

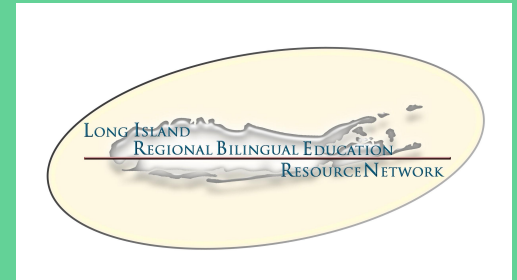
Secondary Administrators and School Counselors “CR Part 154 and More”

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NYSED LI RBERN @ ESBOCES

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- Username: Visitor
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QR Code
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<http://bit.ly/2vaajrl>



Post Your Questions on our Padlet!

<https://padlet.com/hparris1/7931t9sa1wj1>



Today's Objectives

Participants will:

- Discuss scheduling and grade placement for ELLs.
- Discover resources for foreign transcript evaluation.
- Examine ways to award LOTE credit.
- Identify various ELL student profiles.
- Review testing accommodations, next-day completion, And Regents appeals process.
- Explore graduation pathways for ELLs and the Seal of Biliteracy.
- Learn about the new Dropout Prevention Planning Tool.
- Discuss Post Secondary Considerations.

Acronym Soup!!

- | | | |
|---------|------------|--------------|
| 1. CEEP | 6. HLA | 11. NYSESLAT |
| 2. DACA | 7. HLIS | 12. NYSITELL |
| 3. DL | 8. HLQ | 13. RBERN |
| 4. ENL | 9. MLL/ELL | 14. SIFE |
| 5. ESOL | 10. MLS | 15. TBE |



1. **CEEP** Comprehensive ELL Education Plan
2. **DACA** Deferred Action for Childhood Arrivals
3. **DL** Dual Language
4. **ENL** English as a New Language
5. **ESOL** English to Speakers of Other Languages
6. **HLA** Home Language Arts
7. **HLIS** Home Language Identification Survey (NYC)
8. **HLQ** Home Language Questionnaire
9. **MLL/ELL** Multilingual Language Learner/English Language Learner
10. **MLS** Multilingual Literacy Screener
11. **NYSESLAT** New York State English as a Second Language Achievement
12. **NYSITELL** New York State Identification Test for English Language Learners
13. **RBERN** Regional Bilingual Education Resource Network
14. **SIFE** Students with Interrupted/Inconsistent Formal Education
15. **TBE** Transitional Bilingual Education

Before We Begin...A Quick ELL Survey

Go to [Menti.com](https://www.menti.com) and enter code 62 517



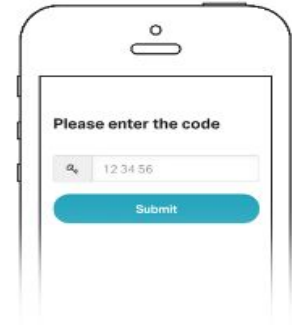
1

Grab your phone

www.menti.com

2

Go to www.menti.com



3

Enter the code

ESSENTIAL QUESTION

How can we improve the graduation rate of MLLs/ELLs and prepare them for future success?

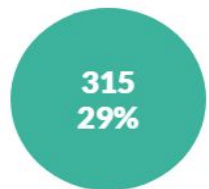


Suffolk

2018

ENGLISH LANGUAGE LEARNERS

GRAD RATE



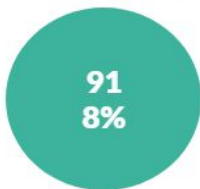
REGENTS WITH A...



REGENTS DIPLO...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 1,100

NON DIPLOMA CRED

15	1%
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STILL ENROLLED

449	41%
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GED TRANSFER

2	0%
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DROPOUT

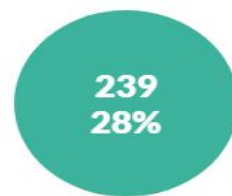
317	29%
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Nassau

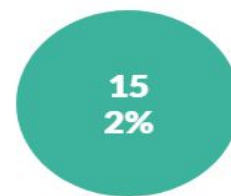
2018

ENGLISH LANGUAGE LEARNERS

GRAD RATE



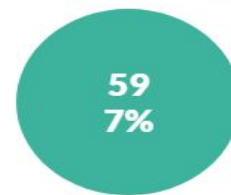
REGENTS WITH A...



