



Boston Public Schools

# **October 2019 DOJ Reports**

*Presentation to EL Task Force - November 19, 2019*

*Priya Tahiliani, Assistant Superintendent*

Para	Description	Para	Description
54	ESL and SEI service compliance by student	89	Additional selection criteria for AWC
55	Tally of ESL and SEI services by school and ELD	92	Demographics of students in AWC and AP
52	List of Supplemental SEI training for teachers	30	Training for registration and NACC staff
50	List of PD for ESL instruction	82	Notice regarding EL services
64	PD plan for SLIFE teachers	32(b)	EL school choice data
53	EL teacher licensure report	34/35	Approved opt outs
59	EL teacher licensure analysis	61	Training at Principals Institute
72	List of qualified bilingual Special Education evaluators	69	Training for LAT-F and COSE
75	McKinley instructional monitoring tool	97	District offered RETELL sessions
83	District translations plan	79/80	EL Supplemental Services Report
87	Policy to obtain translations services	88	Translated information on access to advanced programs
100	Approved ESL curriculum	90	Translated materials for ISEE
39	PD for ESL instruction	98	List of approved opt-outs

## Overall Level of ESL Services



Table 1: District Overview of ESL Compliance: October 2019\*

		<i>Elementary</i>	<i>Secondary</i>	<b>Total</b>
<b>Total ELs</b>		<b>6,904</b>	<b>5,608</b>	<b>12,512</b>
<b>% of ELs whose ESL Courses are All the Approved Type:</b>	Total	6,175	4,344	10,519
	Percent	89%	77%	84%
<b>% of ELs whose Teachers of ESL are All ESL Certified</b>	Total	6,212	4,577	10,789
	Percent	90%	82%	86%
<b>% of ELs who are Receiving the Appropriate Amount of ESL</b>	Total	6,432	4,681	11,113
	Percent	93%	83%	89%
<b>% of ELs who are Correctly Grouped for All ESL Courses</b>	Total	5,638	3,496	9,134
	Percent	82%	62%	73%

\*As in previous cover letters submitted, this analysis excludes the schools reported separately. Totals for ESL compliance also exclude students who are approved opt-outs (n=12 for October 2019).

Students in these schools are separately reported due to their specific instructional model. There were a total of 3,025 EL students reported separately.

ELs reported: 12,512

ELs opting out: 12

Separately reported: 3,025

ELs in K0/K1: 1,621

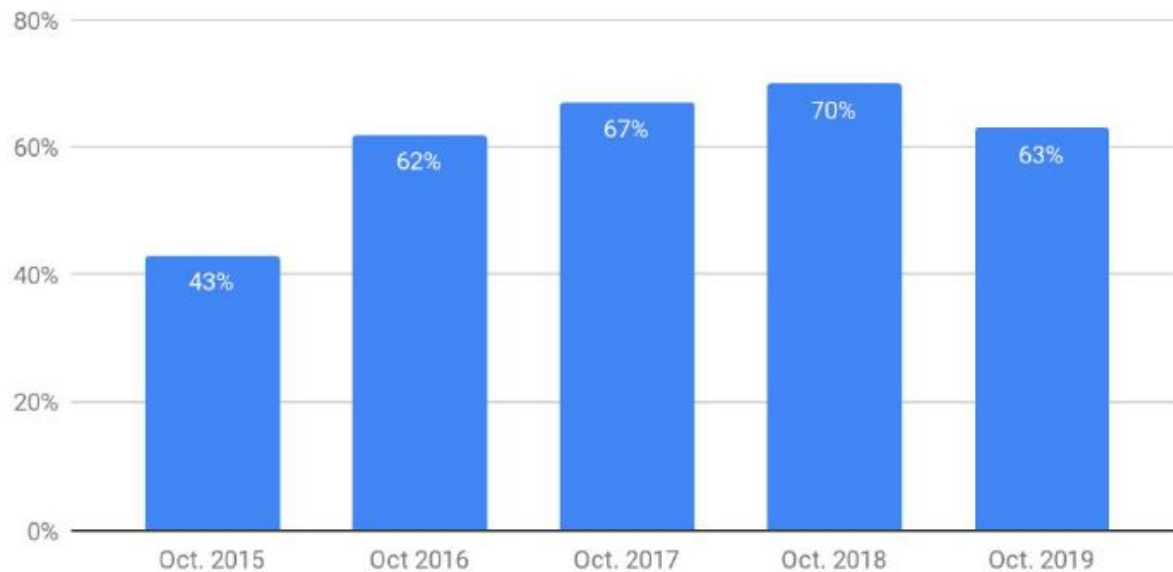
**TOTAL: 17,170**

## List of Schools Reported Separately in P54 & P55 Reports

School	Rationale
Alighieri Montessori School	Montessori school
Boston Collaborative HS	Alternative school program
Boston Day and Evening Academy	Does not utilize Aspen SIS
Boston Green Academy	In-District Horace Mann Charter School
Carter School	Does not utilize Aspen SIS
Dever Elementary	Level 5 State Receivership School
Dudley Street Neighborhood	In-District Horace Mann Charter School
Greater Egleston High	Alternative school program
Sarah Greenwood K-8	Dual Language program (K2-7)
Henderson K-12	Inclusion School for Students with Severe Disabilities
Hernandez K-8	Dual Language All Grades
Horace Mann School for the Deaf Hard of Hearing	Specific Language Program for the Deaf and Hard of Hearing
Hurley K-8 School	Dual Language All Grades
Kennedy Health Careers	In-District Horace Mann Charter School
Mattahunt Elementary	Dual Language program (K2-1)
Margarita Muniz Academy	Dual Language (all grades)
Mario Umana Academy	Dual Language program (K2-5)
McKinley Elementary	Inclusion School for Students with Disabilities
McKinley Middle	Inclusion School for Students with Disabilities
McKinley Prep High Sch	Inclusion School for Students with Disabilities
McKinley So. End Acad	Inclusion School for Students with Disabilities
Russell Elementary	Systemic Functional Linguistics Pilot School
UP Academy Boston	In-District Horace Mann Charter School
UP Academy Dorchester	In-District Horace Mann Charter School
UP Academy Holland	Level 5 State Receivership School

