

## Academic Recovery- MLs and ELLs Guidance

### Purpose of the Guide

This guidance is intended to support schools to serve the unique needs of their Multilingual Learners/English Language Learners (ML/ELL) population to ensure a successful “homecoming” and return to in-person learning. As students are welcomed back to school this fall, school leaders and teachers of MLs/ELLs will need to be aware that all students may have experienced some form of missed learning; that the degree of progress may vary considerably, including amongst students who received language supports in a similar manner. MLs/ELLs bring many assets to their academic experience; these assets should be actively used to create a welcoming and affirming environment and a robust instructional experience. As schools address the academic and social-emotional needs of MLs/ELLs, guidance for academic recovery at this time is specific to assessment considerations, a multi-tiered delivery system, targeted professional learning opportunities around language, literacy K-12, and other resources specific to Post Secondary Readiness and Family Community Partnership.

### Assessment Considerations

As with all students, MLs/ELLs may also require more intensive support in academics, social emotional needs, as determined by screeners and other information that the teacher will collect. Determination for more intensive support should be made considering multiple data sources, both contextual and intrinsic. It is equally important that a school-based team supporting instructional recovery efforts includes members knowledgeable in ENL and/or bilingual instruction.

We need to know our MLs/ELLs well—at multiple levels across the school community—to ensure coherent, aligned, and responsive systems of instruction and support that recognizes their assets as well as their needs. Shown in the charts below are a variety of assessments that can be used within a multi-tiered delivery system.

Assessments for Universal Screening		
Grade band	ELL Programs	Spanish Bilingual Programs (Dual Language and Transitional Bilingual)
K-2	<ul style="list-style-type: none"> <li>● <b>Acadience</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Acadience (English)</b></li> <li>● <b>STAR Early Literacy Spanish ONLY</b> *for schools who opted to use STAR as a screener</li> </ul>
3-12	<ul style="list-style-type: none"> <li>● <b>MAP Growth ELA and Math</b></li> <li>● <b>i-Ready Diagnostic</b></li> <li>● <b>Degrees of Reading Power (DRP)</b></li> <li>● <b>STAR</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Spanish MAP Growth (K-8) ELA and Math</b></li> <li>● <b>Spanish (K-12) &amp; English STAR Reading and Math</b></li> </ul>

After a screening process has been completed, students potentially in need of further support will be identified. As part of a diagnostic process, further assessments may be administered that can help to pinpoint an individual student’s strengths and needs more precisely. The following table lists suggests for diagnostic and progress monitoring purposes:

Assessments for Diagnostic and Progress Monitoring		
Grade Band	K-2	<ul style="list-style-type: none"> <li>● <b>Acadience</b> - progress monitoring</li> <li>● <b>Measures embedded within the curriculum or intervention</b> - progress monitoring</li> <li>● <b>Analysis of student work and behavior</b> - diagnostic and progress monitoring</li> </ul>
	3-12	<ul style="list-style-type: none"> <li>● <b>Acadience Oral Reading Fluency*</b> - diagnostic and progress monitoring</li> <li>● <b>Capti Assess with ETS ReadBasix</b> - diagnostic and progress monitoring</li> <li>● <b>Measures embedded within the curriculum or intervention</b> - progress monitoring</li> <li>● <b>Analysis of student work and behavior</b> - diagnostic and progress monitoring</li> </ul> <p>*Following the administration of a screener, Acadience’s Oral Reading Fluency measure can be used to further understand where an ML/ELL may be struggling at their grade level. It is advised that this process be only used with students who are below the benchmark on a screening assessment.*</p>

As screeners, diagnostics, and other assessments are administered, some specific considerations for ML/ELLs are outlined below:

- **For all MLs/ELLs, when considering screening and other assessment data:**
  - Qualitative factors must also be considered in relation to student performance (i.e., interviews, cultural and linguistic knowledge and experiences)
  - Growth should be assessed in response to instruction. While the results on the assessment might indicate that a student has not shown growth, an important question that we want to keep in mind is to also assess the type of instructional opportunities that a student is afforded and how they contribute to students’ growth in skills and knowledge.
  - Comparisons in growth should be made to “true peers” (students with similar language proficiency, number of years as an ELL, or years exposed to English). It is of utmost importance to compare ELLs with similar English language proficiency and not compare an ELL who just entered our school system and are new to the English language to an ELL who has been here for some time and has achieved a higher level of English language proficiency.
- **For MLs/ELLs who are newly arrived in the U.S.:**
  - Students scoring Entering and Emerging on a first administration of the NYSITELL (or NYSESLAT applicable for Spring 2021 only) are exempt from formal screening and standards-based assessments in English in Grades 3-12 until sufficient language proficiency is developed (generally beyond 6 months). The focus during the initial six months should be on providing MLs/ELLs with the language rich instruction across the school day.