REGENTS DIPLO...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 843

NON DIPLOMA CRED

7	1%
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STILL ENROLLED

363	43%
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GED TRANSFER

21	2%
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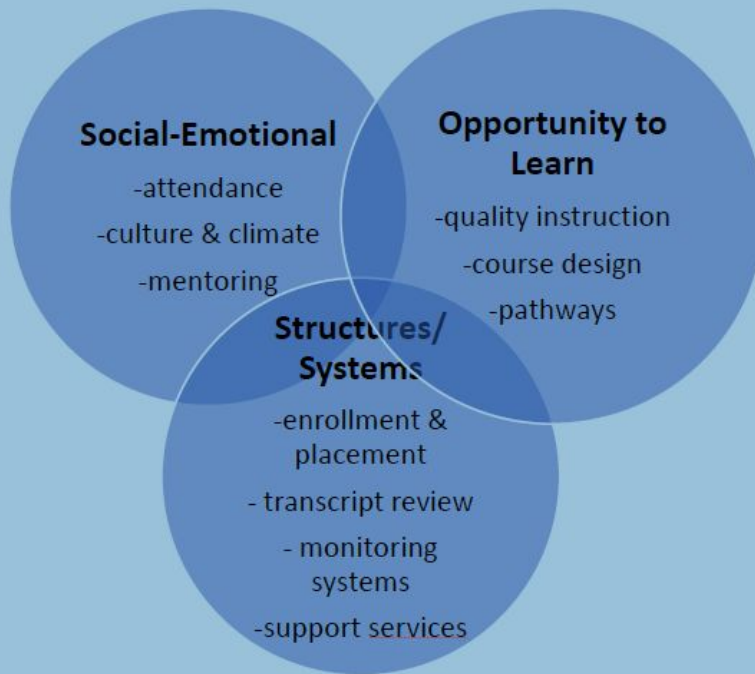
DROPOUT

212	25%
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<https://data.nysed.gov>

High School Graduation and Dropout

Some Predictors/Antecedents



Screening, Placement and Scheduling

...planning and best practices for
a variety of ELL student
scenarios!



Screening new entrants

Qualified personnel must be available to determine if a language other than English is spoken at home. Qualified personnel means:

- [A New York State certified](#) bilingual or English to Speakers of Other Languages (ESOL) teacher who is fluent in the home language of the student and parent/guardian or uses a qualified interpreter/translator of the language or mode of communication the student and parent/guardian best understands OR
- [A New York State certified](#) teacher who has been trained in cultural responsiveness, language development, and the needs of ELLs and who is proficient in the home language of the student or parent/guardian or uses a qualified interpreter/translator of the language or mode of communication the student or parent/guardian best understands.

**ENGLISH LANGUAGE LEARNERS (ELLs)
SCREENING, IDENTIFICATION, PLACEMENT, REVIEW, AND EXIT CRITERIA**

ELL Screening, Identification, and Placement must be completed within 10 school days from enrollment date.

STEP 1: SCREENING

1a. SCREENING - HOME LANGUAGE QUESTIONNAIRE: Administer the Home Language Questionnaire (HLQ) to all new students, which is to be maintained in each student's cumulative record. *Students must be enrolled in school upon registration.*

HLQ indicates student's home or primary language is other than English. CONTINUE TO STEP 1b. SCREENING – INDIVIDUAL INTERVIEW	OR	HLQ indicates student's home or primary language is English. STOP STUDENT IS NOT an ELL
---	----	---

1b. SCREENING - INDIVIDUAL INTERVIEW: An Individual Interview is conducted in English and in the student's home language by qualified personnel with students and parents/guardians. This includes reviewing documents, prior assessments, and academic experience. An assessment of the student's abilities and/or work samples determines the student's literacy and math level in his/her home language. *Based on the parent or guardian's indicated preferred language, the interview must be conducted with a qualified translator/interpreter provided by the school/district.*

Results of the individual interview confirm that the student's home or primary language is other than English. Results may assist in Student with Interrupted/Inconsistent Formal Education (SIFE) determination in step 2b. FOR STUDENTS WITH DISABILITIES WHO ENTER WITH AN INDIVIDUALIZED EDUCATION PLAN, CONTINUE TO STEP 1c. SCREENING – STUDENT WITH AN IEP	OR	Results of the individual interview indicate that the student's home or primary language is English. STOP STUDENT IS NOT an ELL
FOR STUDENTS WITHOUT AN IEP, CONTINUE TO STEP 2a. INITIAL ELL IDENTIFICATION ASSESSMENT – NYSITELL		

1c. SCREENING - STUDENTS WITH DISABILITIES WHO ENTER WITH AN IEP: Follow CR Part 154-3 procedures regarding Students with Disabilities. Based on evidence reviewed, the Language Proficiency Team (LPT) makes the following determination:

If the LPT determines that the student with an IEP <i>may</i> have second language acquisition needs, the LPT shall recommend in accordance with the potential ELL's IEP whether the student shall take the NYSITELL with or without testing accommodations specified in the IEP. CONTINUE TO STEP 2a. INITIAL ELL IDENTIFICATION ASSESSMENT – NYSITELL	OR	If the LPT recommends to the principal that the student with an IEP does not have second language acquisition needs, and the principal agrees, the principal notifies the superintendent and the parents/guardians. The superintendent then has ten days to agree or disagree. If the superintendent agrees, the parents/guardians are notified within five days of the final determination if the student will not take the NYSITELL and thus not be designated as an ELL, and their right to request a review and their screening for ELL identification stops. Interview notes, academic and assessment history, work samples, and record of LPT considerations are to be collected and maintained in each student's cumulative record. STOP STUDENT IS NOT an ELL
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STEP 2: INITIAL ELL IDENTIFICATION ASSESSMENT

