

Know Your Schools ~
for NY Kids



Optimizing Conditions to Support English Language Learner Achievement: A NYKids Multiple Case Study

NYS TESOL
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Study Rationale

- The ELL population in NYS has grown over 20% in the last year
- ELLs make up over 8% of the NYS student population
- 2014: Blueprint For English Language Learner Success published, to accompany CCLS
- 2015: CR-Part 154, education mandates for ENL programming

Sample Selection

- ✓ Taking into account economic disadvantage and ELL performance on the Common Core ELA and Math 3rd-6th grade assessments in school years 2012-13 and 2013-2014 schools with at least .5 SD above predicted performance (stat significant)
- ✓ Equal distribution among urban, suburban, rural schools serving larger and smaller; and different kinds of ELL populations
- ✓ Near typical wealth ratio

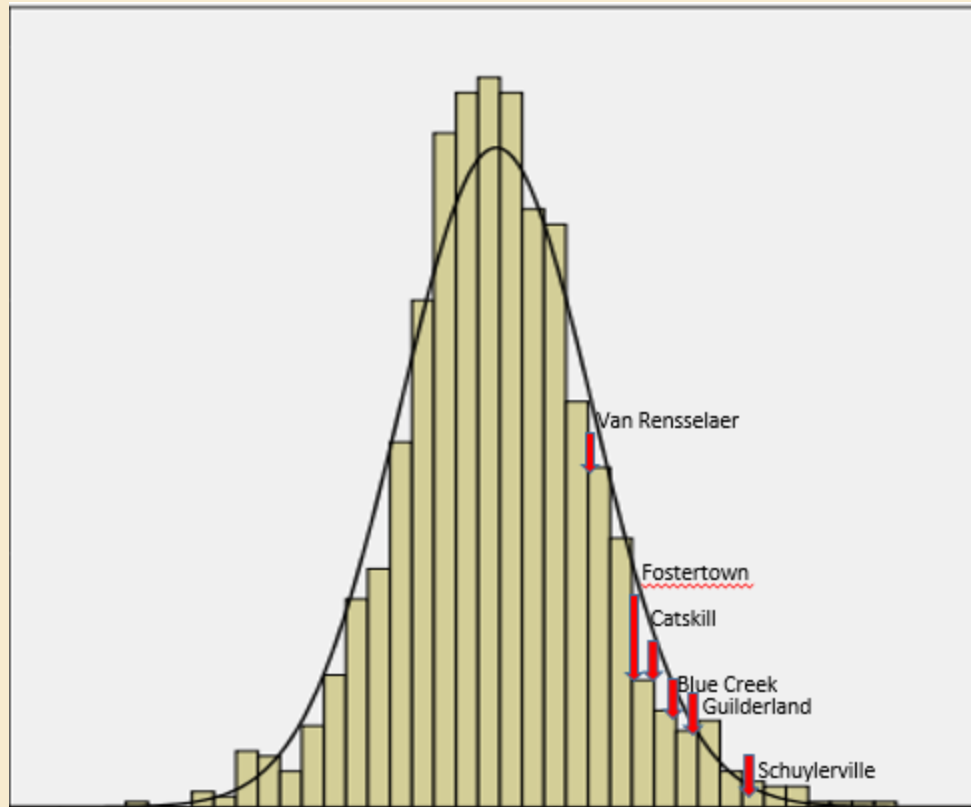
The Sample

District	Schools	Total Enrollment	% Econ. Disadv.	% African-American	% Hispanic/Latino	% White	% Asian/Other Pacific Islander	% Multi-racial	PPE*	% ELL**
Catskill CSD	Catskill ES	760	62	9	9	72	1	9	\$24,032	3
Guilderland CSD	Guilderland ES	548	18	5	4	67	21	4	\$17,995	11
Newburgh Englarged City SD	Fostertown ES	637	61	20	45	28	3	4	\$21,878	11
North Colonie CSD	Blue Creek ES	482	24	3	4	68	20	6	\$18,457	6
Rensselaer City SD	Van Rensselaer ES	622	73	9	7	63	14	6	\$19,870	8
Schuylerville CSD	Schuylerville ES	718	31	1	3	96	1	0	\$17,884	2
	New York State K-12	2,649,039	54	18	25	45	9	2	\$21,812	8

