

Know Your Schools ~
for NY Kids



*Part 154 Policy Changes for English Language Learners:
How Odds-Beating Schools are Meeting the Challenge*

*DATAG Fall Conference
October 14, 2016*

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About NYKids

Since 2004, a NYS-based project to:

- ▶ **INFORM:** Provides **database** to compare schools across the state and produces and publishes **reports and resources** available online and in print
- ▶ **INSPIRE:** Conducts **research** to identify promising practices
- ▶ **IMPROVE:** **Teaches and facilitates** processes to support improvement by school leadership teams



Comparative studies that identify practices associated with consistently higher-than-predicted performance

- Elementary schools (2005)
- Middle schools (2007)
- High schools (2008)
- Middle schools science (2009)
- Elementary schools critical needs (2011)
- On-time graduation for at-risk groups (2013)
- Elementary English language learners (2016)

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

In the news...



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February 2016 | Volume 73 | Number 5

Helping ELLs Excel

Feature Articles

[Perspectives / Broken English and Other Embarrassments](#)

Marge Scherer

[The Promise of Two-Language Education](#)



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<http://www.ascd.org/publications/educational-leadership/feb16/vol73/num05/toc.aspx>

<http://www.edweek.org/ew/collections/english-language-learners/>

A screenshot of the Education Week website homepage. At the top, the date 'September 24, 2016' is displayed on the left, and 'LOGIN | REGISTER | SUBSCRIBE' is on the right. The main header features the 'EDUCATION WEEK' logo in large, white, serif font. Below the header, there is a navigation bar with 'Browse archived issues' (with a dropdown arrow) and 'Current Issue' (with a dropdown arrow). To the right of this are links for 'TOPICS', 'BLOGS', 'REPORTS & DATA', 'EVENTS', and 'DIS'. A large red banner for 'LEADERSHIP ACADEMY 2016' is prominent, with the dates 'October 28-30' and location 'San Diego, CA'. To the right of the banner is a photo of three people smiling and the text 'Empowering Leadership Teams, Inspiring Students... REGISTER NOW'. Below the banner is a yellow box with the text 'Teaching America's English-Language Learners'. The main content area features the title 'TEACHING AMERICA'S ENGLISH-LANGUAGE LEARNERS: A SPECIAL REPORT' and a sub-headline 'How Well Are Schools Serving English-Language Learners?'. At the bottom right, there is a small logo for the 'International Center for Leadership in Education', an 'Advison of Houghton Mifflin Harcourt'.

Sample Selection

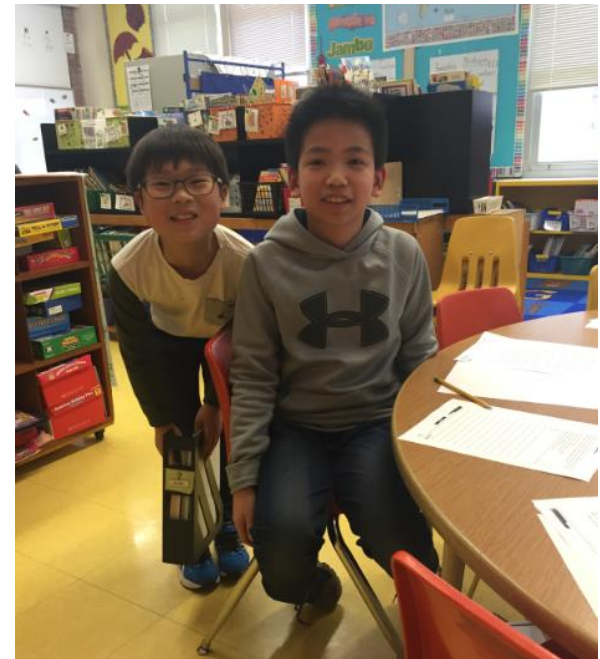
- ✓ Economic disadvantage and ELL performance on the Common Core ELA and Math 3rd–6th grade assessments in school years 2012–13 and 2013–2014 schools with at least .5 SD above predicted performance (i.e. statistically significant)
- ✓ Equal distribution among urban, suburban, rural schools serving larger 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	% ELL**
Catskill CSD	Catskill ES	760	62	9	9	72	1	9	3
Guilderland CSD	Guilderland ES	548	18	5	4	67	21	4	11
Newburgh Enlarged City SD	Fostertown ES	637	61	20	45	28	3	4	11
North Colonie CSD	Blue Creek ES	482	24	3	4	68	20	6	6
Rensselaer City SD	Van Rensselaer ES	622	73	9	7	63	14	6	8
Schuylerville CSD	Schuylerville ES	718	31	1	3	96	1	0	2
New York State K-12		2,649,039	54	18	25	45	9	2	8

Data Collected

- ✓ **Interviews**
 - **teachers**
 - **district and school leaders**
 - **support staff**
 - **students**
- ✓ **focus groups**
- ✓ **classroom observations**
- ✓ **student work samples**
- ✓ **documents**