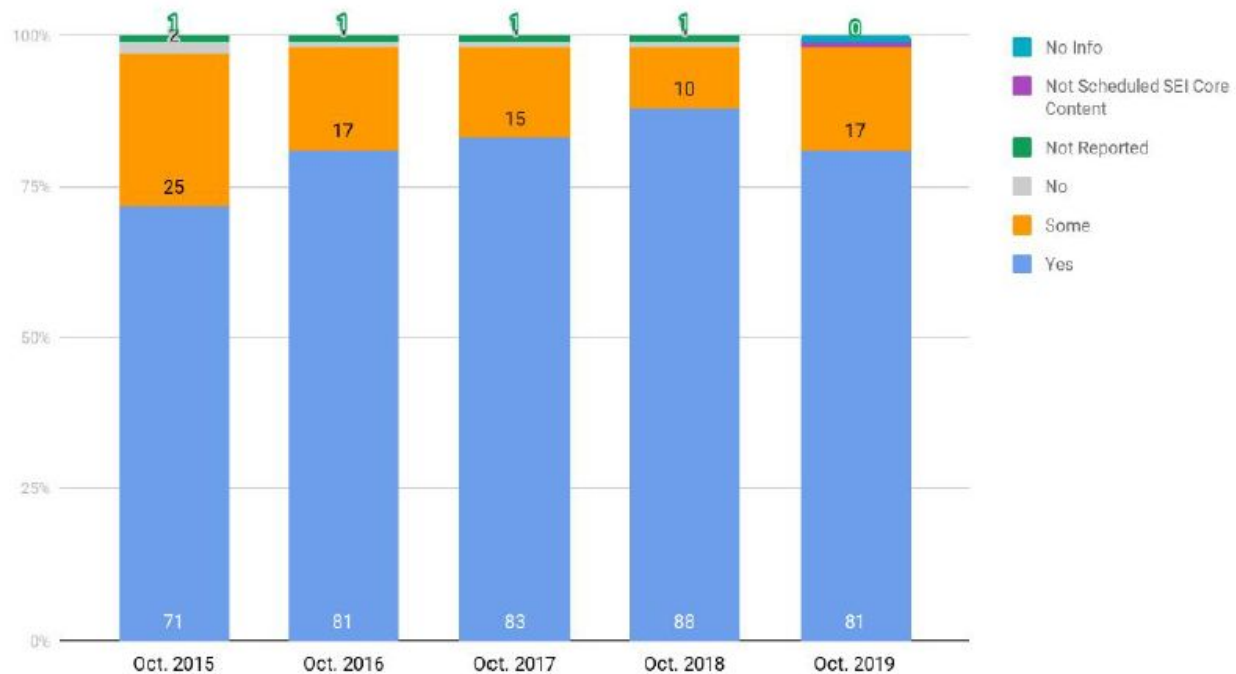
## Linking the Services Together

**% of ELs with Correct ESL Type, Minutes, Grouping, and Teacher**



## Qualified Core Content Teachers

% of ELs whose Core Content Teachers are All SEI Qualified

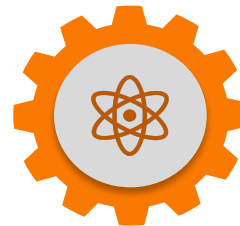
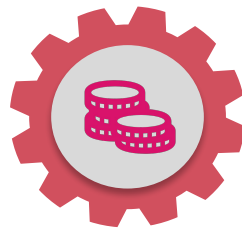


## Opportunities for Growth

- Still some schools with large numbers of ELs with no ESL services reported
- Some service declines observed
- Devising, implementing and refining self-monitoring systems



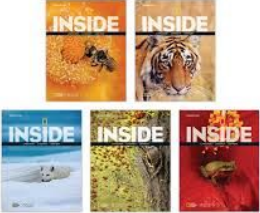
## Continued Supports

- Individualized support at schools and by phone
- ESL scheduling clinics
- Dedicated work time at LATF meeting
- Individualized updates emailed directly to schools
- Access to Data Warehouse daily compliance status
- Compliance status in district's Back to School Tracker



## Paragraph 100

This paragraph charges the district to provide a list of classes where students with ELD levels 1 and 2 are grouped with ELD level 3 students. Additionally, we are required to provide an update on EL curriculum.

Option 1: Standalone Curriculum National Geographic	Option 2: Embedded ESL Curriculum District Facilitated Teacher Created Units based on MCUs	
<b>Gr. K-5:</b> Reach		Aligned to BPS core ELA curriculums: <ul style="list-style-type: none"> <li>● <b>K0/K1 (PreK):</b> Focus on K0/K1</li> <li>● <b>K2 (Kindergarten):</b> Focus on K2</li> <li>● <b>First Grade:</b> Focus on First</li> <li>● <b>Second Grade:</b> Focus on Second</li> <li>● <b>Third-Eighth Grade:</b> Expeditionary Learning</li> <li>● <b>Ninth-Twelfth Grade:</b> BPS Secondary Core Model Curriculum</li> </ul>
<b>Gr. 6-8:</b> Inside		
<b>Gr. 9-12:</b> Edge		



School	Number of Requests
Josiah Quincy	14
Blackstone	4
Beethoven	2
Dever	2
Dudley Street	1
Edwards	1
Guild	1
Higginson	1
Ohrenberger	1

## Paragraph 98 Opt-Outs

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Common Opt-Out Reasons:

- Parent reports English is student's primary/only language.
- Parent feels student no longer needs an SEI classroom but would like to keep ESL services.
- Parent feels student has made sufficient progress toward English proficiency.

