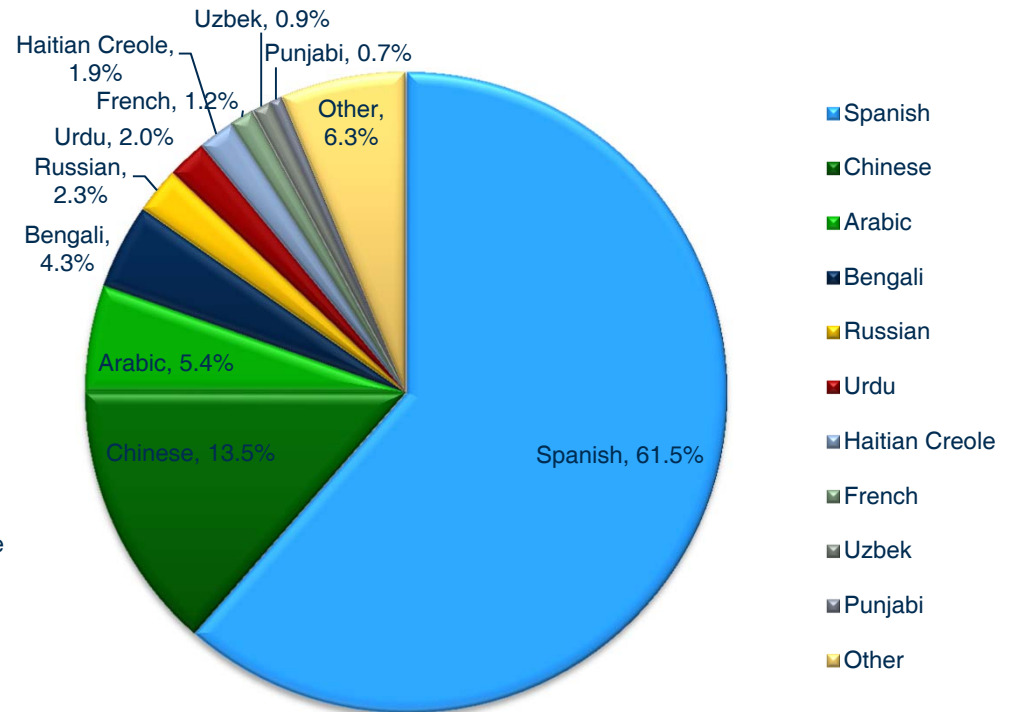
Source: NYS SIRS 2015-2016

# Linguistic and Cultural Diversity 2015-2016

Rest of State Top 10 languages



NYC Top 10 languages

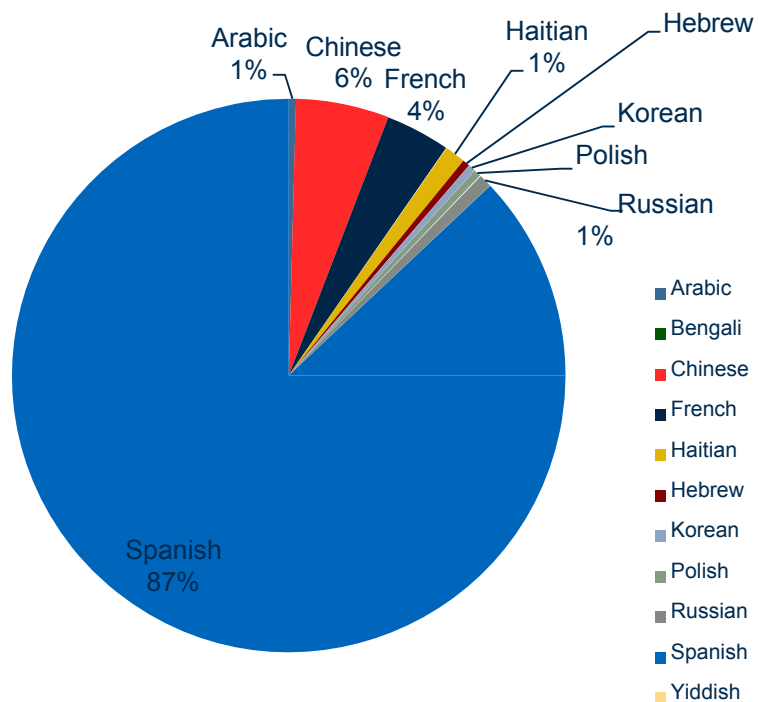


Source: NYS SIRS 2015-2016

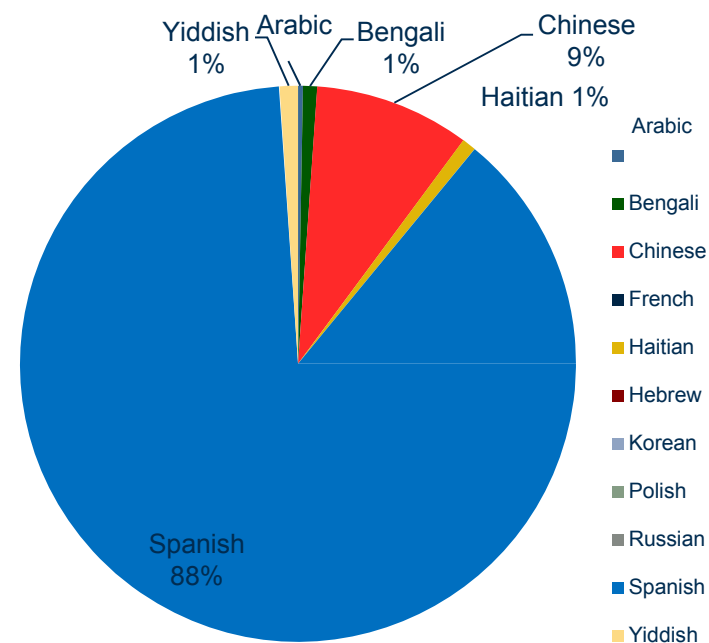
**Linguistically diverse state with over 200 languages spoken by our students.**

# NYS BILINGUAL PROGRAMS 2015-2016

## Dual Language Programs



## Transitional Bilingual Education Program



	Arabic	Bengali	Chinese	French	Haitian	Hebrew	Korean	Polish	Russian	Spanish	Yiddish	Total
DL	1		13	9	3	1	1	1	2	208		239
TBE	1	3	33		3					321	4	365
Grand Total	2	3	46	9	6	1	1	1	2	529	4	604

# ESSENTIAL ELEMENTS OF BILINGUAL PROGRAMS

## Bilingual Education Programs

### Transitional Bilingual

### Dual Language

#### Purpose/Goals

To use the home language to continue to learn content while learning English.

To develop biliteracy and bilingualism in English and in the home/target language.

#### Languages Used

Home language use decreases as English use increases. Regardless of the English increase, a minimum of 25% of the home language must be maintained.

Generally 50% English and 50% home or target language, or 90% home or target language and 10% English, which increases until reaching 50%-50%. However, other configurations of English and the home or target language are also permissible.  
(Percentage varies depending upon the program model.)

# What is the Dual Language program?

- Is an enrichment bilingual program in which students learn in two languages
- Has students who are native English speakers and native speakers of another language
- Integrates linguistically diverse students for all or most of their academic subjects
