New Jersey Department of Education

Division of Student Services

New Jersey State Initiatives in Bilingual/ESL Education

NJTESOL-NJBE Spring Conference

May 2019

Agenda

- Identifying ELLs
- Education for ELLS in NJ
- Exiting ELLs
- Seal of Biliteracy
- ESSA
- Supports for Educators
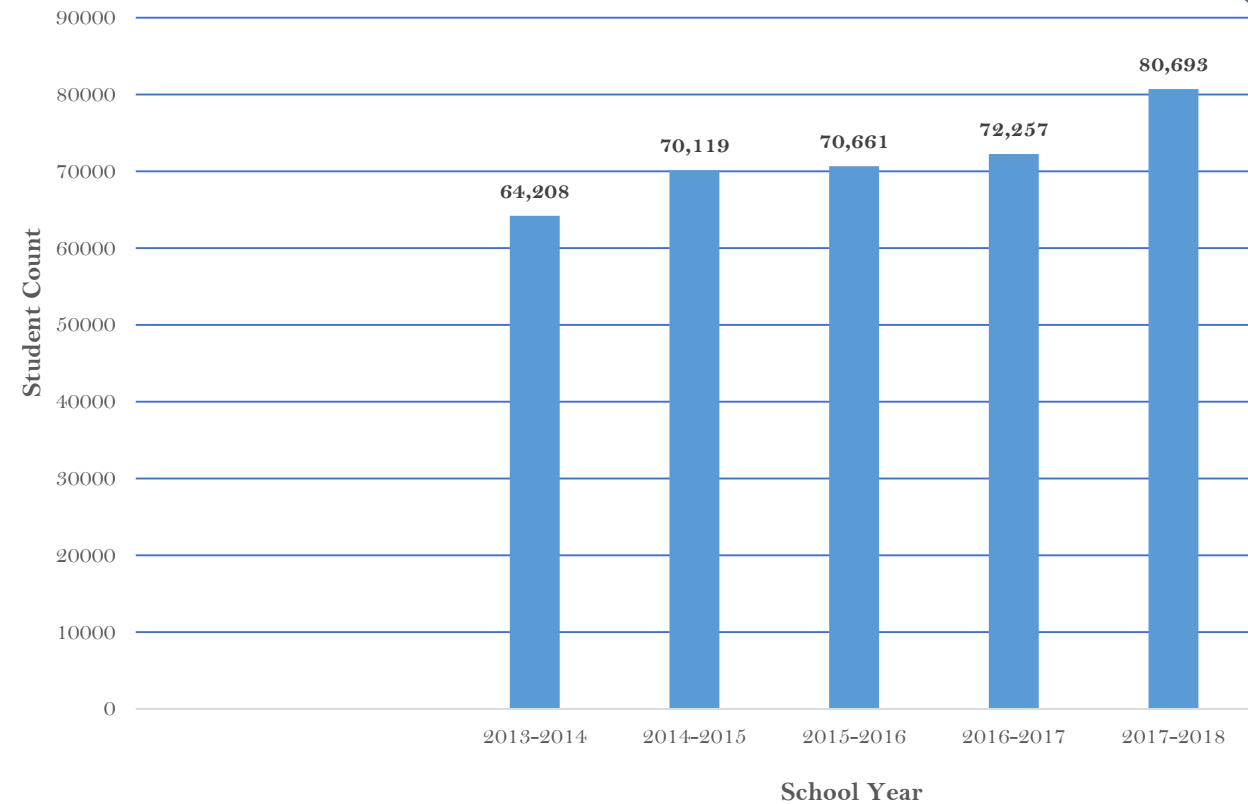
Identifying ELLs in NJ

Who are the ELLs in NJ?

- Students with a native language other than English.

- Students who are in the process of learning English.

- Students who are at varying degrees of English language proficiency as measured by an English language proficiency test.

NJ ELL Enrollment Count

Applicable New Jersey Regulations: N.J.A.C. 6A:14-3.4(f); N.J.A.C. 6A:15-1.3(a)2; N.J.A.C. 6A:15-1.3(b); N.J.A.C. 6A:15-1.3(b); P.L. 1995 c.327

NJ Common Entrance

- Section 3102 of the Every Student Succeeds Act of 2015 (ESSA) requires that all states must, "Establish and implement, with timely and meaningful consultation with local educational agencies representing the geographic diversity of the State, standardized statewide entrance and exit procedures

Entrance Steps

Home Language Survey (HLS) (Step 1)

- Any individual with knowledge of student or ability to interview
- e.g. parent, trained intake person, office staff

Records Review (Step 2)

- NJ certified teacher
- e.g. basic skills, ESL, bilingual, administrator

Multiple Indicators (Step 3)

- NJ certified staff, preferred ESL/Bilingual
- e.g. Bilingual/ESL supervisor, lead, teacher

Step 1

- **New Jersey Home-Language Survey**
- The home-language survey must be administered for all students upon enrollment. It can be administered through writing or an oral interview.
- The home-language survey indicates whether or not a screening process must take place.

Step 2

- **Records Review Process**
- A certified teacher must screen all students whose home language is other than English using a records review process. The screening process must distinguish students who are proficient in English and need no further testing. Three indicators are used for this determination.

Step 3

- **Multiple Indicators for Identification**

- Identification criteria, as determined by New Jersey-approved WIDA language proficiency assessments, must be used to determine eligibility.

- A student can be eligible for entrance with a W-APT, WIDA Screener, or WIDA MODEL composite proficiency level below 4.5. (see [state-specific guidelines](#) for Kindergarten students due to variations between entrance assessments.

Screener Tests

- The WIDA Screener can now be used as a screener for **entrance** for students grades 1-12.

- W-APT remains on the Approved ELP Test list for entrance.
  - Please note that, while you can still administer the W-APT in New Jersey for Kindergarten students, WIDA is no longer supporting the W-APT.