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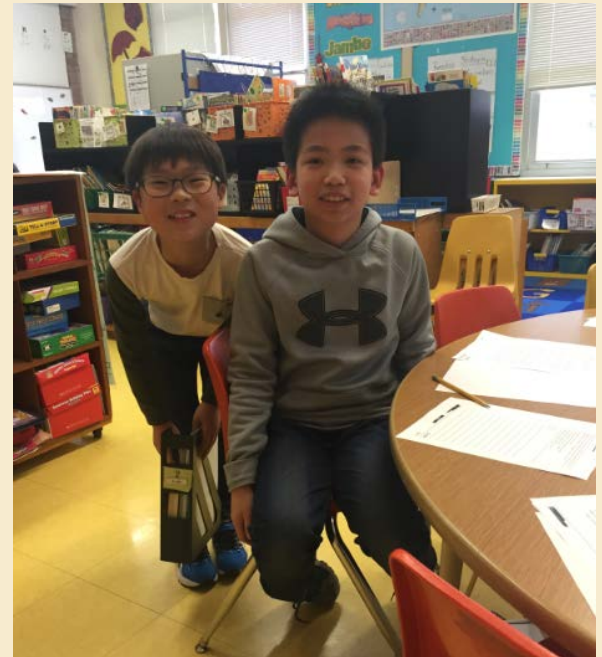
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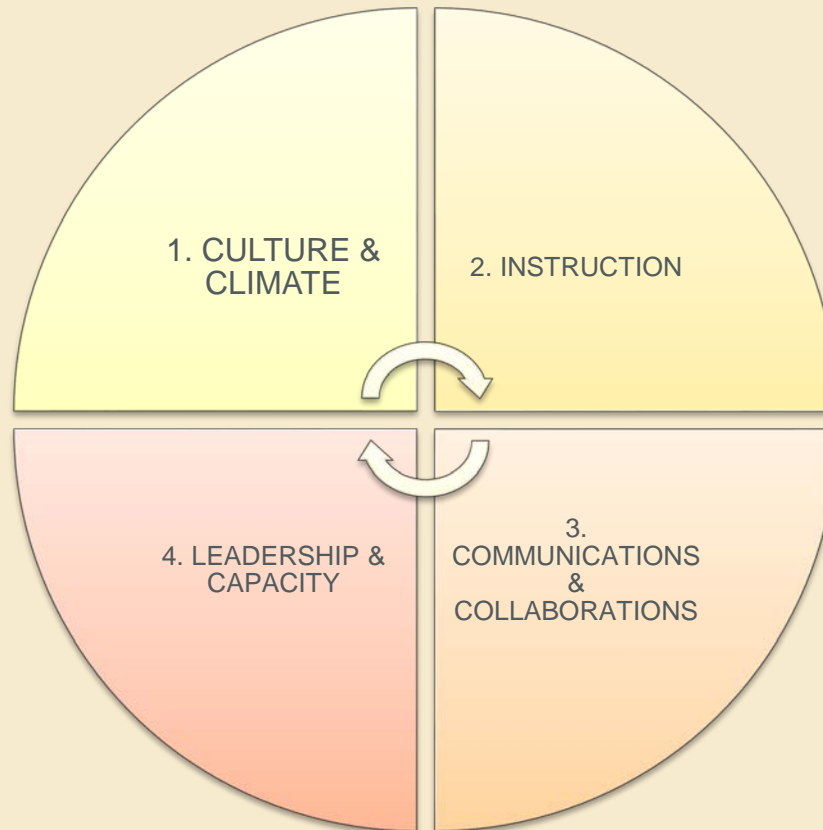
Data Collected

