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

DATAG Fall Conference
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Kristen C. Wilcox
Karen Gregory
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)
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...

Helping ELLs Excel

Feature Articles

Perspectives / Broken English and Other Embarrassments
Marge Scherer

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

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

<table>
<thead>
<tr>
<th>District</th>
<th>District School</th>
<th>Total Enrollment</th>
<th>% Econ. Disadv.</th>
<th>% African-American</th>
<th>% Hispanic/Latino</th>
<th>% White</th>
<th>% Asian/Other Pacific Islander</th>
<th>% Multi-racial</th>
<th>% ELL**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catskill CSD</td>
<td>Catskill ES</td>
<td>760</td>
<td>62</td>
<td>9</td>
<td>9</td>
<td>72</td>
<td>1</td>
<td>9</td>
<td>3</td>
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<tr>
<td>Guilderland CSD</td>
<td>Guilderland ES</td>
<td>548</td>
<td>18</td>
<td>5</td>
<td>4</td>
<td>67</td>
<td>21</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Newburgh Enlarged City SD</td>
<td>Fostertown ES</td>
<td>637</td>
<td>61</td>
<td>20</td>
<td>45</td>
<td>28</td>
<td>3</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>North Colonie CSD</td>
<td>Blue Creek ES</td>
<td>482</td>
<td>24</td>
<td>3</td>
<td>4</td>
<td>68</td>
<td>20</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Rensselaer City SD</td>
<td>Van Rensselaer ES</td>
<td>622</td>
<td>73</td>
<td>9</td>
<td>7</td>
<td>63</td>
<td>14</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Schuylerville CSD</td>
<td>Schuylerville ES</td>
<td>718</td>
<td>31</td>
<td>1</td>
<td>3</td>
<td>96</td>
<td>1</td>
<td>0</td>
<td>2</td>
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<tr>
<td>New York State K–12</td>
<td></td>
<td>2,649,039</td>
<td>54</td>
<td>18</td>
<td>25</td>
<td>45</td>
<td>9</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>
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...

- New Tests
- New Proficiency Levels
- New Instructional Programming
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

THEN

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

NOW

1. Entering
2. Emerging
3. Transitioning
4. Expanding
5. Commanding
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
Using “Real Time” Data

Formative Assessments
- To monitor students’ daily comprehension

Benchmark Testing
- To monitor students’ growth over time
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

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

I Pad Apps

<table>
<thead>
<tr>
<th>Teacher iPads</th>
<th>Student iPads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drive</td>
<td>Sight Words</td>
</tr>
<tr>
<td>Calendars+</td>
<td>1000 sight words free</td>
</tr>
<tr>
<td>Stories 30</td>
<td>Flashcards</td>
</tr>
<tr>
<td>Futaba CG</td>
<td>Grammar Games</td>
</tr>
<tr>
<td>Epson iPrint</td>
<td>Fill the Gap</td>
</tr>
<tr>
<td>Booksource</td>
<td>Translate by Google</td>
</tr>
<tr>
<td>ABC House</td>
<td>Collins Big Cat - Playing</td>
</tr>
<tr>
<td>iToons Big Cat-Playing</td>
<td>Elmo ABCs</td>
</tr>
<tr>
<td>qr reader for ipad</td>
<td>PBS Kids</td>
</tr>
<tr>
<td>SonicPics</td>
<td>Pocket Phonic</td>
</tr>
<tr>
<td>iBooks</td>
<td>SpellBoard- spelling words</td>
</tr>
<tr>
<td>English 1</td>
<td>TranslatorGo</td>
</tr>
<tr>
<td>Notability</td>
<td>Futaba CG</td>
</tr>
<tr>
<td>NG World</td>
<td>Sight words</td>
</tr>
<tr>
<td>Google Docs</td>
<td>Storia</td>
</tr>
<tr>
<td>iWrite Words</td>
<td>Stories 30</td>
</tr>
<tr>
<td>iDocs HD Pro</td>
<td>ABC House</td>
</tr>
<tr>
<td>Google Sheets</td>
<td>Spelling Bug 2.0</td>
</tr>
<tr>
<td>Spelling Game</td>
<td>Spelling Bug 2.0</td>
</tr>
<tr>
<td>Spelling City</td>
<td>Cimo Spelling Sight life</td>
</tr>
<tr>
<td>Starfalls ABCs</td>
<td>Primary writer</td>
</tr>
<tr>
<td>Pages</td>
<td>Spelling city</td>
</tr>
<tr>
<td>Montessori- counting board</td>
<td>REading TRain</td>
</tr>
<tr>
<td>Dragon Dictation</td>
<td>Town Mouse</td>
</tr>
<tr>
<td>i like books</td>
<td>Dictionary.com</td>
</tr>
<tr>
<td>planbook.com</td>
<td>Quick voice</td>
</tr>
<tr>
<td>fun Rhyming</td>
<td>Alphabet Fun</td>
</tr>
<tr>
<td>Google Earth</td>
<td>Toddler games</td>
</tr>
</tbody>
</table>
**Communication**

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

<table>
<thead>
<tr>
<th>Student's Name:</th>
<th>Grade: 1</th>
<th>Teacher(s): Ms. Auger/Ms. McGowan/Mrs. Politano/Ms. Upton</th>
</tr>
</thead>
</table>

**Progress Key**

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

<table>
<thead>
<tr>
<th>Speaking &amp; Listening</th>
<th>2nd</th>
<th>4th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Try to speak in English</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Uses correct English language structures</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Understands and uses social language</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Understands and uses academic language</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading &amp; Writing</th>
<th>2nd</th>
<th>4th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knows the names and sounds of letters</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Reads accurately</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Demonstrates understanding of reading material</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Try to write in English</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Uses lessons from class to improve writing</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Uses new words in writing</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**January Comments:**

Student 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 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:**

[No comments provided]
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.
Know Your Schools ~
for NY Kids

Kristen Wilcox, PI kwilcox1@albany.edu
Karen Gregory, Associate Researcher kgregory@albany.edu
Sharon Wiles, Project Coordinator swiles@albany.edu

http://www.albany.edu/nykids/