A total of 27 requests were approved for ELs to opt out of ESL and/or SEI services across 9 schools.

## Staffing for ELs (53 and 59): ESL Licensure

Progress of Teachers Providing ESL Instruction					
	Oct 2015	Oct 2016	Oct 2017	Oct 2018	Oct 2019
Total number of school-based staff who are ESL licensed	1,889	1,887	1,996	2,045	2,185
Total scheduled to teach ESL	1,084	1,341	1,366	1,449	1,352
Licensed	836 (77%)	1,114 (83%)	1,143 (84%)	1,277 (88%)	1,155 (85%)
Unlicensed	248 (23%)	227 (17%)	223 (16%)	172 (12%)	197 (15%)

85% of teachers  
who are  
scheduled to  
teach ESL are  
ESL licensed.

## Staffing for ELs (53 and 59): Core Content Teachers of ELs

94% of EL core content teachers have an ESL license and/or SEI Endorsement.

Among the 178 core content teachers of ELs who are *not* SEI endorsed:

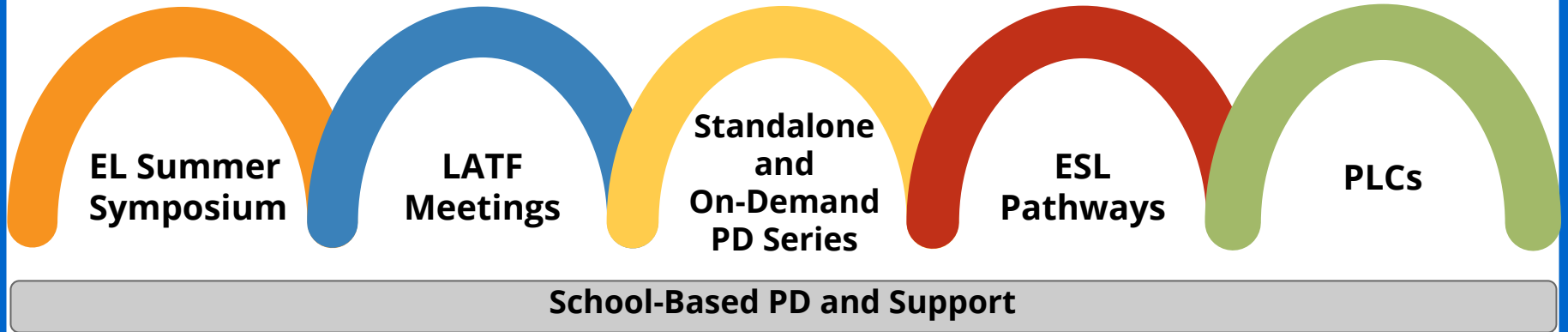
Passed BPS RETELL	6
1st Year Provisional	68
Returning Provisional	73
Substitutes/Temporary	26
Other Employee Status	5

### Progress of Teachers Providing Core Content Instruction

Date	Oct 2015	Oct 2016	Oct 2017	Oct 2018	Oct 2019
Total Core Content Teachers of ELs	2402 (K2-12)	3184 (K0-12)	2886 (K2-12)	2582 (K2-12)	2766 (K2-12)
SEI Endorsed/ESL licensed	2009 (84%)	2870 (90%)	2643 (92%)	2439 (94%)	2588 (94%)
Teachers Registered for BPS RETELL	12 (5%)	44 (14%)	N/A	0 (0%)	0 (0%)
Core Content EL Teachers without SEI Endorsement/ESL license and not registered for BPS RETELL	381 (16%)	217 (7%)	249 (9%)	143 (6%)	178 (6%)

# Training for SEI and ESL Instruction (39, 50 and 52)

The District is charged to provide a training on ESL curricula to ensure that core content teachers of ELs are adequately trained to shelter content and that ESL teachers can differentiate effectively in heterogeneous student groupings.



We are required to submit an overview of the training, location, presenter, sign-in sheets, slide decks, and any handouts distributed during training. We submitted over 1,000 pages of documentation for Paragraph 50 alone and over 200 pages for Paragraph 52c.

# Staff Training (61, 69, 97, and 64)

## Training at Principals Institute

### Paragraph 61

This report provides the slides presented at the August Leadership Institute. This year's focus was on EL Benchmarks & Individual Learning Plans.

## Training for EL Students with Disabilities

### Paragraph 69

Joint training for COSEs and LATFs for SY18-19. There were 12 different breakout sessions plus whole group sessions.

## District Offered RETELL Sessions

### Paragraph 97

We submitted information on OEL's cost-free spring 2019 RETELL session and DESE's fall 2019 RETELL session.

## Professional Development Plan for SLIFE teachers

### Paragraph 64

This report includes the training sessions for SLIFE teachers. Some sessions include co-teaching, voc. curriculum, and native language literacy.

## Notification of EL Services (30 and 82)



## Training for Welcome Center and NACC Staff

- This year, the training focused on:
  - Understanding the implications of LOOK Act on how ELs are identified and serviced in BPS.
  - Strengthening the communication process with families.
- The training was held on September 18, 2019 and over 24 registration staff participated in the training.

