The New York State

Report prepared by Candace R. Black
World Language Associate
Office of Bilingual Education and World Languages
New York State Education Department
89 Washington Avenue, EB505W
Albany, NY 12234
Candace.black@nysed.gov
(518) 473-7505

March 15, 2021

Suggested citation:
New York State Department of Education (NYSED) (2021). The New York State Seal of Biliteracy 2019-20 Report. By the Office of Bilingual Education and World Languages.

Table of Contents

Executive Summary 5
- Requirements to Earn the NYSSB 6
- Changes in the 2019-20 Annual Report 6
- 2019-20 Facts and Figures 6
- Infographic Summary 8

The Seal of Biliteracy: A National Perspective 10
- Approved State Seals of Biliteracy Across the Nation 11

Statistics and Analysis 15
- High Schools 15
  - Number of High Schools Offering the NYSSB 15
  - Number of High Schools Offering the NYSSB by Region 17
  - High Schools Offering the NYSSB as a Percentage of Total Eligible Schools in Region 18
  - Growth in the Number of High Schools Offering the NYSSB by Region 19
  - Potential for Regional Growth in High Schools offering the NYSSB 22
- Students 23
  - Number of Students Earning the NYSSB 23
  - Growth by Year in the Number of Students Earning the NYSSB 23
  - Gender Make-up of Students Awarded the NYSSB (2019-20) 24
  - Racial/Ethnic Make-up of Students Awarded the NYSSB (2019-20) 25
  - Number of Students Earning the NYSSB by ELL Status 26
  - Growth in the Number of Students Earning the NYSSB by ELL Status 28
- World Languages in which Students Earned the NYSSB 29
  - Most Frequent Languages in which Students Earned the NYSSB 30
  - Earning the NYSSB in Two or More World Languages 31
- Earning Points Towards the NYSSB in English 33
- Earning Points Towards the NYSSB in a World Language Other Than English 36
- Disaggregating Seal Performance by Demographic Factors and Eligibility 39
  - 12th Grade Enrollment 39
  - By Gender 40
  - By Race & Ethnicity 41
  - By ELL Status 46
- BIG 5 School Districts and the NYSSB 53

Goals for the NYSSB 62

Strategies to Achieve Goals and Support High Schools Offering the NYSSB 63

Conclusion and Next Steps....64
Acknowledgements....65
Resources....66
Appendices....67
Appendix A: Earning the New York State Seal of Biliteracy....67
Appendix B: Checkpoint C World Language Assessments and Minimum Scores....68
Appendix C: Districts/High Schools Awarding the NYSSB (2019-2020) by Region....69
Appendix D: Districts/Schools Awarding the NYSSB (2015-16 to 2019-20) by Region....76
List of Figures and Tables....88
References....91

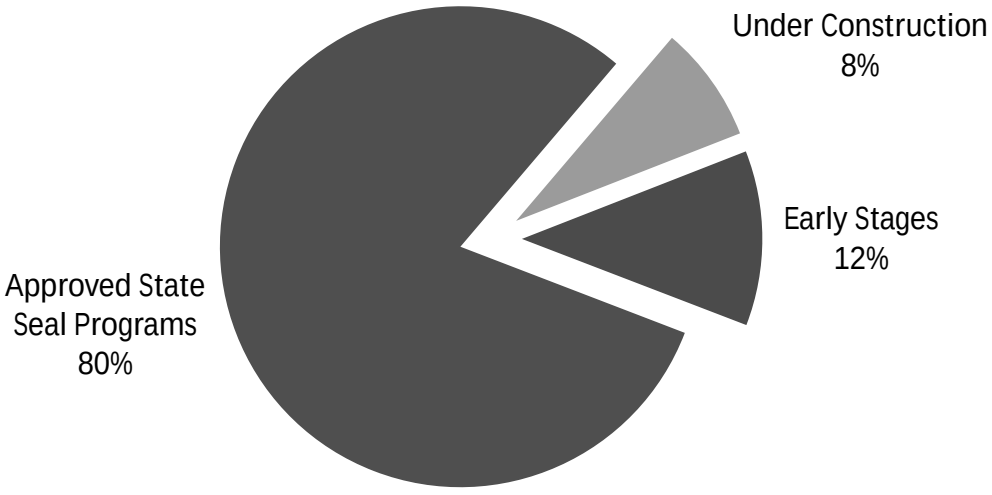
Infographic Summary

As of the publication of this document, 40 states and the District of Columbia have approved State Seal of Biliteracy programs for their students (see Figure 1 on the right and Table 1 starting on page 12). New York (2012) was the second state in the nation, following California (2008) to authorize a State Seal of Biliteracy. Four states are in the process of developing a State Seal of Biliteracy program: Alabama, New Hampshire, Pennsylvania, and Vermont. Six states are in the early stages of developing a State Seal of Biliteracy program: Alaska, Kentucky, Montana, South Dakota, West Virginia, and Wyoming. As mentioned in the National Seal of Biliteracy Report for the 2018-19 Academic Year, for the first time ever, all 50 states and the District of Columbia have or are working towards establishing a State Seal of Biliteracy (Black, Chou & Hancock, 2020).

