



BPS Office of
**English
Learners**

OEL DOJ Reports Update for EL Task Force

Priya Tahiliani, Assistant Superintendent
EL Task Force - November 8, 2018



Overview of DOJ Reports Submitted October 15, 2018

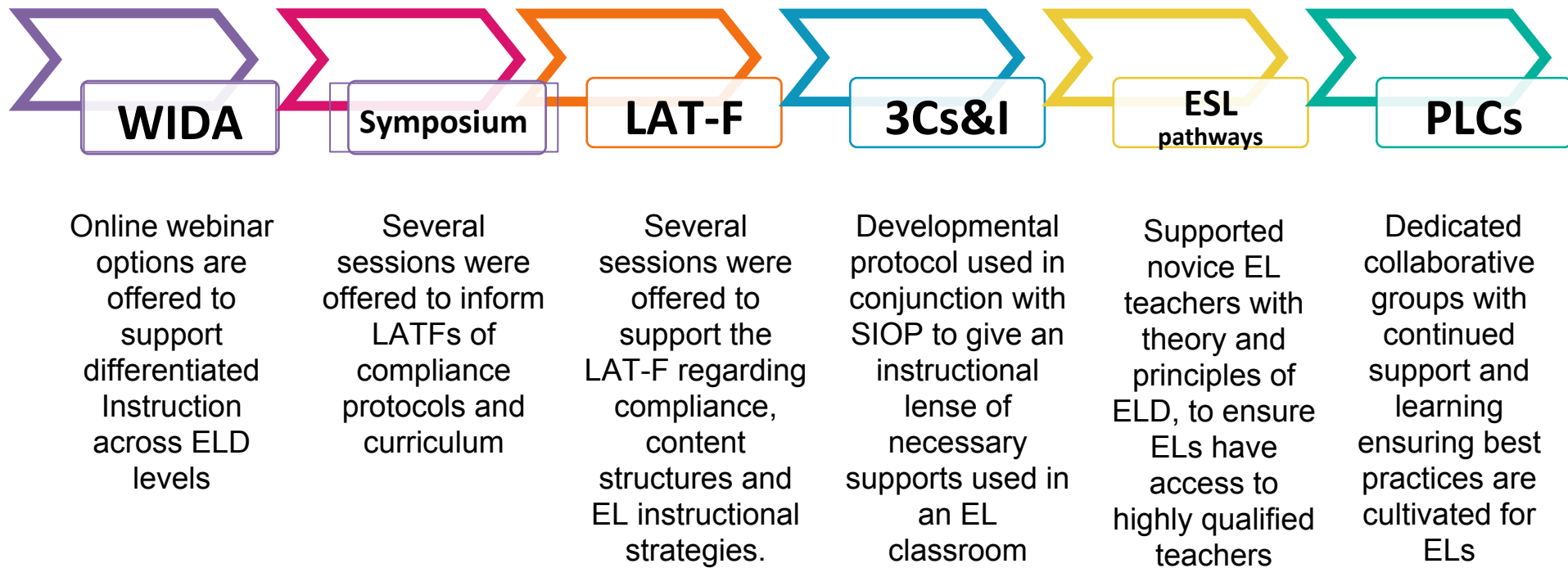
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Training for SEI and ESL Instruction (39, 50 and 52)

Paragraphs 50 and 52 charge the District to provide a training on ESL curricula and to ensure that core content teachers of ELs are adequately trained to shelter content.

Consistent with any training reports, we are required to submit an overview of the training, location, presenter, sign-in sheets, PowerPoint presentations and any documents distributed during training. Such reports consisted of over 1,000 pages of documentation for Paragraph 50 alone and over 200 for Paragraph 52c.



Staffing for ELs (53 and 59): ESL Licensed Staff

88% of teachers who are scheduled to teach ESL are ESL licensed (up from 84% compared to last October).