- Uses the other language for a minimum of 50% of the academic instructional time



# What are the goals of the Dual Language program?

- **Students in both language groups are expected to comprehend, speak, read and write in English and the target language. The students are expected to:**
  - Become bilingual, bi-literate and bicultural
  - Meet or exceed New York State and City standards
  - Develop proficiency in their second language
  - Attain a higher level of self-esteem
  - Develop an appreciation for cultural diversity

# The Guiding Principles for Dual Language Education

- Program Structure
- Curriculum
- Assessment and Accountability
- Family and Community Support

# What are the benefits of learning two languages?

- Intellectual
- Educational
- Personal
- Social
- Economic

# Who would most likely participate in an English/Spanish Dual Language program?

- Students who come from homes where only English is spoken
- Students who come from homes where only the target language is spoken
- Students who come from homes where English and the target language are spoken

# Freeport UFSD

- Freeport is a High Needs Urban Suburban School District in Nassau County.
- In 2010, Freeport commissioned an in-depth review and analysis of its Dual language program through the Center for Applied Linguistics(CAL) in an effort to identify and implement best practices in bilingual education.
- In 2011, Freeport implemented program recommendations in Kindergarten from that (CAL)study which included a switch to a full “Two-Way 50-50 Dual Language Model.”
- The District currently has 36 dual language classrooms, 2 Bilingual education classrooms, and a stand alone ENL program.