Figure 1. Map of US State Seal of Biliteracy Programs by Status [Source: https://sealofbiliteracy.org/ (downloaded February 3, 2021)]

Figure 2 below illustrates the percentage of states at each level of implementation of a State Seal of Biliteracy Program.

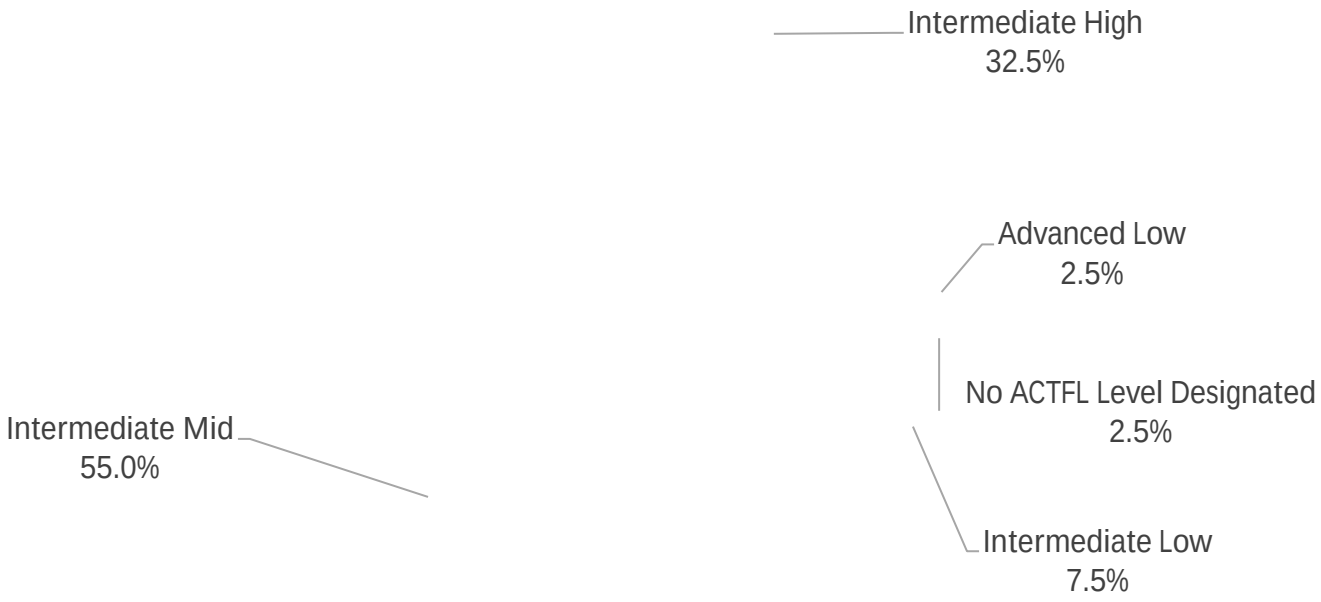
Figure 2. Percentage of States by Stage of Implementation of a State Seal of Biliteracy Program



Approved State Seals of Biliteracy Across the Nation

Figure 4 summarizes the percentages of states that offer a Seal of Biliteracy by the proficiency level required. The majority of states (55%) use Intermediate Mid as evidence of the required proficiency for students to earn the Seal of Biliteracy. One-third of states (33%), including New York State, use the Intermediate High level of proficiency. Only a small percentage of states use Advanced Low (3%) or Intermediate Low (8%) for their Seals of Biliteracy.