New Challenges of CR-Part 154

Integrated Instruction

Redefined Proficiency Levels

Communication & Record keeping

New Challenges of CR-Part 154

Integrated Instruction

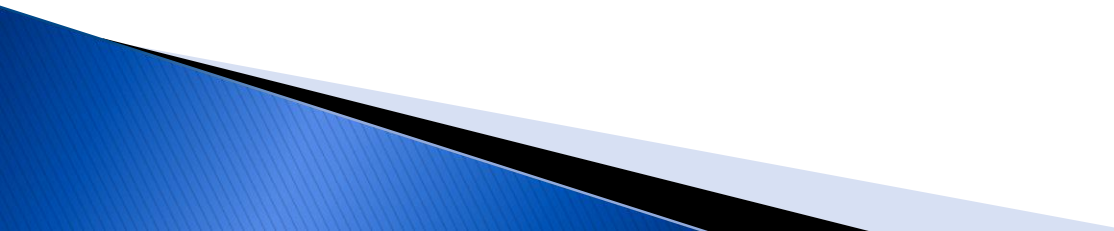
Redefined Proficiency Levels

Communication & Record keeping

Challenges of CR-Part 154: A snowball effect...



Changes to the Tests

- (NYSITELL & NYSESLAT) require ENL specialists to learn about their components and administration.
 - NYSESLAT results are not released until August, so systematic benchmark and formative assessment takes on greater importance.
- 

Changes to Proficiency Levels for ELLs

1. Beginner
2. Intermediate
3. Advanced
4. Proficient



1. Entering
2. Emerging
3. Transitioning
4. Expanding
5. Commanding

THEN

NOW

Changes to Instructional Programming

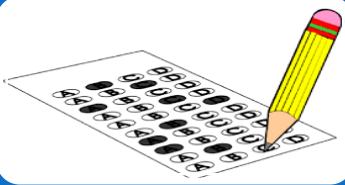
Integrated instruction is required, so...

- ELLs must take all regular classroom assessments with their peers
- ELLs must also receive frequent formative assessments in order to ensure they receive the appropriate instruction within the integrated classroom

How are odds-beating schools monitoring ELLs' performance under the new regulations?



Monitoring ELLs' performance



"Real Time" Data

- Benchmark testing
- Formative assessments



Multiple Measures

- Used to guide interventions
- Developed by collaborations between teachers



Technology

- Technology to communicate performance to parents
- Technology to systematize benchmark testing



Communication

- Teacher collaboration
- Home-School communication

Multiple Measures to Guide Interventions

“We have a whole assessment schedule of when teachers are supposed to administer what assessments locally.... K through five, they have assessments such as the DIBELS, Rigby benchmark running records, Scholastic Reading Inventory which is lexile. Classic math is a quantile. There’s a writing portfolio done, four pieces. We collect all that data.”

“We also have teachers map their report red, yellow, green, and then we track so we can produce a report that shows them over time. We just moved to that this year. So on our district teacher portal, we have an area where a teacher can log in and be able to see their roster we bring over from our student management system. So the roster is there for every student, and then there are places we open up beginning, middle, and end of every year, so every time they have to report data, they put it in there and then we lock it down so we can extract data. We pull it out. The principal can monitor that.”

“We are also able to collect data now that teachers normally didn’t have to report but could if they wanted to, like an optional. So the running record that was really classroom based data, but they’re putting it in now, into this portal, and we can pull it out. So the teacher can extract it themselves as a Word file or pdf for their own class result. The principal can download the whole building once it’s linked in, and we would run the district data and run different kinds of reports with that.” - Newburgh district leader

Technology to support and systematize Progress Monitoring and Parent Communication

I Pad Apps

Infinite Campus

Reporting and Analysis

Reporting tools locate, format, print and/or extract real-time data. Analysis tools paint accurate pictures of your data. Combined, you have the information and tools you need to make informed decisions.

- Ad Hoc Reporting
- Data Analysis
- Data Visualization
- Filters
- MS SQL Reporting Services
- Standard Reports
- State Reporting

Communication

Strong communication with stakeholders is important to the success of each student.

- Email and Secure Inbox
- Form Letter Wizards
- Parent/Student Portal
- Mobile Portal App
- Parent/Student/Staff Survey
- Teacher Messenger
- User Notices

School Tool

Student intervention management

The screenshot shows a web browser window with the URL `localhost:7080/schooltool.interventions/2011-2012/student645/goals/1/edit.html`. The main content is a 'Goal Details' form with the following sections:

- Persons responsible ***: A table with two columns: 'Staff' and 'Student/Parents'.

