

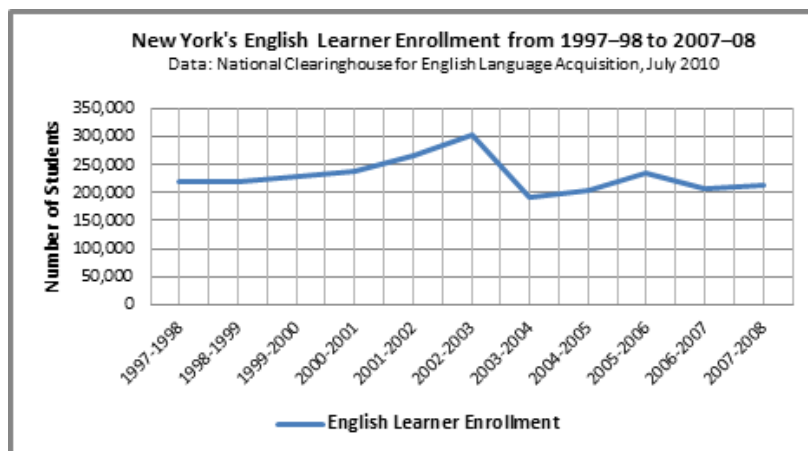
STATE PERFORMANCE STANDARDS



New York adopted the New York State P-12 Common Core Learning Standards for Mathematics and English Language Arts and Literacy in 2011 and began classroom implementation in the 2012–13 school year. In 2011, the New York State Education Department (NYSED) and the nonprofit organization Student Achievement Partners developed 12 instructional shifts from the Common Core, such as with applications of academic vocabulary and mathematics.¹ In spring 2013, NYSED state assessments for third to eighth grades began to assess college- and career-readiness skills gained through the Common Core.

ENGLISH LEARNER POPULATION

Between 1997–98 and 2007–08, New York’s reported student enrollment of English learner students rose from approximately 220,000 to 302,000 and then decreased to about 213,000, according to the National Clearinghouse for English Language Acquisition (NCELA).² However, National Center for Education Statistics (NCES) reports show that from 2002–06 to 2009–10, the percentage of New York students who were English learners slightly increased, from 6.2 percent in 2002–03 to 7.8 percent in 2010–11.³



In 2010–11, English learners accounted for **7.8 percent** of a total K-12 public school student population of about 2.7 million students.⁴ For 2009–10, New York state assessments reported 149,396 English learner students, **63 percent of whom spoke Spanish as their primary language**. Less than 3.5 percent each of English learners spoke Chinese, Arabic and Bengali; about 6 percent speak other languages.⁵

ENGLISH LEARNER PROGRAMS

New York school districts provide **language instruction educational programs (LIEPs)** that are English-only or that use both English and another language. English-only LIEPs include structured English immersion, sheltered English instruction, content-based English as a second language (ESL) and pull-out ESL programs. Other LIEPs consist of

ASSESSMENTS ON THE PERFORMANCE OF ENGLISH LANGUAGE LEARNERS

New York Standardized Testing and Reporting (STAR) Results for 2013, the New York Standards tests (CST) showed that^{16 17}:

- The percentage of fourth-grade English learners that met standards in reading was 20%.
- The percentage of eighth-grade English learners that were proficient in math was 35%.

2011 National Assessment of Educational Progress (NAEP)^{18 19}:

- In New York, 5% of fourth-grade English learners performed at or above proficient in reading. That number was 7% nationally.
- In New York, 38% of fourth-grade non-English learners performed at or above proficient in reading. That number was 35% nationally.
- In New York, 1% of eighth-grade English learners performed at or above proficient in math. That number was 5% nationally.
- In New York, 32% of eighth-grade non-English learners performed at or above proficient in math. That number was 35% nationally.

New York-reported adjusted cohort on-time graduation rates were²⁰:

- In 2010–11, 46% for English learners and 77% for all students.
- In 2011–12, 44% for English learners and 77% for all students.

transitional bilingual, dual language, developmental bilingual and heritage language programs.⁶