Figure 4. Percentage of States by Required ACTFL Proficiency Levels* for the Seal of Biliteracy (Black, Chou & Hancock, 2020)



Number of states using Intermediate Low for their Seals: 3 (7.5%)

Number of states using Intermediate Mid for their Seals: 22 (55.0%)

Number of states using Intermediate High for their Seals: 13 (32.5%)

Number of states using Advanced Low for their Seal: 1 (2.5%)

High Schools

Number of High Schools Offering the NYSSB

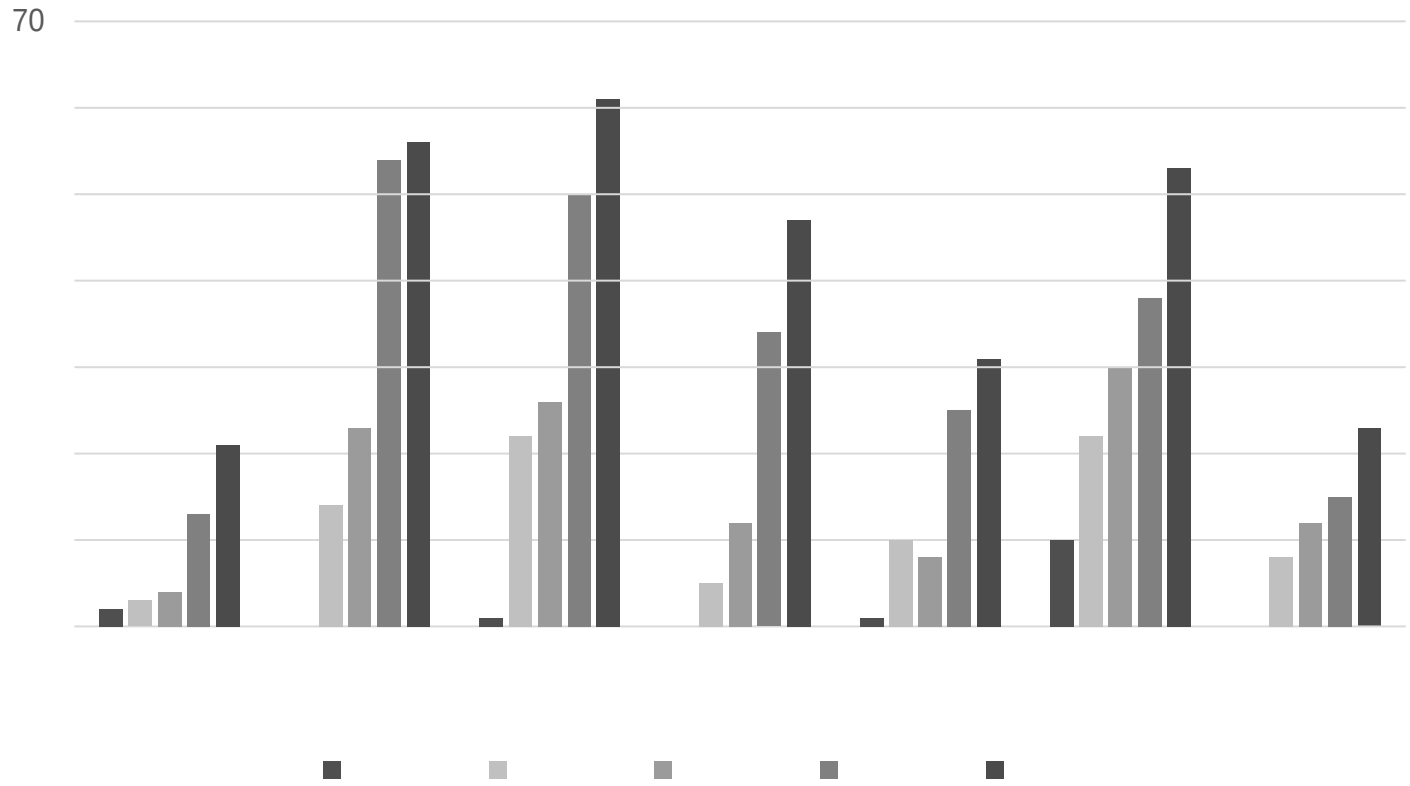
In 2019-20, 292 high schools offered a NYSSB program. (For a complete list of participating high schools, see Appendix C: Districts/Schools Awarding the NYSSB in 2019-20 by Region.) Figure 5 below is a map of New York State with a pin for each school that offered a Seal of Biliteracy program in 2019-20, demonstrating a wide geographic distribution of Seal schools, as well as areas in which Seal programs are concentrated (Buffalo, Rochester, Syracuse, Hudson Valley, New York City and Long Island).