- WIDA MODEL can be used as a screener for **entrance** for grades K-12.

The cut score for all screener tests is 4.5.

Identifying ELLs who are Eligible for Special Education and Related Services

- ELLs can be referred and/or evaluated for special education and related services while receiving bilingual/ESL/ELS services.

- An ELL who is determined eligible for special education and related services or eligible for speech-language services must continue to receive bilingual/ESL/ELS services.

- Districts should consider embedding special education services in existing bilingual/ESL/ELS classes to provide the services in the general education setting.
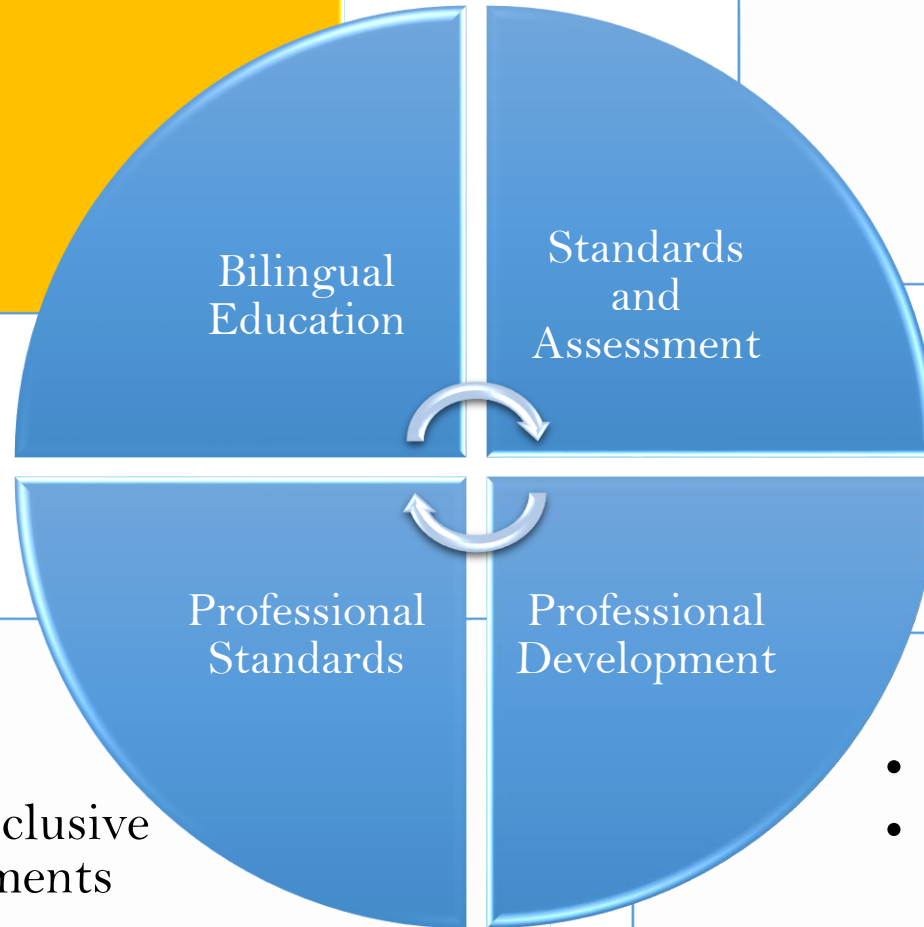
NJ's Equitable Education for ELLs

Administrative Code Requirements

- **6A:15**
- Equitable Instruction for ELLs

- **6A:8-3.1**
- Appropriate instructional adaptations

Bilingual Education

Standards and Assessment

Professional Standards

Professional Development

- **6A:9**
- Standard Two: Inclusive learning environments

- **6A:9c**
- Learning goals for students, teachers, and school leaders

Bilingual/ESL Program Types

Programs for Small ELL Populations	Alternatives to Full-Time Programs	Full-Time Programs
• English Language Services • English as a Second Language (ESL)* * Always a component of alternative and full-time programs	• Sheltered Instruction • High-Intensity ESL • Bilingual Tutorial • Bilingual Resource • Bilingual Part-Time Program	• Full-Time Bilingual • Dual Language (Two Way-Immersion)

Bilingual/ESL/ELS Three-Year Program Plans

- **Due date:** June 30, 2020

- Every three years, all school districts at which English Language Learners (ELLs) are enrolled must complete a plan describing their district's program.

- The 2020 -2021 school year is the beginning of a new three-year cycle.

- Assurances are signed by the district chief school administrator/charter school lead person and enrollment/program information must be included.

Bilingual Waiver

- **Due date:** June 28, 2019

- Annually, districts may request a waiver of N.J.A.C. 6A:15-1.4(d), which requires a district to implement a full-time bilingual education program if it enrolls 20 or more ELLs in a single language group K-12.

- A waiver is necessary when the age range, grade span and/or geographic location of the district's English Language Learners make it impractical for the district to provide a full-time bilingual program.