# Freeport UFSD

## Comparison of Classroom Performance in English Language Arts

Average Percentage of Students  
at Level 3 and 4 by Classroom Model Grade 3

ELA	Dual Language	Non-Dual Language
2014	33.2%	25%
2015	34.3%	17.6%



# Freeport UFSD

## Comparison of Classroom Performance in English Language Arts

### Average Percentage of Students at Level 3 and 4 by Classroom Model Grade 4

ELA	Dual Language	Non-Dual Language
2014	33.5%	22.8%
2015	36%	17.5%

# Segregation in New York State

- New York State is one of the most socioeconomically and racially diverse states in the country:

Demographics of NYS Public Schools						
White	Latino	Black	Asian Pacific Islander	Multiracial	Native American	FPRL
45%	26%	18%	9%	2%	1%	52%

- More than 60 years after *Brown v. Board* New York State is one of the most segregated states in the country. According to 2010 data:

*The average White student attended a school where 80% of their peers were White and only 30% of their peers were low-income*

*Over half of Black and Latino students attended schools where less than 10% of their peers were White, and the average Black and Latino students attended a school where 70% of their peers were low-income*

Sources: New York State Department of Education, Student Information Repository System (SIRS) 2015-2016 Demographic Data. Kucsera, J., & Orfield, G. (2014). New York State's Extreme School Segregation: Inequality, Inaction and a Damaged Future. p 35, 48, UCLA Civil Rights Project, available at: <https://www.civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/ny-norflet-report-placeholder/Kucsera-New-York-Extreme-Segregation-2014.pdf>.



# Benefits of Integration

- Segregated schools produce lower educational achievement and attainment for students of color and low-income students
- Racial and socioeconomic integration:
  - leads to higher academic outcomes for students of color and low-income students,
  - closes the achievement gap between students of different racial and ethnic backgrounds,
  - fosters critical thinking skills and the ability to communicate and work with people of all backgrounds,
  - reduces racial and ethnic prejudice while increasing cross-cultural trust and relationships,
  - decreases the likelihood of teenage pregnancy,
  - decreases interaction with the juvenile justice system, and
  - increases the likelihood of college going and success.

Sources: Wells, A.S., Fox, L., & Cordova-Cobo, D. (2016). How Racially Diverse Schools and Classrooms Can Benefit All Students, The Century Foundation, available at: <https://tcf.org/content/report/how-racially-diverse-schools-and-classrooms-can-benefit-all-students/>. See also Mickelson, R.A. (2016). School Integration and K-12 Outcomes: An Updated Quick Synthesis of the Social Science Evidence, The National Coalition on School Diversity, available at <http://www.school-diversity.org/pdf/DiversityResearchBriefNo5.pdf>.

# Promoting Integration is Aligned to Board of Regents Goals

- Board of Regents mission is to raise the knowledge, skill, and opportunity of all the children and adults in New York State.
- Goals recently articulated by the Board of Regents as part of the My Brother's Keeper Initiative include ensuring that all students:
  1. Enter school ready to learn;
  2. Read at grade level by third grade;
  3. Graduate from high school ready for college and careers;
  4. Complete postsecondary education or training;
  5. Successfully enter the workforce; and
  6. Grow up in safe communities and get a second chance if a mistake is made.

*Promoting socioeconomic and racial integration is a powerful mechanism to achieve these goals.*

# Proposed Policy Statement

- Goal is to:
  - Express the State’s commitment to promote diversity and integration throughout the State
  - Define diversity and integration and provide a vision for districts and schools
  - Provide guidance on strategies districts can use to develop and innovate integration plans
  - Encourage educators to think holistically about integration as part of their district and school culture and policies;
  - Highlight a few examples of districts in the state that are doing this well; and
  - Outline initial steps the State will take to promote integration