2a. INITIAL ELL IDENTIFICATION ASSESSMENT – NYSITELL: Qualified personnel administer the statewide English language proficiency identification assessment, currently the NYSITELL. *For students with disabilities, provide approved testing accommodations per the student's IEP or 504 Plan, as indicated in CR section 154-3.3(a)(7).* Originals or copies of NYSITELL score sheets and results must be maintained in each student's cumulative record.

Student demonstrates English language proficiency at one of the following levels: ▶ Entering (Beginning) ▶ Transitioning (Intermediate) ▶ Emerging (Low Intermediate) ▶ Expanding (Advanced) STUDENT IS an ELL	OR	Student demonstrates English language proficiency at the ▶ Commanding (Proficient) level. STOP STUDENT IS NOT an ELL
---	----	---

IF A STUDENT WAS IDENTIFIED AS A POTENTIAL SIFE DURING STEP 1b., CONTINUE TO STEP 2b. DETERMINATION OF ELL STUDENT WITH SIFE STATUS OTHERWISE, CONTINUE TO STEP 2c. PARENT NOTIFICATION OF ELL IDENTIFICATION

2b. DETERMINATION OF ELL STUDENT WITH INTERRUPTED/INCONSISTENT FORMAL EDUCATION (SIFE): Qualified personnel administer the SIFE

Screening Potential SIFE



The above steps apply to all ELLs. The following steps apply to potential ELL/SIFE only.

4

DETERMINATION OF POTENTIAL SIFE STATUS: Qualified Personnel Administer SIFE Oral Interview Questionnaire. This interview must be conducted in English and in the student's home language by qualified personnel. *The interview and all future oral and written communications must be conducted with a qualified translator/interpreter provided by a school/district.*

Results of the SIFE Oral Interview Questionnaire indicate student is a potential SIFE.

PROCEED TO STEP 5: ADMINISTER MULTILINGUAL LITERACY SIFE SCREENER (MLS) IN THE HOME LANGUAGE



5

ADMINISTER MLS : Qualified personnel administer the MLS. Interview notes, academic and assessment history, and work samples are to be collected and maintained in the student's cumulative record.

Results of the MLS indicate student is a SIFE. **PROCEED TO STEP 6: ADMINISTER THE WRITING SCREENER.**



6

ADMINISTER WRITING SCREENER to determine the student's basic writing skills in his or her home or primary language.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <u>per week</u> (540 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Core Content Area (90 min.)	1 unit of study in ENL/Core Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Core Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, <u>or</u> other approved Former ELL services for two additional years*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Core Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a Special Education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.*

Updated May 6, 2015

CR Part 154-2 (9-12) Transitional Bilingual Education Program

ENGLISH PROFICIENCY LEVEL		ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
LANGUAGE ARTS	STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			Former ELLs must continue to receive services for an additional two years
	INTEGRATED ENL / ELA	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Core Content Area (180 min.)	
	FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction or INTEGRATED ENL in Core Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Core Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, <i>or</i> other approved Former ELL services for two additional years*
	TOTAL ENL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
	HOME LANGUAGE ARTS	1 HLA Course	1 HLA Course	1 HLA Course	1 HLA Course	
BILINGUAL INSTRUCTION	BILINGUAL CONTENT AREA SUBJECTS	Minimum of 2	Minimum of 2	Minimum of 1	Minimum of 1	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study			HOME LANGUAGE ARTS Language Other Than English (LOTE) credit is awarded upon passing each corresponding HLA unit of study		
	INTEGRATED ENL Core Content area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies			BILINGUAL CONTENT AREA Core Content area credit is awarded upon passing each corresponding Bilingual Content Area subject		
STAFFING/ PERSONNEL	BILINGUAL EDUCATION PROGRAM <ul style="list-style-type: none"> (9-12) <u>Bilingual Content Area</u> teacher with a bilingual extension. [HLA must be taught by a certified Language Other Than English (LOTE) teacher.] 			ENGLISH AS A NEW LANGUAGE PROGRAM <ul style="list-style-type: none"> (9-12) <u>Stand-alone</u> ESOL certified teacher (9-12) <u>Integrated ENL</u> can be taught by an ESOL teacher with Content Area certification or two individually certified teachers. 		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a Special Education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.						

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress.