Progress of Teachers Providing ESL Instruction:				
	Oct. 2015	Oct. 2016	Oct. 2017	Oct. 2018
Total number of school-based staff who have an ESL license	1889	1887	1996	2045
Total Scheduled to teach ESL	1084	1341	1366	1449
Licensed	836 (77%)	1114 (83%)	1143 (84%)	1277 (88%)
Unlicensed	248 (23%)	227 (17%)	223 (16%)	172 (12%)

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

The majority (94%) of core content teachers of English Learner students have an ESL license and/or SEI Endorsement.

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

Among the 143 core content teachers of ELs who are not SEI endorsed:

- 6 passed a BPS RETELL course but their paperwork may still be in process.
- 80 are 1st year provisionals with a 1-year window to obtain the SEI endorsement.
- 42 are returning provisionals who may have been waived due to other district requirements (e.g., diversity, hard to fill position)
- 2 are identified as substitute teachers or temporary.
- 13 are a range of other employees providing core content instruction to at least 1 EL

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

Training at Principals Institute

Paragraph 61

This training report provides the Power-Point presentation provided at the annual August Leadership Institute that focused on the LOOK Act and proposed new EL language programs.

Training for EL students with Disabilities

Paragraph 69

Training for Coordinators of Special Education and Language Acquisition Team Facilitators for SY 2017/2018. There were 11 different sessions for participants to choose from.

District Offered RETELL Sessions

Paragraph 97

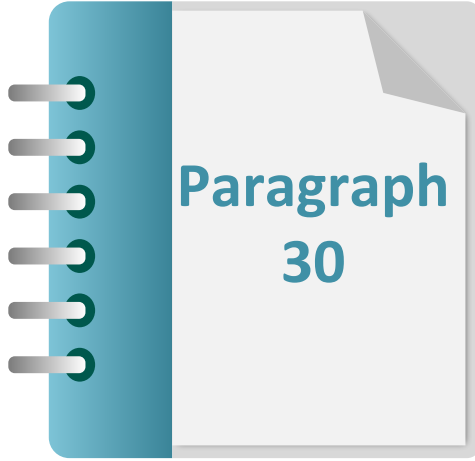
OEL provides cost free RETELL sessions for teachers to attend in order to obtain an SEI endorsement. We submitted information on the 2 sessions that were part of the fall cohort.

Professional Development Plan for SLIFE teachers

Paragraph 64

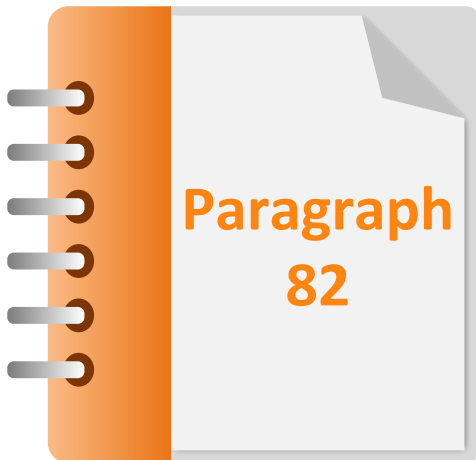
Each year, we provide a list of training sessions offered to SLIFE teachers. Some sessions include foundational standards and monthly SLIFE PD.

Notification of EL Services (30 and 82)