Figure 5. Map of High Schools in New York State Offering the NYSSB in 2019-20

After an initial pilot program in 2015-

Growth in the Number of High Schools Offering the NYSSB by Region

All regions have shown significant growth in the number of high schools offering the NYSSB each year. The 2019-20 academic year saw gains from the prior year, which is especially significant given the COVID-19

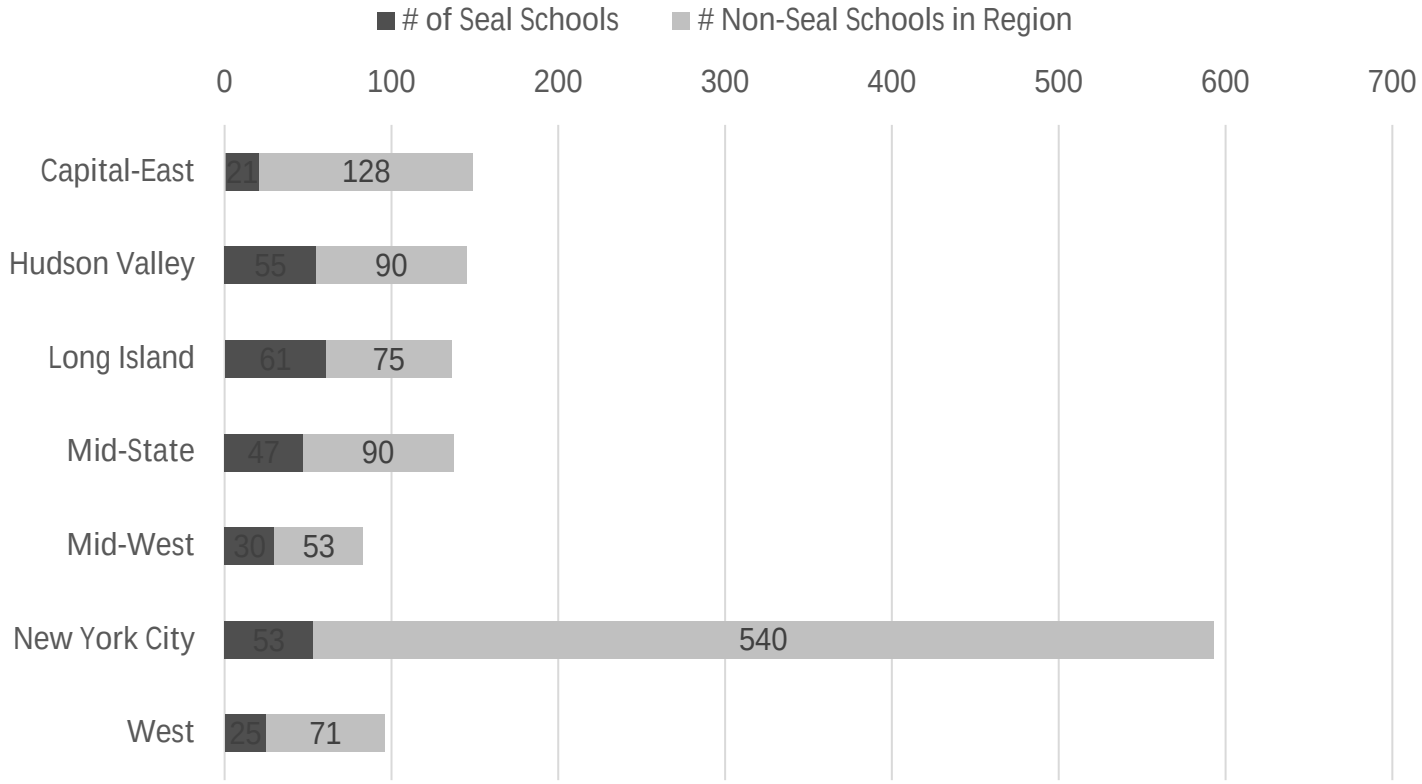


As the Seal has only been implemented in our state for five years

Potential for Regional Growth in High Schools offering the NYSSB

Even given the increased number of high schools offering the NYSSB across our state, there is ample room for additional growth in each region. Figure 11 below shows the number of high schools offering the NYSSB in each region (blue) as compared to the number of public high schools not currently offering the NYSSB in each region (red).

