



Boston Public Schools

Presentation to EL Task Force

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SUPPORTING IMMIGRANT STUDENTS AND FAMILIES



Im/migration Stories Project

This project engages BPS students as storytellers, exploring migration as a shared human experience.



Supports for Students from Puerto Rico

Supports consisted of developing playlist of resources for teachers to tap into including winter clothing and vacation academies.



TOEFL Test and Prep Course

High quality, online TOEFL preparation course plus test registration at no cost for immigrant students.

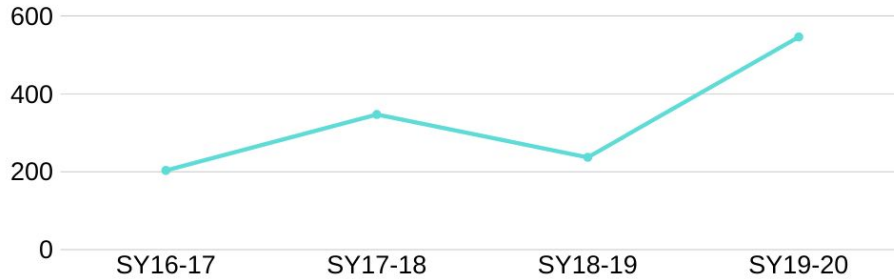


Policy Advocacy

Partnering with Attorney General's office to show support in interpreting key policy terms so that policies do not negatively impact immigrant students and families.

Increasing EL Parent Participation

EL Kindergarten Kick-Off Participation



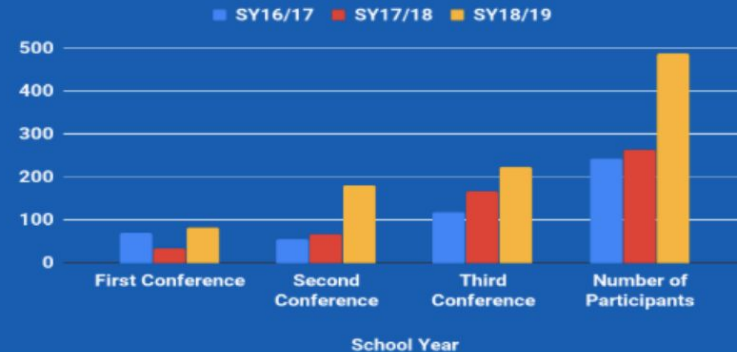
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Language Based English Learner
Advisory Committee (ELAC)
Established



To celebrate cultural diversity, we organized Cultural Innovation Day and Iftar dinner for Muslim families for the first time during SY18-19!

DELAC Parent Conference Participation



Creating Meaningful Access for English Learners



01

NACC Native Language Assessment

Created new standards-based native language assessments in reading, writing, and math. New assessments align to exit assessments at the school level.



02

Aspen SIS Project

Translated and implemented district report cards, progress reports, and conduct letters in the 9 major languages of the district into our student system.



03

T & I Welcome Kits

Compiled language access resources in 9 major languages to increase parent awareness of translation services and the right to access to essential information.



04

Voice Recording for BPSWeDream Together

Added voice recordings to the WeDreamTogether website in all BPS major languages to further support immigrant families to navigate the site.



05

Conversational Spanish Courses

Implemented Spanish classes for teachers to learn conversational Spanish in order for them to more effectively communicate with their English Learner students and their families.

Supporting Cognitively Demanding Instruction at Grade Level

01	<i>ESL Model Curriculum Units</i>	<ul style="list-style-type: none">• Developed by BPS teachers• Publishing 12 ESL MCUs spanning grades K-12• Aligned to grade level content, WIDA Performance Definitions and culture
02	<i>Individual Learning Plans</i>	<ul style="list-style-type: none">• ILPs help monitor progress to proficiency in 6 years• ILPs tailored to grade bands & WIDA Can Dos• Translated ILPs & provided support clinics
03	<i>LAT-F Meetings</i>	<ul style="list-style-type: none">• Training for school-based LATFs, 6 meetings/year• Focus on WIDA, cognitively demanding tasks, and ELSWD• LATFs presented at meetings to share best practices
04	<i>Tailored Instructional Support</i>	<ul style="list-style-type: none">• Strategic and tailored instructional supports, including school visits and PD sessions to support understanding of WIDA, ILPs, systemic functional linguistics, and ELD levels

Bolstering Compliance



Title I for ELs Coordinator

Creation of a joint position between OEL and Budget office to review all Title I expenditures for ELs individually to ensure compliance