Training for Welcome Center and NACC Staff

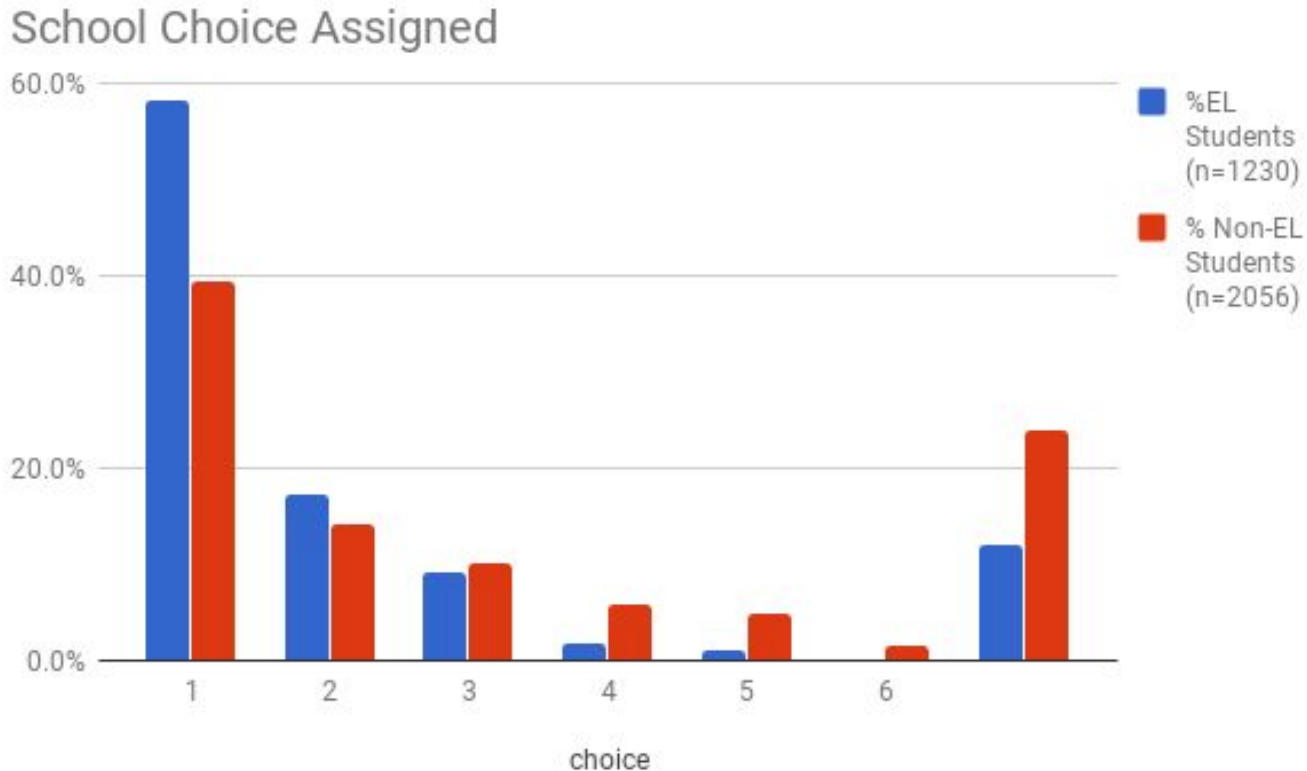
- This year, the training focused on ensuring that the Home Language Survey is completed accurately and language data is properly inputted into Aspen SIS.
- The training was held on October 17, 2018 and over 35 staff participated in the training.



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.
- This year, we reformatted the information so that it can be provided in the form of a pamphlet for parents and guardians.

EL School Assignment (32(b))



Consistent with previous reporting, ELs are assigned to their first and second school choices at a higher rate than non-ELs, 57% compared to 32%, and 19% compared to 15% respectively. Furthermore, the rate of Administrative Assignment for ELs is lower than non-ELs, 9% compared to 11%.

Supports for ELSWD (72 and 75)

Paragraph 72

This District is charged with maintaining and providing a list of qualified professional bilingual Special Education evaluators:

- Bilingual staff for related services speak a host of various languages including but not limited to: ASL, Spanish, Cantonese, Mandarin, Portuguese, Haitian Creole, Arabic, Vietnamese, Hebrew, Greek
- We also utilize some assessments that are available in Spanish such as the Clinical Evaluation of Language Fundamentals and Expressive One Word Picture Vocabulary Test
- Translation and interpretation services are also provided for matters pertaining to Special Education

Paragraph 75

The District is required to use the past observation tool served to look at the instructional practices for English Learners at McKinley Schools.