- Any screening and standards-based assessments available in the student’s home language should be administered to gain insight into existing literacy skills, such as the Spanish Renaissance STAR or NWEA MAP Growth assessments, if previously selected.
- Informal classroom-based assessments should be used to gather formative and holistic information on literacy development within the language(s) of instruction
- **For MLs/ELLs in a bilingual program:**
  - Assess literacy in both languages of instruction, when and where possible. MAP Growth and STAR reading assessments are available in Spanish. STAR was made available specifically for schools with Spanish bilingual programs because STAR is more time efficient to administer in both languages, the Spanish assessment is developed based on authentic Spanish language progressions, and the reports provide information on transferable skills across both languages
  - If an assessment in a language of instruction is not available, English measures can be used alongside qualitative factors, formative assessments, and other data for the purposes of initial screening and monitoring growth
  - Administer math screeners in the language that the student is most proficient in and/or receiving instruction in.

## **Supports within a Multi-tiered System Support (MTSS) Framework**

### **Tier 1 Core Instruction**

Whether in ENL or Bilingual programs, the primary vehicle for acceleration and recovery of MLs/ELL language and literacy proficiency will be through high quality Tier 1 core instruction. For all MLs/ELLs, the most robust and rich language learning opportunities occur within scaffolded instruction in the instructional core that welcomes and affirms the cultural and linguistic identities and assets they bring into the classroom. As MLs/ELLs gain academic knowledge and literacy skills on shared topics and themes, they also develop language proficiency in a reciprocal manner as they read, listen, talk, and write (see [Read, Talk, Write: In-Person, Blended and Remote Learning for Multilingual Learners and English Language Learners](#)). In other words, students must read about content, talk about it, and subsequently write about it to build content knowledge and language simultaneously. This should be present across all content areas as MLs/ELLs are receiving the same instruction as their English proficient peers in Tier 1.

To cultivate and accelerate language and literacy within the instructional core for MLs/ELLs, please see below for some options on strengthening **Tier I instruction** for MLs/ELLs in ENL Standalone and Spanish bilingual programs.

ENL Programs	Spanish Bilingual Programs (Dual Language and Transitional Bilingual) Spanish Component offerings
Stand-alone Component	
<ul style="list-style-type: none"> <li>● <b>National Geographic Panorama (K - 6)</b> Comprehensive curriculum</li>   <li>● <b>DML Digital ENL Stand-alone Lessons (K-12)</b> Comprehensive curriculum available for free on TeachHub               <ul style="list-style-type: none"> <li>○ <a href="#">Elementary School Standalone Lessons</a></li> <li>○ <a href="#">Middle School Standalone Lessons</a></li> <li>○ <a href="#">High School Standalone lessons</a></li> </ul> </li>   <li>● <b>Scholastic W.O.R.D.</b> Supplemental program to be used alongside the core curriculum. Can be employed within a rotational model.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Arriba la Lectura (K-5)</b> Comprehensive Spanish curriculum</li>   <li>● <b>Estrellita (K - 1)</b> Focus on phonological Awareness/Phonics</li>   <li>● <b>Heggerty Spanish Phonological/Phonemic Awareness Curriculum (K -2)</b> Supplemental Spanish curriculum that focuses on phonological/phonemic awareness</li> </ul>

**Tier 2 and 3 Supports or Interventions & Optional Title III Enrichment programming**

To supplement systematic and high quality Tier 1 instruction, some MLs/ELLs may require more intensive support in a Tier 2 or 3 program, as determined by universal screening and a diagnostic process of data-based decision making by a team focused on AIS/MTSS. Alternatively, these interventions can be implemented during Title III programming as needed. These supports should not replace instruction within the Tier 1. Tier 2 and 3 supports and interventions should be scheduled at a time aside from core instruction within a student’s regular program (including, monolingual or bilingual general education or special education program) as well as not during ENL standalone.

Regardless of Tier 2 or 3 interventions selected and implemented with MLs/ELLs, schools should track the interventions in STARS. The tracking should be done in alignment with current STARS programming guidance.