- ✓ **Interviews**
 - **teachers**
 - **district and school leaders**
 - **support staff**
 - **students**

- ✓ **focus groups**
- ✓ **classroom observations**
- ✓ **student work samples**
- ✓ **documents**



Findings



Culture and Climate

positive behavior &
char. ed program

celebrating and
acceptance diversity

teacher commitment
to diverse students
(high expectations
and equity)

1. CULTURE &
CLIMATE

Culture and

I think the goal for them [the children] is to feel safe, to see themselves as students, to be able to problem solve, and feel that there's always someone there to help them do their academics or take care of their emotional needs.

- Blue Creek Teacher

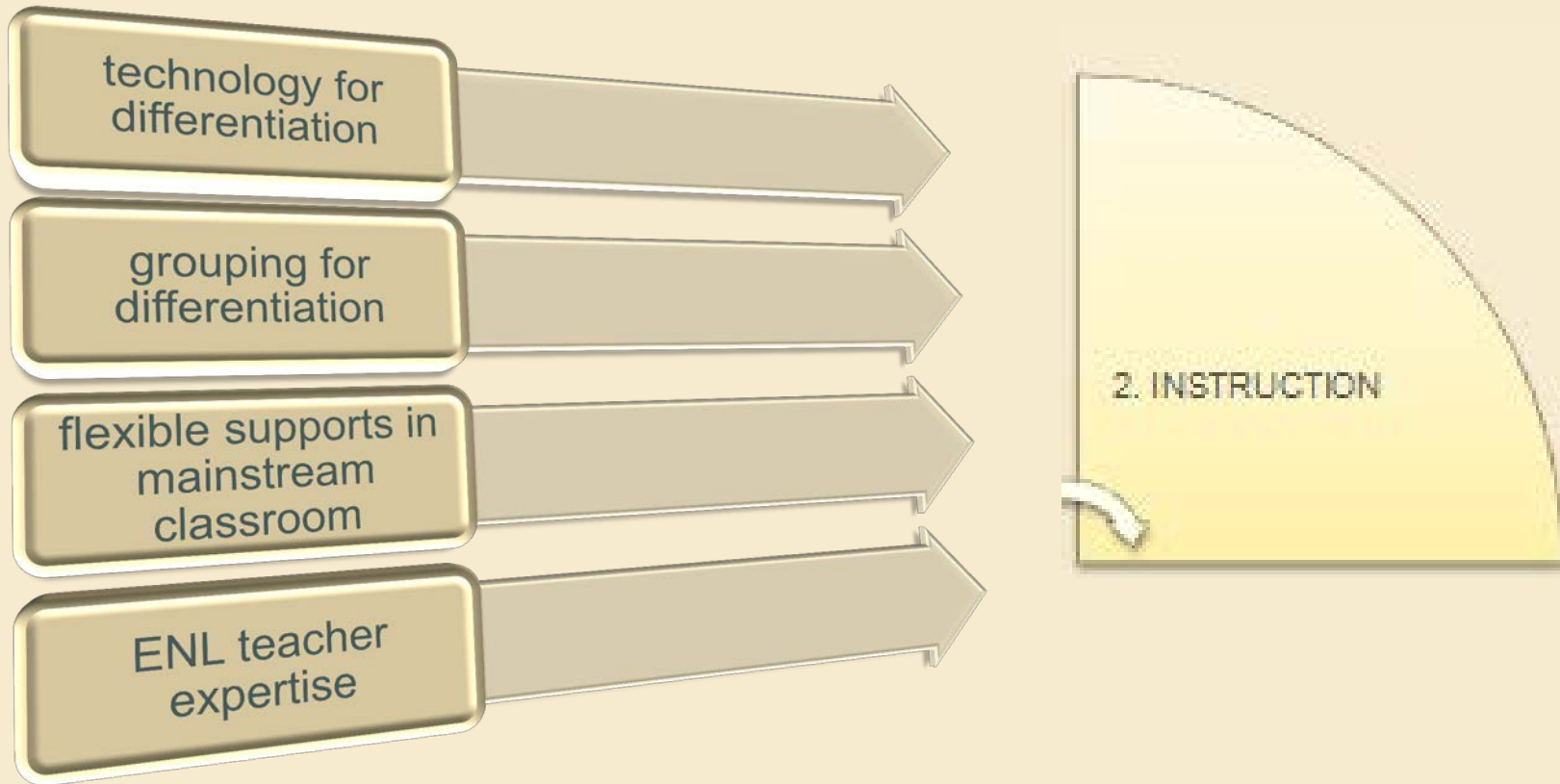
positive behavior &
char. ed program

celebrating and
acceptance diversity

teacher commitment
to diverse students
(high expectations
and equity)