- This year an initial meeting was held on October 3, 2018 with the Headmaster, LATF, the Director of English Learners with Disability (ELSWD) and two members of the OEL instructional team to complete an initial walk through observation and to discuss dates for the formal observations in Winter 2019.
- The observation tool will be used at two site visits and debriefs will be designed to guide the reflective practice conversations amongst staff in to build upon best practices for ELSWD at all McKinley sites.

Report on 2018 EL Summer Programs (79 and 80)

BPS EL Summer Academies

5-Week Academic Enrichment program focuses on grade level academic skills in ESL/English Language Arts and Math. In addition to academics, the program includes enrichment activities focused on STEM, Arts, Leadership Building, and Physical Fitness.

EL Summer Academies through 5th Quarter Portfolios

OEL partnered with 5th Quarter Portfolio for the first time this year to allow all BPS schools and non-profit organizations the ability to offer summer learning programs to our students as well as to have a more streamlined process in programming.

EL Internship Program through Private Industry Council

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. Students work for 25-40 hours per week depending on the employer.

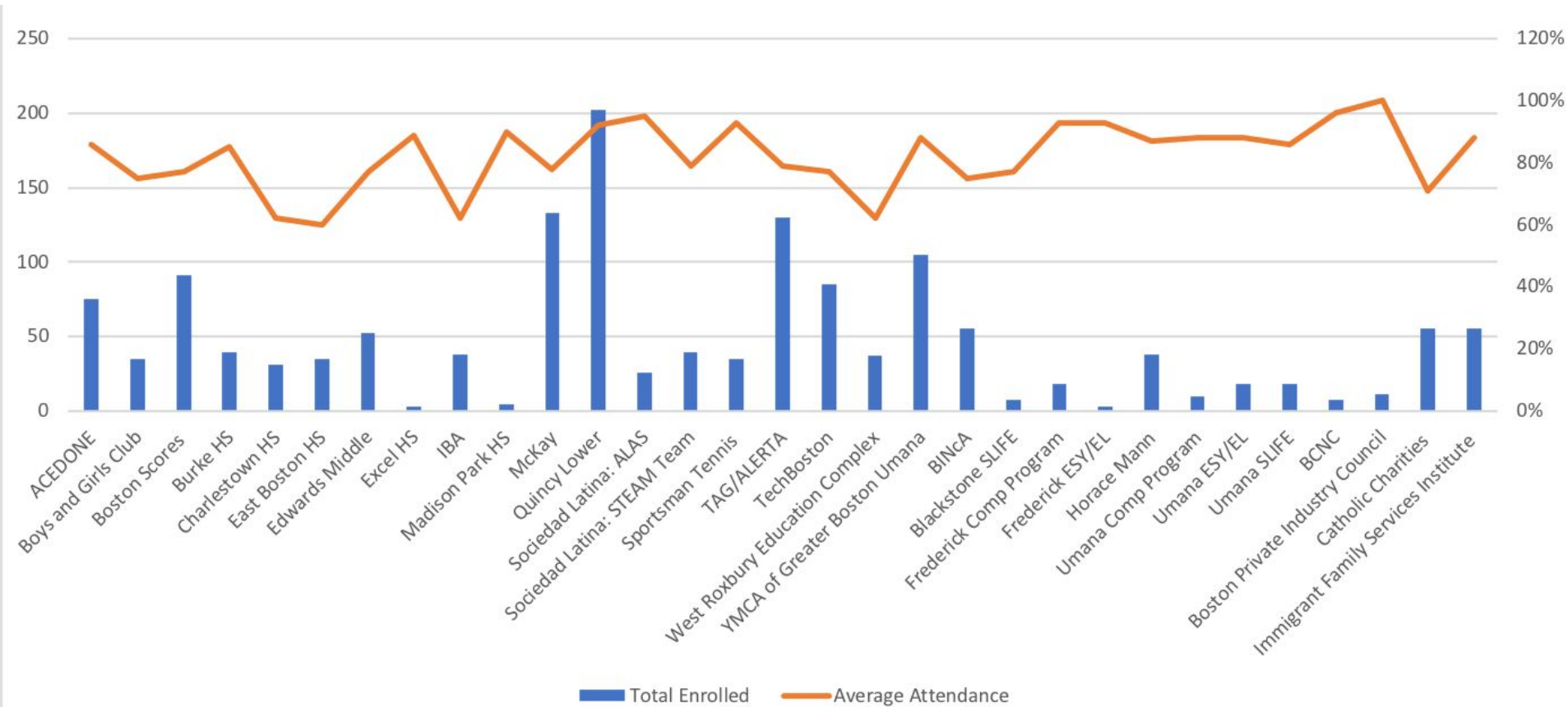
Partnership Programs through Community Based Organizations