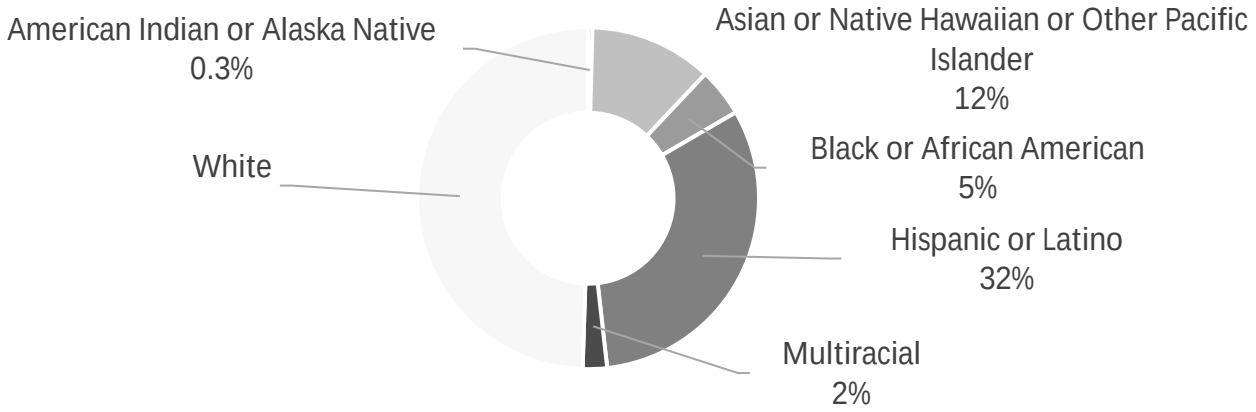
Figure 11. Number of High Schools Offering vs. Number of Public High Schools Not Offering the NYSSB (2019-20)

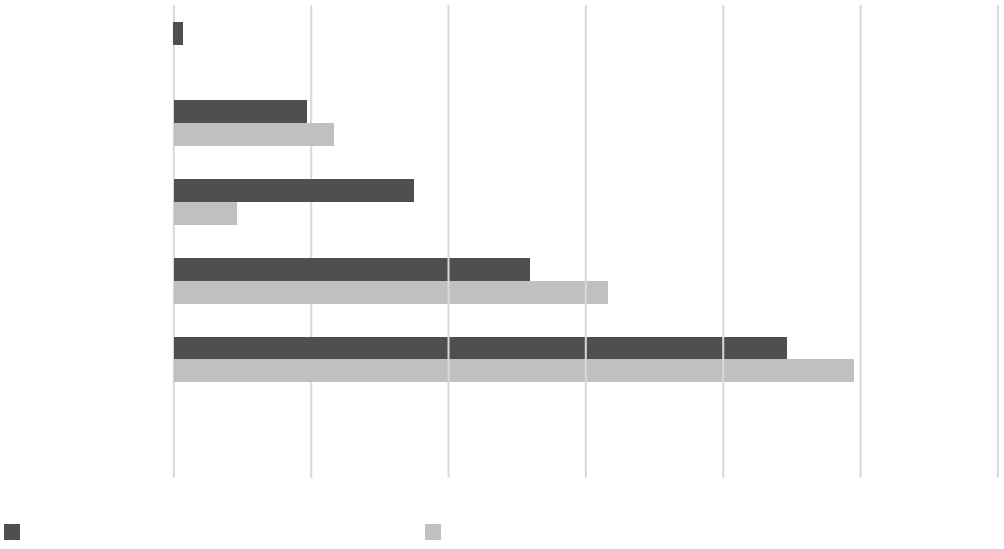


Racial/Ethnic Make-up of Students Awarded the NYSSB (2019-20)

OBEWL also began collecting data on the races and ethnicities of Seal earners in 2019-20. Data shows that students from each of the five federal race designations and students of Hispanic ethnicity earn the Seal.

Figure 16. Percentage of Students Awarded the NYSSB by Race/Ethnicity (2019-20)