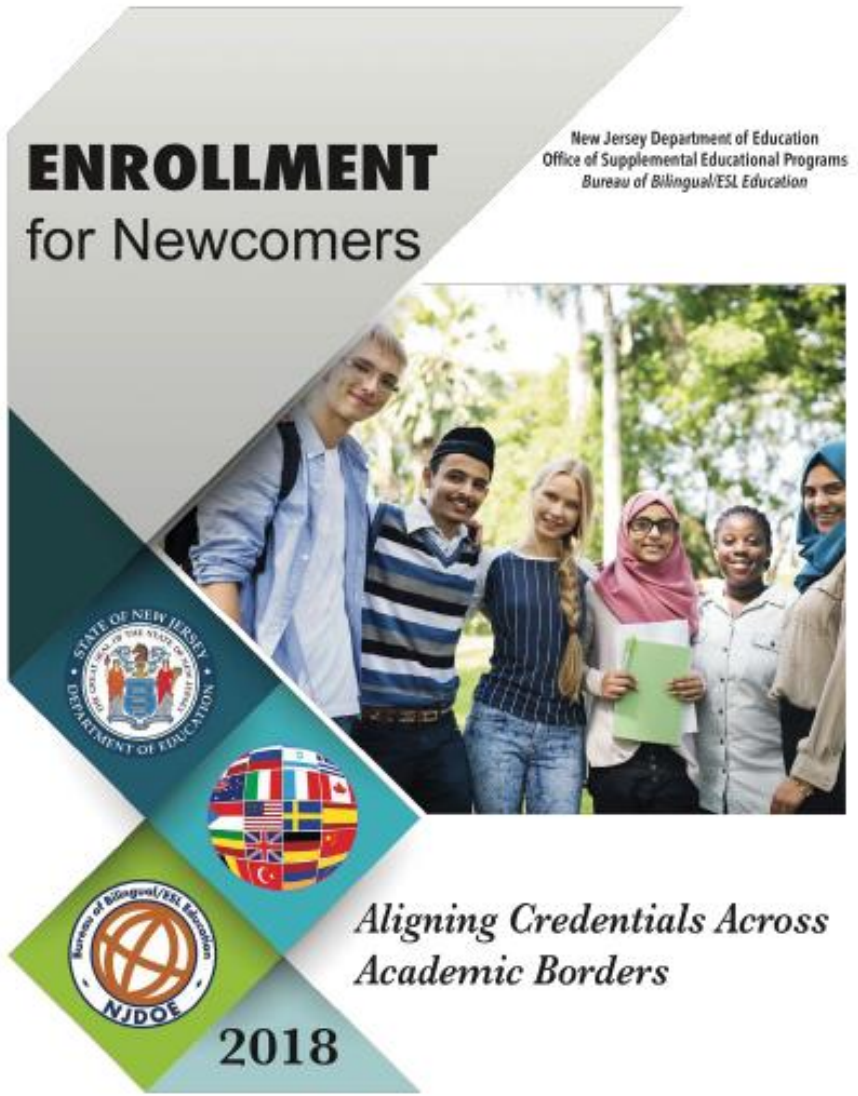| Programs	Certifications/Training
English Language Services	• Any certification and experience/training to develop ELLs aural comprehension, speaking, reading, and writing skills in English
English as a Second Language/ High-Intensity ESL	• English as a second language certification
Sheltered Instruction	• English as a second language certification • Also, all other teachers must have content certification and training on strategies to make subject-area content comprehensible for ELLs (15 hour NJDOE recommendation)
Bilingual Tutorial/ Bilingual Resource/ Bilingual Part-Time Program/ Full-Time Bilingual	• English as a second language certification • Content certification and bilingual/bicultural certification
Dual Language (Two-Way Immersion)	• Bilingual/bicultural certification, world language certification, and other certificated teachers demonstrating fluency in language(s) of instruction

Certification Information

- Target Language Testing Exceptions (bilingual only)
  - Candidates for certification who establish themselves as a speaker of the target language who was primarily educated at the undergraduate or graduate level in that language, as determined by their submitted foreign evaluation transcript(s), will be exempt from taking the oral and written language proficiency tests (OPI & WPT) in their target language.

- English Language Testing Exceptions (bilingual/ESL)
  - Candidates for certification who pass the Department-approved basic skills test will be exempt from taking the written English language proficiency test (WPT) requirement.

ENROLLMENT
for Newcomers

New Jersey Department of Education
Office of Supplemental Educational Programs
Bureau of Bilingual/ESL Education

Aligning Credentials Across
Academic Borders

2018

Enrollment for Newcomers

- What Must LEAs Consider When Registering English Language Learners (ELLs)?

- How Are ELLs Registered for School?

- Making Registration and Enrollment Practices Accessible: Strategies and Considerations.

- How Do I Review Foreign Transcripts and Transfer Credits?

- Grade Level and Promotion Considerations.

- What Are the Current High School Graduation Requirements for New Jersey Students?

- Multiple and Diverse Paths to Student Success.

- Standards (Credits) and Assessments Requirements.

Higher Education Guidance

- For all teacher candidates
- Second language acquisition
- State and federal policies
- Assessment
- Standards
- Curriculum
- Instructional strategies

Exiting ELLs in NJ

NJ Exit

- Section 3102 of the Every Student Succeeds Act of 2015 (ESSA) requires that all states must, "Establish and implement, with timely and meaningful consultation with local educational agencies representing the geographic diversity of the State, standardized statewide entrance and exit procedures

Exit Steps

NJ Standard on ELP Test (Step 1)

- 4.5 on ACCESS or Model
- A3 on Alternate ACCESS

English Language Observation (Step 2)

- Multiple Indicators
- Lead by Certified ESL/Bilingual staff

Step 1
Exit Tests

- ACCESS for ELLs 2.0 is administered for all K-12 ELLs.
  - The cut score for ACCESS 2.0 is 4.5 and multiple criteria
  - *Model may be used for mid-year exit (4.5)

- Alternate ACCESS is administered for ELLs in grades 1-12 who have significant cognitive disabilities.
  - The cut score for Alt-ACCESS is A3 Engaging and multiple criteria.

Step 2 English Observation Form

- As required by the New Jersey Bilingual Administrative Code, N.J.A.C. 6A:15–1.3, the form takes the following into account—

- classroom performance;

- the student's reading level in English;

- judgement of the teaching staff member(s); and

- performance on achievement tests.

Exiting ELLs with Disabilities

- An ELL with a disability can be "exited" from ELL status when he/she no longer meets the definition of an ELL.
- Exiting occurs when the student meets the Department's definition of "proficient" (4.5 on ACCESS) in English. Personnel do not have the authority under federal law to remove a student's ELL designation solely because the student has an IEP.

