



SIFE: Meeting the Challenge

**Office of English Language
Learners**

Summer 2013



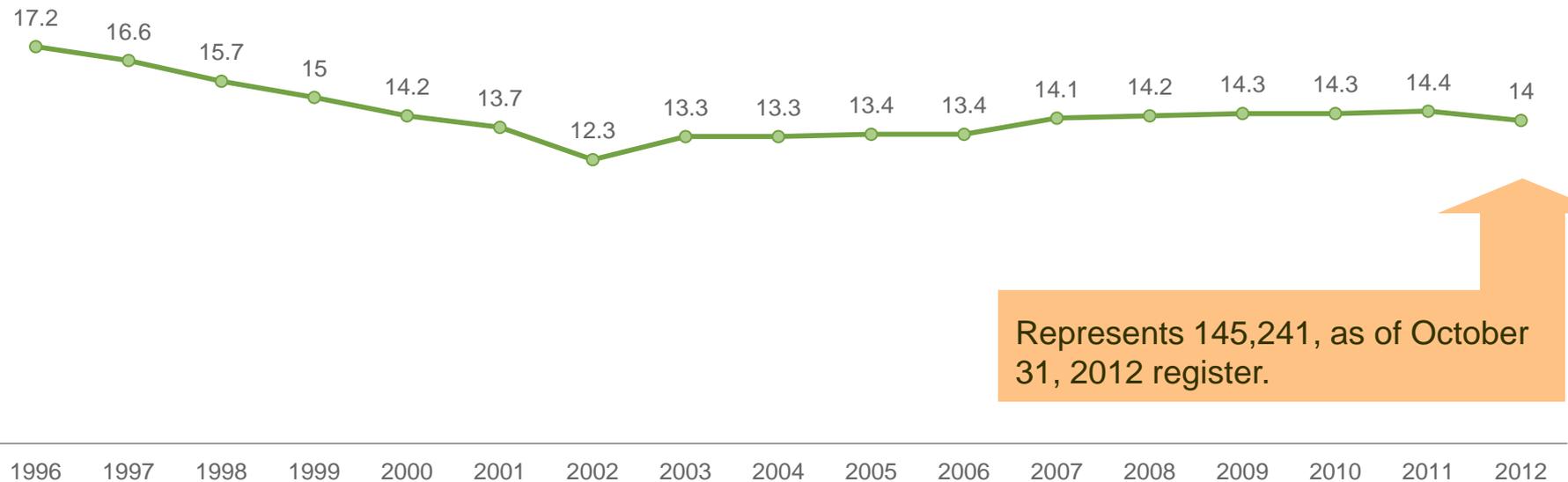
**Department of
Education**

Dennis M. Walcott, Chancellor

ELLs as a Share of the NYC Student Population, 1996-2012

Source: BESIS(ATS) and Official Audited October 31st Register, 1996 to 2012.

Notes: *Beginning in 2007, the ELL count includes students served by IEPs not counted in previous years and students identified as LAB=R but whose scores were not scanned at the time of the BESIS collection.



Who are our ELLs (2011-12)?

41.8% report speaking a language other than English at home

Students Served

- 14% (145,241) of City students are current ELLs
- 12.7% (131,994) are former ELLs

School Level

- 53.9% in elementary grades (K-5)
- 18.3% in middle school grades (6-8)
- 27.8% in high school grades (9-12)

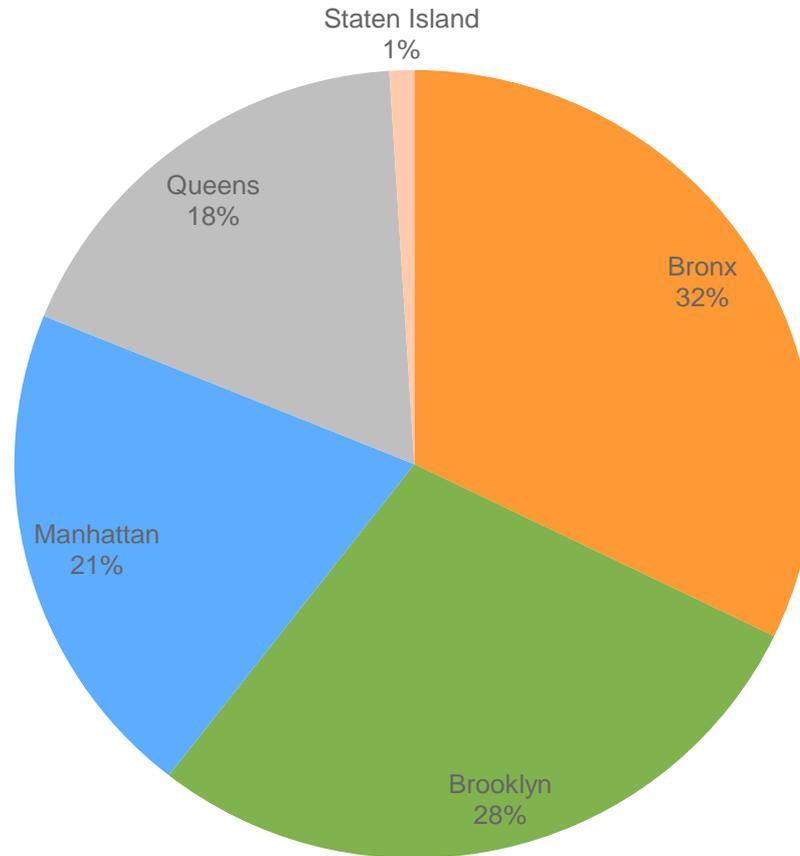
Nativity

- 50.5% are native born
- 49.5% are foreign born

Who are our ELLs? Subgroups:

