

by Wanda Toledo, Ph.D.

The number of multi-lingual learners (MLLs) in Nassau County is growing. Over the past 10 years, the number of students who have been identified as English language learners (ELLs) by way of the NYSITELL (New York State Identification Test for English Language Learners) and NYSESLAT (New York State English as a Second Language Achievement Test) has increased by 3 percent. In school year 2012-2013, Nassau County school districts educated 11,642 ELLs (6 percent of the county s school population). In school year 2020-2021, our districts were charged with educating 17,252 ELLs, representing 9 percent of the county s student body. Students are initially identified upon enrollment based on the administration of the Home Language Questionnaire. Their ELL status is reassessed annually with the administration of the NYSESLAT (see CR Part 154 Regulations <http://www.nysed.gov/bilingual-ed/regulations-concerning-english-language>





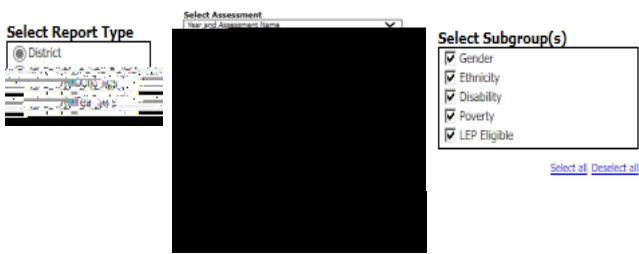


Now that we have access to this data, what are the next steps? Additional questions emerge such as:

1. How can instruction be adjusted to address skills in the different language modes?
2. How can we address the number of years that students are ELL eligible?
3. Are we adhering to CR Part 154 guidelines and providing the required instructional services (bilingual and ENL classes) along with the mandated number of weekly hours prescribed for ELLs based on their English proficiency status? Are they taking content area assessments in their home language?
4. In addition to examining the linguistic development of our MLLs/ELLs, are we also delving into academic data to see how our students are performing in all content areas?
5. Do ELLs have access to AP courses?
6. What are the graduation rates for ELLs?

The myriad reports in IDW can be filtered by ELL eligibility status providing educators with solid data that speak to academic performance, student growth, graduation rates, access to AP courses, and diploma types obtained. The [filtering options](#) allows the user to disaggregate any state assessment by subgroups. How did ELLs perform compared to other subgroups?

Subgroup Analysis by Performance Level Report Options



Once a district has a comprehensive picture of its ELL population, educators will be able to answer the following question, Is our district advancing diversity, equity and inclusion of ELLs? See this key link which explains NYSED s key inclusion initiative: (<http://www.nysed.gov/diversity-equity-inclusion>).

As always, IDW personnel are available to provide telephone assistance as well as virtual and in-district training for any district seeking to learn more about this newsletter, or about other best data practices. To schedule a training session or ask any IDW-related questions, please call Stephanie Witt at (516) 608-6623, Tammy Mazza at (516) 608-6633, Fred Cohen at (516) 608-6640 or Dr. Wanda Toledo at (516) 608-6648.



Don't forget to view the full suite of IDW Reports for third party examinations  
Remember too that the IDW can provide current teachers with detailed score information on previous tests in our rerostered reports for teachers. To do so, however, districts must upload their current data to BOCES.