Entry and Exit: Questions from the field

- Do we have to use the HLS in the guidance document or can we use our own?
  - **Yes, every school will use the same standardized HLS survey (Appendix A); words or content may not be altered.**
- Can the format of the HLS be changed?
  - **Yes. Schools may create an online, google, or other format document, as long as the wording is not altered.**
- Is it possible to have access in NJSMART to ACCESS scores?
  - **Yes. All districts have access to NJSMART data. Coordinate with NJSMART district person.**

Entry and Exit: Questions from the field

- Can ELLs be exited using passing scores from NJSLA?
  - **Yes, ELLs who receive a passing score on ELA and Math of NJSLA may be exited with score plus multiple criteria; English language Observation Form must be used for all ELLs exiting.**
- Can the MODEL be used for exit?
  - **Yes, the MODEL can be used for mid-year exit only (NJ Approved ESSA Guidance, p. 150).**

Additional notes based on field feedback

- Q.1 will be corrected to include a '2b' (p.11)
- ELL professionals will be included in the entry **and** exit considerations for students with disabilities
- Updated version of the entire guidance will be posted prior to July 2019
- Translations will be posted online prior to July 2019
- A summary page will be disseminated and posted on the department's website

Honoring Native Language of ELLs
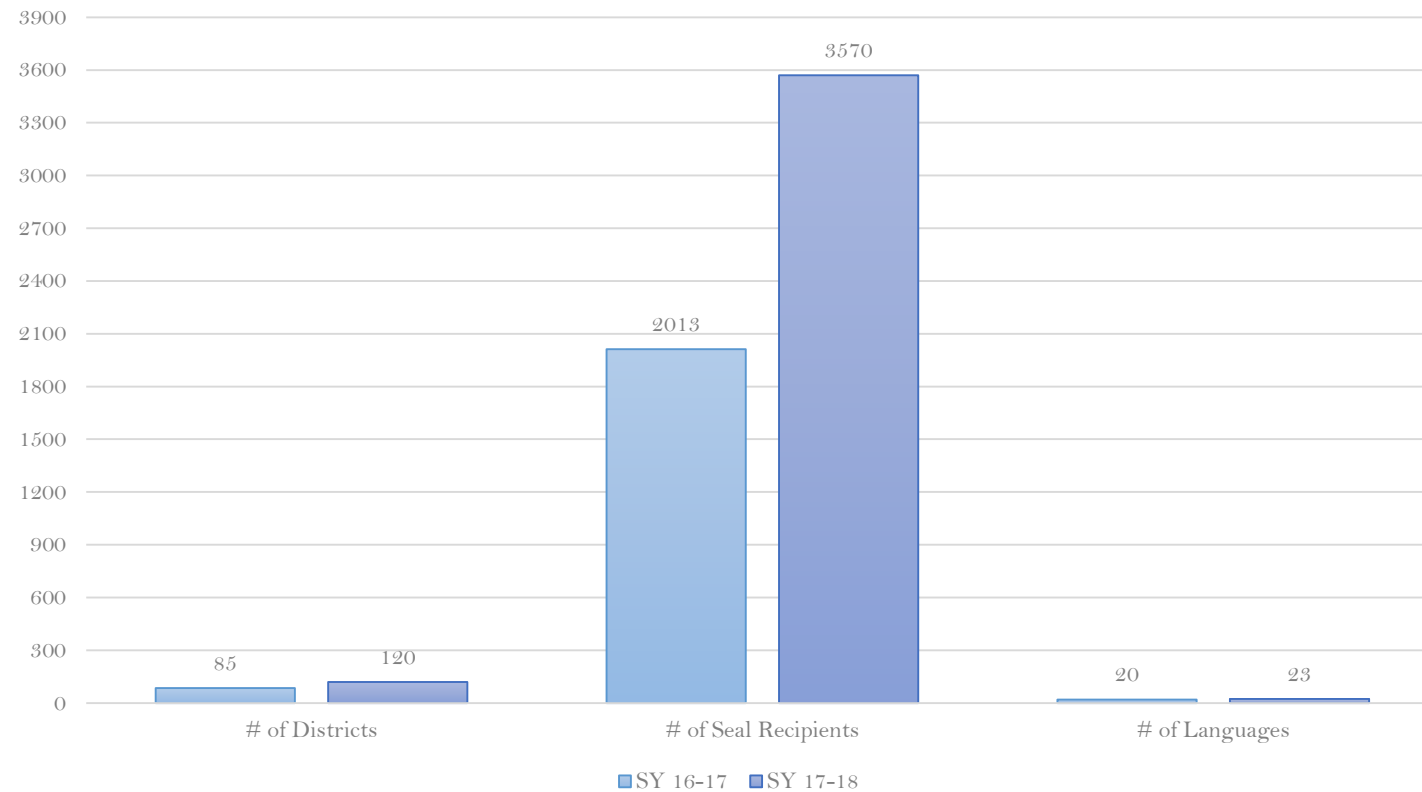
Biliteracy History

- To recognize benefits of being bilingual

- NJTESOL-NJBE and FLENJ endorsed

- Pilot districts 2013-2014, implementation 2014-2015, 2015-2016

- World language learners and ELLs

- Passed in NJ 216th legislature January 8, 2016

Who's Becoming Biliterate in NJ?


NJ Seal of Biliteracy Data SY 16-17 to 17-18

Bar chart comparing SY 16-17 and SY 17-18:
- # of Districts: 85 (SY 16-17), 120 (SY 17-18)
- # of Seal Recipients: 2013 (SY 16-17), 3570 (SY 17-18)
- # of Languages: 20 (SY 16-17), 23 (SY 17-18)

http://www.nj.gov/education/aps/cccs/wl/biliteracy/

Are ELLs earning the Seal at equitable rates as non-ELLs in your district?