Core Content Area shall mean ELA, Math, Science, and Social Studies

SUBPART 154-2

SERVICES FOR ENGLISH LANGUAGE LEARNERS FOR PROGRAMS OPERATED IN THE 2015-2016 SCHOOL YEAR AND THEREAFTER

154-2.1 Scope of Subpart and applicability.

(a) The purpose of this Subpart is to establish standards for school districts having students with limited English proficiency (hereinafter, "English Language Learners") to assure that such students are provided opportunities to achieve the same educational goals and standards that have been established by the Board of Regents for all students. In accordance with the provisions of this Part, each school district shall provide English Language Learners equal access to all school programs and services offered by the school district, **commensurate with the student's age and grade level,** including access to programs required for graduation. In addition, in accordance with this Part, each school district shall provide English Language Learners with Bilingual Education or English as a New Language (formerly, English as a Second Language) programs. The provisions of this Subpart shall apply to programs operated beginning with the 2015-2016 school year, except as otherwise provided in this Part.

**Age Ranges for Testing on the NYSESLAT
for Ungraded Students with Disabilities in the 2018–19 School Year**

Assessments	Birth Dates	Reaches This Age Between September 1, 2018 and August 31, 2019
Grade K: NYSESLAT	Any date after August 31, 2012	6
Grade 1: NYSESLAT	September 1, 2011–August 31, 2012	7
Grade 2: NYSESLAT	September 1, 2010–August 31, 2011	8
Grade 3: NYSESLAT	September 1, 2009–August 31, 2010	9
Grade 4: NYSESLAT	September 1, 2008–August 31, 2009	10
Grade 5: NYSESLAT	September 1, 2007–August 31, 2008	11
Grade 6: NYSESLAT	September 1, 2006–August 31, 2007	12
Grade 7: NYSESLAT	September 1, 2005–August 31, 2006	13
Grade 8: NYSESLAT	September 1, 2004–August 31, 2005	14
Grade 9: NYSESLAT	September 1, 2003–August 31, 2004	15
Grade 10: NYSESLAT	September 1, 2002–August 31, 2003	16
Grade 11: NYSESLAT	September 1, 2001–August 31, 2002	17
Grade 12: NYSESLAT	Born on or before August 31, 2001	18

Grade Placement for SIFE

High-School-Age ELL/MLL Students with Low Literacy Level on First Arrival in the United States

“Schools are allowed at least one year to determine the appropriate grade level of ELL/MLL students meeting these criteria. Upon enrollment, the school should assign the student to a grade level based on the administrator’s best judgment. This temporary grade level should be reported in the first year of enrollment if the student has not yet been enrolled a full academic year. Before the end of the second year of enrollment, the school must evaluate the student and determine the appropriate grade level based on the student’s scheduled course work for the next semester.”

Students who enter a registered New York State high school for the first time or after having been enrolled in a registered New York State high school for three or fewer semesters.....

Required Regents for Transfer/Reenter in 11th Grade:

- English Language Arts
- Mathematics
- United States History and Government
- Science

(Exempt from Global History and Geography)

Required Regents for Transfer/Reenter in 12th Grade:

- English Language Arts
- Mathematics
- United States History and Government

(Exempt from Global History and Geography and Science)

*the principal may exempt the student from the two units of credit requirement in global history and geography by substituting two units of credit in social studies.

Resources for Transcript Evaluation

Awarding Credit

<http://www.p12.nysed.gov/earningcredit/>

Guidance for Education Systems in Six Selected Countries

<https://www.esbores.org/Page/1696>

Scholaro Pro

<https://www.scholaro.com/pro/Countries>

Translation services

<https://www.nassauboces.org/page/541>

鞍山市新元高级中学

地址: 鞍山市铁东区工农街31号

电话: 0412-5538415

邮编: 114002

学生成绩单

Student Academic Record

姓名: _____ 性别: _____ 出生日期: ____年__月__日
Name: _____ Sex: _____ Date of Birth: _____
学制: _____ 入学时间: _____ 毕业时间: ____年__月__日
Length of Schooling: _____ Date of Entrance: _____ Date of Graduate: _____

耿阳亦平同学在高中阶段所学课程及成绩如下:

Below are _____'s academic courses and records in the high school:

科目 Subject	第一学年 The 1 st Academic Year		第二学年 The 2 nd Academic Year		第三学年 The 3 rd Academic Year	
	First Term	Second Term	First Term	Second Term	First Term	Second Term
	语文 Chinese	135	137	136	135	135
数学 Math.	135	136	135	135	133	136
英语 English	133	135	134	136	135	136
地理 Geography	92	90	89	88	91	93
化学 Chemistry	85	92				
物理 Physics	85	85				
生物 Biology	88	89				
政治 Politics	92	94	90	91	93	92
历史 History	88	96	89	93	91	89
体育 P.E.	A	A	A	A	A	A
信息技术 IT.	A	A				
音乐 Music	A	A				
美术 Fine Art			A	A		
心理 Psychology	A	A				

备注: 语文、数学、英语 150 满分, 其他科目 100 分满分。

Note: the full score of Chinese, Math, English are 150, and the others are 100.