1. CULTURE &
CLIMATE

Instruction



Instr

**This is a building
that works
together.**

– Guilderland teacher

technology for
differentiation

grouping for
differentiation

flexible supports in
mainstream
classroom

ENL teacher
expertise

2. INSTRUCTION

Communications & Collaborations

parent outreach

ENL teacher
coteaching/collaboration

community
partnerships/connections

3.
COMMUNICATIONS
&
COLLABORATIONS

Community Collaborations

**We don't have that
issue of ENL being a
separate entity...It's
incorporated. We
communicate.**

– Van Rensselaer teacher

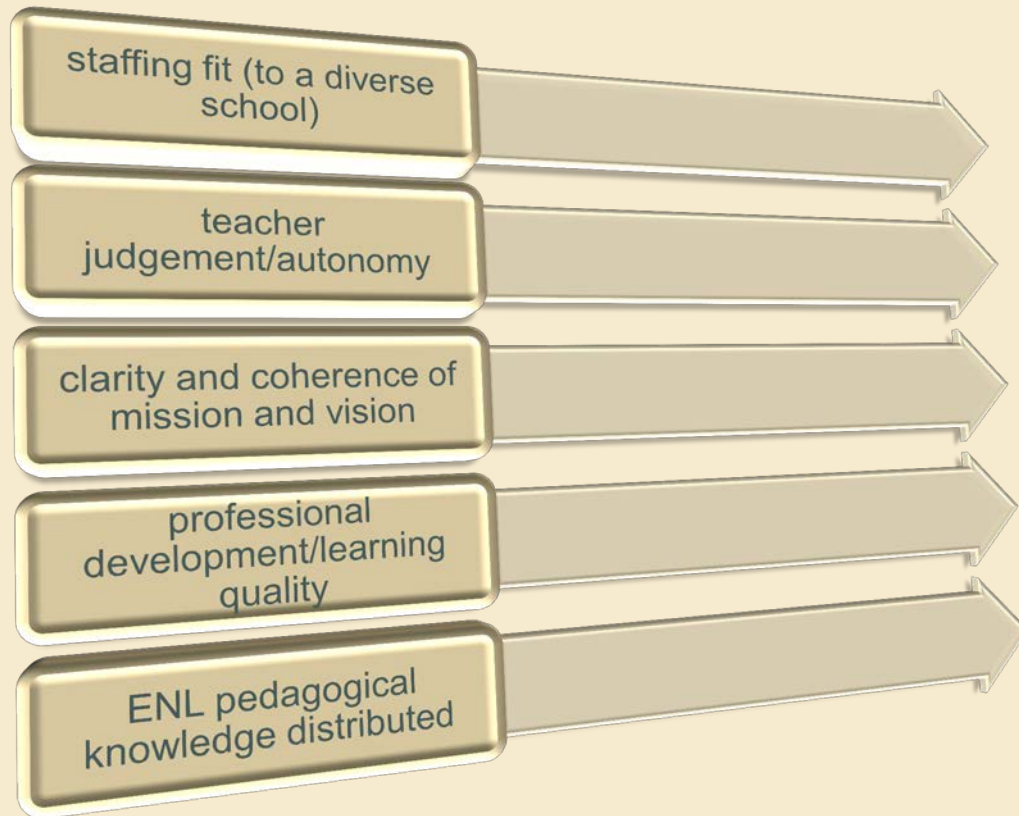
parent outreach

ENL teacher
coteaching/collaboration

community
partnerships/connections

COMMUNICATIONS
&
COLLABORATIONS

Leadership & Capacity



Leadership & Capacity

I need to be able to delegate and *empower* and enable people to take on those leadership roles and run with it..

– Fostertown principal

staffing fit (to a diverse school)

teacher judgement/autonomy

clarity and coherence of mission and vision

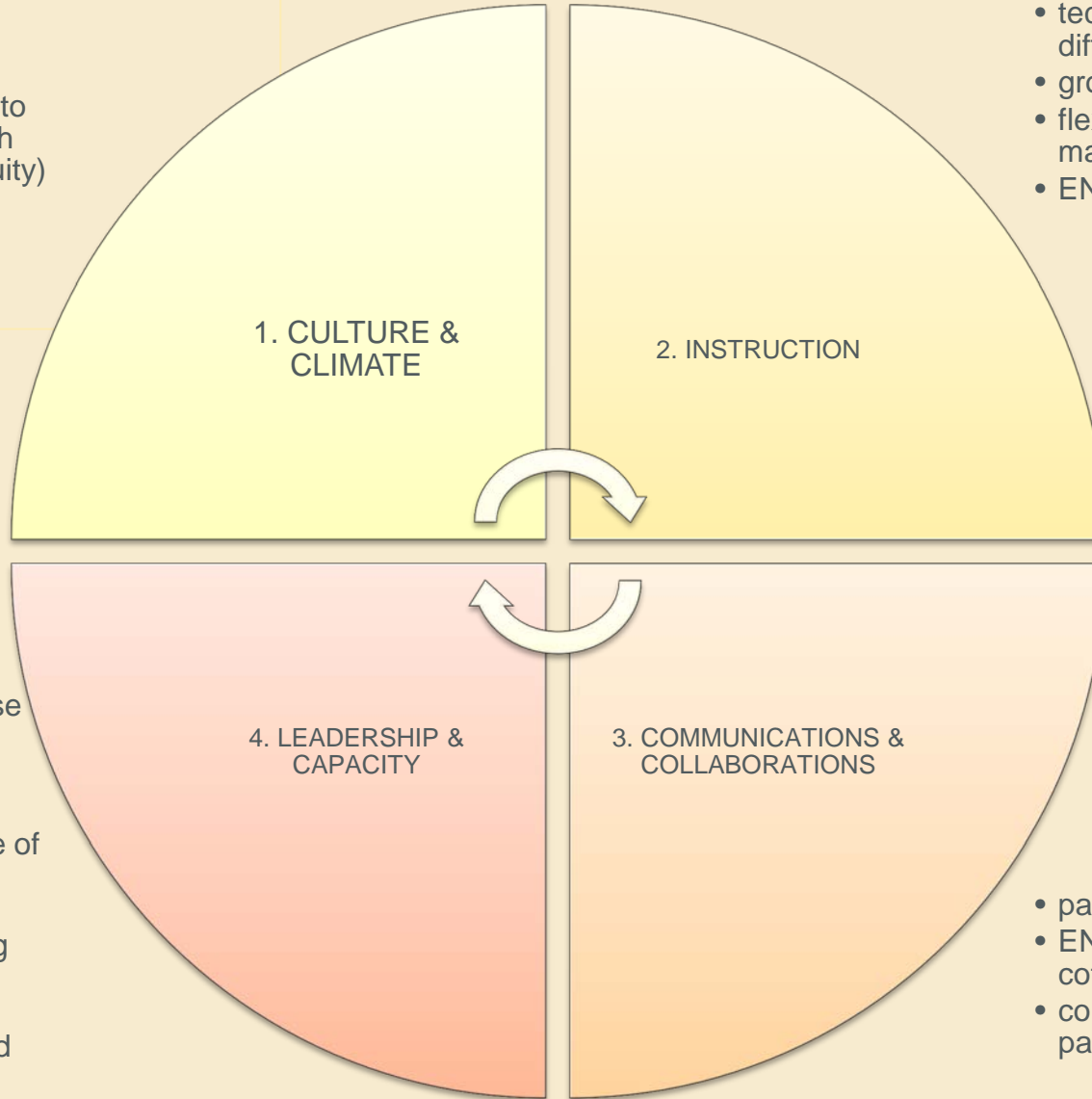
professional development/learning quality