<input checked="" type="checkbox"/> Lucille Gomez	<input type="checkbox"/> Jaclyn Austin
<input type="checkbox"/> Sofia Hansen	<input type="checkbox"/> Paul Austin (sibling)
<input checked="" type="checkbox"/> Susan Walker	
<input checked="" type="checkbox"/> Jorge Chambers	
<input type="checkbox"/> Elena Weaver	
<input type="checkbox"/> Hank Anderson	
- Presenting concerns ***: A text box containing 'Chronic absenteeism.'
- Goal ***: A text box containing 'No more than 3 absences before winter break.'
- Strengths ***: A text box containing 'Creative, resourceful.'
- Indicators ***: A text box containing 'Absences...'
- Intervention ***: A text box containing 'Morning phone calls from Mr. Chambers.'
- Target date ***: A text box containing '2011-12-22'
- Goal met**: Radio buttons for 'Yes' and 'No', with 'No' selected.
- Follow-up notes**: A text area at the bottom.

Teacher iPads	Student iPads
Drive	Sight Words
Calendars+	1000 sight words free
Stories 30	Flashcards
Futaba CG	Grammar Games
Epson iPrint	Fill the Gap
Booksource	Translate by Google
ABC House	Collins Big Cat - Playing
collins Big Cat-Playing	Elmo ABCs
qr reader for ipad	PBS Kids
SonicPics	Pocket Phonics
iBooks	SpellBoard- spelling words
English 1	TranslatorGo
Notability	Futaba CG
NG World	Sight words
Google Docs	Storia
iWrite Words	Stories 30
iDocs HD Pro	ABC House
Google Sheets	Spelling Bug 2
Spelling Game	Spelling Bug 2
Spelling City	Cimo Spelling Sight lite
Starfalls ABCs	Primary writer
Pages	Spelling city
Montessori- counting board	REading TRain
Dragon Dictation	Town Mouse
i like books	Dictionary.com
planbook.com	Quick voice
fun Rhyming	Alphabet Fun
Google Earth	Toddler games

Communication

Guilderland Elementary 2015-2016 English as a New Language Progress Report

Student's Name: [REDACTED]

Grade: 1

Teacher(s): Ms. Auger/Ms. McGowan/Mrs. Politano/Ms. Upton

Progress Key	
4... Student ALWAYS shows this behavior	2... Student is MAKING PROGRESS toward showing this behavior
3... Student USUALLY shows this behavior	1... Student DOES NOT show this behavior
NA... Not addressed at this time or completed in an alternate setting	

Speaking & Listening	2nd	4th
Tries to speak in English	4	
Uses correct English language structures	3	
Understands and uses social language	4	
Understands and uses academic language	3	

Reading & Writing	2nd	4th
Knows the names and sounds of letters	4	
Reads accurately	3	
Demonstrates understanding of reading material	3	
Tries to write in English	4	
Uses lessons from class to improve writing	2	
Uses new words in writing	2	

January Comments:

[REDACTED] receives 3 hours of English as a New Language (ENL) support a week during the writing time of writer's workshop in his classroom from Mrs. Upton. His skills in English continue to grow and he is speaking in more complex sentences with a wider vocabulary. He also raises his hand more to answer questions, which shows that he understands the English that he hears. As a writer he is very hard working and focused during independent work time. He independently stretches out words to represent the beginning, middle and ending sounds and uses the word wall to spell frequently used words. He benefits from talking with a teacher first to make a plan for what he will write about in his book so that it is organized and makes sense. He sometimes needs reminders to include the information that he talked about with a teacher in his book. We encourage him to read over his writing to see if it makes sense and is a complete sentence. We also encourage him to add more details in his writing to further explain his thinking, and help clarify his ideas.

June Comments:

Take-aways

- ▶ Odds-beating schools have systems in place to carefully monitor the progress of their ELLs, connected to systems of interventions for students who need more support.
- ▶ State ELA/ Math assessment data and language proficiency assessment data do not tell the whole picture: formative and benchmark assessment are more informative.
- ▶ Systematic reporting and communication/ dissemination of multiple measures of student performance allows educators and families to meet the needs of all students.

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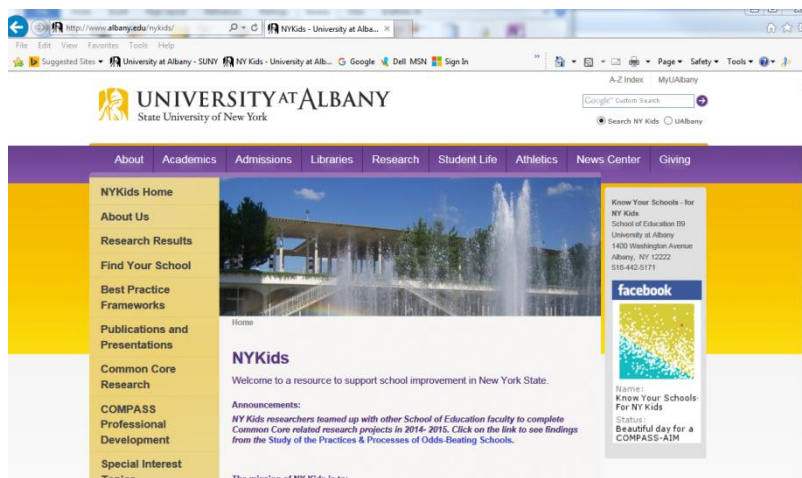
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