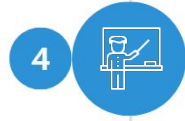
Title I Budget Plans

Implemented safeguard process where schools submit Title I for ELs plans spending during their Budget Collab process and meeting



ESL Staffing for ELSWD

Established a more intentional review of ELSWD during the budget collab process to ensure sufficient ESL staffing for next school year



Highest Levels of ESL Services

Reported record levels of EL service compliance with more tailored support to schools



ESL Modifications for ELSWD

Implemented process in Ed Plan to capture requests from schools to modify ESL instruction based on the individual needs of the student

NEW EL PROGRAMS

Received DESE approval for various EL language programs as a result of the LOOK Act.



Haitian Creole Dual Language at the Mattahunt's Toussaint L'Ouverture Academy

School Year	Added Grade
SY19-20	Added Grade 1
SY18-19	Added Grade K2
SY17-18	Launch with K1



SLIFE Classrooms Added

School Year	Added Classroom
SY19-20	SLIFE Spanish to BINCA
SY18-19	SLIFE Spanish to Blackstone
	SLIFE Multilingual to Hennigan
SY17-18	SLIFE Multilingual to Madison Park
	SLIFE Spanish to Frederick



Mayor Walsh's Universal Pre-K initiative

- VietAid's AuCo pre-school - Vietnamese
- Inquilinos Boricuas en Acción (IBA) - Spanish
- Boston Chinatown Neighborhood Center (BCNC) - Chinese

Notable Highlights



INSTRUCTION

Horace Mann recognized as an ASL Dual Language school

Managed centrally deployed ESL teachers

Created professional Learning Experiences for teachers

Received DESE approval for programs via the LOOK ACT



TRANSLATION

Provided training for interpreters on cultural sensitivity

Launched on-demand telephonic interpretation at all schools

Utilized translation memory that results in fiscal savings

Increased language capacity and internal staffing on Translations Unit



NEWCOMERS ASSESSMENT

Provided Single Visit Assignment for EL families

Implemented WIDA Screener

Supported in pop up assessment centers across Boston

Increased language capacity by adding Haitian and Vietnamese testers



FAMILY ENGAGEMENT

Led Dual Language Community meetings

Increased language capacity by adding Arabic parent liaison

Invited to present at the national museum conference for program

Launched Spanish Immersion Hour at Bolling



EQUITY

Implemented PIC program for SLIFE students

Enhanced ESL FTE projections to ensure ESL staffing for ELSWD

Sent schools list of FEL candidates and implemented FEL monitoring in Aspen

Met all criteria of recent DESE Coordinated Program Review

Notable Highlights



INSTRUCTION

Implementing new code change process for monitoring ELD levels

Implemented State Seal of Biliteracy

Launched EL ISEE Prep summer and after school programs

Partnership with BTU/Vietnamese community group



TRANSLATION

Enhanced translations website to include parent resources and other helpful links

Piloted automatic Spanish translation in Easy IEP / EdPlan

Yielded cost savings by diversifying translations vendors for lower cost per word

Purchased newer technology and translations equipment



NEWCOMERS ASSESSMENT

Launched new data and case management tracker

Trained over 130 school staff to administer the KWAPT and PrelPT

Managed the assessment of approx 2,000 K0 and K1 students at schools

Expanded testers work schedule to accommodate EL families' schedules



FAMILY ENGAGEMENT

Implemented Unafraid Educators / BPS Week of Action events

Expanded ESOL classes for EL families

DESE/CAL request to video DELAC meeting as exemplar

Invited to present at DESE Urban Educators meeting on best practices for EL parent engagement



EQUITY

Generated ELD calibration guidance and also K0/K1 ELD calibration pilot

Increased WSF for ELD 4 and ELD 5 students

Implemented capacity in Easy IEP / EdPlan to capture ESL modifications for ELSWD

Generated ability for schools to access compliance data reports that are updated daily



Response to Data Requests

Bilingual Assessors

Bilingual Assessors are used for testing for Original and Re-evaluations.

When a student requires direct service in native language, these assessors also carry a caseload.