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 languages spoken in BPS other than English.

iReady Diagnostic and Instruction

iReady provides reports that track ELs progress toward mastery of the Common Core State Standards and that explicitly inform instructional decision making for teachers of English learners.

Report on 2018 Summer Programs (cont.)



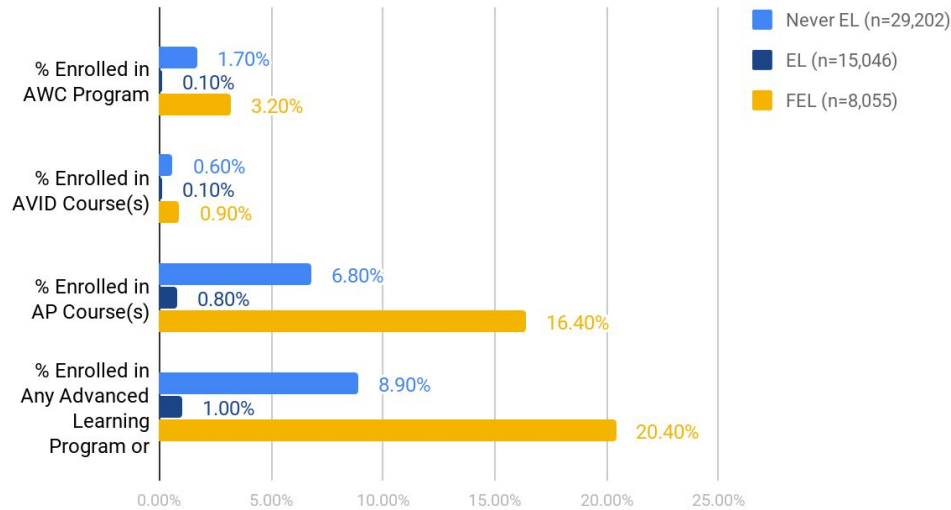
Total students served: 1490
 ELs: 1433
 Comp ELs: 79
 ELSWDs: 228
 Non-ELs: 21
 Out of District: 36
 Average Daily Attendance: 82%

Reading

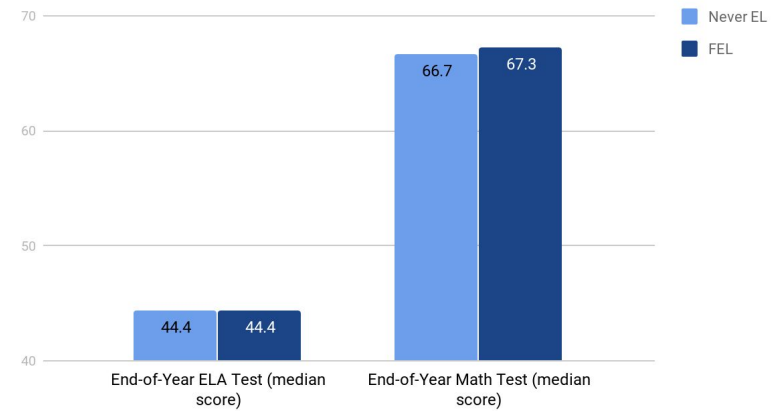
- On average, students achieved **51%** of expected full year growth (target = 100%)
- 9%** of students are on or above grade level
- Analysis includes **392** students