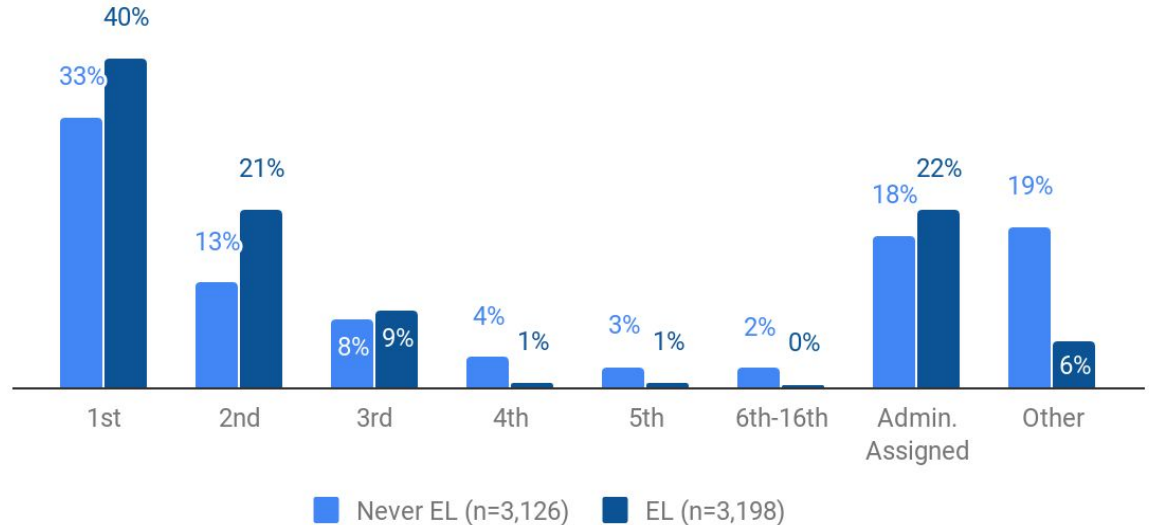
## Notification of EL Services

- We have provided information to incoming EL families to BPS pertaining to the various EL programs and services offered by the district.

- Consistent with previous reporting, ELs (71%) are assigned to their top 3 school choices at a higher rate than non-ELs (54%).
- The rate of Administrative Assignment for ELs (22%) is higher than non-ELs (18%) due to administrative assignments to Newcomers Academy.

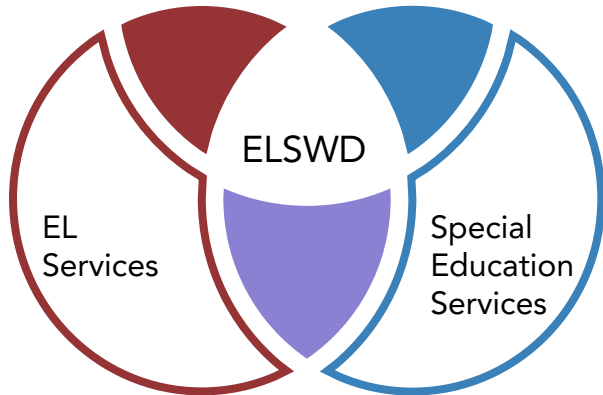
# EL School Assignment Paragraph 32(b)

School Choice Assigned



## Supports for ELSWD (72 and 75)

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### Bilingual Special Education Evaluators

- Bilingual staff for related services speak a host of languages, such as: ASL, Spanish, Cantonese, Mandarin, Portuguese, Haitian Creole, Arabic, Vietnamese, Russian, Greek.
- Assessments available in Spanish, such as the Clinical Evaluation of Language Fundamentals and Expressive One Word Picture Vocabulary Test, are utilized.
- Translation and interpretation services are also provided for Special Education matters.

### McKinley Schools

- This year's initial meeting was held on October 7, 2019 with the Headmaster, LATF, and ELSWD Director to discuss the ESL service delivery model and to problem-solve specific student case concerns.
- The observation tool will be used during site visits with debriefs to guide reflective practice conversations amongst staff serving ELSWD.



# Report on 2019 EL Summer Programs (79 and 80)

## EL Summer Academies: OEL School Sites

5-Week Academic Enrichment program focuses on grade level academic skills in ESL/English Language Arts and Math.

Program includes enrichment activities focused on STEM, Arts, Leadership Building, and Physical Fitness.

The program also featured various field trips.

## EL Summer Academies: 5th Quarter Portfolio

OEL partnered with 5th Quarter Portfolio to allow all BPS schools and non-profit organizations a more streamlined ability to offer summer learning programs to our students.

## EL Internship Program: Boston PIC

Classroom at the workplace combines a paid job with academic support and career development opportunities for compensatory students.

Following class, students report to work and utilize academic skills in an employment context.

## Partnership Programs through CBOs

CBOs specialize in providing supplemental services to ELs to support the acceleration of English development.

Each approved CBO specialized in providing services for students who speak one or more of the major BPS major languages.

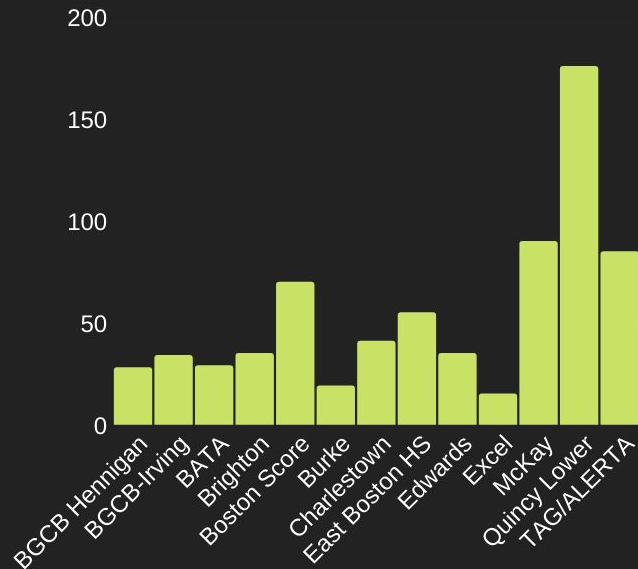
## ISEE Summer Program

OEL launched an ISEE Summer Prep program to increase meaningful access to advanced learning at no cost to EL students.