2019	**(Preliminary Data)**
5285	numbers for total certificates
5220	total students
269	total ELLs
589	former ELLs
2018	
3570	numbers for total certificates
3708	total students
22*	total ELLs
150*	former ELLs

*Specific data variables on ELL Status were not collected prior to 2019 biliteracy collection; 2018 and years prior data are calculated and only an estimate.

Additional Submission Information

- Acceptable evidence of proficiency
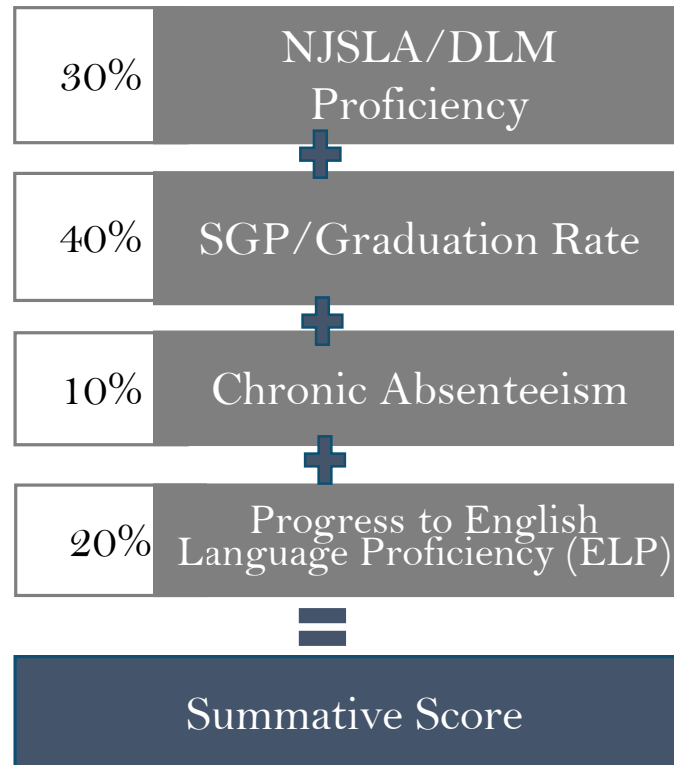 - Assessments
- Collection of F1 and beyond F4
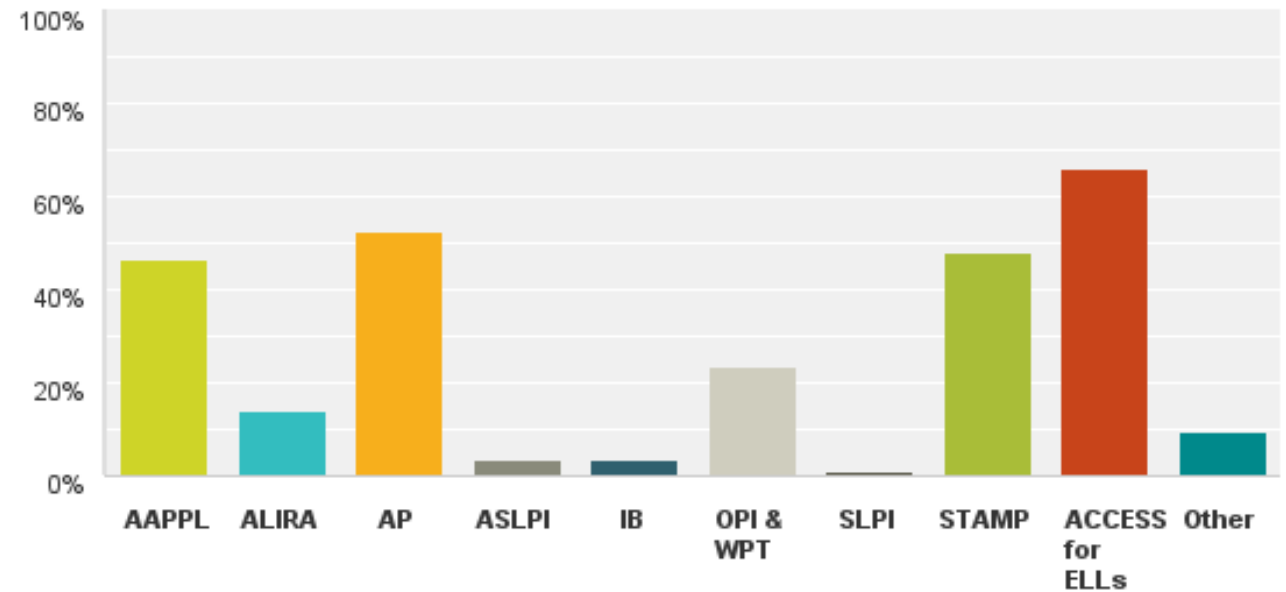
Every Student Succeeds

ESSA School Accountability: Formula

The NJDOE will use the following indicator weights to reflect the importance of growth and maintain fairness to schools and districts. These summative ratings will be used to determine the schools in need of comprehensive and targeted support and improvement.

**Schools who meet minimum n-size (at 20)
for English Learners**

30%	NJSLA/DLM Proficiency

+

40%	SGP/Graduation Rate

+

10%	Chronic Absenteeism

+

20%	Progress to English Language Proficiency (ELP)

=

Summative Score

Student-Level Growth Data

edConnectNJ	IIS additional data loading
Early Childhood	Early Childhood Materials
EIS	**Evaluation Information System (replaces ESCT)**
EEDS	**Emergency Disaster Preparedness and Reporting System**
ELP Data NEW	ESEA ELP Student Data
ESEA Allocation Notices	ESEA Consolidated Subgrant Application
EXAID	Application for Special Education Extraordinary Aid
Exemplary Educator	Exemplary Secondary Educator Recognition Program
EWEG	Grants: IDEA, NCLB, PERKINS and Discretionary
FICA	Social Security Contributions
GEOY	Governor's Educator of the Year Program
HIB-Grades	School Self-Assessment for Determining HIB Grades

ELP Student-Level Data

- Access on NJDOE Homeroom.

