



Boston Public Schools

OEL Assistant Superintendent Report

Faye Karp, Interim Assistant Superintendent

Presentation to the EL Task Force

September 24, 2020

How did OEL support ELs in summer programs?

56

programs

307

staff

2362

students

82%

Daily average attendance

Family Engagement	Summer Curriculum	Educator Professional Learning	Classroom Observations	Office Hours	Social Emotional Learning	Enrichment and Fun Activities	Assessments
<ul style="list-style-type: none"> -District outreach to all ELD 1-3, COMP and SLIFE students -Utilized multiple student recruitment strategies -built-in summer schedules for teachers for parental engagement 	<ul style="list-style-type: none"> -Offered a wide range of curriculum options: <ul style="list-style-type: none"> -ESL/ELA Thematic Units K-12 -Nearpod Student Engagement K-12 -Panorama: Literacy through the lense of Social Studies and Science K-6 	<ul style="list-style-type: none"> -Summer Orientation -ESL/ELA Thematic Units and Nearpod Student Engagement -Panorama: Literacy through the lense of Social Studies and Science -Program Monitoring and Observations 	<ul style="list-style-type: none"> -Utilized research-based observation protocols: SIOP -Instructional Specialists debrief after observations -Offered model lesson plan using the Thematic Unit Planning Tools. 	<ul style="list-style-type: none"> -Offered one-on-one personalized support available to all Summer staff (coordinators, teachers, paras) 	<ul style="list-style-type: none"> -Integrate social emotional learning through thematic units. -Topic covered: Mindfulness, Relationship and Responsibility, Growth Mindset, etc. 	<ul style="list-style-type: none"> -Offered art, dance, physical education, science experiments, virtual field trips, etc. 	<ul style="list-style-type: none"> -iReady pre and post assessments (WIDA Prime Correlated) -Progress report cards sent home during last week of programming.

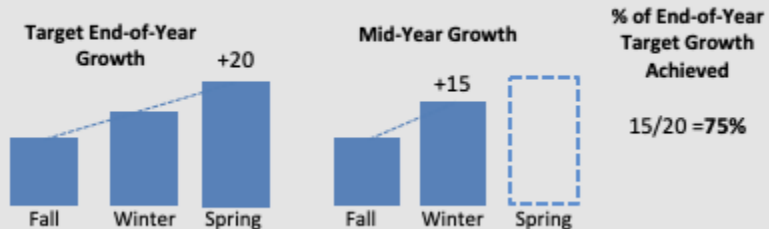
Reading

- On average, students achieve 45% of expected full year of growth (target = 100%)
- ~10% of students are on or above grade level
- On level analysis includes 1277 students who at least took 1 diagnostic assessment
- Growth analysis includes 864 students who have completed 2 diagnostic assessments*

Understanding This Chart:

When looking at student growth metrics, it is common to ask the question “how much growth is good growth?” i-Ready tracks target growth based on broad research and feedback from a panel of academic experts. The info above represents your district’s actual scale score growth as a percentage of that target.

Illustrative Example:



***Note:** Only students who have completed 2 diagnostics for comparison are included in this analysis.

How has OEL supported BPS reopening - teachers

Tech Platform Procurement &
Professional Learning



Educator & School Support

Guidance
Documents

OEL Team
Office Hours

[Instructional Guidance](#)
[Digital Technology](#)
Scheduling Guidance

Individual
personalized
support

Highlighting
Teacher Best
Practices

Professional
Learning
Sessions

In collaboration with
BTU/BPS Telescope
Network ([Connect &
Share Summit](#))