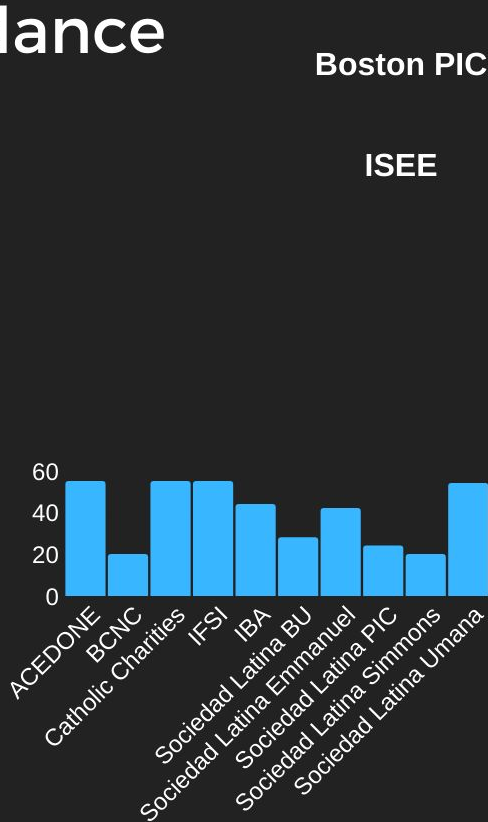
Transportation was also provided.

# EL SUMMER PROGRAM ENROLLMENT

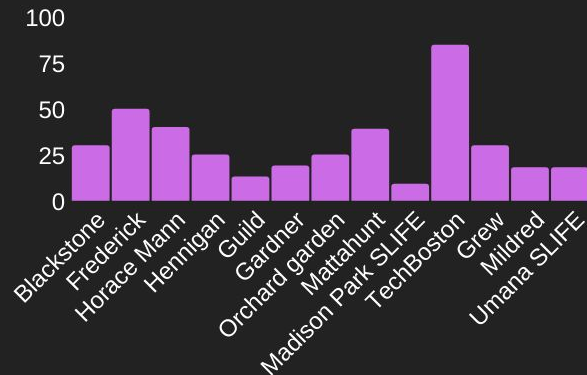
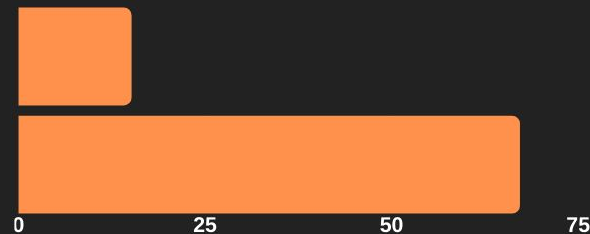
The average attendance  
is 81%!



Fifth Quarter



CBOs

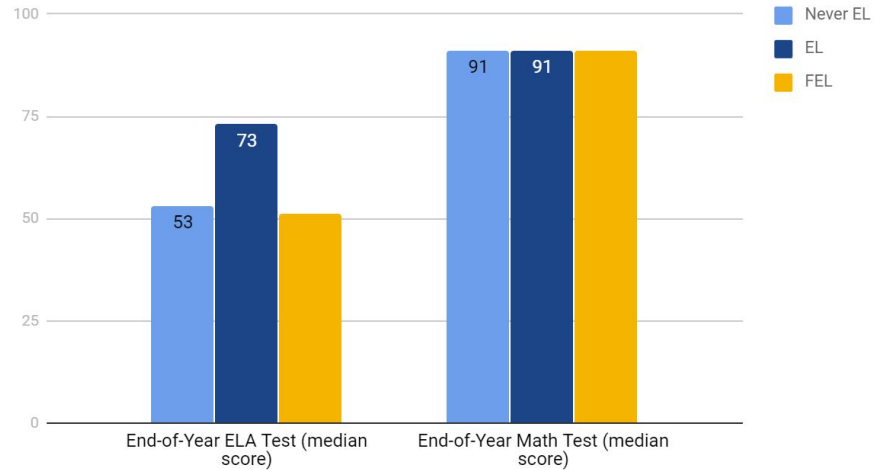


OEL Program

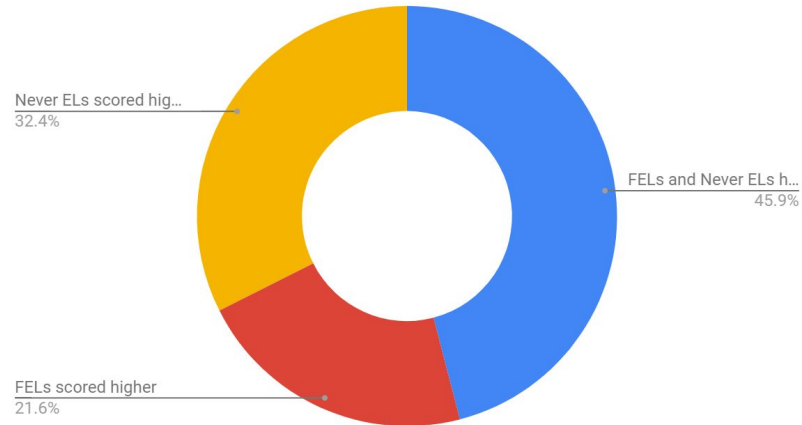
## Paragraph 92: SY18-19 Advanced Learning

FELs continue to have higher rates of enrollment in advanced learning courses/programs than Never ELs, with comparable performance to Never ELs.