Number of Students Earning the NYSSB by ELL Status

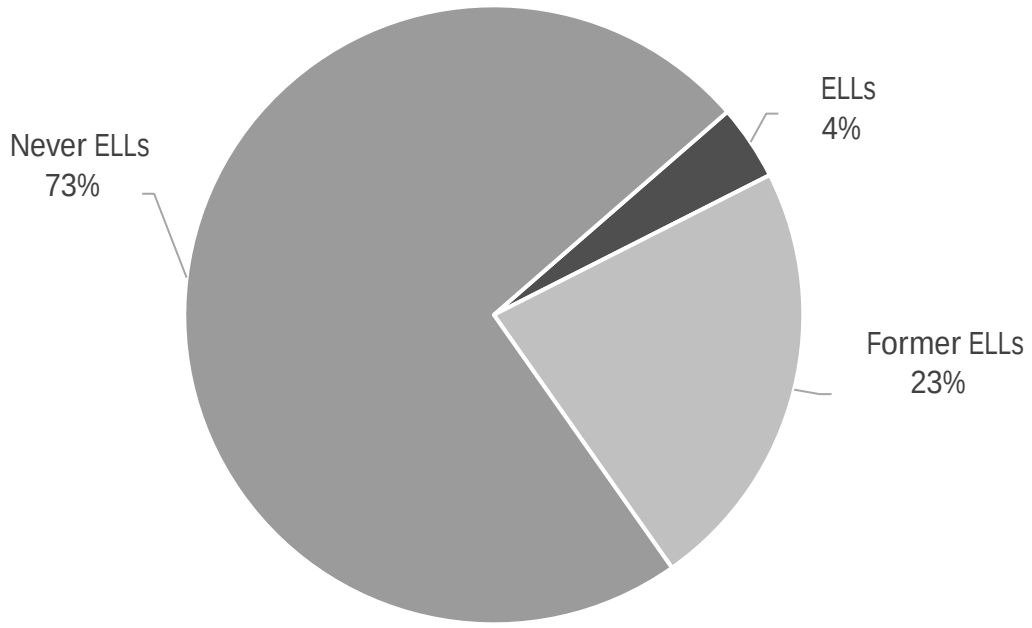
In 2019-20, there were three possible groups of students at any high school that could pursue the NYSSB:

1. Current English Language Learners (ELLs) – Student who, by birth or ancestry, speak or understand a language other than English and who score below a NYS designated level of proficiency on the NYSITELL or the NYSESLAT
2. Ever ELLs – Students who were once ELLs, but who have demonstrated the NYS designated level of proficiency necessary to exit ELL status
3. Never ELLs – Students who have never been identified as ELLs (For the purposes of reporting on the Seal moving forward, the Never ELL group will be further broken down by those whose home language is English and those whose home language is other than English.)

NYSSB graduate of the Class of 2020 from Lehman High School

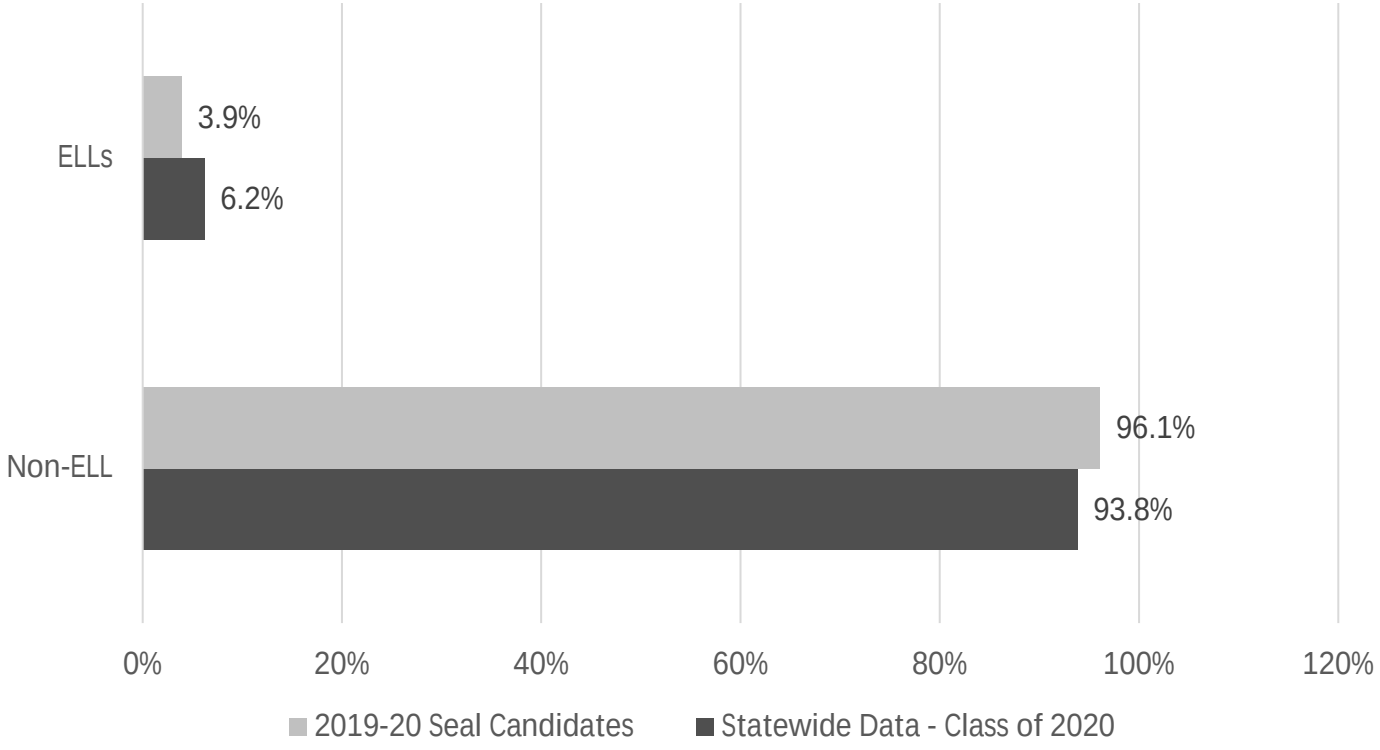
Figure 18 shows the breakdown of students by ELL status who earned the Seal in 2019-20. Consistent with national trends, the majority of students who earned the NYSSB in 2019-20 (73%) were Never ELLs. The next largest cohort of students who earned the Seal was Ever ELLs, representing more than one-fifth of all students. The smallest cohort (4%) of students who completed the Seal was Current ELLs.