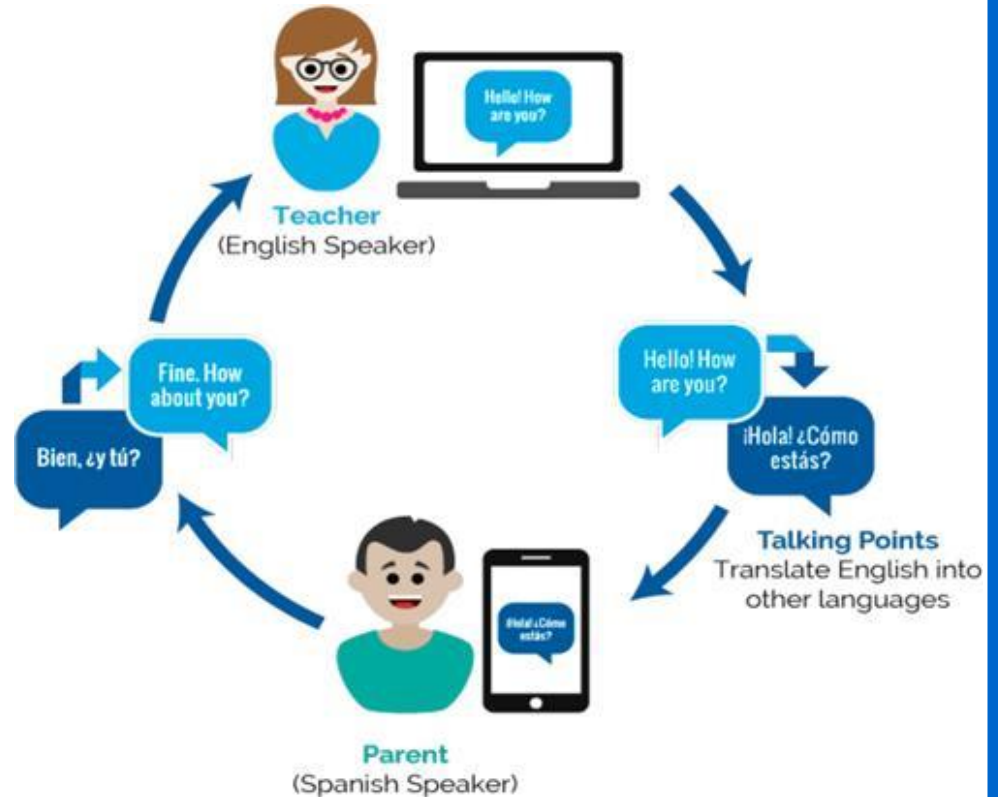
Returning Boston
Strong PD:
[Week 1](#) & [Week 2](#)

talkingpoints

The **TalkingPoints Teacher app** helps teachers reach all parents and guardians, regardless of language, via text messages in **100+ languages**. Our translation is done by a combination of human translators and machines, allowing for **seamless communication with all of your families**.

TalkingPoints helps teachers:

- Communicate with non-English speaking parents through **automatic 2-way translation**
- Quickly send messages to one parent, a group of parents or to the whole class
- Keep their **cell phone numbers private** by sending text messages through the app
- Attach **pictures, videos, polls, and files** to text messages to share what students are learning in school
- **Preschedule** messages to go out when parents are available to read them



Parent Facing Videos in BPS Major Languages



Know Your Chromebook



Google Classroom



Google Meet



Coming Soon!!
OEL YouTube Channels

ELAC/BPS Reopening Community Involvement

- Hosted 17 of sessions in native languages attended by close to 800+ of parents and stakeholders
- OEL liaisons interviewed by ethnic media to support in getting out district messaging. (Vietnamese, Haitian Creole, etc)
- Participated in community hosted meetings to share reopening plan information
- DELAC/ELAC participation in reopening Equity Roundtables

EL Welcome Back Parent Info Sessions

Session	# of Participants Registered	# of Participants Attended
Arabic	41	61
Cabo Verdean	17	17
Chinese	83	54
English	283	64
Haitian	46	30
Somali	1	24
Spanish	178	64
Portuguese	20	7
Vietnamese	37	81
Total	706	402

Bright Spots

Informative
Presentation

Parents' Active
Engagement

SEI/ESL/Dual Language
Teacher Representation

Outreach through
Ethnic Media

Native Language Access
to Information

Creating a Sense of
Community

**706 participants from 80 schools
registered!**

LOOK Act Implementation Progress



What is DELAC?

DELAC stands for District English Learner Advisory Committee. The Boston Public Schools Office of English Learners launched the DELAC initiative in the school year of 2015/2016. It is a multicultural and multiethnic, parent-led committee comprised of English Learner (EL) parents and community members whose task is to provide recommendations to school and district officials in regards to programs and services provided to EL students. DELAC is the official voice of all our 17,000 EL families.

Please click [here](#) to see the state guidance.

[Join DELAC](#)

Find Your Language-Based ELAC

Arabic (العربية)

Cabo Verdean Creole (Kriolu di Kab...)