Position	Language	
Speech/Language Pathologists	ASL: 2 Arabic: 1 Cantonese: 2 German: 1 Greek: 3	Hindi: 1 Mandarin: 1 Portuguese: 2 Spanish: 26 Urdu: 1
Occupational Therapists	ASL: 1 Haitian Creole: 1	Hebrew: 1 Spanish: 4
Physical Therapists	Spanish: 1 Vietnamese: 1	
Teachers of Students who are Visually Impaired/Blind	Haitian Creole: 1 Greek: 1	
Teachers of Students who are Deaf/Hard of Hearing	ASL: 3 Spanish: 1	
Pupil Adjustment Counselors	Cape Verdean Creole: 1 Haitian Creole: 1 Spanish: 3	
School Psychologists	Arabic: 2 Cantonese: 1 Haitian Creole: 1 Hebrew: 1	Mandarin: 1 Portuguese: 2 Russian: 2 Spanish: 13

Madison Park

For each of the four schools listed on slide 5 in OEL's 12-17-19 presentation—Madison Park, Charlestown, Edwards, Dearborn — please provide longitudinal data over past 5 years, including:

Data on the number of ELs and their program placements

	Dec. 2015	Dec. 2016	Dec. 2017	Dec. 2018	Dec. 2019
Total ELs	290	291	312	312	373
ELD 1-3:	96	87	120	159	201
SLIFE Multilingual	-	-	10	10	14
SEI Multilingual	30	10	94	104	147
Gen. Ed.	4	3	-	1	1
Vocational	29	60	-	8	-
Full Inclusion (15:5)		1	3	-	2
Sub-Separate	33	13	13	36	37
ELD 4-5:	194	204	192	153	172
Gen. Ed.	11	6	-	5	4
Vocational	122	141	133	107	141
Full Inclusion (15:5)		-	2	6	7
Sub-Separate	61	57	57	35	20

Charlestown

Data on the number of ELs
and their program placements

	Dec. 2015	Dec. 2016	Dec. 2017	Dec. 2018	Dec. 2019
Total ELs	385	414	392	394	364
ELD 1-3:	237	252	240	253	213
SLIFE Spanish	-	19	13	7	16
SEI Chinese	82	58	48	38	25
SEI Spanish	90	114	132	157	137
SEI Cape Verdean	-	1	-	-	-
Gen. Ed.	16	12	4	8	12
Sub-Separate	49	48	43	43	23
ELD 4-5:	148	162	152	141	151
SEI Spanish	1	-	-	-	-
Gen. Ed.	135	152	141	128	134
Sub-Separate	12	10	11	13	17

Dearborn

Data on the number of ELs
and their program placements

	Dec. 2015	Dec. 2016	Dec. 2017	Dec. 2018	Dec. 2019
Total ELs	124	152	146	142	189
ELD 1-3:	66	82	84	89	108
SLIFE Cape Verdean	8	8	5	10	11
SEI Cape Verdean	55	67	73	69	89
BLO	-	1	-	-	-
Gen. Ed.	3	6	6	8	7
Full Inclusion (15:5)	-	-	-	2	1
ELD 4-5:	58	70	62	53	81
SEI Cape Verdean	1	-	-	-	-
Gen. Ed.	54	67	60	51	75
Full Inclusion (15:5)	2	3	2	2	6
Sub-Separate	1	-	-	-	-

Edwards

Data on the number of ELs
and their program placements

	Dec. 2015	Dec. 2016	Dec. 2017	Dec. 2018	Dec. 2019
Total ELs	156	142	144	154	140
ELD 1-3:	53	60	80	88	66
Hybrid	6	-	-	-	-
SEI Chinese	15	12	-	-	-
SEI Multilingual	26	31	67	65	53
Gen. Ed.	2	12	-	-	-
Full Inclusion (15:5)	-	1	2	4	1
Sub-Separate	4	4	11	19	12
ELD 4-5:	103	82	64	66	74
Gen. Ed.	81	62	44	49	46
Full Inclusion (15:5)	1	-	3	5	7
Sub-Separate	21	20	17	12	21

% of ELs with Correct ESL Instruction Type

For each of the four schools listed on slide 5 in OEL's 12-17-19 presentation—Madison Park, Charlestown, Edwards, Dearborn — please provide longitudinal data over past 5 years

	Dec. 2015	Dec. 2016	Dec. 2017	Dec. 2018	Dec. 2019
BPS	82%	85%	84%	88%	90%
BPS Gr. 6-12	78%	84%	79%	85%	84%
Madison Park	47%	88%	96%	85%	83%
Charlestown	99%	88%	92%	94%	93%
Edwards	90%	68%	62%	97%	73%
Dearborn	94%	84%	65%	98%	70%

% of ELs with Correct ESL Instruction Weekly Minutes

For each of the four schools listed on slide 5 in OEL's 12-17-19 presentation—Madison Park, Charlestown, Edwards, Dearborn — please provide longitudinal data over past 5 years

