

**ELL Task Force
Subcommittee Priorities for SY 2018–19**

Data (Miren Uriarte and Jen Douglas)

Continuing challenges: continuing data and information gaps

- Inconsistent analysis of district data by ELL/FELL, by ELD level, and by language group.
- Incomplete information about language assets across the district.
- Analysis of the impact of the home-based student assignment plan on the placement, program accessibility, and outcomes for ELLs is needed.

Continuing challenges: continuing questions about student assignment and student assessment

- The analysis of ELL overlays in the student assignment process is essential to identifying pathways to improved program integrity and to increase programmatic fidelity across languages and schools.

Program Quality (Diana Lam and Suzanne Lee)

Continuing challenges: big-picture vision and systems challenges

- Will work with OELL staff to identify ways to examine the fit between big-picture problems and goals and specific program interventions, then use these insights to better understand issues of system coherence. May take the shape of a case study of one initiative and the priorities it is intended to serve.

Program Quality - Problem, Theory of Action and Coherence in Action	
High Level Understanding	<ol style="list-style-type: none"> 1. How does the district define quality instruction for ELL students? How does it guide, support and understand what is happening? 2. What is the pathway of an ELL student through the system? 3. For the district, what is the problem of practice or key leadership gap it needs to solve in relation to improving quality in the ELL program? What does it consider its root causes? 4. What is the present theory of action for addressing this key gap? What is the strategy or strategies? What do you consider the greatest opportunities and obstacles?
Content or core	<ol style="list-style-type: none"> 1. What is recommended content and pedagogical approach? 2. How does it vary depending on language status or time in the program? On native language content proficiency? 3. How does it vary depending on the age or type of student?
Materials and processes	<ol style="list-style-type: none"> 1. Are there recommended or adopted core materials? Intervention materials? Supporting technology? 2. What happens as the students progress? If they fail to do so? When they leave the program?

Program Quality - Problem, Theory of Action and Coherence in Action	
Structures and supports	<ol style="list-style-type: none"> 1. How does system structure support at the level of the school? The teacher? The student? 2. How are ELLs included or addressed in QSPs? 3. What is the strategy for programs at the level of the system? 3. What specific resources go to schools, teachers and students for supporting ELL students and programs?
The people	<ol style="list-style-type: none"> 1. Who is teaching ELL students? What supports do they receive? Who provides the supports?
Understanding processes and outcomes	<ol style="list-style-type: none"> 1. What is measured and what does the system examine in order to understand whether there is quality in the instructional program for ELLs? 2. Who is responsible for follow through and what are the mechanisms for understanding what is measured at the system, school and classroom level? 3. What does the data tell us? What is the story for the district? 4. Can the district identify classrooms that exemplify quality? Schools? What is the rationale for those choices? 5. What data or analyses are available beyond state mandated reports?

English Language Learners with Disabilities (ELLSWD) (Maria de Lourdes Serpa and John Mudd)

Continuing challenges: supporting ELL students with disabilities

- Taking language into account consistently: consistent gap across many areas but most salient in the assessment, placement and service delivery for ELLs with disabilities.
- Lack of systems for understanding student language needs and developing adequate bilingual staff resources to meet those needs.

English Language Learners with Disabilities (ELLSWD): Priorities for SY 2018–19
<ol style="list-style-type: none"> 1. Continue to ensure updated performance data disaggregated for ELSWD students. 2. Continue to Work with Office of Human Capital to automate data matching teacher language capability assignment and language needs of students. 3. Work with OHC and Finance/Budget office to use Budget Collaborative and Probable Org meetings to develop protocols and procedures to address staffing needs for ELSWD students as the basis of targeted, interdepartmental recruitment, hiring, and development plans for ELSWD staff. <p>Work with OHC and the Schools division to orient school leaders (and personnel subcommittees) in hiring ELSWD (EL and Special Education) teachers and staff.</p>

English Language Learners with Disabilities (ELLSWD): Priorities for SY 2018–19

4. Implement “Restructuring SEI” pilot project in selected schools to include appropriate access to native language for language and academic learning for ELSWD students.
5. Follow-up to implement the use of the native language and cultural responsiveness checklist in the development of IEPs for ELSWD students and its implications for the implementation of the LOOK Bill.

Check on how bilingual psychologist recommendations for the use of native language are being followed in the development and implementation of IEPs for ELSWD students.
6. Review current Professional Development activities and develop plans for strengthening/supporting PD for staff working with ELSWD students as appropriate. This planning should include coordination as necessary with Professional Learning, OHC, Schools, OSE, and OEL. (For example, what professional development is needed to implement the revised IEPs for ELSWD students?)
7. Complete the Guidance Document, including adequate assessment of ELSWD student needs for access to native language in IEPs both for language and for academic learning instruction/services.
8. Flexibility to address unanticipated issues as they develop.

Parent Engagement (Rev. Cheng Imm Tan)

Continuing challenges: bringing ELL parent engagement to the schools

- Lack of a comprehensive engagement strategy that aims to expand parent engagement at the school level; it is not yet clearly articulated in district planning documents.
- Unclear definition of what constitutes effective ELL parent engagement and its alignment across schools and district levels.
- Inadequacy of resources that can be utilized at the school-level for engaging families broadly and ELL families specifically.
- Limited accountability for principals to implement effective family engagement; not a requirement for proficiency in the evaluation of principals.
- Limited effective methods of evaluating the quality of parent engagement at the district and school level; tendency is to report “outputs” rather than “outcomes.”