Chinese (中文)

Haitian Creole (Kreyòl Ayisyen)

Spanish (Español)

Somali (Soomaali)

Vietnamese (Tiếng Việt)

English Learner Advisory Committees

- Launched DELAC website
- Launched 7 language based ELACS
- Each EL Parent specialist has developed a plan to increase engagement with communities and are hosting monthly meetings.
- ELAC leaders are invited to be a part of the DELAC executive group.
- Increased collaboration with OFSCE and Strategy/Equity to ensure representation of DELAC/ELAC parents at CEAC, SPED PAC, Equity Roundtables and other BPS sponsored community meetings

www.BostonDELAC.org

LOOK Act Update

Vietnamese

K2 Classroom for SY20-21

- Launched K2 classroom with 10 students (capacity of 20)
- Hired teacher and para with native language proficiency
- Program is connected with Lee K-8 for SY20/21
- Hiring a consultant to accelerate the work on curriculum started by teacher group.
- District planning for growing to grade 1 and find a BPS home is on track.

Cabo Verdean

Launching Heritage Program

School: Jeremiah E. Burke High School

Program: Cabo Verdean Heritage, Language & Culture course proposed by CVCAR

Program Dates: January - June 2021

K1 Dual Language Program

- Workgroup for K1 planning to be launched once district has completed community engagement for school selection.

LOOK Act Update

Launched 5 of 9 identified internal workgroups to support collaborative work across various departments in BPS. Other workgroups are dependant on the hiring of the next OEL Asst. Supt.

Operational Workgroup: Budget, projections, student assignment , transportation, food, legal , OHC, etc*	To identify all internal logistical needs to effectively implement program model including all legal, staffing, student assignment, resources and funding.
Program Design and Site Selection: Develop and conduct comprehensive review of new programs: Establish process, procedure, documentation collection, feedback loop and complete DESE reporting	Once a program request has been received, this group is to conduct the appropriate analysis to qualify the feasibility of the program request and provide reports for final decision making.
Programming for ELSWD: Determine the ideal program model for Bilingual Special Education	To bridge the gap around program access for students with disabilities to EL related programs or creating bilingual special education program models
Parent Engagement: Involving all families, not just families of ELs, in these programmatic discussions	To establish ELACS for all major EL parent language groups and to. relaunch DELAC to be an effective champion for EL student needs
Pipeline Development : Creating opportunities through BTU negotiations for EL specific positions, OHC pipeline operations to recruit language proficient staff and community partners to provide expertise and leads to better tap into the community	Create operational plan that will support with effective pipeline recruitment, retention for instructional and other support staff that will aid in implementing various instructional opportunities being implemented through the LOOK Act.

ELSWD Update

- **LOOK Act** - Vetting Proposal to Provide FAPE2 and LRE2
 - Bilingual Special Education
 - Integrated Bil Special Education
 - Coordinated Service Model
 - Bilingual Support
- **ELSWD Ongoing Professional Development**
 - Teacher facing: [ELSWD Best Practices](#)
 - LAT-F Webinar: [COVID 19 Updates ELSWD](#)
 - Joint COSE /LAT-F [Training Modules](#)
 - COSE: [Making IEPs EL Friendly](#)
 - Parent Facing: [Demystifying the IEP Process](#)
 - [Transition Planning](#) w/Mass Advocates (Sp.)
- Under final development for November Joint **COSE/LAT-F Meeting Launch**
 - New CLSP ELSWD Meeting Checklist
 - IEP Drop-down checklist for ELSWD

Guiding Principles

When FAPE2 is applied to ELSWDs IEP/specialized instruction must address the following additional factors:

- Address language learning factors in both in L1 and L2 with language learning objectives in L2 language of access to instruction.
- Ensure the access to grade level academic achievement (i.e. ELA, Math, Science, Social Studies) with research-based instruction that is valid for English Learners in a language they can understand (e.g. reading instruction in L2 must be based on NLP,2006)
- Provide specially designed instruction that is culturally and linguistically responsive.
- Understand the impact of the disability or disabilities on both English as L2 learning and grade level academic content.

OEL hiring update

Filed since June 2020:

- Translation & Interpretation Technician- Spanish (2 FTE)
- Translation & Interpretation Technician- Chinese (1 FTE)
- Equity & Accountability Program Manager (2 FTE)
- EL Instructional & Support Specialist (1 FTE)

Vacant:

- [English Learner Instruction Specialist](#)
- [Translation & Interpretation Technician- Vietnamese](#)
- [LOOK Act Data & Research Analyst](#) [new position]
- [NACC Scheduler](#) [new position]
- [Administrative Assistant](#) [new position]
- Assistant Superintendent



“Bilingual education is inherently political because it involves power relations between dominant and dominated groups. **Effective anti-racist bilingual programs will be vehemently resisted by the dominant group** despite research evidence because they threaten the power of the dominant group.”

(Cummins 1986)