	Dec. 2015	Dec. 2016	Dec. 2017	Dec. 2018	Dec. 2019
BPS	89%	87%	90%	92%	94%
BPS Gr. 6-12	88%	80%	87%	89%	90%
Madison Park	75%	97%	97%	77%	70%
Charlestown	89%	57%	89%	68%	92%
Edwards	69%	38%	93%	96%	43%
Dearborn	85%	59%	0%	98%	84%

% of ELs whose ESL Teachers are all ESL Certified

For each of the four schools listed on slide 5 in OEL's 12-17-19 presentation—
Madison Park, Charlestown, Edwards, Dearborn — please provide longitudinal data over past 5 years

	Dec. 2015	Dec. 2016	Dec. 2017	Dec. 2018	Dec. 2019
BPS	83%	88%	87%	89%	90%
BPS Gr. 6-12	82%	87%	83%	87%	86%
Madison Park	73%	78%	87%	94%	79%
Charlestown	63%	80%	92%	84%	87%
Edwards	87%	70%	73%	66%	50%
Dearborn	97%	97%	71%	94%	84%

% of ELs with Correct ESL Grouping

For each of the four schools listed on slide 5 in OEL's 12-17-19 presentation—Madison Park, Charlestown, Edwards, Dearborn — please provide longitudinal data over past 5 years

	Dec. 2015	Dec. 2016	Dec. 2017	Dec. 2018	Dec. 2019
BPS	65%	85%	82%	81%	82%
BPS Gr. 6-12	62%	70%	73%	76%	72%
Madison Park	41%	59%	69%	49%	42%
Charlestown	50%	71%	86%	77%	68%
Edwards	67%	50%	91%	95%	78%
Dearborn	60%	90%	68%	85%	33%

% of ELs with Full ESL Services

For each of the four schools listed on slide 5 in OEL's 12-17-19 presentation—Madison Park, Charlestown, Edwards, Dearborn — please provide longitudinal data over past 5 years

	Dec. 2015	Dec. 2016	Dec. 2017	Dec. 2018	Dec. 2019
BPS	52%	68%	71%	72%	73%
BPS Gr. 6-12	50%	58%	60%	64%	60%
Madison Park	19%	41%	58%	42%	32%
Charlestown	30%	38%	84%	43%	62%
Edwards	44%	16%	48%	65%	34%
Dearborn	60%	44%	0%	80%	22%

Student Outcome Data

For each of the four schools listed on slide 5 in OEL's 12-17-19 presentation—Madison Park, Charlestown, Edwards, Dearborn — please provide longitudinal data over past 5 years, including:

Student outcome data — disaggregated by grade, ELD level, language, SWD status

Progress toward English language proficiency

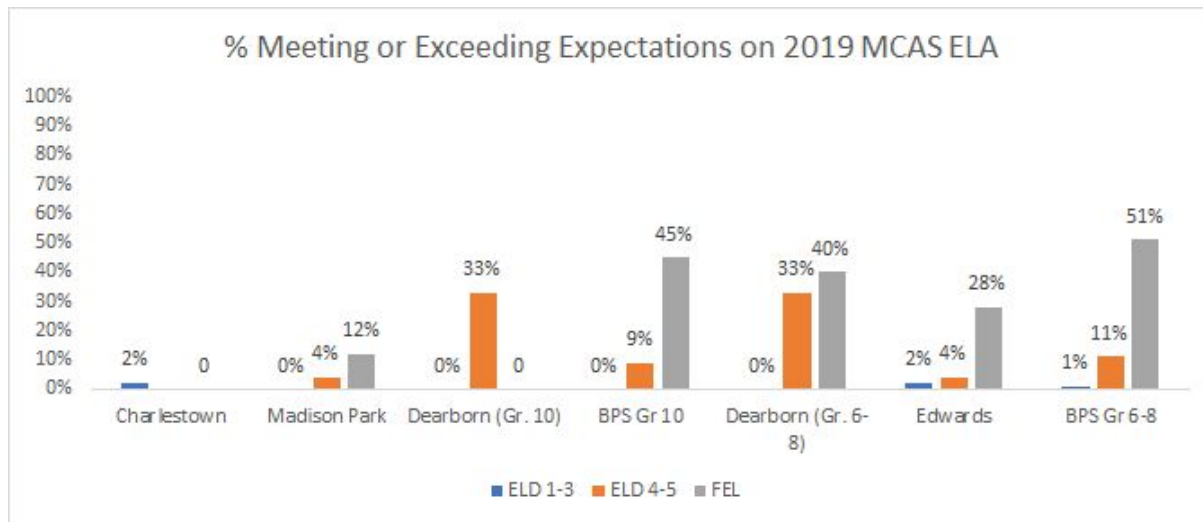
	2018 rate %	2019 rate %	Change	Target	N	DESE Accountability
MA High School	29.7	30.2	0.5	30.9	15,518	Met Target
BPS High School	25.6	29.1	3.5	26.8	2,978	Met Target
Madison Park	16.4	15.7	-0.7	17.9	255	Met Target
Charlestown	20.9	27.1	6.2	26.4	292	Met Target
Dearborn (Gr. 9-12)	43.2	36.6	-6.6	44.7	71	Declined
MA non- High School	57.3	57.3	-1.3	60.0	55,011	No Change
BPS non-High School	53.7	53.2	-0.5	56.4	8,629	No Change
Edwards	23.5	14.8	-8.7	28.7	108	Declined
Dearborn(Gr. 6-8)	39.5	37.5	-2.0	44.7	48	No Change