特此证明!

It is hereby certified.



Awarding LOTE Credit

Here are some ways units of LOTE diploma credit can be earned:

- c. Successful completion of a bilingual education program in any grade 8-12 (Freeborne Memo, 1987);
- e. Transfer credit for work done at other educational and cultural institutions (8 NYCRR § 100.5[d][5]);
- f. Independent study (8 NYCRR § 100.5[d][9]); Note: “Credit for independent study may be awarded for elective courses only, and shall not be awarded for the one required credit necessary for the Regents diploma”. (See section “v” under “Credit for Independent Study”)
- g. Online and blended courses (8 NYCRR § 100.5[d][10]);
- i. **Documented school attendance and residence in an “other than English-speaking” environment** (Freeborne Memo, 1987)

http://www.nysed.gov/common/nysed/files/programs/world-languages/lote-faq-11_1_18-a.pdf

ELL Student Profiles

...identifying the unique educational, cultural and socio-emotional needs of each MLL/ELL!



Placement Scenarios

1 Student #1 Emerging ELL	2 Student #2 SIFE	3 Student #3 Overage and Undercredited
<p>16 years old Emerging ENL 5 years of age eligibility Credits towards graduation: 8</p> <p>Living in the US with aunt Attended school in home country (grade 9 equivalent)</p>	<p>14 years old Entering ENL 7 years of age eligibility Credit towards graduation: 0</p> <p>Living with mother and father Babysits siblings after school Attended school until age 10</p>	<p>18 years old Transitioning ENL 3 years of age eligibility Credits towards graduation: 5</p> <p>Living with step-family Working at night Attended school in home country (grade 11 equivalent)</p>

Group Discussion - Numbered Heads Together

Create Groups of 5

Assign each participant a number 1-5

Starting with participant #1, take turns facilitating group discussion:

1. Select a discussion card from the envelope
2. Facilitator - Read the scenario out loud to the group
3. Facilitate a group discussion “Is this a best practice?” Why or Why not?
4. Repeat with new facilitator for each discussion card
5. * If you select the blank scenario, work together to create an ELL scenario based on your own experiences. Discuss a plan of action using best practices for this student scenario.

TIME 😊
FOR A
BREAK

Testing Accommodations and Appeals

...Making sure every opportunity
for success is given!



Testing Accommodations for ELLs on NYS ELA and Content-area assessments include:

- Time Extension (all exams)
- Separate Location (all exams)
- Third Reading of Listening Selection (English Language Arts Exams Only).
- Bilingual Dictionaries and/or Glossaries
 - ELLs may use [bilingual glossaries](#) when taking State examinations in all subjects except foreign languages.
- Simultaneous use of English and Alternative Language Editions (except ELA)
- Oral Translation for Low Incidence Languages.
- Writing Responses in the Home/Primary Language (except ELA)

NEW:

Next-Day Completion of Testing for English Language Learners/Multilingual Learners on Regents Examinations

<http://www.nysed.gov/bilingual-ed/english-language-learnermultilingual-learner-assessment-testing-accommodations>

Next-Day Completion of Testing for English Language Learners/ Multilingual Learners on Regents Examinations

- Student must be an ELL or eligible Former ELL and have two Regents Examinations scheduled on the same day.
- Each Regents Examination must begin on the date scheduled.
- All parts of the first examination must be completed on the scheduled day and at least the first part (Part 1 or Part A) of the second Regents Examination must be completed on the scheduled day.
- prior to administration of the second Regents Examination school personnel authorized by the principal must separate pages of the examination booklet into its clearly defined parts.

Next-Day Completion of Testing for English Language Learners/ Multilingual Learners on Regents Examinations

(continued)

- A student who does not complete a part of the Regents Examination on the day it is started is not permitted to continue on THAT part the following day.
- The remaining parts of the second Regents Examination must be completed by the student on the *next school day*.
- the principal must complete and submit an *Assurance of Next-Day Completion of Testing for English Language Learners/ Multilingual Learners on Regents Examinations form* (Assurance form)

Next Day Completion Example

Q: For students with 4 exams back-to-back, what is the order?

A: The exams not finished on day 1 and day 2 should be completed on day 3. See example below.

	DAY 1 Tuesday, Jan 22	DAY 2 Wednesday, Jan 23	DAY 3 Thursday, Jan 24
AM	ELA - student completes exam	US <u>History</u> & <u>Govt</u> - student completes exam	Student completes Living Environment (started on Day 1)
PM	Living Environment - Student Begins Part I/A	Algebra I - Student Begins Part I/A	Student Completes Algebra I (started on Day 2)

MEMO: <http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/next-day-completion-accommodation.pdf>

<http://www.p12.nysed.gov/assessment/hsgen/>

Regents Appeals

Students may appeal up to two examinations in the following appealable score ranges if they meet the eligibility requirements found at the link below.