Figure 18. Percentage of Students Awarded the NYSSB by ELL Status (2019-20)



For the purpose of reporting graduation data, New York State distinguishes between ELLs (students who, by birth or ancestry, speak or understand a language other than English and who score below a NYS designated level of proficiency on the NYSITELL or the NYSESLAT) and non-ELLs (students who are not ELLs – this includes students who were once ELLs, but who have since demonstrated the required proficiency level in English to be designated Former ELLs). Data indicates that the percentage of ELLs earning the Seal (3.9%) is within 2.3% of the percentage of ELLs (6.2%) in the statewide class of 2020. The percentage of Non-ELLs, which includes both Never ELLs and Ever ELLs, is slightly higher (96.1%) than the overall percentage of Non-ELLs (93.8%) in the statewide class of 2020.

Figure 19. ELL Status Make-up of the Class of 2020 (Statewide) vs Seal Earners (2019-20)



Most Frequent Languages in which Students Earned the NYSSB

The following treemap represents the top nine languages in which students earned the NYSSB in 2019-20. In this chart, each language is represented by a rectangular shape, where the size corresponds to the relative number of Seal earners in that language.

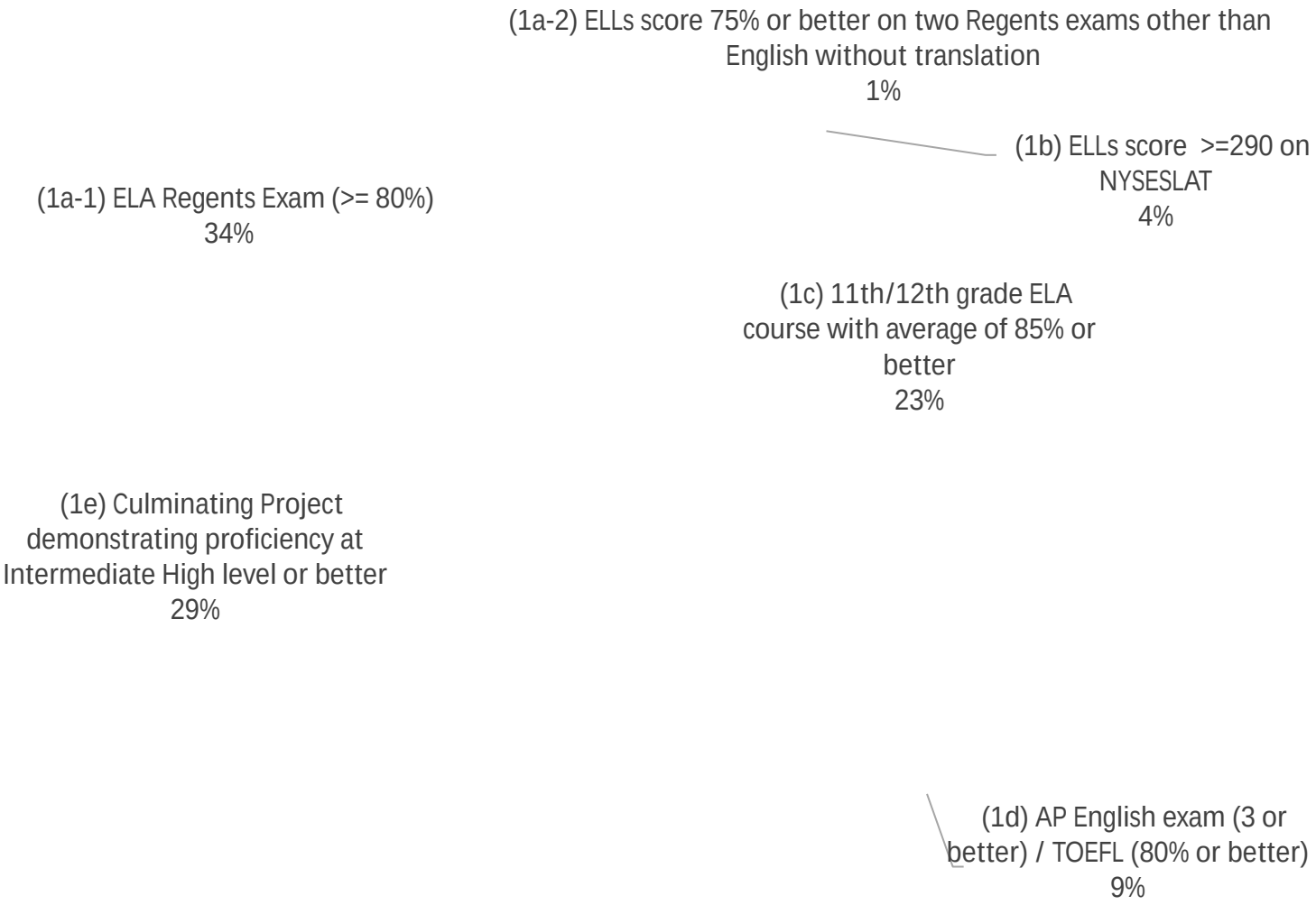
Figure 21.