Paragraph 92: SY1718 Advanced Learning

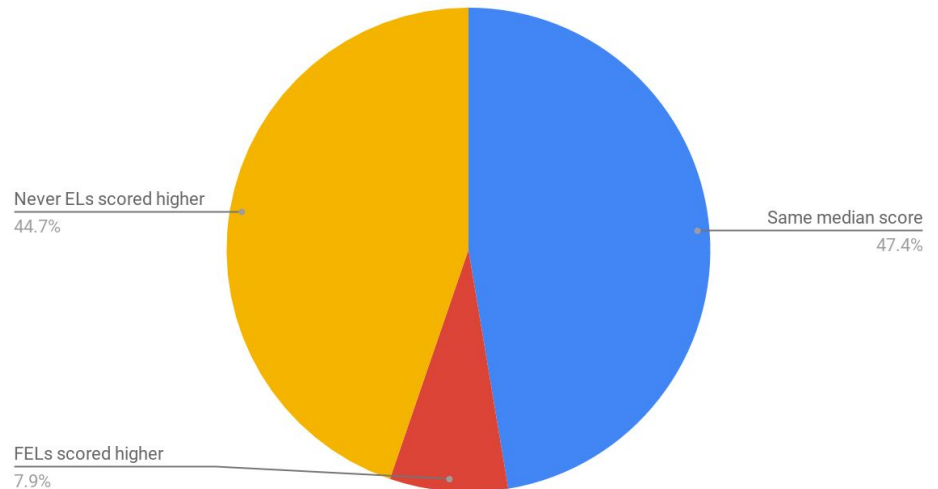
SY1718 Student Enrollment in Advanced Learning Courses/Programs



Performance of AWC Students (SY1718)