### Performance of AWC Students (SY1819)



### AP Exam Performance: FEL vs. Never EL



# Paragraph 89/102

In addition, Excellence for All programs are located in 15 schools:

## K-5 Schools

Bates  
Grew  
Guild  
Harvard-Kent

Holmes  
Mendell  
Philbrick  
Sumner

## K-8 Schools

Curley  
Edison

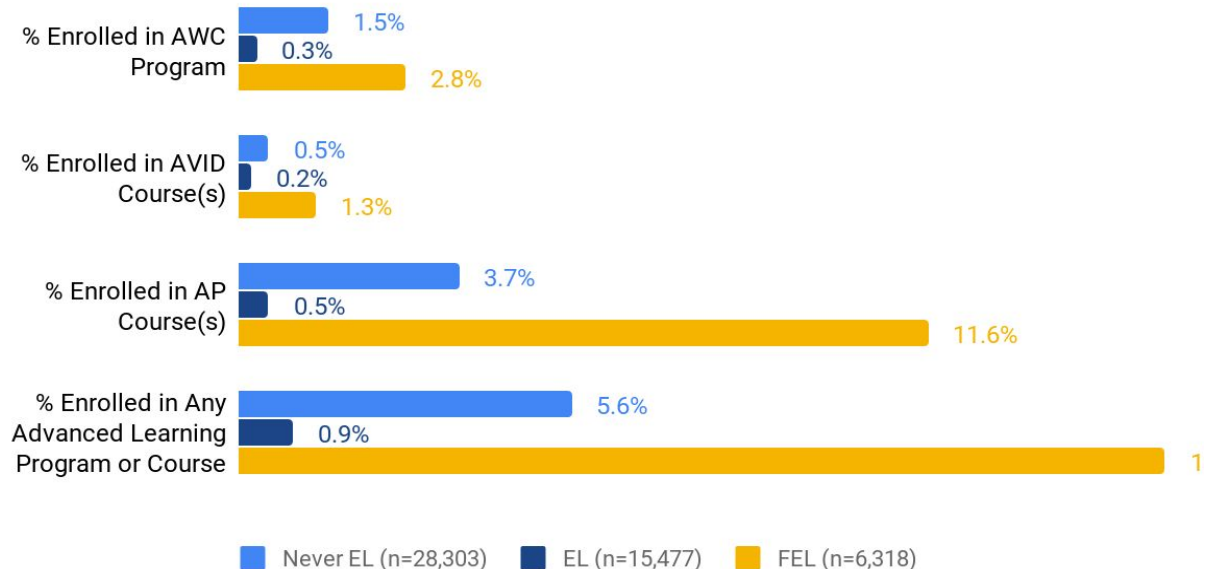
Gardner  
King

## Middle Schools:

Edwards  
Frederick

Irving

## SY1920 Enrollment in Advanced Learning



## Advanced Learning Opportunities (88 and 90)

Ensure that any written information regarding higher learning opportunities are provided to parents and guardians in a language they understand.

### Exam Schools

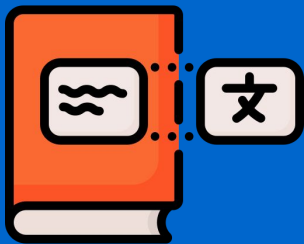
Exam School Summer Application, Initiative Invitation, Application Guide, Robocall Scripts

### ISEE

ISEE Exam Letter, Registration Letter, Registration Forms, Transportation, FAQ, Robocall Scripts

### BPS Guide

Guide to BPS for Students & Families



## Translation & Interpretation Training

### **Interpreter Training for Special Education Events**

Specialized training for agency and freelance interpreters confirms their capacity to interpret--not to advocate--for the student and to make families feel welcome.

### **Training for Coordinators of Special Education**

Presentations were provided on requesting translation and interpretation services using the district request system and utilizing the telephonic (over-the-phone) interpretation service line.

### **Glossary for Key Special Education Terms**

Glossaries for terms pertaining to special education matters, including important acronyms, are provided to all interpreters and vendors.

# Translation and Interpretation Enhancements



## Aspen SIS Enhancement

Ensure report cards, progress reports and conduct letters are translated into 9 BPS major languages, and build functionality to accommodate character based languages.



## Easy-IEP EdPlan

Special Education Case Management program with potential to instantly provide automatic translation of Special Education documents



## T&I Request System

Centralized submittal and processing of requests via District T&I request system supports improved implementation and manageability of the District Language Access Program.



## Translation Memory Software

A database that stores previously translated text, allows for the completion of quicker translations while providing greater consistency across translation.