- Baseline 2017 or later based on ACCESS 2.0

- Year 1 indicators data notes
  - Growth from SY 16-17 to SY 17-18.
  - Kindergarten students that meet proficiency in their first year of test administration are counted as met (Y).
  - Any kindergarten that is retained is not included in the indicator.
  - Any student grade 1-12 that is retained is included in the indicator.
  - Years to proficient cut score is based on the baseline year of the student (e.g. the first time the student took the test).

Understanding Growth Data

KEY FIELDS

BASELINE_COMP_PROFICIENCY
YEAR_X_GROWTH_EXPECTED
CURRENT_YEAR_GROWTH
EXPECTED_COMP_SCORE
ACTUAL_COMP_SCORE
MET_GROWTH_TO_TARGET

	Participation Rate				Academic Achievement (PARCC/DLM)				Academic Progress	
	Students Enrolled #	Non tested Rate %	Time In School< Yr Enrolled #	Met (95%) Standard	Denominator (At least 95% of full-year enrollment)	Proficient (Full-Year students only) %	Annual Target %	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
English Language Arts / Literacy										
Schoolwide	6,813	6.5	400	N	6,092.4	20.3	22.9	N	42.5	Y
White	90	8.9	5	N	80.8	18.6	21.5	Y*	34.0	
Hispanic	3,275	6.3	188	N	2,932.7	22.6	25.4	N	44.0	Y
Black or African American	3,365	6.7	199	N	3,007.7	17.7	20.7	N	41.0	Y
Asian	33	0.0	3	Y	30.0	33.3	39.6	Y*		*
American Indian				*				*		*
Two or More Races	46	10.9	5	N	39.0	30.8	24.9	Y	44.0	Y
Economically Disadvantaged	5,713	6.3	263	N	5,177.5	20.1	22.9	N	43.0	Y
Students with Disabilities	1,432	12.4	93	N	1,272.1	6.4	13.8	N	36.0	N
English Language Learners*	1,818	7.8	105	N	1,627.0	12.7	19.2	N	44.0	Y
Mathematics										
Schoolwide	7,058	7.0	455	N	6,272.9	10.8	16.2	N	42.0	Y
White	91	9.9	5	N	81.7	11.0	12.8	Y*	32.0	N
Hispanic	3,509	6.5	241	N	3,104.6	12.6	18.0	N	45.0	Y
Black or African American	3,374	7.4	200	N	3,015.3	8.6	14.5	N	40.0	Y
Asian	35	0.0	4	Y	31.0	25.8	36.4	Y*		*
American Indian				*				*		*
Two or More Races	44	6.8	5	N	37.1	18.9	19.9	Y*	52.0	Y
Economically Disadvantaged	5,897	6.5	300	N	5,317.2	11.3	16.4	N	42.5	Y
Students with Disabilities	1,421	12.0	95	N	1,259.7	4.1	13.1	N	41.0	Y
English Language Learners*	2,075	7.7	160	N	1,819.0	8.0	17.1	N	43.0	Y

	Graduation Rate (High School only)						School Quality / Student Success			English Language Progress to Proficiency (Schoolwide English Learners)		
	Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism					
	Class of 2017	Annual Target	Met Target	Class of 2016	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***	ELP growth (%)	2017-18 Target	MetTarget
Schoolwide	70.1	71.2	N	71.0	64.1	Y	25.8	10.9	N	39.2	56.6	N
White			*			*	29.0	10.9	N			
Hispanic	69.6	72.7	N	71.3	65.7	Y	22.9	10.9	N			
Black or African American	70.4	70.4	Y	70.3	64.3	Y	29.0	10.9	N			
Asian			*			*	8.1	10.9	Y			
American Indian			*			*			*			
Two or More Races			*			*	33.3	10.9	N			
Economically Disadvantaged	75.6	71.2	Y	72.5	66.4	Y	26.3	10.9	N			
Students with Disabilities	60.6	68.2	N	64.8	61.3	Y	29.3	10.9	N			
English Language Learners*	60.7	72.0	N	73.2	60.0	Y	20.9	10.9	N			

- **ESSA Accountability Profiles**
  - Companion Guide for 2018 Every Student Succeeds Act (ESSA) Accountability Profiles
  - ESSA Accountability Memo

  - Indicators:
    - Academic Achievement;
    - Academic Progress;
    - Graduation Rate;
    - English Language Learner Progress; and
    - School Quality/Student Success (chronic absenteeism).

ELP Long Term-Goals

	2018 (Baseline Target)	2019 (Year 1)	2020 (Year 2)	2021 (Year 3)	2022 (Year 4)	2023 (Long Term Goal)
End Grade of 5th or Lower	60.7	61.7	62.7	63.7	64.7	65.7
End Grade is Greater Than 5th	46.8	47.8	48.8	49.8	50.8	51.8

Accountability

QSAC
- Instruction and Program Indicator 9-15 (p.23)
- Governance Indicator 9 (p.66)
- Three Year Plan & Bilingual Waiver (p.66)

School Profiles
- Accountability Indicators (academic achievement, academic progress, chronic absenteeism) and
- English language proficiency

Performance Reports
- Are students "on track" for given indicator
- ELP Indicator accounts for 20% of Performance

Title III ELL and Immigrant Federal Funding

ELLs and Immigrant Children and Youth

Title III ELL Grant Fund

Formula Grants to States and Districts

--to increase English language proficiency

--to provide professional development

--implement family & community engagement

Apply through consolidated ESEA application process

Subgrants must be at least $10,000 or districts may form consortia to meet minimum (MOU needed)

| Aged 3 to 21 | Enroll(ing) in elementary or secondary School; | Not born in the United States (not including Puerto Rico) or whose native language is a language other than English; and | Limited in speaking, reading, writing, and understanding (listening) in the English language as identified by a New Jersey approved screening assessment. |