Program(s)	Duration of Lesson	Language	MTSS/RtI Tier 2/3 Support and/or Title III Enrichment	Grade Levels	Purchase info
<b>Phonics</b>					
<a href="#">Aprendo Leyendo</a>	50 minutes	Spanish	Can be used as a Tier 2 intervention program for struggling readers in small groups.  For Tier 3, it can be incorporated into more intensive intervention plans as needed. Contains decodables and a structured sequence towards comprehension.	K-5	<i>FAMIS vendor # is SUP1949393  PL is separate purchase: \$1000 for 20 teachers</i>

			Can also be used as a supplemental program in Title III Enrichment		<i>for up to 12 hrs of PD</i>
<b>Fluency &amp; Reading Comprehension</b>					
<a href="#">Strategic Adolescent Reading Intervention (STARI)</a>	45 minutes	English	Intervention for students who are reading 2 or more grade-levels behind. Supports code based reading skills and comprehension.	6-9	<a href="#">Book list</a> (needs to be purchased)  MSQI Coaches are trained in STARI
<b>Vocabulary &amp; Reading Comprehension</b>					
<a href="#">Voyager Passport</a>	30 -45 minutes	English	Small Group, Teacher-led Instruction (2-4 students); can be used during station teaching. Used as a comprehensive intervention that focuses on word-level and comprehension skills.  Can also be used as a supplemental program in Title III Enrichment	K-5	<i>Individual licensing available on ShopDOE \$15 each; Asynchronous only PL available w/ purchase, 3 hour PL available as separate purchase</i>
<b>Reading Comprehension</b>					
<a href="#">Lexia Core5 Reading</a>	20-30 minutes	English	Can be used with a select group of students to receive more personalized instruction.	K - 5	<i>A variety of purchase options available in ShopDOE</i>
<a href="#">Lexia PowerUp Literacy</a>	20-30 minutes	English	Can be used with a select group of students to receive more personalized instruction.	6-12	<i>A variety of purchase options available in ShopDOE</i>

## ML/ELL Professional Learning Opportunities and Capacity Building

The Division of Multilingual Learners will provide ongoing opportunities for professional development. Please follow the [DML page on Sharepoint](#) and subscribe to the [DML Multilingual Monthly newsletter](#) to receive updates.

Upcoming offerings will include:

- **Screener training: Renaissance STAR**
  - For schools that have selected the Renaissance STAR as their screening tool, these trainings will support school teams with the administration, data interpretation, and biliteracy monitoring and instructional implications of the STAR reading and math assessments in English and Spanish
- **Know Every Student Well - Beyond Labels** (All Teachers of MLs/ELLs K-12)
  - How do we recognize the assets our racially, culturally, and linguistically diverse children bring, while more accurately identifying and supporting their literacy and language learning needs? In this series, we will explore what methods we can use to know our children well so they can bring their fullest selves into our classrooms, and examine how to build student profiles that can both affirm what students bring and identify their specific literacy needs.
- **Culturally Responsive Teaching for Multilingual Learners: Tools for Equity** (All Teachers of MLs/ELLs K-12)
  - During this multi-day professional learning, participants (teachers of ELLs and administrators) will have the opportunity to address the many assets that MLs/ELLs bring to the classroom and gain a more in depth understanding of the following:
    - Building cultural competency
    - Placing students at the center of learning
    - Leveraging students' linguistic and cultural backgrounds
    - Uniting students' schools, families, and communities
- **Quality Teaching for Newcomers** (ENL teachers Grades 6-12)
  - The Quality Teaching for English Language Learners (QTEL) approach to professional development is discipline specific and informed by the most current research findings. Constructed around sociocultural theory and practices, the QTEL approach is one in which participants experientially engage in learning through disciplinary specific lesson exemplars while simultaneously connecting that practice to theory through scholarly readings and discussion.

For additional asynchronous learning support visit the [Division of Multilingual Learners Stream Page](#).

### Additional supports for academic recovery for MLs/ELLs:

#### [Culturally Responsive Home Language Libraries](#)

The Culturally Responsive Home Language Libraries SAM provides resources to eligible schools for the purchase of culturally responsive home language libraries in the respective language/s of their bilingual program/s and/or student population. These resources are intended to assist with revitalizing our bilingual education programs and to establish a foundation of resources for schools to provide home language support and consider bilingual education in their school community.

#### [Supporting and Partnering with Families of Multilingual Learners](#)

This guide contains a compilation of school facing and family facing resources and strategies anchored in Culturally Responsive-Sustaining family engagement practices. The guide contains translation and interpretation resources that can be used to support families in navigating the digital resources and supports available to aid in their child's learning.

### [Immigrant Ambassador Program Overview & Application Guidance](#)

DML and CUNY will partner to launch an Immigrant Ambassador Program which is a mentorship program aimed to support the social-emotional and early college awareness of immigrant students in select NYC DOE high schools, while also building the social and economic capital of current CUNY students who serve as near peer mentors and provide small group facilitation.

### [Postsecondary Readiness for ELLs Program Overview & Application Guidance](#)

PREP is designed to build the capacity of school-based teams to offer students on-going workshops that afford them an opportunity to explore, prepare, and apply to a postsecondary pathway of their choosing.