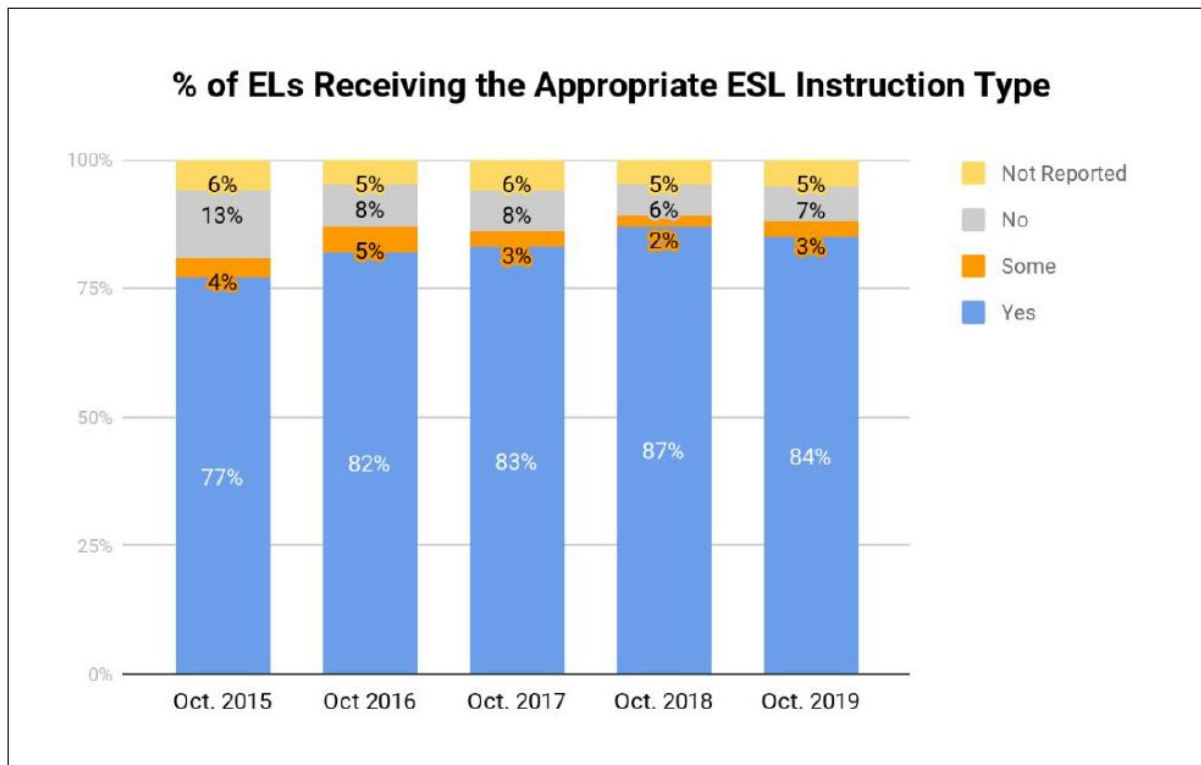
## ASL Video Remote

An ASL video remote offering will support improved services for our ASL language specific families.