ENL pedagogical knowledge distributed

4. LEADERSHIP & CAPACITY

- positive behavior/char. ed program
- celebrating and acceptance diversity
- teacher commitment to diverse students (high expectations and equity)

- technology for differentiation
- grouping for differentiation
- flexible supports in mainstream classroom
- ENL teacher expertise



- staffing fit (to a diverse school)
- teacher judgment/autonomy
- clarity and coherence of mission and vision
- professional development/learning quality
- ENL pedagogical knowledge distributed

- parent outreach
- ENL teacher coteaching/collaboration
- community partnerships/connections

Implications

[It's] a whole school effort."

Attention needs to be paid to..

- ✓ Unit-spanning systems and mechanisms that include teaching teams and teacher specializations

"It's not about me. It's about We."

"Now everyone is a teacher of ELLs. That has been the crucial shift."

Implications

Attention needs to be paid to...

✓ Affective and motivational supports for children and adults

“a high quality, relevant, equitable education for all”

“It’s a shared vision, to provide equity, and equity does not mean equal.”

“The uniqueness of every kid is cherished.”

Implications

“We’re setting the bar high.”

Attention needs to be paid to...

- ✓ Task coordination and distribution of leadership for ELL and ELL family supports

“Your ELL teacher needs to be a super star.”

“They get to know these families inside and out and they develop a trust with them.”

Principles of the NYS Blueprint for ELL Success

- ✓ All teachers are teachers of English language learners.
- ✓ All school boards and district/ school leaders are responsible for ensuring that the academic, linguistic, social, and emotional needs of ELLs are addressed.
- ✓ Districts and schools engage all ELLs in instruction that is grade-appropriate, academically rigorous, and aligned with the CCLS.
- ✓ Districts and schools recognize that bilingualism and biliteracy are assets.
- ✓ Districts and schools value all parents and families of ELLs as partners in education and effectively involve them in the education of their children.
- ✓ District and school communities leverage the expertise of ENL/ bilingual teachers and support personnel while increasing their professional capacities.
- ✓ District and school communities leverage ELLs' home languages, cultural assets, and prior knowledge.
- ✓ Districts and schools use diagnostic tools and formative assessment practices in order to measure ELLs' content knowledge as well as new and home language development to inform instruction.

Case study examples

www.albany.edu/nykids/results_elementary_school.php

Case studies provide the full story of what is happening at the district, school, and classroom level in schools with odds-beating ELL achievement.

Elementary School

NYKids has conducted three studies at the elementary level. The most recent of these, conducted in 2016, examined schools based on the performance of their English language learners (ELLs).

Results from the 2016 Study of Promising Practices for Supporting English Language Learner Achievement

[View or download the full report \(coming soon\)](#)

Case Studies of the Odds-Beating Schools:

- Blue Creek ES
- Catskill ES
- Fostertown ETC Magnet
- Guilderland ES
- Schuylerville ES
- Van Rensselaer ES

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For more information about
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related to this study, please contact
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www.albany.edu/nykids/