- All students may appeal scores on Regents examinations between 60 and 64.
- Students with disabilities may appeal scores of 52-54 in order to meet the local diploma requirements. Nothing in this provision prevents a student with a disability from appealing a score of 60-64 in order to earn a Regents diploma.
- English language learners may appeal scores of 55-59 on the English Language Arts Regents examination.

<http://www.nysed.gov/memo/curriculum-instruction/appeal-graduate-lower-score-regents-exam>

English Language Learners who first entered school in the United States in grade 9 or above, seeking to appeal with a score between 55 and 59 on the required Regents exam in English language arts must meet the following criteria to demonstrate that they meet the State Learning Standards:

1. Have taken the required Regents examination in English language arts under appeal at least two times;
2. Have been identified as an English Language Learner at the time the student took the Regents examination in English language arts the second time;
3. Have at least one score on the required Regents examination in English language arts between 55 and 59;

Appeal Criteria (continued)

4. Present evidence that the student has taken advantage of academic help provided by the school in English language arts;
5. Have a course average in English language arts (as evidenced in the official transcript that records grades achieved by the student) that meets or exceeds the required passing grade by the school;
6. Be recommended for an exemption to the graduation requirement by the student's teacher or department chairperson in English language arts.

Students who enter a registered New York State high school for the first time or after having been enrolled in a registered New York State high school for three or fewer semesters.....

Required Regents for Transfer/Reenter in 11th Grade:

- English Language Arts
- Mathematics
- United States History and Government
- Science

(Exempt from Global History and Geography)

Required Regents for Transfer/Reenter in 12th Grade:

- English Language Arts
- Mathematics
- United States History and Government

(Exempt from Global History and Geography and Science)

*the principal may exempt the student from the two units of credit requirement in global history and geography by substituting two units of credit in social studies.

Graduation

...exploring all options to set
MLLs/ELLs on the right path
towards graduation!



EngageNY

Next Generation Learning
Standards: ELA and Math

Curriculum and Instruction

Diploma Requirements

Additional Resources

Awards and Scholarships

General Education and
Diploma Requirements

Multiple Pathways

Teacher Centers

Contact Us

General Education and Diploma Requirements



The purpose of this site is to provide guidance regarding general education regulations and diploma requirements in New York State.

Information on this site includes:

- [General Resources](#)
- [Appeals, Safety Nets, and Superintendent Determination](#)
- [Diploma Types \(includes Diploma and Graduation Resources\)](#)
- [Endorsements and Seals](#)
- [Exiting Credentials \(CDOS Standalone / Skills & Achievement\)](#)
- [Multiple Pathways](#)
- [Transfer Students](#)

GRADUATION REQUIREMENTS

[New York State Diploma
Requirements](#)

[Diploma/Credential Requirements
Summary](#)

[Diploma Requirements Video
Series](#)

For further questions and comments,
email emscurric@nysed.gov (general questions) or emscgradreq@nysed.gov (questions related to
graduation requirements), or call (518) 474-5922.

EXAMINATION REQUIREMENTS

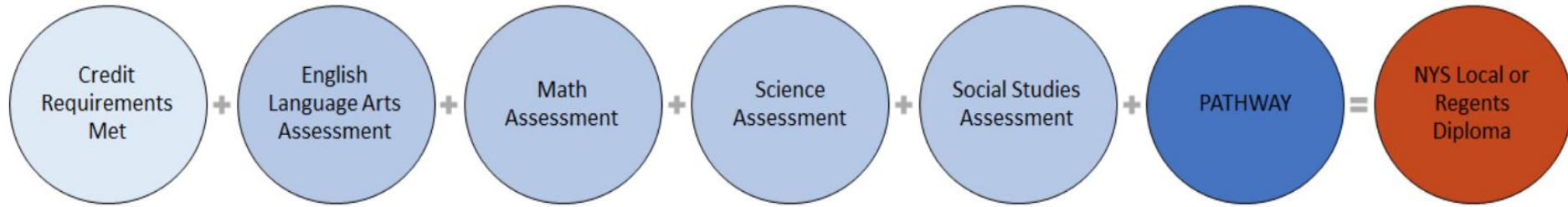
Local Diploma via Appeal for English Language Learners	
# of Exams	Passing Score
1	Either the ELA Regents exam with a score of 55-59 for which an appeal has been granted by the district, and all remaining Regents exams with a score of 65 or above, <u>OR</u> 1 Regents exam with a score of 60-64 and the ELA Regents with a score of 55-59 for which appeals have been granted for both by the district, and the remaining Regents exams with a score of 65 or above [†]
1	
1	
1	
1 or CDOS	
REGENTS EXAM or passing score on a Department approved alternative	
English Language Arts (ELA)	
Math	
Science	
Social Studies	
Pathway <i>(See note 1 on reverse side)</i>	
Compensatory Safety Net	<i>Non-Applicable</i>


[†]English Language Learners seeking an appeal for a score of 55-59 on the ELA Regents Exam are only eligible if they entered the United States in grade 9 or after and were classified as an English Language Learner when they took the test the second time.