Student Outcome Data

For each of the four schools listed on slide 5 in OEL's 12-17-19 presentation—Madison Park, Charlestown, Edwards, Dearborn — please provide longitudinal data over past 5 years, including:

Student outcome data — disaggregated by grade, ELD level, language, SWD status

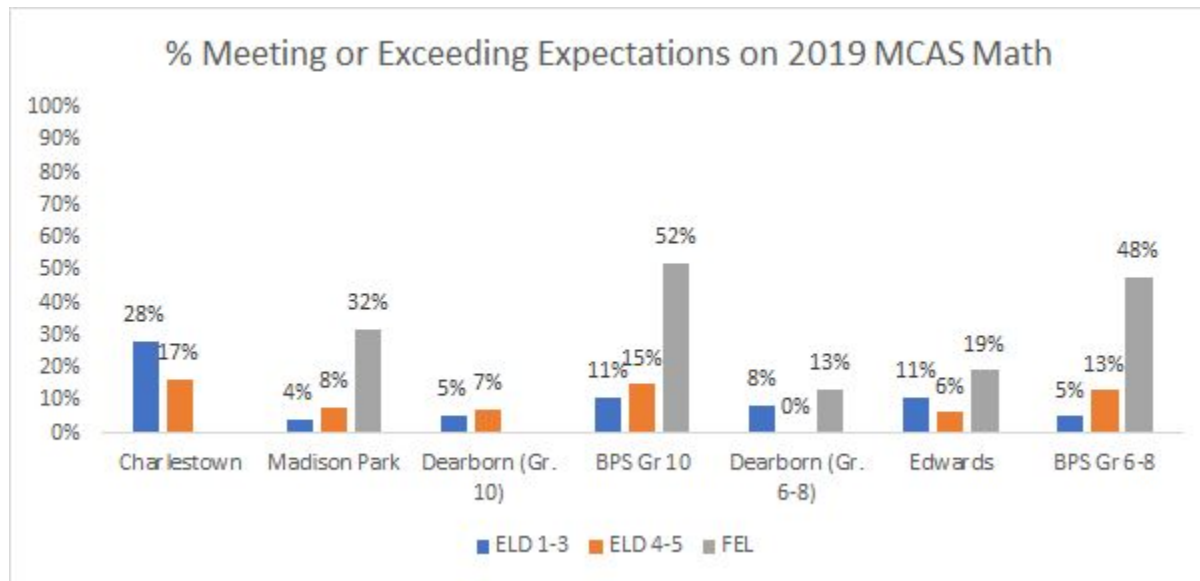
2019 MCAS ELA



Student Outcome Data

For each of the four schools listed on slide 5 in OEL's 12-17-19 presentation— Madison Park, Charlestown, Edwards, Dearborn — please provide longitudinal data over past 5 years, including:

2019 MCAS Math



SLIFE Programs

How many programs have been closed over the past five years, especially dual language and SLIFE programs? Please provide that list