# State Policy to Promote Integration: ESSA

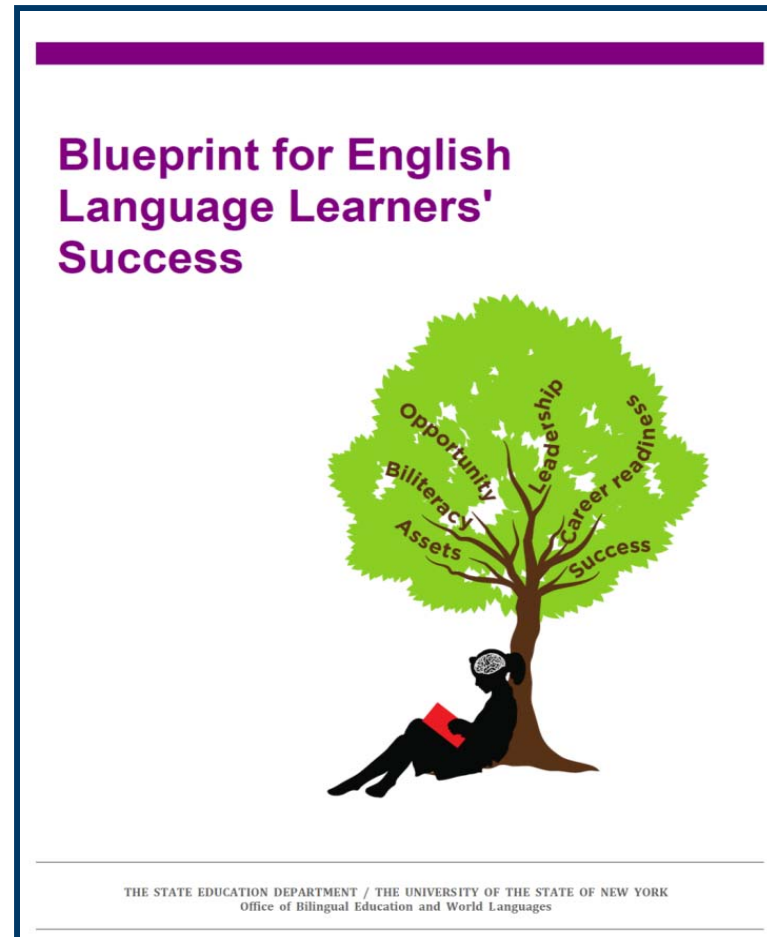
- NYSED has developed two High Concept Ideas as part of the ESSA work to consider ways to address segregation and promote integration
  - High Concept Idea: NYSED should measure integration in schools and consider ways to incorporate this measure into the accountability system
  - High Concept Idea: Integration is an evidence based intervention

# New York State Seal of Biliteracy

- Adopted by the Board of Regents in April 2016
- Formal recognition of a high school student who has attained a high level of proficiency in listening, speaking, reading, and writing in English and one or more Languages other than English (LOTE)
- It takes the form of a seal that appears on a student's diploma as well as a notation on the official transcript



# Blueprint for English Language Learner (ELL) Multilingual Learner (MLL) Success



# Blueprint for ELL/MLL Success

## The Blueprint is composed of the following 8 principles:

1. All teachers are teachers of ELLs and need to plan accordingly.
2. All schools boards and districts/school leaders are responsible for ensuring that the academic, linguistic, social, and emotional needs of ELLs are addressed.
3. Districts and schools engage all ELLs in instruction that is grade-appropriate, academically rigorous, and aligned with the New York State Prekindergarten Foundation for the Common Core and P-12 Common Core Learning Standards.
4. Districts and schools recognize that bilingualism and biliteracy are assets and provide opportunities for all students to earn a Seal of Biliteracy upon obtaining a high school diploma.

# Blueprint for ELL/MLL Success

## 8 Principles, continued:

5. Districts and schools value all parents and families of ELLs as partners in education and effectively involve them in the education of their children.
6. District and school communities leverage the expertise of bilingual, ENL, and Language Other Than English (LOTE) teachers and support personnel while increasing their professional capacities.
7. Districts and school communities leverage ELLs' home languages, cultural assets, and prior knowledge.
8. Districts and schools use diagnostic tools and formative assessment practices in order to monitor ELLs' content knowledge as well as new and home language development to inform instruction.



## OFFICE OF BILINGUAL EDUCATION AND WORLD LANGUAGES

<http://www.p12.nysed.gov/biling/bilinged/>  
[OBEWL@NYSED.GOV](mailto:OBEWL@NYSED.GOV)

**ELL Parent Hotline at 1-800-469-8224**

[nysparenthotline@nyu.edu](mailto:nysparenthotline@nyu.edu)

## REGIONAL BILINGUAL EDUCATION RESOURCE NETWORKS

<http://www.p12.nysed.gov/biling/bilinged/betac.html>