Local Diploma via Appeal for English Language Learners

# of Exams	Passing Score
1	Either the ELA Regents exam with a score of 55-59 for which an appeal has been granted by the district, and all remaining Regents exams with a score of 65 or above, <u>OR</u> 1 Regents exam with a score of 60-64 and the ELA Regents with a score of 55-59 for which appeals have been granted for both by the district, and the remaining Regents exams with a score of 65 or above *
1	
1	
1	
1 or CDOS	
<i>Non-Applicable</i>	

MULTIPLE PATHWAYS






Under the “4+1” pathway assessment option, students must take and pass four required [Regents Exams](#) or [Department-Approved Alternative](#)  assessments (one in each of the following subjects: English language arts, mathematics, science, and social studies) and complete a comparably rigorous pathway to meet the fifth assessment requirement for graduation.

Multiple Pathways 4 +1

<http://www.nysed.gov/curriculum-instruction/multiple-pathways>

Pathway Requirements

Pathway	Students eligible for this pathway must successfully complete:
Arts Pathway	<ul style="list-style-type: none"> • an additional Arts course (or sequence) culminating in a Department-approved pathway assessment; and • the culminating Department-Approved Pathway Assessment in the Arts .
Biliteracy (LOTE) Pathway	<ul style="list-style-type: none"> • adequate LOTE coursework (based on student proficiency); and • the culminating Department-Approved Pathway Assessment in Languages other than English.
Career and Technical Education (CTE) Pathway	<ul style="list-style-type: none"> • a Department-Approved CTE Program; and • the culminating 3-part technical assessment.

Career Development and Occupational Studies (CDOS) Pathway	<ul style="list-style-type: none"> • the CDOS Commencement Credential Requirements (Option 1 or Option 2).
Humanities Pathway	<ul style="list-style-type: none"> • an additional Social Studies or English Language Arts course culminating in a Regents or Department-approved alternative assessment; and • the culminating Regents Exam or Department-Approved Alternative .
STEM Pathway	<ul style="list-style-type: none"> • an additional Science or Mathematics course culminating in a Regents or Department-approved alternative assessment; and • the culminating Regents Exam or Department-Approved Alternative .

LOTE Pathway

<p>Biliteracy (LOTE) Pathway</p>	<ul style="list-style-type: none">• adequate LOTE coursework (based on student proficiency); and• the culminating Department-Approved Pathway Assessment in Languages other than English.
--------------------------------------	--

Oneida • Herkimer • Madison

BOCES

What exams are available?

January	June
French Checkpoint B	American Sign Language Checkpoint B <i>only</i>
Italian Checkpoint B	French Checkpoint A/B
Spanish Checkpoint B	Italian Checkpoint A/B
	Mandarin Chinese Checkpoint A/B
	Spanish Checkpoint A/B

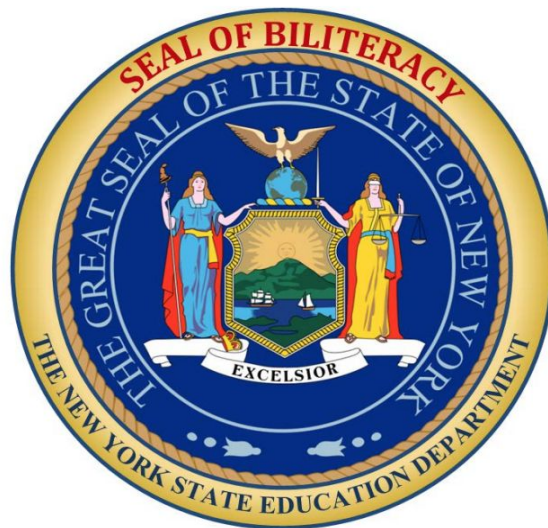
Seal of Biliteracy

For Seal of Biliteracy:

100.5(h)(4)(b)(1) iv. provide transcripts from a school in a foreign country showing at least three years of instruction in the student's home/native language in Grade 8 or beyond, **with equivalent grade average of B or higher.** Also noted in the checklist document:

<http://www.nysed.gov/file/criteria-nysseb-2017-18pdf>

The New York State Seal of Biliteracy Handbook



Questions to Better Understand the Root Causes of Student Dropout:


- How are students performing in English Language proficiency development and academics?
- Why are our students dropping out (e.g., social-emotional needs, chronic absenteeism)?
- What challenges are our district and/or school facing in terms of dropout rates for MLLs/ELLs?
- What challenges are our district and/or school facing in terms of graduation rates for MLLs/ELLs?
- What are some common reasons why our students do not graduate on time?