Parent Engagement: Priorities for SY 2018–19	
<p>1. Recommendation: District-wide recommendation to better train, support, resource and hold school leaders and educators accountable for family engagement for all students, including ELLs.</p>	<ul style="list-style-type: none"> - Identify data that will allow us to measure and monitor whether, how, and with what impact training strategies have been implemented. - Continue our work to get missing language on family engagement in place even though the SIP is now “non-existent”. - Continue advocating for changes to how principals are evaluated, so that a “proficient” rating on both family engagement and cultural competence is necessary to secure a “proficient” score. - Continue seeking data that allows meaningful measurement of ELL parent participation and voices at the school and district level in meetings (beyond just a limited set of OE and OELL meetings). - Continue pushing OE to create and support scalable programs to successfully engage parents district-wide.
<p>2. Recommendation: Build Culturally and Linguistically welcoming school environments and culturally relevant curriculum that affirms our diverse student body and families. Commitment to better train, resource and hold school leaders and educators accountable to this recommendation.</p>	<ul style="list-style-type: none"> - We will wait to advance subcommittee work in this area until we make progress on measuring parent engagement. We are encouraged that all principals have been trained on CLSP and schools are required to submit their CLSP plans as a part of their School Quality Plan. We need robust parent engagement data in order to understand whether these efforts are indeed resulting in more culturally and linguistically welcoming school environments.
<p>3. Recommendation: Build language capacity at the district and school levels, both oral and written to communicate with parents in schools.</p>	<ul style="list-style-type: none"> - Work with the district to step up outreach to schools with big ELL populations, so that staff know they are able to request translations for outreach purposes. - Work with the district to bring Vietnamese language capacity on staff to a level that meets the number of translation requests. - Continue efforts to obtain data that allows monitoring of the number of teachers and staff who are bilingual, disaggregated by school.

Parent Engagement: Priorities for SY 2018–19	
<p>4. Recommendation: Ensure adequate information and outreach to familiarize new immigrant parents with the school registration process (including the registration timing and schedule) and help parents understand how to pick schools that best meet their child/ren’s needs</p>	<ul style="list-style-type: none"> - Gather input from the ELL Task Force on how effective the data we are monitoring are or whether there are other data we should be monitoring. - Continue working with the district to expand ELL parent outreach.

Human Capital (Suzanne Lee and John Mudd)

Continuing challenges: addressing gaps in appropriate staffing

- Low rates of match between the language needs of all ELLs and specifically ELL-SWDs and the professional skills and language ability of teachers, paras, and administrative staff, as well as inadequate presence of social/emotional learning supports.
- Limited data on the student/teacher language match throughout the system, and no systems to use this data for ongoing monitoring of progress.
- Inadequate comprehensive professional development that enhances cultural and linguistically sustaining practices across the district.
- Limited accountability for hiring of culturally and linguistically appropriate staff as a requirement for proficiency in the evaluation of principals.

Human Capital: Running Priorities	
Data Collection	<ul style="list-style-type: none"> ● OHC needs to collaborate with OELL and Special Education Department to identify and implement a process to document the language proficiency of teachers/professional staff. ● OHC needs to collaborate with OELL and Special Education Department to identify and implement a process to validate the language proficiency of teachers/professional staff - utilizing a universally recognized criterion and process.
Data Analysis	<ul style="list-style-type: none"> ● OHC needs to collaborate with OELL and Special Education Department to identify and implement a process to document BPS’s needs for teachers with bilingual ability (for EL programs and for ELL/SWD programs).
Recruitment and Pipeline Development	<ul style="list-style-type: none"> ● OHC needs to propose and pilot a plan to develop needed EL-Bilingual and ELSWD bilingual teachers through the various Pipeline, Partner, and Pathways programs. ● OHC needs to propose and pilot a recruitment and cultivation initiative to increase the number and variety by language group of the EL-Bilingual and ELSWD Bilingual teachers that are needed by the district

Human Capital: Running Priorities	
Hiring/ Staffing	<ul style="list-style-type: none"> ● OHC needs to collaborate with OELL and Special Education Department to develop Professional Development to support school leaders and hiring committees on issues related to language ability, language diversity in a district such as Boston. ● OHC needs to propose and pilot a presentation/webinar to provide school-based professional development directed to improve choices in hiring at the school level. Goal would be to improve school-based acceptance of EL programs and the hiring of bilingual teachers to serve these programs and other school programs). <i>“Bilingual teachers can teach in English -AND they can teach in another language!”</i> ● Plans for the development of a guidance document (or training plan) for School Leaders and Personnel Subcommittees in hiring EL-bilingual and EL SWD bilingual teachers. ● OHC in collaboration with the Budget Team, OELL, Special Education Department and Academic Superintendents need to plan to use the processes of Budget Collaborative and Probable Org meetings to inform hiring needs and need for next year to include specific attention to staffing for EL-bilingual and ELSWD bilingual students (in collaboration with Nate Kuder).
Assessments	<ul style="list-style-type: none"> ● Identify Lessons learned from OHC’s work in 20 Diversity Focus Schools Initiative AND Low Performing schools that are relevant to planning for hiring and supporting bilingual teachers for EL programs.
Strategic Partnerships	<ul style="list-style-type: none"> ● Develop strategic partnerships with Higher Education Institutions <ul style="list-style-type: none"> ○ Convene a roundtable of Deans of Schools of Education in Boston Area and convey our district’s need