# Appendix

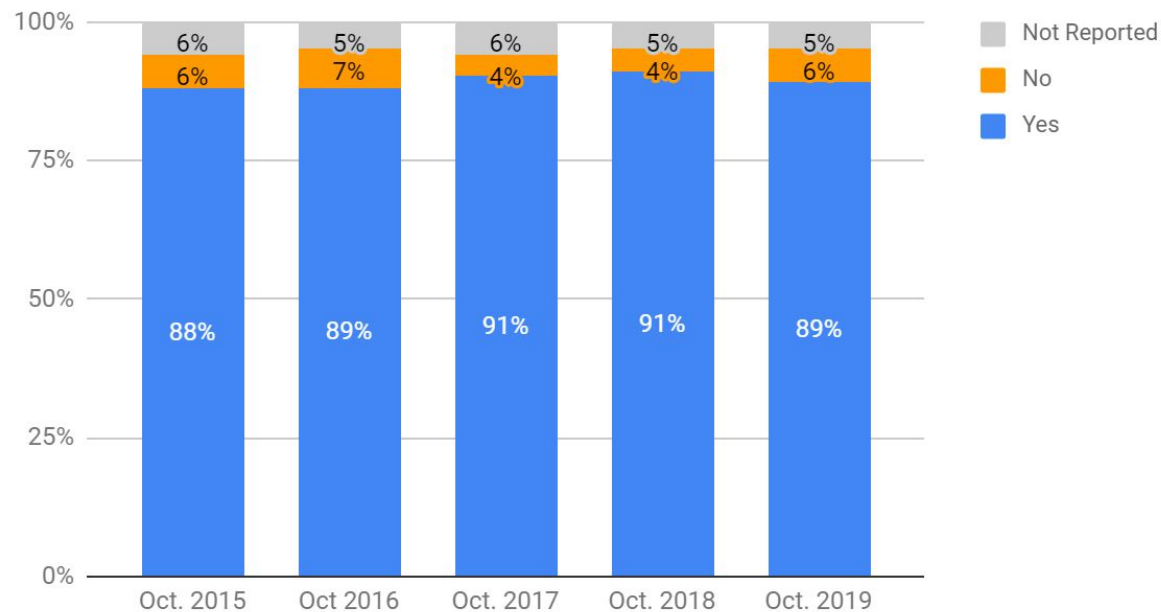


## Correct ESL Instruction Type

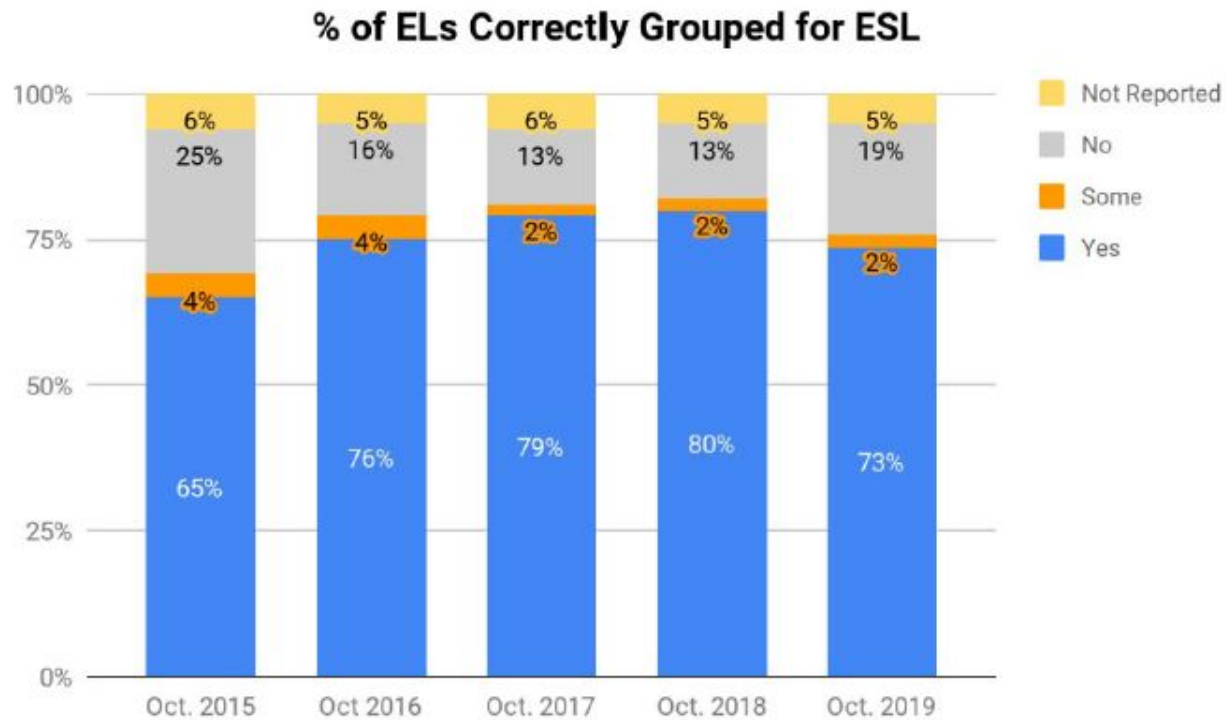


# Requisite Weekly ESL Minutes

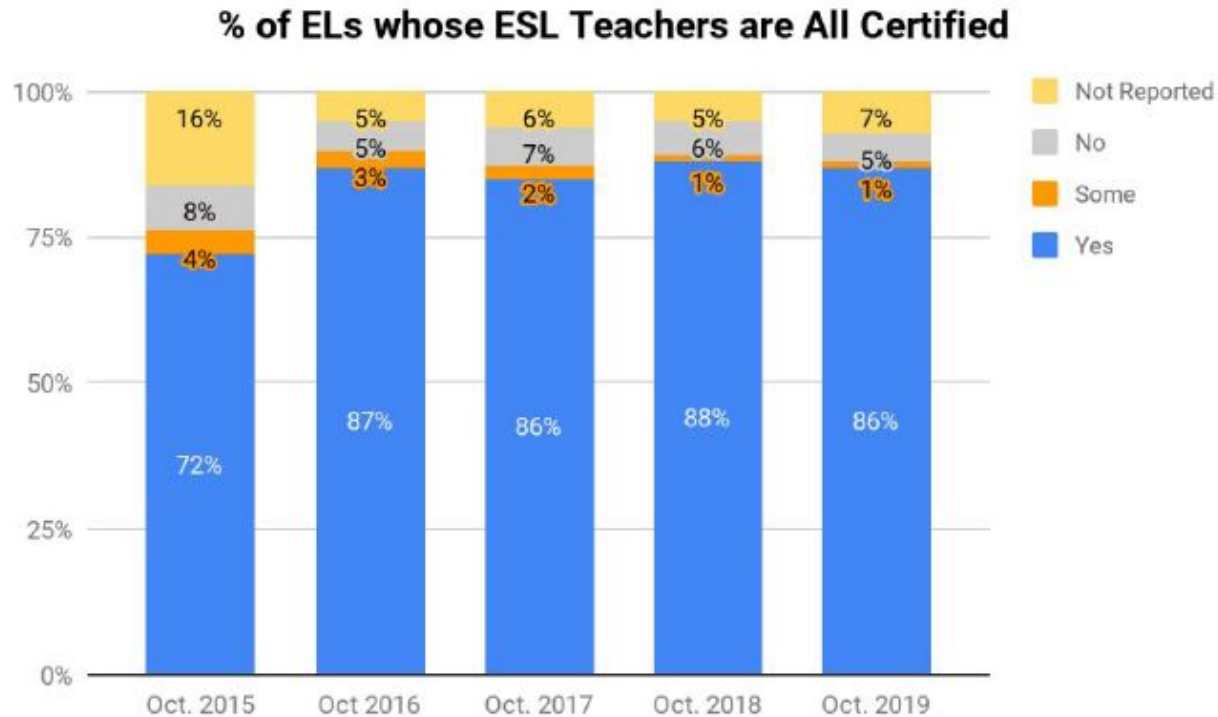
## % of ELs with Appropriate ESL Minutes



## ELs Correctly Grouped for ESL Instruction



## ESL Certified Teachers



# Supporting and Highlighting Best Practices for ELSwDs



<b>8:45-9:15</b>	<b>Motivational Ice Breaker</b>
<b>9:15-10:15</b>	<b>Making IEPs EL Friendly</b>
<b>10:15-11:30</b>	<b>Paragraph 69</b>
<b>11:30-12:15</b>	<b>Lunch</b> <i>DESE COSE Interview Optional for LATFs/ Assigned COSE</i>
<b>12:15-1:45</b>	<b>Understanding ACCESS Testing</b>
<b>1:45-2:45</b>	<b>Breakout Sessions</b> <i>DESE LAT-F Interview (optional)</i>
<b>2:45-3:00</b>	<b>Survey</b>

1:45pm

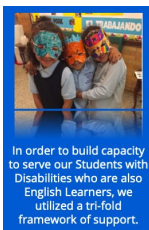
COSE / LATF Partnership in IEP Process

EL Accommodations (ACCESS, MCAS, district-wide assessments)

How to Screen and Intervene for Dyslexia Among Els

Individualized Learning Plans

Optional DESE + LATF Interview



## Serving ELSwDs: Tri-Fold Approach