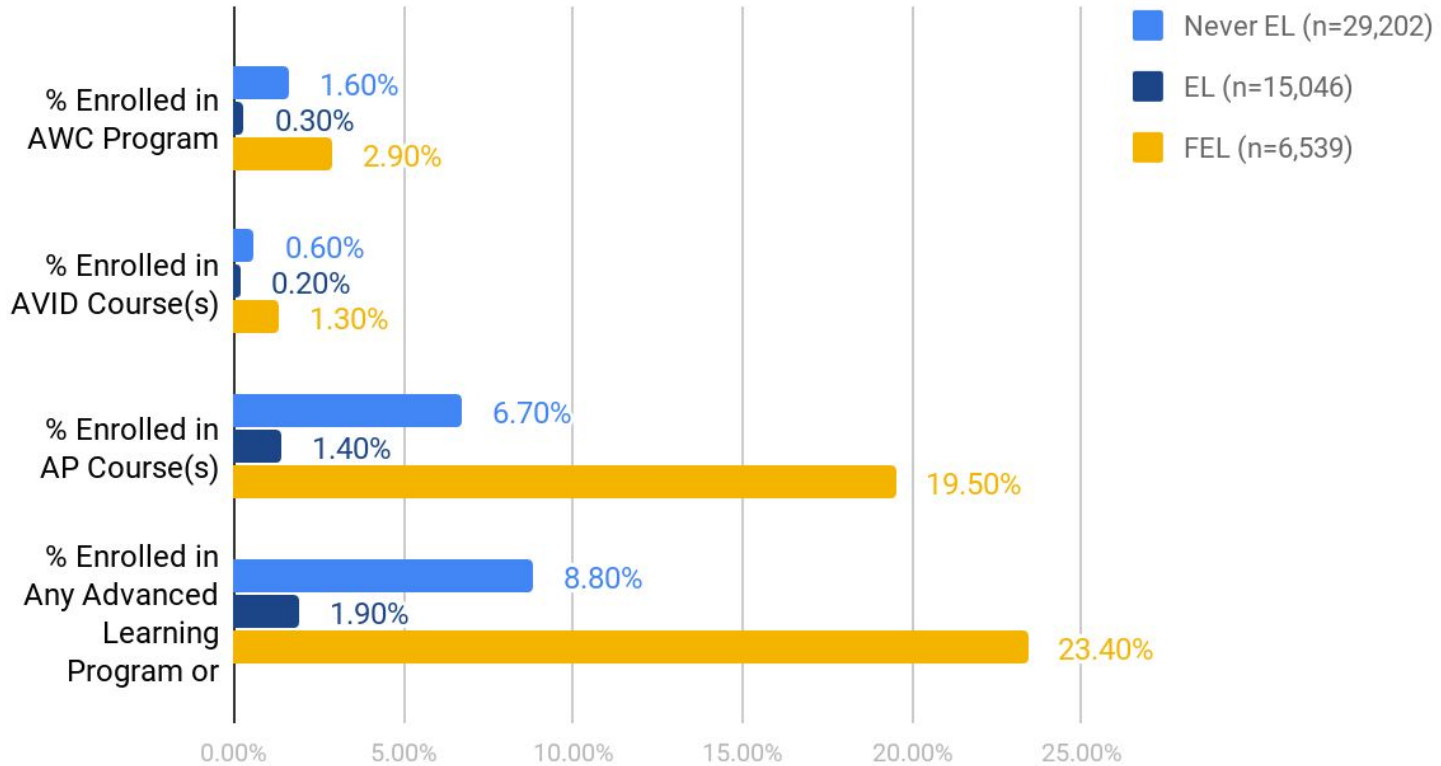
Median Score on 2018 AP Exams (38 subjects taken)



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

Paragraph 89/102: SY1819 Advanced Learning

SY1819 Student Enrollment in Advanced Learning/Programs

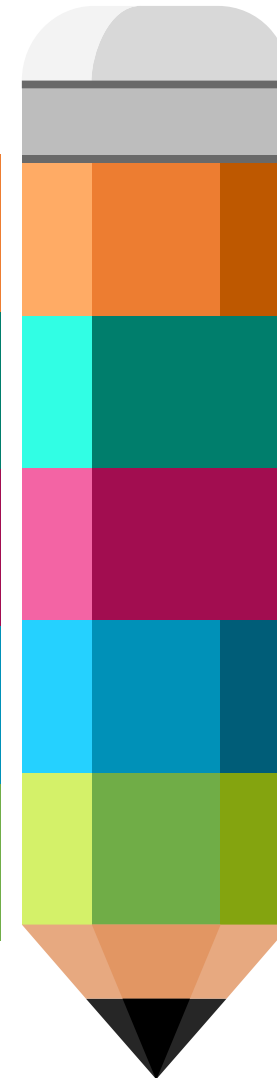


In addition, in SY18-19 Excellence for All classrooms have expanded to 16 schools and include the following:

- Grades 4-5: Bates, Grew, Guild, Harvard-Kent, Holmes, Mendell, Philbrick, and Sumner
- Grades 4-6: Curley, Edison, Gardner Pilot Academy, King, and Orchard Gardens
- Grade 6: Edwards, Frederick, and Irving

Advanced Learning Opportunities

Exam School Summer Application, Initiative Invitation, and Application Guide	1
Exam School Summer Application, Initiative Invitation, and Application Guide	2
Excellence for All Initiative Letter and Permission Form	3
AWC Parent Letter 1, 2 and Invitation Letter	4
Guide to BPS For Students & Families	5



Paragraphs 88 & 90:

Ensure that any written information regarding any higher learning opportunities, including AWC, AVID, and AP coursework, exam schools, the ISEE exam and any other similar opportunities are provided to parents and guardians in a language they understand.