	SY1516	SY1617	SY1718	SY1819	SY1920
Total SLIFE Spanish Capacity:	183	213	247	275	270
Blackstone <i>Gr. 3-5</i>	-	-	7	15	15
Curley <i>Gr. 3-5</i>	15	15	15	15	15
Guild <i>Gr. 3-5</i>	15	-	-	-	-
Hennigan <i>Gr. 3-5</i>	18	18	15	15	15
Mildred Ave <i>Gr. 3-5</i>	-	20	15	15	15
Frederick <i>Gr. 6-8</i>	15	15	30	30	40
Umana <i>Gr. 3-5, Gr. 6-8</i>	15	15	45	45	45
Frederick <i>Gr. 6-8</i>	15	15	30	30	40
McCormack <i>Gr. 6-8</i>	15	20	15	15	20
BINCA <i>Gr. 9-12</i>	45	45	45	55	45
Charlestown <i>Gr. 9-12</i>	-	20	15	25	15
East Boston <i>Gr. 9-12</i>	45	45	45	45	45

SLIFE Programs

How many programs have been closed over the past five years, especially dual language and SLIFE programs? Please provide that list

	SY1516	SY1617	SY1718	SY1819	SY1920
Total SLIFE Haitian Creole Capacity:	91	91	75	77	75
Kenny <i>Gr. 3-5</i>	16	16	-	-	-
Taylor <i>Gr. 3-5</i>	-	-	30	30	30
TechBoston <i>Gr. 6-8</i> <i>Gr. 9-12</i>	45	45	30	27	30
BINCA <i>Gr. 9-12</i>	30	30	15	20	15

SLIFE Programs

How many programs have been closed over the past five years, especially dual language and SLIFE programs? Please provide that list

	SY1516	SY1617	SY1718	SY1819	SY1920
Total SLIFE Cape Verdean Creole Capacity:	45	60	45	48	45
Orchard Gardens <i>Gr. 3-5</i>	15	20	15	15	15
Dearborn <i>Gr. 6-8</i>	15	20	15	15	15
BINCA <i>Gr. 9-12</i>	15	20	15	18	15

SLIFE Programs

How many programs have been closed over the past five years, especially dual language and SLIFE programs? Please provide that list

	SY1516	SY1617	SY1718	SY1819	SY1920
Total SLIFE Multilingual Capacity:	61	81	100	112	75
Edison <i>Gr. 3-5</i>	-	20	15	15	15
Hennigan <i>Gr. 3-5</i>	-	-	15	15	15
Mattahunt <i>Gr. 3-5</i>	16	16	-	-	-
Frederick <i>Gr. 6-8</i>	15	15	15	15	15
BINCA <i>Gr. 9-12</i>	30	30	40	51	15
Madison Park <i>Gr. 9-12</i>	-	-	15	16	15

Dual Language Programs

How many programs have been closed over the past five years, especially dual language and SLIFE programs? Please provide that list

	SY15-16	SY16-17	SY17-18	SY18-19	SY29-20
Spanish	Hernandez Hurley S. Greenwood Muniz Umana	Hernandez Hurley S. Greenwood Muniz Umana	Hernandez Hurley S. Greenwood Muniz Umana	Hernandez Hurley S. Greenwood Muniz Umana	Hernandez Hurley S. Greenwood Muniz Umana
Haitian Creole	-	-	Mattahunt Elementary	Mattahunt Elementary	Mattahunt Elementary

Special Education Translation & Interpretation

What is the number of IEPs that are and are not translated, disaggregated by language? For each, please indicate at what point in the IEP process the translation occurred.

Special Education IEP Requests

Period Run Date: July 1, 2018 - December 23, 2019

Languages Requested	Total Request (7/1/18 - 12/23/19)	FY19/20 Pending IEP's
Arabic	51	1
Cape Verdean Creole	86	2
Chinese	166	6
French	20	2
Haitian Creole	150	3
Other	26	1
Portuguese	105	2
Somali	39	1
Spanish	2640	45
Vietnamese	136	7
Total	3419	70

Special Education Translation Requests

What other core documents have and have not been translated for each IEP (for example, the form for the approval of parents for testing to be done), and how long does it typically take for that translation to be completed?

Period Run Date: July 1, 2018 -
December 23, 2019

Special Education Document Title	Count
Blank	432
504 Plan	272
Annual Review	343
Assessment - Educational	553
Assessment - OT	228
Assessment - Other	910
Assessment - Psych	405
Assessment - PT	65
BUNDLE: Progress Reports	359
Extended Evaluation	28
Flyer	118
IEP	3419
Letter	119
Meeting Invitation	2095
N1	2903
N1A	602
N2	190
N3	203
Other	565
PL1	12
Progress Report (Individual/Not Bundled)	1612
Re-Evaluation	77
Robocall Script & Recording	108
TPF	63
Total	15681