HIGHLIGHTS OF STATE POLICY

- New York is a governing state of the Partnership for Assessment of Readiness for College and Careers (PARCC).⁷
- Pursuant to requirements established by the NYSED Office of Bilingual Education and Foreign Language Studies (OBE-FLS), school districts in New York identify and place English learners using a four-stage process: administering a Home Language Questionnaire (HLQ), conducting an informal interview in English and the native language, conducting a formal English assessment, and placing the student into an appropriate program.⁸
- The New York State English as a Second Language Achievement Test (NYSESLAT) is the annual assessment of English proficiency for English learners. Its five levels (K-1, 2-4, 5-6, 7-8 and 9-12) measure student proficiency in speaking, listening, reading and writing using sub-tests that are aligned with the NYS Learning Standards. Scores are reported in raw and scaled data, in addition to English proficiency levels.⁹

HIGHLIGHTS OF FEDERAL LAW AND PROGRAMS

- New York was approved in 2012 for an **Elementary and Secondary Education Act (ESEA) flexibility waiver** with a condition that it incorporates “a measure of student growth into its accountability determinations.”¹⁰ Under its waiver plan, NYSED indicated that the state’s Common Core curriculum will have built-in “scaffolding” for English learners demonstrating (1) how teachers can provide rigorous, grade-level instruction, and (2) techniques for providing language support to English learners so that they can access the same content as non-English learner students in ELA and math classes.¹¹
 - o New York launched a Bilingual Common Core Initiative that will analyze the language demands of the Common Core and develop English as a Second Language and Native Language Arts indicators that are aligned with the Common Core ELA.¹²
 - o Addressing the needs of English learners is one of the state’s nine required teacher and principal evaluation training elements.¹³
- New York was a finalist in Round 1 and won \$696 million in Round 2 of the **Race to the Top (RTT) competition grant competition**. Its work plan focuses on improving standards and assessment, data systems, teacher preparation, and turning around low-performing schools.¹⁴ New York offers multimedia materials and resources on its EngageNY website for teachers, parents and students. These materials include training modules and information about local teacher evaluation systems.¹⁵

1 New York Dept. of Education (accessed April 2014) <http://www.cde.ca.gov/re/cc/index.asp>

2 National Clearinghouse for English Language Acquisition (accessed April 2014) http://www.ncele.us/files/uploads/20/New_York_G_0708.pdf

3 National Center for Education Statistics (accessed April 2014) http://nces.ed.gov/programs/digest/d12/tables/dt12_047.asp

4 National Center for Education Statistics (accessed April 2014) http://nces.ed.gov/programs/digest/d12/tables/dt12_037.asp

5 U.S. Dept. of Education, “Consolidated State Performance Report: School Year 2009-10 - New York,” April 2011, page 48

6 National Clearinghouse for English Language Acquisition (accessed April 2014) http://www.ncele.us/files/uploads/3/Biennial_Report_0810.pdf, page 131

7 PARCC (accessed April 2014) <https://www.parcconline.org/new-york>

8 NYSED (accessed April 2014) <http://www.p12.nysed.gov/biling/bilinged/faq.html#student2>

9 NYSED (accessed April 2014) <http://www.p12.nysed.gov/biling/bilinged/faq.html#nyeslat>

10 U.S. Department of Education (accessed April 2014) <http://www2.ed.gov/policy/eseaflex/secretary-letters/ny.doc> <http://www2.ed.gov/policy/elsec/guid/esea-flexibility/map/ny.html>

11 U.S. Department of Education New York ESEA Flexibility Request (accessed March 2014) <http://www2.ed.gov/policy/eseaflex/approved-requests/ny.pdf> page 34

12 Ibid.

13 Ibid. page 35

14 NYSED Race to the Top (accessed April 2014) <http://usny.nysed.gov/rttt/>

15 White House (accessed April 2014) http://www.whitehouse.gov/sites/default/files/docs/settingthepacertreport_3-2414_b.pdf

16 ED Data Express (accessed April 2014) <http://eddataexpress.ed.gov/data-element-explorer.cfm/tab/data/deid/3861/>

17 ED Data Express: NY (accessed April 2014) <http://eddataexpress.ed.gov/state-report.cfm/tab/sd/state/NY/>

18 The Nation’s Report Card: Mathematics 2011 (accessed April 2014) <http://nces.ed.gov/nationsreportcard/pdf/main2011/2012458.pdf> *As of April 2014, 2013 NAEP data for English learners was not available.*

19 The Nation’s Report Card: Reading 2011 (accessed April 2014) <http://nces.ed.gov/nationsreportcard/pdf/main2011/2012457.pdf> *As of April 2014, 2013 NAEP data for English learners was not available.*

20 ED Data Express: NY (accessed April 2014) <http://eddataexpress.ed.gov/state-report.cfm/tab/sd/state/NY/>