Reports to Provide Training (83 and 87)



Staffing

- Increased in house translations staff
- Collaborating with external vendors
- Posting job description for internal vendors
- New telephonic interpretation






Other Investments

- Technological advances
- Online training for school leaders
- Revised and enhanced guidance materials
- Repository of translated documents and templates

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	
Gr. K-5: Reach		<p>Aligned to BPS core ELA curriculums:</p> <ul style="list-style-type: none"> ● K0/K1 (PreK): Focus on K0/K1 ● K2 (Kindergarten): Focus on K2 ● First Grade: Focus on First ● Second Grade: Focus on Second ● Third - Fifth Grade : Expeditionary Learning ● Sixth - Eighth Grade: Expeditionary Learning ● Ninth - Twelfth Grade: BPS Secondary Core Model Curriculum 	
Gr. 6-8: Inside			
Gr. 9-12: Edge			

Paragraph 98: Students Opting Out of Services

School	Grade	Reason for Opting Out
Beethoven	2nd	English is well spoken
Beethoven	K1	Primary language is English
Otis	3rd	Wants child to be in general education
Edison	3rd	Want ESL but not SEI program
McCormack	8th	First language is English
West Roxbury	11	Not good test taker but ready for general ed
Edison	3rd	English is first language at home
Ohrenberger	4th	Primary language is English
Shaw	K2	Primary language is English
Blackstone	3rd	Native English speaker
Blackstone	3rd	Native English speaker
USA	10th	Primary language is English
Excel	12th	Opt out of ESL
Orchard Gardens	2nd	Only speaks English
Quincy Elementary	1st	General education is better setting

SLIFE Enrollment update-as of 11.6.18 Aspen SIS active enrollment

Name	Language of Program	Grade Level	Capacity	cohort	Enrolled as of 11.06.18	fill rate
Taylor Elementary	Haitian	3-5	30	2	20	66.70%
TechBoston Academy 6-12	Haitian	6-8	15	1	16	106.70%
Newcomers Academy	Haitian	9-12	15	1	3	20.00%
TechBoston Academy 6-12	Haitian	9-12	15	1	9	60.00%
Orchard Gardens K-8 School	Cape Verdean	3-5	15	1	16	106.70%
Dearborn 6-12 STEM Academy	Cape Verdean	6-8	15	1	11	73.30%
Newcomers Academy	Cape Verdean	9-12	15	1	5	33.30%
Edison K-8 School	Multi	3-5	15	1	5	33.30%
Hennigan K-8 School	Multi	3-5	15	1	5	33.30%
Frederick Pilot Middle School	Multi	6-8	15	1	5	33.30%
Madison Park Technical Vocational High	Multi	9-12	15	1	9	60.00%
Newcomers Academy	Multi	9-12	30	2	8	26.70%
Blackstone Innovation School	Spanish	3-5	15	1	7	46.70%
Curley K-8 School	Spanish	3-5	15	1	7	46.70%
Hennigan K-8 School	Spanish	3-5	15	1	12	80.00%
Mario Umana Academy	Spanish	3-5	30	2	14	46.70%
Mildred Avenue K-8 School	Spanish	3-5	15	1	9	60.00%
Frederick Pilot Middle School	Spanish	6-8	30	2	22	73.30%
Mario Umana Academy	Spanish	6-8	15	1	13	86.70%
McCormack Middle School	Spanish	6-8	15	1	12	80.00%
Charlestown High School	Spanish	9-12	15	1	7	46.70%
East Boston High School	Spanish	9-12	45	3	19	42.20%
Newcomers Academy	Spanish	9-12	45	3	26	57.80%

*Sorted by language and then gradespan