Eani71.7Y8 16SSB5.72 75.721 0.4 T8 16wo o48 16 M71.7o48 16e W5.72o48 16l5.72d Eani1303 Tw.48TT30.918 0 0.8

Earning Points Towards the NYSSB in English

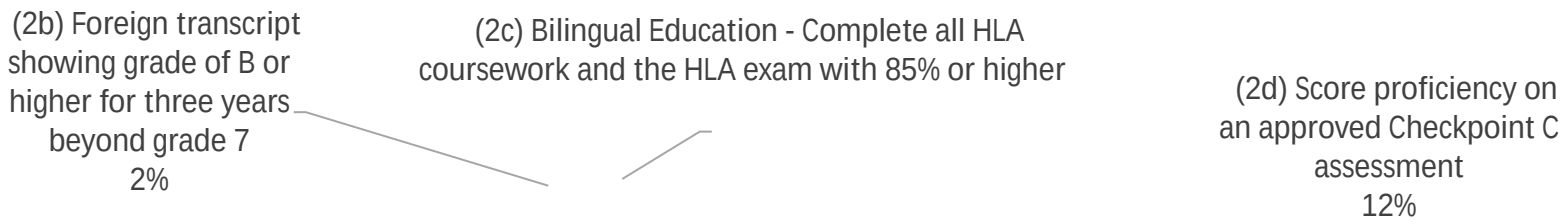
To earn the NYSSB, students must earn 3 points in English and 3 points in a World Language by demonstrating a high level of proficiency in both through various assessments (see Appendix A). This point matrix provides a multitude of ways in which students can earn these points to achieve the Seal. Figure 22 below shows the evolution of the use of various assessment points to earn the Seal oug use3hniee3Nj

Figure 23. Percentage of English Points Used by Students (2019-20)



Note: Criteria 1a has two different options: 1a-1, which is for students to score at least an 80% on the ELA Regents exam, and 1a-2, which is an option reserved for ELLs to score 75% or better on two or more Regents exams other than English without translation. In 2019-20, both the NYSESLAT and the ELA Regents Exam were cancelled due to the COVID-19 Pandemic. The NYS Board of (e)517L-2 (h i)-ande2 (.)-3 (d)6 (e)-2 (x517L-2 dm d

Figure 28. Percentage of World Language Points Used by Students (2019-20)



When the student data is disaggregated by ELL status (see Figures 29, 30, 31 below), different patterns of use of the various criteria emerge.

Figure 29

How ELLs Earn Points in World Languages

2b - Fo re 1 9 6 a 8 6 3 (g)s3.3 (L)g 3 1 28MCI8 02s 1.793 04.942 Td( )Tj0.00 (e461/MCI8 0C1.5 (Eh (EMC /ck3.3 4 7p3.(s)(L)-