Title III Allowable Activities

Increasing English language proficiency and academic achievement*

ELL professional development*

Parent/family/ community engagement*

Upgrading ELL programs

Curricula/ materials/software/ assessments for ELLs

Tutorials and materials (including native language) for ELLs

PreK-12 ELL program improvement

Early college high school or dual enrollment programs for ELLs

Improving instruction, including for ELLs with disabilities

*Required

Title III Immigrant Grant Fund

Under Section 3114(d), LEAs must use Title III Immigrant funds to pay for activities that provide enhanced instructional opportunities for immigrant students and their families. An LEA must use Title III Immigrant funding for a separate and distinct purpose than Title III funding.

| Aged 3 to 21 | Were not born in any state, | Have not been attending one or more schools in one or more states for more than three full academic years. |

Title III Immigrant Allowable Activities

Family literacy, parent outreach and training

Recruitment and support for personnel that work with immigrant students

Tutorials, mentoring, career or academic counseling

Instructional materials and software

Basic instructional services, including civics

Activities coordinated with other agencies

Immigrant Student Count

Data Collection

- Annually, districts report on the number of immigrant students (Pre K-12) enrolled in the school district and the number of eligible immigrant students enrolled in nonprofit, nonpublic schools within the district.

  - Public – NJSMART
  - Nonpublic – enrollment report

- Districts experiencing a "significant increase" **may** receive immigrant funds under Title III.

Data reporting

- Combined public and nonpublic immigrant student enrollment must be at least a 2% increase as compared to the average of the two previous years.

- Total public and nonpublic enrollment must be 20 or more immigrant students.

- Do not have to be eligible for Title III funds.

Estimate Timeline	ESEA Application Status	Steps to complete prior to submission of ESEA Application
Mid May – End May	Federal allocations are awarded to districts	Visit the Office of Grants Management's website to confirm district allocations for Title III and Title III Immigrant, if applicable.
Mid May – Early June	ESEA Application available for data entry	Visit EWEG system on NJ Homeroom. Review previous school year's application budget and funded activities based on identified needs. Did the funded program/activity meet the needs of the students? Based on the district's current year identified needs, determine which programs/activities will be funded to address those needs.
June - September	Two Tier Review Process - County Education Specialists - NJDOE OGM	Ensure the budgeted costs are allowable under the title programs and benefit the target population. Do the data support the intervention?
September - December	Program Implementation	Ensure fidelity of program activities and assess effectiveness. What should continue to be funded for the next fiscal year? What changes are necessary?

Supports for Educators

N.J.A.C. 6A:15-1.8

Training:

The district board of education shall develop a plan for in-service training for **bilingual, ESL, and mainstream teachers; administrators who supervise bilingual/ESL programs; and administrators and any personnel who observe and evaluate teachers of ELLs**. The plan shall include instructional strategies and appropriate assessments to help ELLs meet the NJSLS and the WIDA English language development standards. All bilingual and ESL teachers shall receive training in the use of the ESL curriculum.
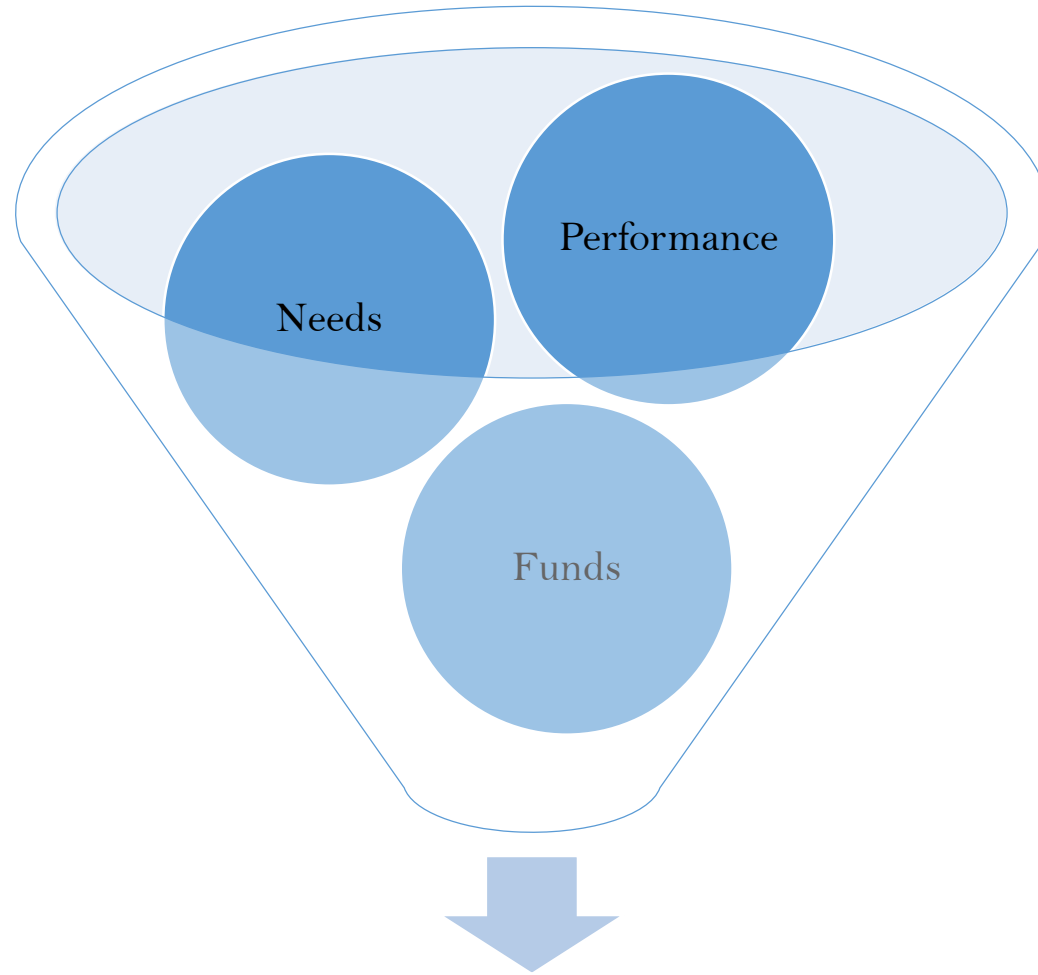
Effective Professional Development