Newcomers	Students who have been in our schools for three years or less and are English Language Learners. ELLs in our schools one year or less are exempt from the ELA.	61.6%
Middle-year ELLs	Students who have completed between four and six years of ELL services in New York City schools and continue to require them	24.3%
Long-term ELLs	Students who have completed at least six years of ELL services in New York City schools and continue to require them.	13.0%
Special Education ELLs	ELLs served by an Individualized Education Plan (IEP). An IEP team determines a student's eligibility for special education services and the language in which special education services are delivered.	21.6%
Students with Interrupted Formal Education (SIFE)	ELLs who have entered a US school after second grade; have had at least two years less schooling than their peers; function at least two years below expected grade level in reading and mathematics; and may be pre-literate in their first language.	9.8%
Former ELLs	Students that have reached proficiency on a test of English language skills and no longer require ELL services.	12.6%

Percentage of SIFE by Borough (2011-2012)



Who are our SIFE? In 2011-12, new entrants identified as SIFE were most frequently in ninth and tenth grades.

Chart 18. New SIFE by Grade, 2011-12

Source: BESIS (ATS), 2011-12

Grade	Number	Distribution among New SIFE (%)	Share of ELL Student Population (%)
3	301	9.61%	2.43%
4	307	9.81%	2.57%
5	294	9.39%	2.81%
6	349	11.15%	3.83%
7	366	11.69%	4.06%
8	340	10.86%	3.66%
9	665	21.24%	5.40%
10	361	11.53%	2.65%
11	127	4.06%	1.49%
12	21	0.67%	0.27%

SIFE

LANGUAGE	%
SPANISH	64.54
CHINESE	9.12
HAITIAN CREOLE	5.69
ARABIC	4.77
BENGALI	4.36
FRENCH	2.94
URDU	1.34
RUSSIAN	1.15
FULANI	0.86
TIBETAN	0.54
PUNJABI	0.37
UZBEK	0.36

All ELLs

LANGUAGE	%
SPANISH	63.42
CHINESE	13.59
BENGALI	3.90
ARABIC	3.56
HAITIAN CREOLE	2.52
RUSSIAN	2.12
URDU	1.90
FRENCH	1.45
PUNJABI	0.62
ALBANIAN	0.55
UZBEK	0.53
KOREAN	0.50

Who are the SIFE?

- The top twelve high incidence languages among new SIFE somewhat reflect the predominate languages of the current ELL population, with the addition of Fulani (1.0%), Uzbek (0.6%), and Wolof (0.5%) .
- More than half of new SIFE speak Spanish (62.5%) at home, with more than half of those from the Dominican Republic.
- Other predominate languages among SIFE include Arabic (7.5%), Bengali (5.8%), Haitian Creole (5.3%), Chinese (5.2%), French (3.9%), Russian (1.8%), Urdu (1.2%), and Punjabi (0.5%).

From 2003 *Children First* Reforms: the SIFE Initiative

- Create instructional strategies and programs through funding, technical assistance, networking opportunities, professional development, and resources.
- Improve identification and assessment by:
 - Expanding research on SIFE characteristics and needs
 - Informing policy based on results

RISLUS – CUNY Graduate Center

SIFE Research Findings

How SIFE differ from other ELLs:

- Low or no literacy in native language (L1)
- Little acquaintance with school culture
- Few or no academic literacy skills
- Little academic knowledge

SIFE, like other ELLs, need:

- Mastery of English
- Application of literacy skills and background knowledge to the study of academic subjects taught in English

But SIFE also need:

- Literacy skills in the L1 (or L2) for the study of all academic subjects
- Background knowledge to take them to grade level

SIFE Attitudes

- Strong motivation for school success
- Positive attitudes towards education in Spanish and English
- High levels of self-efficacy and strong expectations that their education will contribute to future success in a job or at college

RISLUS – CUNY Graduate Center Recommendations:

- Rigorous curriculum with technological support
- Intensive academic literacy instruction, preferably in both L1 and L2
- Content knowledge taught in L1 whenever possible to bring them up to grade level
- Intensive ESL instruction

According to the NYSED CR Part 154 Definition, LEP/ELL SIFE are those Students who:

- Come from a home where a language other than English is spoken and enter a school in the U.S. after grade two;
- Upon enrollment, have had at least two years less schooling than their peers;
- Function at least two years below expected grade level in reading and in mathematics; and,
- May be pre-literate in their native language.

SIFE Initiative Grows

Partnerships with advocates and community groups:

SIFE Forum

- Inform one another on the needs of SIFE
- Strengthen relationships between school and community
- Identify areas for growth and development