Current Practices and Structures at our School

- Is there an early warning system in place?
- What supports and programs exist to assist MLLs/ELLs once they are identified as off track to graduation and at risk of dropping out?
- How is our district engaging parents or persons in parental relation of MLLs/ELLs?
- How is support from Community Based Organizations being leveraged to address the needs of MLL/ELL students off track to graduation or at risk of dropping out?
- What types of additional opportunities are available to increase MLL/ELL graduation rates (e.g., Career and Technical Education programs, extended day learning programs, blended learning opportunities, flexible scheduling)?

Components of the ML/ELL Graduation Rate Improvement and Dropout Prevention Tool

- Demographic and Performance Data
- Early Warning System
- MLL/ELL High School Guidance
- Family Engagement
- Diverse MLL/ELL Supports



New York State Education Department
Office of Bilingual Education and World Languages

**Multilingual Learner/English Language
Learner Graduation Rate Improvement
and Dropout Prevention
PLANNING TOOL**

Multilingual Learner/English Language Learner Graduation Rate Improvement and Dropout Prevention Planning Tool

Multilingual Learner/English Language Learner Graduation Rate and Dropout Prevention Planning Tool Complete PDF 

Links to Activity Templates, Exercises, and Resources (links are also found within the document)

[Planning Tool](#)

Post-Secondary Considerations

... Career, College Scholarships,
DACA, and more!



Post Secondary Considerations

- College Admissions Process
- DACA and Financial Aid for Undocumented Students
- Scholarship Opportunities
- Community Based Organizations Support
- Adult Education
- TASC

Office of Bilingual Education and World Languages (OBEWL)

Our mission is to ensure that all New York State students, including English Language Learners/Multilingual Learners (ELLs/MLLs), attain the highest level of academic success and language proficiency.



We strive to ensure that all students' individual educational paths and socio-emotional needs are met in multiple languages leading them to college and career readiness. NYSED believes that all teachers are teachers of ELLs/MLLs. Our goal is to provide guidance, technical assistance, and support to NY State Districts, Charter Schools, Non-public Schools, and other organizations (Universities, State Educational Organizations) in the development of programs for English Language Learners/Multilingual Learners and World Language students. OBEWL serves over 700 Local Education Agencies and over 300,000 ELLs/MLLs from over 200 language backgrounds.

Bilingual Education & English as a New Language



The Bilingual Education website has current information on regulations, programs and funding for districts.

[Go to Bilingual Education](#)

World Languages



The World Languages website has resources that promote and support the teaching and learning of one or more languages and cultures, in addition to the English language.

[Go to World Languages](#)

Newsletter

[Read the latest OBEWL newsletter](#)

[Email us to subscribe to our newsletter](#)

Contact Us

NYSED OBEWL

Q & A



Useful Links for Secondary Administrators and Guidance Counselors

Office of Bilingual Education and World Languages

<http://www.nysed.gov/program-offices/office-bilingual-education-and-world-languages-obewl>

MLL/ELL Graduation Rate Improvement and Dropout Prevention Plan

<http://www.nysed.gov/bilingual-ed/multilingual-learnerenglish-language-learner-graduation-rate-improvement-and-dropout-4>

<http://www.nysed.gov/bilingual-ed/exercises-templates-and-additional-resources-mllell-graduation-rate-improvement-drop>

ELL Identification and Screening Process

<http://www.nysed.gov/bilingual-ed/ell-identification-placementhome-language-questionnaire>

Diploma Requirements and Multiple Pathways, and Seal of Biliteracy

<http://www.p12.nysed.gov/earningcredit/>

<http://www.p12.nysed.gov/part100/pages/1005.html#top>

<http://www.nysed.gov/curriculum-instruction/general-education-and-diploma-requirements>

Useful Links for Secondary Administrators and Guidance Counselors

Diploma Requirements and Multiple Pathways, and Seal of Biliteracy (continued...)

<http://www.nysed.gov/curriculum-instruction/multiple-pathways>

<http://www.nysed.gov/curriculum-instruction/lote-approved-assessments>

<http://www.nysed.gov/world-languages/new-york-state-seal-biliteracy-nyssb>

ELL Testing Accommodations, Next Day Completion and Regents Appeals

<http://www.nysed.gov/bilingual-ed/english-language-learnermultilingual-learner-assessment-testing-accommodations>

<http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/next-day-completion-accommodation.pdf>

<http://www.nysed.gov/memo/curriculum-instruction/appeal-graduate-lower-score-regents-exam>

Resources

<http://bit.ly/2vaajrl>

or

Scan the QR Code
for Resources
and a copy of this
presentation