Supporting Our ELLs
Online Modules

Expanded face-to-face trainings in Bergen, Middlesex, Monmouth, Morris, Somerset, Sussex, Warren

Completed individually or with a group led by a facilitator

Readings, videos, activities, templates

7 modules

The FABRIC Paradigm

6 Threads

- **F**oundational Skills
- **A**cademic Discussions
- **B**ackground Knowledge
- **R**esources
- **I**ndividualized Assessment
- **C**ulture

http://www.nj.gov/education/bilingual/pd/fabric.pdf
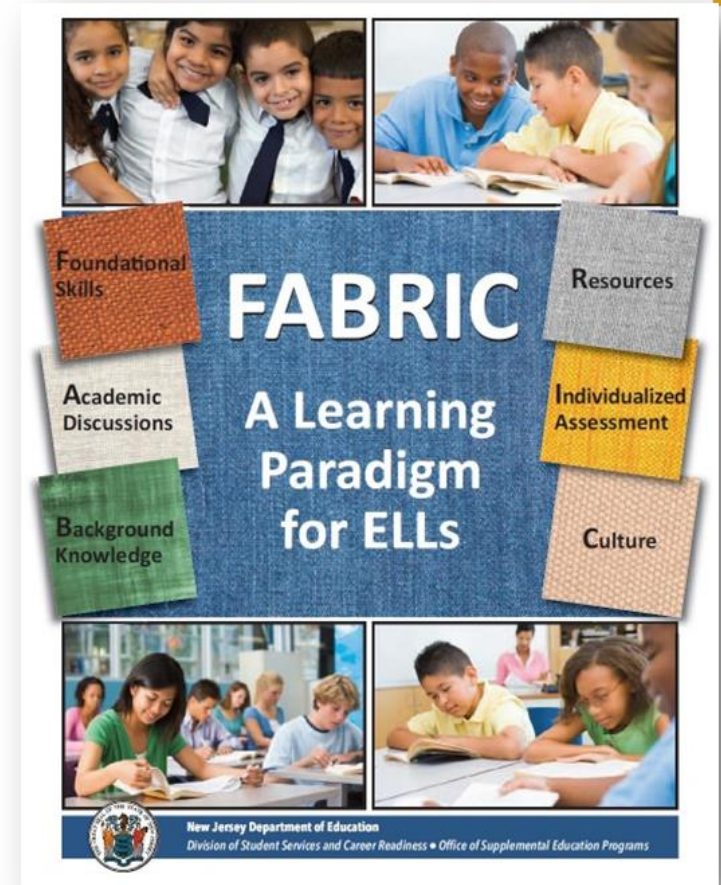
Sheltered English Instruction

July 24 – 26, 2019

Train-the-Trainer

15 hours, 3 days

3-5 administrators and teachers already SEI trained

Bilingual Portal

Bilingual/ESL Educator Fundamentals

- A starter guide for educators to support access and equity for ELLs

- Suite of 9 key documents/resources

- Suite topics related to
  - *Policy*
  - *Educator PD*
  - *ELL enrollment support*

WIDA Updates

- Changes to Professional Learning Format
  - Facilitated and Blended eWorkshops
  - Pilot Professional Learning Participation Data
- ACCESS Student Score Reports – **June 13, 2019**
  - **Score Interpretation Resources online**
    - **ACCESS for ELLs Parent Handouts** and **Alternate**
    - **Parent Guide for Score Reports** and **Alternate**
    - **Interpretive Guide K-12** and **Alternate**
- COS-SD Transition and Supporting Documentation
  - Central Office Services – Service Device (COS-SD) will replace the Testing Site Manager (TSM), and will be phased in over the summer of 2019.

ELL Model Program Resource Centers 2018-2020

County	District or Charter School	Program
Atlantic	Atlantic City High School Vineland School District	Newcomer Center
Cumberland	Vineland	K-5, 9-12 Bilingual Program, K-5, 9-12 ESL Program
Hudson	Hoboken Dual Language Charter School	HoLa Dual Language Program
Monmouth	Howell Township Public Schools	K-8 ESL Program
Passaic	Passaic City	K-8 Bilingual Program
Somerset	Franklin Township School District	K-4 and 9-12 ESL Program; K-4 Bilingual Program
Union	Linden Public Schools	K-12 ESL Program

Peer Review

- Federal peer review
- Spring 2019, annual thereafter
- ELP Assessment
- District monitoring of test administration
  - Random selection
  - Test administration manual
  - Accommodations
  - Test security

Advancing Advocacy & Equity for ELLs

The labels placed on students who are acquiring English as an additional language can create mindsets, define opportunities, and determine investments. Labels not only affect how students are educated, they can also influence how students perceive themselves.

-Santos, 2015.

Sentence Starters

Complete the following sentences

- I learned something new about _____.
- I still have questions about _____.
- I need to have a conversation with _____ about _____.

Thank You!

New Jersey Department of Education Website

http://www.state.nj.us/education/

Director
Kathleen Ehling

Assistant Division Director
Leslie Franks McRae

Bilingual/ESL Education Program Specialists
Jacquelyn León
Lori Ramella

Email us @ ell@doe.nj.gov
Visit us @ http://www.nj.gov/education/bilingual/

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